

Technical Description

Graphic Design Technology

Creative Arts and Fashion



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

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 is

Graphic Design Technology

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

Graphic Design Technology comprises many different skills and disciplines in the production of graphic design and output. The diversity of the skills required in the industry are very broad: it is common for people working in this field to be specialists in a particular aspect. As a result, a team may cover the Graphic Design Technology process, with each member of the team having their own strengths, specialities, and roles.

Graphic Design Technology involves working with external and internal clients to create unique solutions to their needs; it may also include printing or online publication production. People working in this industry often work closely with their clients and must be effective communicators so that they can achieve the client's objectives successfully. They require strong interactive, research, design, and technical skills. In order to achieve these, they need to understand the target audience, markets, trends, cultural differences, and what the client wants. They must be able to work in either formal or informal teams, or independently.

After completing the research and planning stage, a project is interpreted to form a design in appropriate industry specific software. The design must be set up with the correct technical specifications for output. It is essential that practitioners understand all phases of the procedure including the constraints of the specified output process. These skills also apply to re-designing or updating a design.

There are various employment opportunities within the industry. This may include becoming a freelancer, business owner, or being employed by an advertising, marketing, design or printing company. They may also be employed by a company with a design department or as a stand-alone in-house designer. Practitioners may have a broad role, or specialize as a graphic designer, graphic artist, prepress operator, typographer, typesetter, type designer, image manipulation specialist, illustrator, art director, production manager, digital printer, information designer, publisher, brand or packaging specialist.

1.1.3 Number of Competitors per team

Graphic Design Technology is a single Competitor skill competition.

1.1.4 Age limit of Competitors

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

1.2 THE RELEVANCE AND SIGNIFICANCE OF THIS DOCUMENT

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

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

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

1.3 ASSOCIATED DOCUMENTS

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

- WSI – Competition Rules
- WSI – WorldSkills Standards Specification framework
- WSI – WorldSkills Assessment Strategy
- WSI Online resources as indicated in this document
- WorldSkills Health, Safety, and Environment Policy and Regulations

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 WORLDSKILLS STANDARDS SPECIFICATION

| SECTION | | RELATIVE IMPORTANCE (%) |
|----------|--|-------------------------|
| 1 | Work organization and management | 10 |
| | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • OHS regulations, safe work practices • The time constraints of the industry • Industry specific terms • The nature and purposes of client specifications and projects • Appropriate software usage for the outcomes required • Methods of working within organizational limitations • Methods of working in a team to achieve a common goal | |
| | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Interpret client specifications and projects • Keep to project timelines • Conduct themselves in a professional manner • Manage workload under pressure and within time constraints • Interpret projects in a sustainable manner to minimize wastage and cost to the client and company • Recover from setbacks • Problem solve and adapt to changes made to projects • Multi-task • Demonstrate time management skills • Research the project to arrive at a design frame-work | |
| 2 | Communication and interpersonal skills | 13 |
| | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The importance of active listening skills • Methods for interpreting the design project and clarifying/questioning the client • How to visualize and translate customer wishes and make recommendations which meet the design and budgetary requirements • The importance of building and maintaining productive working relationships • The importance of resolving misunderstandings and conflicting demands • How to ensure a team successfully understands the design project | |

| | | |
|----------|--|-----------|
| | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Use literacy skills to: <ul style="list-style-type: none"> • Follow documented instructions for a project • Interpret workplace instructions and other technical documents • Keep up to date with latest industry guidelines • Present their brief to the client and justify the design choices • Use oral communication skills to: <ul style="list-style-type: none"> • Communicate in a logical and easily understood manner • Use discretion and confidentiality when dealing with clients • Organize and compile a presentation to present to the client • Question clients in an appropriate manner • Use assertiveness and tact with regards to dealing with a client • Show ideas and development through sketches | |
| 3 | Problem solving | 12 |
| | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • Common problems and setbacks that can occur within the work process • How to trouble shoot minor software and output issues | |
| | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Use analytical skills to determine the requirements of the specifications • Use problem solving skills to translate the required outcomes of the specification to an appropriate solution • Use time management skills • Check work regularly to minimize problems that may arise at a later stage | |
| 4 | Innovation, creativity, and design | 25 |
| | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • Creative trends and developments in the industry • How to apply appropriate colours, typography and composition • Principles and techniques for adapting graphics for various uses • Different target markets and the elements of design which satisfy each market • Protocols for maintaining a corporate identity, brand, and style guide • How to provide consistency and refine a design • Principles of a pleasing and creative design • Current design trends • Design principles and elements • Standard sizes, formats, and settings commonly used in the industry | |

| | | |
|----------|---|------------|
| | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Create, analyse and develop a visual response to communication problems, including understanding hierarchy, typography, aesthetics, and composition • Create (including photography), manipulate, and optimize images for both print and online publishing • Analyse the target market and the product being delivered • Create an idea that is appropriate to the target market • Take into consideration the impact of each element that is added during the design process • Use all the required elements to create the design • Respect existing corporate identity guidelines and style guides • Maintain the original design concept and improve the visual appeal • Transform an idea into an appropriate and creative design | |
| 5 | Technical aspects and output | 40 |
| | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • Technological trends and developments in the industry • Different input and output processes for print and other graphic media: their limitations and techniques • Standards for client presentation • Image input, manipulation and editing • Appropriate file sizes, formats, resolution, and compression • Colour systems: gamuts, ink density, colour matching, spot colours and ICC profiles, etc. • Printers marks and bleed • Dielines and varnishes • Appropriate software applications • Different types of paper and surfaces (substrates) | |
| | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Create prototype mock-ups for presentation • Appropriately mount for presentation and/or present digitally • Apply the correct and appropriate adjustments for the specified output • Capture, adjust and manipulate images to suit the design and technical specifications • Apply colours correctly according to the task • Save files in the correct format • Use software applications comprehensively and appropriately • Organize and maintain folders (for final output and archiving) | |
| | Total | 100 |

3 THE ASSESSMENT STRATEGY AND SPECIFICATION

3.1 GENERAL GUIDANCE

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

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

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

The Marking Scheme must follow the weightings within the Standards 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 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 WorldSkills 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.

Section 2.1 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 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) 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. (Section 4.1)

| | CRITERIA | | | | | | | | TOTAL MARKS PER SECTION | WSS 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 | | 10.00 | 0.50 | |
| | 3 | | | | | | | | 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 | 10.00 | 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, in all circumstances. The marking teams must be organized to ensure that there is no compatriot marking in any circumstances. (See 4.6.)

4.6 ASSESSMENT AND MARKING USING JUDGEMENT

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

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

Three Experts will judge each Aspect, 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

The following is an *example* of the previous aspects within the marking scale. Due to the nature of the module development — some modules may be more heavily weighted on measurement assessment, and others more judgement weighted.

Section A - Creative process

- A.1 Ideas and originality for the design
- A.2 Understanding the target market
- A.3 Unity and relationship between all tasks (if applicable)

Section B - Final design

- B.1 Quality of the visual composition (aesthetic appeal and balance) for the design
- B.2 Visual Impact and Communication effectiveness for the design
- B.3 Quality of the typography for the design (choice of type, legibility and formatting)
- B.4 Quality of the colours (choice, balance, harmony) for the design
- B.5 Quality of image manipulation (retouch, cloning, blending, colour adjustment, etc.)
- B.6 Quality of redrawing objects in vector application for the design
- B.7 Quality of the design of other elements (charts, graphs, tables, maps, paragraph styles, etc.) for the design
- B.8 Quality of the mounted presentation or the 3D assembly

Section C - Computer usage

- C.1 Resolution of linked, embedded or original images as specified in the task
- C.2 Colour mode (RGB or CMYK) of linked images as specified in the task
- C.3 Image or element dimensions as specified in the task
- C.4 Use of style sheets or master elements in layout as required in the task
- C.5 Final dimensions of layout as specified in the task
- C.6 All required text is present in the task
- C.7 All required elements are present in the task
- C.8 Use of corporate guidelines appropriate to the task

Section D - Manual abilities

- D.1 Mounting printouts on board for presentation
- D.2 Supply of printouts only
- D.3 Assembling in 3D (Package design or Manual design)

Section E - Knowledge of the printing industry

- E.1 Bleed value applied in layout file in PDF as specified in the task
- E.2 Folding lines, trim and registration marks supplied as specified in the task
- E.3 Trapping value applied in illustrator file as specified in the task
- E.4 Overprinting applied in layout file in PDF as specified in the task
- E.5 Spot and CMYK colours used in layout in PDF file as specified in the task
- E.6 Dieline supplied as specified in the task

Section F - Saving and file format

- F.1 All files saved in the correct format specified in the task
- F.2 ICC profile applied in images, PDF or layout file as specified in the task
- F.3 Saving in a specified PDF format as required in the task
- F.4 Final production folder saved as required in the task

4.10 SKILL ASSESSMENT PROCEDURES

The same presentation will be used for each module; the external writer/s will select the appropriate aspects that are suited to the module. If there is more than one task in a module (E.g.: creating a logo and a poster), the aspects could be applied for each task if necessary (E.g.: B.6 could be marked once for the logo and once again for the poster).

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 WorldSkills 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. Section 2.2 refers.

5.2 FORMAT/STRUCTURE OF THE TEST PROJECT

The format/structure of the Test Project is a series of standalone modules throughout the Competition. Some modules may include more than one of the items listed below.

- Editorial design and new media (magazine cover or inside, leaflet, restaurant's menu, booklet, e-books, data-merging, etc.) could include headers, sub-headers, and text, images, graphics, or tables, master element, etc.
- Packaging design (regular box, tray box, tear-open packaging, label, etc.) could include text and headers, ingredients list, brand name, images, barcode, die line, etc.
- Corporate and information design (business card, logo, letter head, signalization, symbols, graphs, tables, way-finding, etc.) could include a few lines of text, illustration, logo creation, symbol, vector drawing, etc.
- Advertising and display design (poster, banner, billboard, car mapping, full page advert, large format etc.) could include a few lines of text or a slogan, image manipulation or photomontage, the use of large files, etc.
- Printing formats may include offset, flexography, letterpress, silkscreen, digital or inkjet.
- Colour formats may include web and print process and/or spot colours.
- Photography and/or scanning may be included in the modules.

5.3 TEST PROJECT DESIGN REQUIREMENTS

Typical modules may include:

- Capturing, digitizing, and optimizing images by specifying correct values and improving them by using appropriate tools for adjustments and manipulations;
- Creating or re-creating information design elements such as diagrams, graphs, and maps;
- Vector tracing of pixel-based logos and simple pictures such as symbols and icons;
- Converting digital manuscripts into typographic texts;
- Text to be used in projects should always be in English (or they will be accompanied by texts in other languages). Translations (if necessary) may be completed by the participating countries;
- Designing most kinds of printed matter, such as books and book covers, magazines and magazine covers, newspapers, logos and logotypes, corporate identity elements (letterheads, business cards etc.), posters, advertisements, folders, signage etc.;
- Graphic design in 3D format, such as packages, bags, etc.

5.4 TEST PROJECT DEVELOPMENT

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

5.4.1 Who develops the Test Project or modules

The Test Project is developed by independent Test Project writer/s and is to be supervised by the Skill Competitions Manager. The Test Project must adhere to the glossary and marking forms

5.4.2 How and where is the Test Project or modules developed

The Test Project or modules are developed by independent writer/s.

The Skill Competitions Manager will provide guidance to the independent writers to ensure that the content covers all required content, and is distributed appropriately, evenly and fairly throughout the modules. The projects should assess a broad range of creative and technical skills — as well as utilising all software applications.

The translation of the Test Projects will be completed on computers provided by WorldSkills (or by hand) in the Expert room only. Translation will commence once the projects have been revealed to all Experts.

5.4.3 When is the Test Project developed

The Test Project is developed according to the following timeline:

| TIME | ACTIVITY |
|--|--|
| Nine (9) months prior to the Competition | The Skill Competitions Manager seeks independent writer/s for the modules. |
| Six (6) months prior to the Competition | The topic or directions for each module will be decided on by the external writers. |
| Two (2) months prior to the Competition | The Test Project is developed and feedback is provided by the Skill Competition Manager. |
| One (1) month prior to the Competition | The Test Project modules are sent to the Director of Skills Competitions. |
| At the Competition | The Test Project modules are presented to the Experts. |

On arrival at the Competition the modules must be completed ready to be presented to all Experts for translation.

The sequence of the modules will be governed by the time constraints of the competition.

5.5 TEST PROJECT VALIDATION

This will be demonstrated by producing a timeline specifying the expected amount of time to realize each step of the total production. That timeline will not be in the Test Project, just associated to.

5.6 TEST PROJECT SELECTION

Not applicable.

5.7 TEST PROJECT CIRCULATION

The Test Project is circulated via the website as follows:

Not circulated.

5.8 TEST PROJECT COORDINATION (PREPARATION FOR COMPETITION)

Coordination of the Test Project will be undertaken by the Skill Competitions Manager who is responsible for ensuring that the requirements of section two – Competency and Scope or work are complied with.

5.9 TEST PROJECT CHANGE AT THE COMPETITION

Not applicable.

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.

Hardware and software specifications will be made available to Experts on the Infrastructure List provided by the Competition Organizer.

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 Skill Competition Manager (or an Expert nominated by the Skill Competition Manager) 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
- WorldSkills Health, Safety, and Environment Policy and Regulations
- Other Competition-related information

6.3 TEST PROJECTS [AND MARKING SCHEMES]

The Test Projects modules are not circulated, as they are independently designed.

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

None.

8 MATERIALS AND EQUIPMENT

8.1 INFRASTRUCTURE LIST

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

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

The Infrastructure List specifies the items and quantities requested by the Skill Competition Manager on behalf of 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 Skill Competition Manager must review, audit, and update the Infrastructure List in partnership with the Technical Observer in preparation for the next Competition. The Skill Competition Manager must advise the Director of Skills Competitions of any requests for increases in space and/or equipment.

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

8.2 COMPETITORS TOOLBOX

Competitors are able to bring a small toolbox including only those items listed in 8.3. The size should be kept to a minimum and follow the WorldSkills Toolbox Policy.

8.3 MATERIALS, EQUIPMENT, AND TOOLS SUPPLIED BY COMPETITORS IN THEIR TOOLBOX

| DESCRIPTION | QUANTITY | PHOTO |
|--|----------|-------|
| Pantone swatches or similar swatch books | | |
| Sketching paper and pens | | |
| Calibration charts | | |
| Keyboard in own language (must not be wireless) | | |
| Tablet, digitizer, pen-light, joystick, and mouse which the Competitor may prefer (must not be wireless) | | |
| Cutting knife, scissors, stapler | | |
| Double sided tape, glue stick (spray adhesive is prohibited) | | |
| Wacom (or other) pen tablet (if desired) (must not be wireless) | | |

8.4 MATERIALS, EQUIPMENT, AND TOOLS SUPPLIED BY EXPERTS

- Experts are required to nominate the Adobe creative suite in the language of their choice other than English in the discussion forum a minimum of 90 days before C-7.
- All software will be installed by the Workshop Manager prior to Competitor Familiarization Day;
- Two months prior to C-7, the compatriot Expert will deliver a font set (no more than 50 font families) to the SMT; all font sets will be available to all Competitors during the Competition.
- A selection of music will be provided for all Competitors (Experts may add to this set before the competition — refer to the Workshop Manager regarding the logistical process).

8.5 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

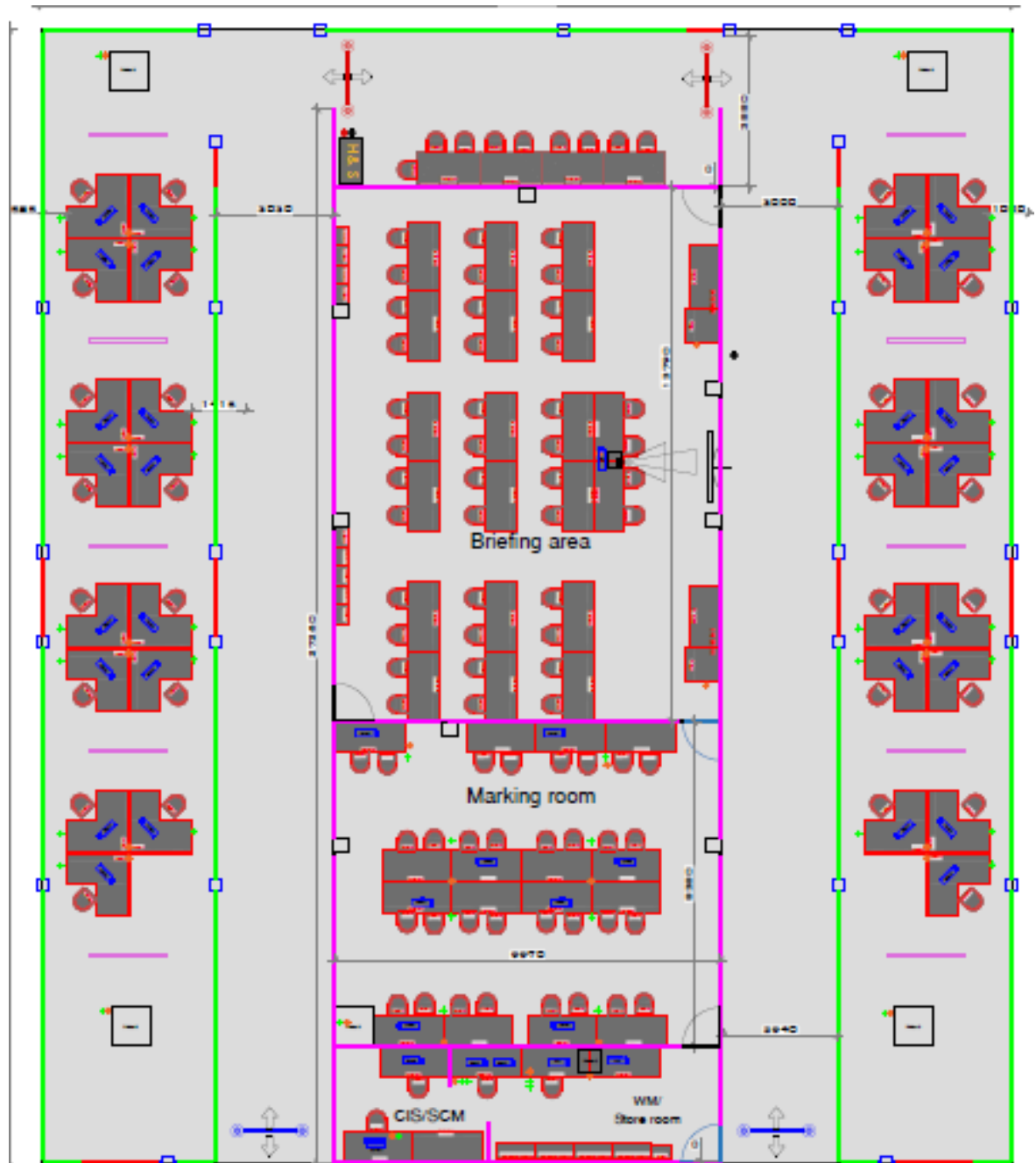
Competitors should NOT bring:

- Any device requiring Bluetooth access (tablet, mouse, keyboard);
- Extra RAM;
- Extra hard drives;
- Books with design references;
- Images/clip art;
- Spray adhesive;
- Mounting boards, cutting mat;
- No electronic devices (cell phones, iPod, etc.) — with the exception of an MP3 player without Wi-Fi capabilities;
- Unless stated in the Test Project, the Internet will not be available to Competitors.

8.6 PROPOSED WORKSHOP AND WORKSTATION LAYOUTS

Workshop layouts from previous competitions are available at www.worldskills.org/sitelayout.

Example workshop layout:



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.

| TOPIC/TASK | SKILL-SPECIFIC RULE |
|---|--|
| Use of technology – USB, memory sticks | <ul style="list-style-type: none"> Competitors, Experts, and Interpreters must not bring any form of digital storage (ram/hard drive) into the workshop. |
| Use of technology – personal laptops, tablets and mobile phones | <ul style="list-style-type: none"> Experts and Interpreters are allowed to use personal laptops, tablets and mobile phones in the Expert room only. Personal tablets and laptops brought to the competition must remain locked in the workshop until the conclusion of competition on C4. Competitors are not allowed to use personal laptops, tablets and mobile phones. |
| Use of technology – personal photo and video taking devices | <ul style="list-style-type: none"> Competitors, Experts, and Interpreters are allowed to use personal photo and video taking devices in the workshop after the conclusion of the competition only on C4. |
| Use of technology – other devices | <ul style="list-style-type: none"> Competitors, Experts and Interpreters must not bring a keyboard or mouse with internal memory. Competitors may use an MP3 player, but the device must not have Wi-Fi/Internet access capabilities. Competitors may use a wired (not wireless) Wacom (or other) pen tablet, mouse or keyboard WorldSkills cameras may be supplied for use by the competitors for specific aspects of a Test Project/s |
| Tools/infrastructure | <ul style="list-style-type: none"> Competitors are not allowed to access the internet while in the workshop, unless stated in the Test Project. Competitors are not allowed the following in the competition area: <ul style="list-style-type: none"> Books with design references Images/clip art Spray adhesive (or any other adhesive that does not comply to the safety standards) Mounting board, guillotine or cutting mat (or any other tool deemed to give the Competitor an unfair advantage). |
| Drawings, recording information | <ul style="list-style-type: none"> Competitors are not permitted to bring notes into the workshop under any circumstances. All notes made at the Competitor workstation must remain on the Competitors desk at all times. No notes may be taken outside of the workshop until the competition has concluded on C4. |
| Equipment failure | <ul style="list-style-type: none"> In the occurrence of equipment failure Competitors must notify Experts immediately by raising their hand. Experts will take note of the time that the Competitor is not able to make use of their equipment. Any time lost due to equipment failure |

| TOPIC/TASK | SKILL-SPECIFIC RULE |
|---------------------------------|--|
| | <p>will be provided to the Competitor at the end of the standard Module time. No additional time will be granted for work not saved prior to the equipment failure.</p> |
| Health, Safety, and Environment | <ul style="list-style-type: none"> Refer to the WorldSkills Health, Safety, and Environment policy and guidelines document. |
| Other | <ul style="list-style-type: none"> Experts must not attend a Competitor workstation without their marking group. Access to the competitor Competitor workstation is strictly prohibited. The Workshop Manager, Skill Competition Manager or Workshop Manager Assistant are the only people allowed to load any software/devices onto the Competitor's competition computer. Test Projects are not circulated and distribution of the Test Project before the competition to Competitors is prohibited. Experts are only to use word processing applications and translation software during the translation of Test Projects. Only people involved with translating the Test Project will be in the translation area when it is occurring. |

10 VISITOR AND MEDIA ENGAGEMENT

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

- Try-A-Skill;
- A conversation area is to be established for Experts and visitors (shut off from the work area);
- Information will be hung that will explain the task of the Competitors;
- The walls of the stand will be decorated with graphic design work when appropriate.

11 SUSTAINABILITY

This skill competition will focus on the sustainable practices below:

- Recycling;
- Use of 'green' materials;
- Minimization of waste;
- Use of completed Test Projects after Competition.

12 REFERENCES FOR INDUSTRY CONSULTATION

WorldSkills is committed to ensuring that the WorldSkills Standards Specifications fully reflect the dynamism of internationally recognized best practice in industry and business. To do this WorldSkills approaches a number of organizations across the world that can offer feedback on the draft Description of the Associated Role and WorldSkills 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 On Line (www.onetonline.org/)

This WSSS (Section 2) appears most closely to relate to *Graphic Designers*:

<https://www.onetonline.org/link/summary/27-1024.00>

And *Graphic Designer*: <http://data.europa.eu/esco/occupation/69bcbb0a-8d80-4ecd-b0a4-9adea2a40de2>

Adjacent occupations can also be explored through these links.

13 ADDITIONAL COMMENTS

The WorldSkills Standards Graphic Design Technology Glossary will be updated via the discussion forum by experts before the Competition. The intention of the glossary is to assist all members with an industry standard vocabulary and to alleviate misinterpretation during assessment. The glossary will contain a brief description of the word and may include images, diagrams, and drawings.