TECHNICAL DESCRIPTION OF LEATHER TECHNOLOGY (FOOTWEAR & GARMENTS)
The Technical Description consists of the following:

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1. INTRODUCTION

1.1 NAME AND DESCRIPTION OF THE SKILL COMPETITION

1.1.1 The name of the skill competition sector -
Leather sector (Footwear & Garments)

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

The Leather sector practitioner creates Leather & its products. The technical skills involved include design, pattern construction, cutting, and manufacture and finishing of products such as Footwear, Goods, and Garments.

The practitioner may work in one of several sectors but often they are self-employed and work on commissioned projects or in the retail manufacturing sector or in sampling Leather & Non leather products for production. As such they need to have business acumen and strong interpersonal skills when dealing with clients. Excellent customer care and selling skills are important. 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.

Leather & Related fabrics are often expensive, delicate, and easily damaged if 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, use, and storage of all materials. Sustainability, ethics and budgets are all serious considerations when sourcing materials and selecting sub-contractors.

The design of a Leather & Non leather products requires innovation, creativity, artistic talent and design skills which incorporate aesthetics as well as function and other design practicalities. The practitioner must apply the rules and theory of composition including design elements and principles as well as excellent construction technique. They are often creative and artistic, with a good eye for design and the ability to create pleasing and functional Leather & Non leather products, suitable for their purpose. In addition, a thorough knowledge and understanding of specialist equipment and its use is essential. Another requirement is a high level of technical knowledge in patternmaking and construction techniques. Different Leather & Related fabrics will behave in various ways regarding design, as well as react in various ways to the manufacturing process and these characteristics must be considered throughout the design, preparation, and production process.

There is a wide range of practice in the Leather sector. Some practitioners produce small ranges for retail outlets or high-class fashion houses or prepare bespoke & Non leather products 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 Footwear may be designed and prototyped in one country and sub-contracted for manufacture in another.

Wherever employed, it is essential that the practitioner is aware of current and emerging fashions and trends in the Leather industry. Equally important is an awareness of new developments in & Non leather products as well as machinery and equipment. Significant damage can be done to a business and its reputation if fashion trends are misread.

1.1.3 Number of Competitors per team & Criteria.

Leather sector (Footwear & Garments) is a allowed by individual person competitor. The Competitors must not be older than 22 years in the year of the Competition.
2. THE WORLDSKILLS STANDARDS
SPECIFICATION (WSSS)

2.1 GENERAL NOTES ON THE WSSS

The WSSS specifies the knowledge, understanding and specific skills that underpin international best practice in technical and vocational performance. It should reflect a shared global understanding of what the associated work role(s) or occupation(s) represent for industry and business (www.worldskills.org/WSSS).

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

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

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

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

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

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

2.2 Marking Standards & Specifications of LSSC

<table>
<thead>
<tr>
<th>SECTION</th>
<th>TOPIC</th>
<th>MARK DISTRIBUTION</th>
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<tbody>
<tr>
<td>1.</td>
<td>Work organization and management</td>
<td>7</td>
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<tr>
<td></td>
<td>The individual needs to know and understand:</td>
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<tr>
<td></td>
<td>• Leather, Materials/fabrics, their characteristics, properties, and uses</td>
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<td>• The Leather &amp; its products industry processes across the world</td>
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<td>• Processes for mass productions, small collection, bespoke.</td>
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<td>• Industry jargon and terminology</td>
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<td></td>
<td>• That specialist areas and sectors exist within the industry including Sport footwear, safety wears, medical footwear, Non leather footwear, trekking goods &amp; garments, safety gloves, luggage etc.,</td>
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<td></td>
<td>• The need for marketing and good business practice</td>
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<td>• The importance of continuous professional development</td>
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<td>• Health and safety regulations and best practice</td>
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<td>• The importance of maintaining a clean and organized workplace</td>
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<td></td>
<td>• The importance of effective work-planning, organization, and</td>
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<td>deadlines</td>
<td>The importance of accuracy and care when preparing Materials for production</td>
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<td></td>
<td>The range, uses and care of specialist tools and equipment used in the industry</td>
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<td></td>
<td>Issues regarding ethics and sustainability regarding the purchase, production, and sale of products.</td>
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<td></td>
<td>How to assess for quality assurance at all stages of production</td>
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</table>

The individual needs to know and understand:
- Leather, Materials/fabrics, their characteristics, properties, and uses
- The Leather & its products industry processes across the world
- Processes for mass produced, small collection, bespoke.
- Industry jargon and terminology
- That specialist areas and sectors exist within the industry including Sport footwear, safety wears, medical footwear, Non leather footwear, trekking goods & garments, safety gloves, luggage etc.,
- The need for marketing and good business practice
- The importance of continuous professional development
- Health and safety regulations and best practice
- The importance of maintaining a clean and organized workplace
- The importance of effective work-planning, organization, and deadlines
- The importance of accuracy and care when preparing materials for production
- The range, uses and care of specialist tools and equipment used in the industry
- Issues regarding ethics and sustainability regarding the purchase, production, and sale of products.
- How to assess for quality assurance at all stages of production

2. **Communications and interpersonal skills**

The individual needs to know and understand:
- The importance of tact, discretion, diplomacy, and confidentiality when meeting with clients
- How to communicate effectively with clients to understand requirements, including design briefs
- How to communicate effectively with other industry professionals including design team members, ordering materials, sub-contracting work or dealing with suppliers
- How to appropriately handle a client in a measuring or fitting
situation
• How to communicate effectively including presentation and sales skills

The individual shall be able to:
• Communicate effectively with both internal and external clients and show a good understanding of technical and industry specific terms
• Communicate clearly with clients to understand their specific needs and design requirements
• Act with confidentiality, discretion, and tact when working with clients
• Measure or fit a client for Shoes/garments with care and tact working with them to make sure client needs and expectations are met
• Provide expert advice and guidance to clients to enable them to make informed decisions about purchases or production requirements
• Seek expert advice and guidance from other industry professionals to enable informed decisions about purchases or production requirements
• Provide expert and tactful guidance on styles, colors, and fabrics that will suit the need of the client and be appropriate for specific designs
• Provide appropriate advice and guidance to a client on the after care of the Shoes/garment
• Present ideas, designs, vision, and production solutions to both internal and external clients

3. **Problem solving, innovation, and creativity**
The individual needs to know and understand:
• The importance of both individuality and conformity to all areas of the Leather industry
• Basic machine care, fault finding, and resolution
• Creativity and its relevance and importance to the Leather industry
• All technical aspects of the production process
• Leather & other materials properties and characteristics
• The purposes, properties, and characteristics of specialty fabrics/Materials
• The limitations of the design and production process, and how to anticipate and address technical problems which may arise

The individual shall be able to:
• Demonstrate innovation and creativity in design
• Think creatively to devise innovative solutions
• Use creative solutions to resolve design and/or production challenges
• Alter Shoes/garments to provide a better or custom fit, to update or to make Shoes/garments more appropriate
4. **design**  
The individual needs to know and understand:  
- The design elements and principles  
- The range of Footwear/Goods/Garments/Luggage and materials available to the designer, their characteristics, uses and care  
- Developments in new and specialty materials, and their implications for Leather & its products.  
- Current fashions, trends and themes relating to materials and fabrics, color and style  
- The impact of culture and tradition in design  
- The range and type of materials that can be used as part of a fashion footwear/garment design (both outside and inside product)  
- The co-ordination of colors, styles, materials/fabrics, accessories and themes  
- The range of styles and cuts that are common in footwear/garment making, the associated terminology and how they are represented in sketches or on prototype designs  
- The impact of body shape and size on the fit and appearance of a footwear/garment  
- Global influences on design and how traditions and national characteristics impact design  
- The bearing of the production process, and its costs, on opportunities and constraints for design  
- How to communicate design concepts and ideas to potential clients or industry professionals  
- The technical elements of Footwear/garment construction and how they impact production in reference to materials, function, wearability and costings

The individual shall be able to:  
- Research fashion trends & technicality and apply these appropriately
to designs

- Direct the design to the target market or individual when designing products.
- Illustrate Footwear/garment designs showing technical details
- Create theme/trend boards and illustrations to communicate ideas, concepts and visions
- Identify different types of Leathers/materials and select suitable materials for particular uses
- Take account of the properties of selected specialty fabrics within the design, development and production process
- Apply knowledge of basic cuts and styles to inform designs but not to restrict creativity and innovation
- Select appropriate materials to different fashion designs
- Select and use different notions such as zips, buttons, elastic, eyelets, shoulder pads as well as trims like lace, beads, and ribbons
- Apply different embellishments and accessories to the design
- Co-ordinate colors, styles, materials/fabrics, and accessories to produce high quality design
- Provide professional and tactful guidance on styles, colors, and materials that will suit the need of the client
- Use artistic ability, creativity, and innovation to design a full variety of footwear/garments for all manner of target markets
- Create designs following a theme or design brief
- Alter and adapt designs to meet clients’ needs and to make the design relevant to the brief
- Modify ready-made garments to create new designs

5. **Technical drawing**

The individual needs to know and understand:

- How to both interpret and create specialist technical drawings
- Specialist industry-related terminology and symbols
- The use of IT and specialist software to produce images and designs

The individual shall be able to:

- Communicate effectively with clients
- Understand specific requirements when working with internal and external clients
- Provide professional advice and guidance to internal and external clients to enable them to make informed decisions about fabrics, design, production and costings
- Create specialist technical drawings using industry recognized terminology and symbols that effectively convey necessary design details and vision
| • Present ideas, designs, vision, and production solutions to client |
|• Read and interpret both technical drawings and fashion drawings or photos |
|• Prepare accurate line/flat drawings by hand, showing technical design elements |
|• Use computers and specialist software to create CAD 2D and 3D images |
|• Clearly label drawings and images |

<table>
<thead>
<tr>
<th>6. <strong>Pattern construction and draping</strong></th>
</tr>
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<tbody>
<tr>
<td>The individual needs to know and understand:</td>
</tr>
<tr>
<td>• The construction of Footwear/garments using 2D flat patterns or 3D draping</td>
</tr>
<tr>
<td>• The process to create 2D patterns for various Footwears/garments using blocks or slopers or drafting from measurements</td>
</tr>
<tr>
<td>• How to use specialist patternmaking equipment</td>
</tr>
<tr>
<td>• The use of IT specialist software to produce patterns</td>
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<tr>
<td>• Basic grading of patterns to other sizes</td>
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<tr>
<td>• The use of Lasts/dress forms in constructing Footwear/garments or testing patterns</td>
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<tr>
<td>• The requirements of different designs and how to use the most appropriate cut or patternmaking principle</td>
</tr>
<tr>
<td>• How various Leather &amp; fabrics react to different styles or production techniques</td>
</tr>
<tr>
<td>• How to mark materials and the importance of accuracy</td>
</tr>
<tr>
<td>• How various styles function with regard to fit and easing</td>
</tr>
<tr>
<td>• How to utilize patternmaking</td>
</tr>
</tbody>
</table>

The individual shall be able to:
• Create/develop or alter patterns for various types of Footwear/garments.
• Drape on Lasts/dress forms for various types of Footwear/garments,
• Select the best method of construction appropriate to different Materials, designs and markets
• Transfer draped 3D patterns to paper or pattern board
• Measure and mark accurately
• Choose appropriate linings and fusings for fabric and design requirements and develop patterns accordingly
• Fit Footwear/garments to specified sizes
• Prepare patterns for cutting with appropriate seam allowances and grainlines, darts etc.
7. **Cutting, Closing, Bottoming and finishing techniques**

The individual needs to know and understand:

- The importance of accuracy when cutting Leather/Materials in order to minimize wastage and to optimize the finished Footwear/garment
- Pattern preparation and correct layout and marking of patterns
- The use of cutting tools both manual and machine.
- The machinery and tools used for Footwear/garment production
- The maintenance and use of industrial machines
- Footwear/Garment construction processes/techniques
- The industry terms for different techniques and finishes
- Different types of stitching, Bottoming and finishing and their appropriate applications
- The properties of different Materials and how to handle them including when cutting, sewing, and pressing

The individual shall be able to:

- Accurately measure Material consumption according to the pattern
- Correctly prepare and mark a layout to optimize material utilization and follow pattern instructions
- Cut materials accurately using the most appropriate tool or equipment
- Use various types of industrial equipment used in the leather industry, such as sewing machines, overlocking machines, skiving machines, fusing press, Lasting machines, sole pressing, heat setting, forming etc.,
- Select the appropriate tool or equipment for the task
- Use all machinery safely and in accordance with the manufacturer’s instructions
- Conduct trials to ensure that the machine settings are appropriate for Materials being used and the application
- Apply fusing appropriately and effectively to different parts of the design
- Construct and apply facings, interfacing, interlining, and lining.
- Select appropriate soles for shoes construction.
- Handle and care for materials to ensure that they are not damaged and remain in good condition
- Sew accurately by machine various types of footwear/garments or parts of footwear/garments
- Use a variety of different stitches and finishes on footwear/garments or parts of footwear/garments according to the specification sheet,
technical drawing, or pattern
• Finish footwear/garments professionally
• Finish parts of footwear/garments with hand sewing
• Proficiently execute specialist sewing skills and techniques
• Present finished footwear/garments professionally
• Resolve any issues of quality control to ensure a quality product

Total 100

3. THE ASSESSMENT STRATEGY AND SPECIFICATION

3.1 GENERAL GUIDANCE

Assessment is governed by the World Skills Assessment Strategy. The Strategy establishes the principles and techniques to which World Skills assessment and marking must conform. Expert assessment practice lies at the heart of the World Skills 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 World Skills Competition: the Marking Scheme, Test Project, and Competition Information System (CIS).

Assessment at the World Skills Competition falls into two broad types: measurement and judgement. For both types of assessment, the use of explicit benchmarks against which to assess each Aspect is essential to guarantee quality. The Marking Scheme must follow the weightings within the Standards Specification. The Test Project is the assessment vehicle for the skill competition, and also follows the Standards Specification. The CIS enables the timely and accurate recording of marks, and has expanding supportive capacity.

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

4 THE MARKING SCHEME

4.1 GENERAL GUIDANCE

This section describes the role and place of the Marking Scheme, how the Experts will assess Competitors’ work as demonstrated through the Test Project, and the procedures and requirements for marking. The Marking Scheme is the pivotal instrument of the World Skills Competition, in that it ties assessment to the standards that represent the skill. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Standards Specification.
By reflecting the weightings in the Standards Specification, the Marking Scheme establishes the parameters for the design of the Test Project. Depending on the nature of the skill and its assessment needs, it may initially be appropriate to develop the Marking Scheme in more detail as a guide for Test Project design. Alternatively, initial Test Project design can be based on the outline Marking Scheme. From this point onwards the Marking Scheme and Test Project should be developed together.

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

The Marking Scheme and Test Project may be developed by one person, or several, or by all Experts. The detailed and final Marking Scheme and Test Project must be approved by the whole Expert Jury prior to submission for independent quality assurance. The exception to this process is for those skill competitions which use an independent designer for the development of the Marking Scheme and Test Project. Please see the Rules for further details.

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

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

4.2 ASSESSMENT CRITERIA

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

Assessment Criteria are created by the person(s) developing the Marking Scheme, who are free to define criteria that they consider most suited to the assessment and marking of the Test Project. Each Assessment Criterion is defined by a letter (A-I). It is advisable not to specify either the Assessment Criteria, or the allocation of marks, or the assessment methods, within this Technical Description.

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

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

4.3 SUB CRITERIA

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

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

4.4 ASPECTS

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

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

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>TOTAL MARKS PER SECTION</th>
<th>WSSS MARKS PER SECTION</th>
<th>VARIANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A B C D E F G H</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
</tr>
<tr>
<td>1</td>
<td>5.00</td>
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<tr>
<td>2</td>
<td>2.00</td>
<td>7.50</td>
<td>9.50</td>
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<tr>
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<td>10.00</td>
<td>5.00</td>
<td>15.00</td>
</tr>
<tr>
<td>TOTAL MARKS</td>
<td>5.00</td>
<td>10.00</td>
<td>20.00</td>
</tr>
</tbody>
</table>

4.5 ASSESSMENT AND MARKING

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

4.6 ASSESSMENT AND MARKING USING JUDGEMENT

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

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

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

4.7 ASSESSMENT AND MARKING USING MEASUREMENT

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

4.8 THE USE OF MEASUREMENT AND JUDGEMENT

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

4.9 COMPLETION OF SKILL ASSESSMENT SPECIFICATION

Criterion A – Design
Experts will assess the following aspects using judgement marking:

- Creativity/original concept/innovation;
- Use of the elements and principles of design;
- Handling of supplied materials;
- Material, design, and color co-ordination;
- Technical drawings by computer

**Criterion B – Patternmaking**

Experts will assess the following aspects using both judgement and measurement marking:

- Interpretation of the Design (shape and proportion reflect the drawing);
- Accurate measurement;
- Flat pattern making
- Pattern accuracy/flow through;
- Pattern information (grain line, cutting instructions, notches, etc.).

**Criterion C – Construction**

Experts will assess the following aspects using both judgement and measurement marking:

- Layout and cutting;
- Measurements;
- All stitching (seams, matching of junctions, facings, hems, linings, etc.);
- Hand sewing and handling of trims;
- Sole attaching process.
- Overall quality of construction.

**Criterion D – Appearance**

Experts will assess the following aspects using judgement marking:

- General pressing;
- Drape and shape of the Footwear/garment;
- Quality of the finished garment.

**Criterion E – Level of Difficulty**

Experts will assess the following aspects using judgement marking:

- Complexity of design and pattern;
- Complexity of construction techniques.

### 4.10 SKILL ASSESSMENT PROCEDURES

Prior the Competition, the Chief Expert and the will explain the assessment method to all Experts.

The Chief Expert will divide all the Experts into teams for marking and setting up marking schedules. The teams are to be divided between experienced Experts and new Experts, recognizing cultural, and language differences.

The Experts should assess the same aspects for all the Competitors where possible.
All Experts assess similar percentages of the marks where possible. Measurement marking will be marked by teams according to criteria set, e.g. measurements, as detailed in paragraph 4.8. Judgement marking will be marked by teams using flash cards.

5. THE TEST PROJECT

5.1 GENERAL NOTES
Sections 3 and 4 govern the development of the Test Project. These notes are supplementary. Whether it is a single entity, or a series of stand-alone or connected modules, the Test Project will enable the assessment of the skills in each section of the WSSS.

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

The Test Project will not cover areas outside the Standards Specification, or affect the balance of marks within the Standards Specification other than in the circumstances indicated by Section 2.

The Test Project will enable knowledge and understanding to be assessed solely through their applications within practical work.

The Test Project will not assess knowledge of World Skills rules and regulations.

This Technical Description will note any issues that affect the Test Project’s capacity to support the full range of assessment relative to the Standards Specification.

5.2 FORMAT/STRUCTURE OF THE TEST PROJECT
The format of the Test Project is a single Test Project with separately assessed modules.

The Test Project must contain a minimum of three modules and be able to be assessed throughout the Competition.

• The Test Project must reflect industry best practices as outlined in the WSSS;
• It must define a target (e.g. 20 years old to be trendy and attractive + customer + age group;
• Module 1: Masking and pattern making done on the last / the draping can be a dress or two pieces;
• Module 2: 1 hour 30 min It should be seasonal, Footwear/garment for evening, for day, different events or casual, sport wear, etc.,
• Module 3: Pattern construction is strongly recommended to be drafted by CAD systems to follow the international technology standards of most countries;
• Glossary with pictures (vocabulary, standard in pattern) on the Discussion Forum.

5.3 TEST PROJECT DESIGN REQUIREMENTS
• The Competition Organizer must provide measurements of the Last/dress form. This must be provided by the Workshop Manager.
• All materials and fabrics must be suitable for the Test Project and commercially available, they should be secured and stored after samples have been confirmed;
• The Test Project must include Materials / fabrics of different weight and type (excluding lining);
• The Test Project must include the concept of a ‘mystery box’ for all Competitors. The ‘mystery box’ will contain a variety of Leathers/materials and/or trimmings that match the theme and complement the Test Project in order to test the Competitor’s creative design skill;
• The Competition Organizer will provide detailed information of the supplier in the online Infrastructure List system as well as details of the materials to be used;
• The Test Project must include an individually designed Footwear/garment or part of Footwear (upper) / garment (judgement marking);

5.4 TEST PROJECT DEVELOPMENT

The Test Project MUST be submitted using the templates provided by World Skills International (www.worldskills.org/expertcentre). Use the Word template for text documents and DWG template for drawings.

5.4.1 Who develops the Test Project or modules?
The Test Project/modules are developed by the Skill Management Team.

5.4.2 How and where is the Test Project or modules developed?
Test Project is developed at the Competition Preparation Week using randomized module components.

5.4.3 When is the Test Project Developed?
The Test Project is developed according to the following timeline:

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven (?) months prior to the Competition</td>
<td>Test Project proposal is uploaded to the Discussion Forum for consideration by the Experts.</td>
</tr>
<tr>
<td>Six (6) months prior to the Competition</td>
<td>Discussions regarding the proposals finish, and a vote to agree on the Test Project is conducted, and the final Test Project is circulated on the WSI website</td>
</tr>
<tr>
<td>Two (2) months prior to the Competition</td>
<td>The Marking Scheme is uploaded to the forum for discussion.</td>
</tr>
<tr>
<td>One (1) month prior to the Competition</td>
<td>The Marking Scheme is finalized and uploaded to the CIS.</td>
</tr>
</tbody>
</table>

5.5 TEST PROJECT VALIDATION

The Director of Skills Competitions must approve the Test Project concept and format before it is uploaded to the forum for Experts consideration.

The toile for the pattern or block for the Footwear/garment must be displayed as a sample at the Competition site, for the Competitor and the public to see.

5.6 TEST PROJECT SELECTION

The Test Project is confirmed by vote on the Discussion Forum six months prior to the Competition. Final elements for each of the modules of the Test Project will be selected randomly by ballot draw at the Competition.

5.7 TEST PROJECT CIRCULATION

The Test Project is circulated via the website as follows:

Six months before the current Competition

5.8 TEST PROJECT COORDINATION (PREPARATION FOR COMPETITION)

Coordination of the Test Project will be undertaken by the Skill Competition Manager.
5.9 TEST PROJECT CHANGE AT THE COMPETITION

Due to the Test Project being circulated to Competitors six months prior to the Competition it is necessary for the Test Project modules and associated marking scheme to contain at least 30% mystery modules or modules with random elements.

5.10 MATERIAL OR MANUFACTURER SPECIFICATIONS

Specific material and/or manufacturer specifications required to allow the Competitor to complete the Test Project will be supplied by the Competition Organizer and are available from www.worldskills.org/infrastructure located in the Expert Centre.

- The Competition Organizer will provide contact details of suppliers or agents for the Leather/material at least three months prior to the Competition;
- Lasts/Dress forms must be suitable for draping with standardized Foot & body measurements;

6. SKILL MANAGEMENT AND COMMUNICATION

6.1 DISCUSSION FORUM

Prior to the Competition, all discussion, communication, collaboration, and decision making regarding the skill competition must take place on the skill specific Discussion Forum (http://forums.worldskills.org). Skill related decisions and communication are only valid if they take place on the forum. The Chief Expert (or an Expert nominated by the Chief Expert) will be the moderator for this Forum. Refer to Competition Rules for the timeline of communication and competition development requirements.

6.2 COMPETITOR INFORMATION

All information for registered Competitors is available from the Competitor Centre (www.worldskills.org/competitorcentre)

This information includes:
- Competition Rules
- Technical Descriptions
- Marking Schemes
- Test Projects
- Infrastructure List
- World Skills Health, Safety, and Environment Policy and Regulations
- Other Competition-related information

6.3 TEST PROJECTS [AND MARKING SCHEMES]

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

6.4 DAY-TO-DAY MANAGEMENT

The day-to-day management of the skill during the Competition is defined in the Skill Management Plan that is created by the Skill Management Team led by the Skill Competition Manager. The Skill Management Team comprises the Skill Competition Manager, Chief Expert and Deputy Chief Expert. The Skill Management Plan is progressively developed in the six months prior to the Competition and finalized at the Competition by
agreement of the Experts. The Skill Management Plan can be viewed in the Expert Centre (www.worldskills.org/expertcentre).

7. SKILL-SPECIFIC SAFETY REQUIREMENTS

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

The following skill-specific safety requirement must also be adhered to:
- The electrical cords should not be in the way and must be taped to the floor and the table;
- 1000 lux lighting over all work areas;
- Large digital clock for work area;
- No heater or air conditioning next to or in front of Competitor;
- Competitor must have hair fixed and wear closed shoes;
- No hanging jewellery;
- Head scarves must be secured.

8. MATERIALS AND EQUIPMENT

8.1 INFRASTRUCTURE LIST

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

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

The Infrastructure List specifies the items and quantities requested by the Experts for the next Competition. The Competition Organizer will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items. Items supplied by the Competition Organizer are shown in a separate column.

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

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

The Infrastructure List does not include items that Competitors and/or Experts are required to bring and items that Competitors are not allowed to bring – they are specified below.

8.2 COMPETITOR’S TOOLBOX

Competitors are allowed a maximum of one toolbox which should not exceed 0.1 cubic metre.

That is, toolboxes dimensions including all contents will be measured. Dimensions must not exceed length x width x height = 0.1

E.g. 0.7 x 0.4 x 0.35 = 0.1 cubic metre.

If competitors bring additional tools other than the tools shipped, they must fit into this toolbox.

8.3 MATERIALS, EQUIPMENT, AND TOOLS SUPPLIED BY COMPETITORS IN THEIR TOOLBOX
1. Pencils, plastic ruler, Eraser, Sharpener, pen.
2. Tracing Wheel & Paper.
3. A4 paper/ Plastic paper
4. Awl
5. H/S Needle.
6. Scissors
7. Cutting mat
8. Clock timer.
9. Adhesives
10. hand gloves etc

Experts will check the toolbox twice every day.
The use of equipment used to create specialized fabrications according to a Competitor’s design must be proposed and discussed on the Discussion Forum before the competition.

If a Competitor needs special tools unique to their own country/region then the tools must be made available (brought by the Expert/Competitor) for every Competitor on Familiarization Day C-2.

**Note: Proposal approved by Experts - shared over-locker machines supplied by the Competition Organizer is one per three Competitors.**

**Note: The Competition Organizer will supply the following items:**
- Digital clock;
- Stop watch;
- Machine kit for each Competitor;
- Cleaning equipment for each Competitor;
- A variety of sewing machines foot;
- Two lasts / dummies for each Competitor.

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

Not applicable.

### 8.5 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

Competitors are not allowed to bring ANY kind of materials, leather, fabric, trims, notions, or thread to Familiarization Day or the Competition days.

Competitors are not 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.

### 9. SKILL-SPECIFIC RULES

Skill-specific rules cannot contradict or take priority over the Competition Rules. They do provide specific details and clarity in areas that may vary from skill competition to skill competition. This includes but is not limited to personal IT equipment, data storage devices, internet access, procedures and work flow, and documentation management and distribution.
<table>
<thead>
<tr>
<th>TOPIC/TASK</th>
<th>SKILL-SPECIFIC RULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of technology – USB, memory sticks</td>
<td>• Competitors are not allowed to bring memory sticks into the workshop.</td>
</tr>
<tr>
<td></td>
<td>• Experts and Interpreters are allowed to bring memory sticks into the workshop for translation purposes only. CE and DCE may use memory sticks for presentation purposes also. In these cases the memory stick must remain locked in the workshop until the end of C4.</td>
</tr>
<tr>
<td>Use of technology – personal laptops, tablets and mobile phones</td>
<td>• Experts and Interpreters are allowed to use personal laptops, tablets and mobile phones in the Expert room only and they must remain in the workshop in the locker until the end of C4.</td>
</tr>
<tr>
<td></td>
<td>• Competitors are not allowed to use personal laptops, tablets, mobile phones or music devices.</td>
</tr>
<tr>
<td>Use of technology – personal photo and video taking devices</td>
<td>• Competitors, Experts, and Interpreters are allowed to use personal photo and video taking devices in the workshop at the conclusion of the competition only.</td>
</tr>
<tr>
<td></td>
<td>• The Chief Expert and/or Deputy Chief Expert will take photos of work to keep a record on the tablet supplied by World Skills.</td>
</tr>
<tr>
<td>Drawings, recording information</td>
<td>• Competitors, Experts, and Interpreters are not permitted to take the Test Project drawings out of the workshop.</td>
</tr>
<tr>
<td></td>
<td>• Competitors, Experts, and Interpreters are not permitted to record any information during the competition.</td>
</tr>
<tr>
<td>Templates, aids, etc.</td>
<td>• Competitors are not allowed to bring books, samples or other instructions into the workshop</td>
</tr>
<tr>
<td>Equipment failure</td>
<td>• If equipment or tools supplied by the Competition Organizer fail extra time will be allowed. Competitors must advise the Chief Expert as soon as the failure occurs. Any Competitor equipment failure will not result in extra time. Competitors must alert their team leader for assistance with replacing or repairing the equipment.</td>
</tr>
<tr>
<td>Health, Safety, and Environment</td>
<td>• Refer to the World Skills Health, Safety, and Environment policy and guidelines document.</td>
</tr>
<tr>
<td>Test Project</td>
<td>• The Competitor is not allowed to take any part of the Test Project or any material out of the competition site.</td>
</tr>
<tr>
<td>Materials</td>
<td>• Competitors are not allowed to bring ANY kind of fabric, trims, notions, or thread to Familiarization Day or the Competition days.</td>
</tr>
<tr>
<td></td>
<td>• Competitors are not 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.</td>
</tr>
</tbody>
</table>

10. VISITOR AND MEDIA ENGAGEMENT

To maximize visitor and media engagement the following ideas will be considered:
• Display screens;
• Test Project descriptions;
• Enhanced understanding of Competitor activity;
• Competitor profiles;
• Daily reporting of competition status;
• Fashion show towards the end of the Competition;
• Display Products from member countries and regions (national costume);
• The public votes for the “Visitor’s Award”.

11. SUSTAINABILITY
This skill competition will focus on the sustainable practices below:
• Recycling;
• Use of ‘green’ materials;
• Use of completed Test Projects after Competition;
• Test Projects will endeavor to reduce the requirement for materials, equipment, and space.

12. REFERENCES FOR INDUSTRY CONSULTATION
World Skills is committed to ensuring that the World Skills Standards Specifications fully reflect the dynamism of internationally recognized best practice in industry and business. To do this World Skills approaches a number of organizations across the world that can offer feedback on the draft Description of the Associated Role and World Skills Standards Specification on a two-yearly cycle.
In parallel to this, WSI consults three international occupational classifications and databases:
• ISCO-08: (http://www.ilo.org/public/english/bureau/stat/isco/isco08/)
• ESCO: (https://ec.europa.eu/esco/portal/home)
• O*NET OnLine (www.onetonline.org/)