

# A competency-based job description of a Skills Expert

A collection of relevant competencies,  
which define the requirements  
for a job of a Skills Expert  
in concrete, measurable terms



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**A competency-based job description of a Skills Expert**

was written and edited by the consortium of the four project partner institutions:

Sieć Badawcza Łukasiewicz – Instytut Technologii Eksploatacji (Poland)

Hospodářská komora České republiky (Czech Republic)

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# 1

## INTRODUCTION

### 1.1. What is a “skill”

A “skill” is a piece of expertise normally gained by acquiring the knowledge, skills, and behaviors associated with a particular occupation. “Skills competition” refers to any vocational skills competition, which is based on one or more occupations for which there is a benchmark, description, or standard. The skills competitions are referenced to occupations, since these are internationally understood, associated with a career, and have longevity.

### 1.2. The role and purpose of the WorldSkills Competition

The WorldSkills Competitions sits at the top of vocational skills competitions for young people across the world. Participation is normally based on success in national and/or regional/continental skills competitions. Competitions selected for the WorldSkills Competition should reflect their value to the occupations that most benefit from the exceptional performance of well-prepared and talented young people. In this way the WorldSkills Competition contributes to the collective and individual wellbeing of societies and economies worldwide.

### 1.3. The vocational context

The WorldSkills Competition has spanned decades in which labor markets, economies, and societies have moved from stability to dynamism, predictability to instability.





New technologies present multifaceted challenges to both the nature of work, and preparation for working futures. Therefore, the WorldSkills Competition now requires a flexible, responsive, intelligence-led approach to the selection and organization of its skills competitions.

Overarching principles to underpin such an approach are:

- mobility: to support the mobility of people and skills for access, sustainability, transfer, and progression in work and life. Occupationally this involves “reading across” occupations, and supporting the creation of occupational route maps;
- connectivity: actively and precisely to support the development of Members’ vocational education and training systems (VET) in relation to their economies, labor markets, and societies; and
- optimization: to move from a competition portfolio based on history, supply, and pragmatism, to a dynamic relationship with large global occupational and social trends.

#### 1.4. Vocational trends

Occupational and social trends are challenging current assumptions and approaches to vocational education and training. These include:

- the expansion of skills development into and across higher levels of education,
- greater diversity and richness in skills development,
- a wider sense of ownership and concern, and
- a stronger appreciation and understanding of skills development.

These trends are already seen within the WorldSkills Competition and should be directly reflected in the selection and organization of the skills competitions.

# 2

## WHO IS A SKILLS EXPERT?

**Skills Expert** is a person with experience in a skill, trade, or technology. Skills Expert is responsible for providing management, guidance, and leadership for a skills competition. Skills Expert is a member of the Competition Management Team which organizes a skills competition on a local or regional level.

In particular, **Skills Expert** ensures that the competition environment is created in a way which allows each Competitor to produce the best possible work over the two days of the skills competition. Skills Expert plays a crucial role in managing the preparation and execution of the skills competition. He/She creates the assignment and is responsible for the evaluation. Skills Expert is ultimately responsible for the integrity and safety of the skills competition and for ensuring compliance with all pertinent rules, procedures, and assessment practices.



# 3

## A COMPETENCY-BASED JOB DESCRIPTION OF A SKILLS EXPERT

- 3.1. Code of Ethics and Conduct
- 3.2. Knowledge, competencies, duties and responsibilities
- 3.3. Personal attributes
- 3.4. Leadership competencies
- 3.5. Health, Safety, and Environment requirements
- 3.6. Technical Descriptions, infrastructure and workshop organization
- 3.7. Assessment procedures
- 3.8. Before the Competition
- 3.9. At the Competition
- 3.10. After the Competition



Activity	Result
<b>3.1. Code of Ethics and Conduct</b>	
<p>Becomes a member of the Competition Management Team of the competition which organizes a skills competition on a local or regional level. It comprises a Skills Competition Coordinator, Skills Expert, and an Industrial Representative</p>	<p>Each skills competition has the Competition Management Team for its management. It undertakes the responsibility of organizing a skills competition on a local or regional level, including internal and external dealings with employers, suppliers, colleagues, experts, and stakeholders. A member of the Competition Management Team sets out the minimum standards of behavior expected by WorldSkills for any person who represents it.</p>
<p>Accepts WorldSkills Code of Ethics which describes WorldSkills values and ethical foundations.</p>	<p>A member of the Competition Management Team accepts the core values of WorldSkills: excellence, diversity, fairness, innovation, integrity, partnership and transparency.</p>
<p>Accepts WorldSkills Code of Conduct which describes how ethical behavior is promoted and implemented in the everyday work of the organization.</p>	<p>A member of the Competition Management Team accepts firm descriptions of ethical behavior for the WorldSkills movement, taking into account the cultural, social, and economic diversity of the WorldSkills community.</p>
<p>All Skills Experts are required to conduct themselves with the highest levels of integrity, honesty, and fairness.</p>	<p>One of the most important requirements in this regard is to ensure that no unfair advantage accrues to any Competitor or group of Competitors through receiving advance information about the Test Project that other Competitors do not receive.</p>
<b>3.2. Knowledge, competencies, duties and responsibilities</b>	
<p>Has a formal/recognized qualification with proven industrial and/or practical experience in the skill in which he/she is accredited</p>	<p>Is qualified in relevant industry sector(s).</p>
<p>Has proven knowledge, understanding, and expertise in standards and assessment in vocational education and training (VET) and/or in relevant industry sector(s)</p>	<p>Is involved in vocational education and training (VET) and/or in relevant industry sector(s).</p>





Activity	Result
Is an accepted Expert in his/her country/region	Is a recognizable and respected professional.
Has endorsement that the relevant industry organization or educational institution in his/her country/region accepts his/her technical competence	Is a recognizable and respected professional.
Is highly competent and experienced in the occupation that the skills competition represents	Is a competent professional in his/her skill.
Has relevant and current competition and/or judging experience	Is an experienced judge.
Knows and abides by the competition rules, the Technical Description, and other official Competition documentation	Gives honest feedback, recognizes performance and addresses non-performance.
Is of the highest integrity - he/she must be honest, objective and fair, and prepared to cooperate with others as required	Holds self and others to the highest ethical and professional standards.
Is able to communicate effectively in both written and spoken English	Is proficient in English.
Has capacity in his/her working and personal life to carry out duties as a Skills Expert	Carries out Skills Expert duties without obstacles.
Has the agreement of his/her employer to undertake the role of a Skills Expert	Additional duties of a Skills Expert are accepted by the employer.
Has good management and leadership skills	Has leadership competencies.
Has good interpersonal relationship skills and is culturally aware	Is able to maintain relationships with culturally different people of various ages.
Is capable of using a computer and communication via the Internet	Is computer literate.
Has basic knowledge of psychology and pedagogy	His/her emotional intelligence is developed and is able to mentally support Competitors.

Activity	Result
<b>3.3. Personal attributes</b>	
<p><b>Is</b></p> <p>VISIONARY  a STRATEGIC THINKER  a SKILLED COMMUNICATOR  a DECISION MAKER  STUDENT FOCUSED  RESULTS DRIVEN  RESPONSIBLE  ETHICAL &amp; HONEST  EMPHATIC  BALANCED  ACCOUNTABLE  SUPPORTIVE  FUN  CONTINUAL LEARNER  TECH-SAVVY</p>	<p><b>With his/her personal attributes  a Skills Expert:</b></p> <p>FOSTERS GROWTH OF OTHERS  MODELS INTEGRITY  CHALLENGES HYPOCRISY  MOTIVATES OTHERS  UNDERSTANDS BUSINESS  FOSTERS TEAMWORK  MANAGES CHANGE  PROVIDES DIRECTION  GIVES FEEDBACK  HAS FUN  SHARES INFORMATION  MENTORS  IS EAGER TO LEARN &amp; ADAPT</p>
<p><b>Has</b></p> <p>HEALTHY SELF IMAGE  REALISTIC, POSITIVE OUTLOOK  FLEXIBLE ATTITUDE  ORGANIZING ABILITY  a MODERATE STATE OF MIND  SELF-CONFIDENCE  FAIR ATTITUDE  ABILITY TO CONNECT  MULTICULTURAL SENSITIVITY</p>	
<b>3.4. Leadership competencies</b>	
<p>Creates vision and strategy</p>	<ol style="list-style-type: none"> <li>1. Works with others to implement concrete work activities</li> <li>2. Communicates with clarity and conviction</li> <li>3. Identifies issues, implications and activities that may have an impact on result</li> <li>4. Establishes priorities and communicates organizational strategy issues</li> </ol>





Activity	Result
	<ol style="list-style-type: none"><li>5. Responds to changes in direction and organizational priorities</li><li>6. Implements solutions that respond to changing priorities</li></ol>
Mobilizes people	<ol style="list-style-type: none"><li>1. Creates a sense of common purpose and direction in the team</li><li>2. Sets clear expectations, monitors and evaluates performance</li><li>3. Identifies, manages and supports collective and individual talent</li><li>4. Invests time and resources to support continuous learning</li><li>5. Identifies opportunities for learning that challenge Competitors and encourage their development</li><li>6. Establishes learning and development plans and provides opportunities for continuous learning and development</li><li>7. Gives honest feedback, recognizes performance and addresses non-performance in his team</li><li>8. Creates a sufficient competitive environment in which competitors have enough incentives for their own ideas and initiatives</li><li>9. Sets challenging goals for self and models dedication and high performance</li><li>10. Builds a commitment to excellence through open and constructive dialogue</li><li>11. Inspires others through personal dedication and actions</li></ol>
Upholds integrity and respect	<ol style="list-style-type: none"><li>1. Values and provides authentic, evidence-based advice</li><li>2. Holds self and others to the highest ethical and professional standards</li><li>3. Models commitment to citizen-focused service and the public interest</li><li>4. Implements practices to advance an inclusive, healthy environment, that is free from harassment and discrimination</li></ol>

Activity	Result
	<ul style="list-style-type: none"> <li>5. Promotes and respects the diversity of people and their skills</li> <li>6. Recognizes and responds to matters related to Competitor well-being</li> <li>7. Carries out decisions in an impartial, transparent and non-partisan manner</li> <li>8. Engages in self-reflection and acts upon insights</li> </ul>
Collaborates with partners and stakeholders	<ul style="list-style-type: none"> <li>1. Builds and nurtures effective and collaborative networks and relationships</li> <li>2. Seeks and leverages opportunities to enhance outcomes through partnerships</li> <li>3. Encourages open, constructive discussion of diverse perspectives</li> <li>4. Encourages other Experts to participate in collaborative initiatives</li> <li>5. Actively listens to understand the impact of issues and perspectives of others</li> <li>6. Implements and communicates strategies that enhance collaboration</li> <li>7. Acknowledges the contribution of others in achieving objectives</li> </ul>
Promotes innovation and guides change	<ul style="list-style-type: none"> <li>1. Encourages and applies sound risk management practices</li> <li>2. Identifies opportunities for and barriers to innovation</li> <li>3. Proposes creative practices and concepts</li> <li>4. Encourages other experts to generate new and innovative approaches</li> <li>5. Encourages his team to explore new perspectives when problem-solving</li> <li>6. Seeks support to enable and encourage innovation</li> <li>7. Adjusts practices to address lessons learned following setbacks and mistakes</li> <li>8. Implements plans that respond to changes in direction and priorities</li> </ul>





Activity	Result
	9. Understands the impact of change that may be necessary during the competition and takes appropriate action 10. Demonstrates resilience, composure and a positive outlook in an environment of uncertainty and ambiguity
Achieves results	1. Coordinates and prioritizes work activities to contribute to objectives and results 2. Quantifies, monitors and controls resources and costs 3. Sets and revises operational plans to reflect changing priorities or conditions 4. Informs decisions-making with sound understanding of context, data and evidence 5. Makes challenging decisions and takes action at the opportune time 6. Takes ownership and acknowledges impact and outcome of decisions

### 3.5. Health, Safety, and Environment requirements

Complies with the Health, Safety and Environment legislation	The Competition Management Team and Skills Experts are responsible for planning and running the skills competitions in compliance with <ol style="list-style-type: none"> <li>1. host country/region regulations</li> <li>2. WorldSkills Health, Safety and Environment Policy and Regulations</li> <li>3. skill-specific requirements in the Technical Description</li> </ol>
Knows the emergency procedures for evacuation, medical, fires and spills	Is aware of the emergency procedures and can use them.
Makes sure that Competitors receive the Health, Safety and Environment information and training	Health, Safety and Environment information and training is delivered.
Makes sure that Competitors sign the Health, Safety and Environment Agreement	Health, Safety and Environment Agreement is signed.

Activity	Result
<b>3.6. Technical Descriptions, infrastructure and workshop organization</b>	
Specifies the name of the skills competition	A skills competition is given a name associated with the work role or occupation.
Specifies the Assessment Strategy and the Marking Scheme	Skills Expert prepares the documents based on the WorldSkills Assessment Strategy and the WorldSkills Occupational Standard for skills competitions.
Prepares the Test Project. It enables Competitors to perform and compete according to the authentic requirements of the related work role or occupation.	Each skill competition has a Test Project that describes the work to be undertaken by Competitors to demonstrate occupational excellence. The Test Project must capture the context, purpose, processes, and outcomes of an occupation as well as the time schedule of the skills competition.
Specifies management and communication	Skill Expert decides on the channels of communication with the Competition Management Team and Competitors.
Decides on any skill-specific Health, Safety, and Environment requirements	Skills Expert develops any skill-specific Health, Safety, and Environment requirements that apply specifically to the skills competition.
Specifies materials and equipment to be supplied by Competitors (toolbox)	A Competitor toolbox is any container holding the tools and/or equipment provided by the Competitor for the completion.
Specifies equipment available at the workshop. The equipment is supplied by the organizer or its partners	Compiles a plan for equipping workshops by the organizer or its partners
Specifies materials and equipment prohibited in the workshop	Competitors are forbidden from bringing equipment NOT approved by the Experts prior to the Competition.
Decides on skill-specific rules	Skills Expert develops any rules that apply specifically to the skills competition. The rules are intended to provide specific details and clarity in areas specific to the skills competition. Skill-specific rules cannot overrule the competition rules - the competition rules take precedence.





Activity	Result
Specifies requirements for Competitor's workshops	Workshop layout has to be defined to ensure fairness of competition.
Assigns workshops to Competitors	Work stations will be assigned to Competitors randomly by the drawing of lots at the competition.

### 3.7. Assessment procedures

<p>Establishes the scope of the assessment methods in a skills competition:</p> <p><b>Measurement</b> is used to assess accuracy, precision, and other performance that can be measured objectively. It is used where ambiguity must be avoided.</p> <p><b>Judgment</b> is used to assess the quality of performance about which there may be small differences of view when applying the external benchmarks.</p>	<p>Skills Expert establishes the principles and techniques to which skills competition assessment must conform. Both <b>measurement</b> and <b>judgment</b> must demonstrate that their assessment and marking are based on explicit external benchmarks drawn from best industry and business practice. The baseline for the award of any marks is the achievement of an acceptable industry standard.</p>
<p>Establishes the Marking Scheme. The Marking Scheme ties assessment to the standards that represent a skills competition</p>	<p>Skills Expert establishes:</p> <ol style="list-style-type: none"> <li>1. a Marking Scheme with a scale of min. 80 an max160 marks</li> <li>2. 5 to 9 Assessment Criteria</li> <li>3. each Assessment Criterion can be broken down into more Sub Criteria to which marks are assigned. Each Criterion is categorized as either measurement or judgment to reflect the assessment method adopted. Each Sub Criteria is worth no more than two marks (it equals 2% of the total marks available)</li> <li>4. mark types: subjective marks (judgment) and objective marks (measurement).</li> <li>5. marking Forms are organized under sub criteria</li> </ol>
<p>Establishes assessment and marking procedures</p>	<p>Skills Expert</p> <ol style="list-style-type: none"> <li>1. appoints marking teams made up of minimum three Experts</li> <li>2. specifies procedures for assessment by measurement (yes or no)</li> </ol>



Activity	Result
	3. specifies procedures for assessment by judgment - score range from 0 to 3. It is necessary to provide the explanation for marks. For example: 0 - can not be used in industry, 1 - need to rethink ideas , 2 - good start point to final design, 3 - can be used in industry. 4. specifies procedures for publication of results
Establishes procedures for publication of results	Official results shall be provided for the skills competition, listing all Competitors, their points, and medals.
<h3>3.8. Before the Competition</h3>	
Obtains a SkillsComp project certificate to work as a Skills Expert	The document authorizes the Skills Expert to perform his/her work at local/regional skills competitions.
Reviews the Code of Ethics and Conduct and agrees to abide by the Code by signing it	Signs the Code of Ethics and Conduct.
Studies and has a working knowledge of the competition rules, the appropriate Health, Safety, and Environment Policy, Technical Description and the Infrastructure List for his/her skill, and all other official competition documentation	Knows official competition documentation.
Develops a Test Project or module(s)	Test Project or module(s) is developed.
Enrolls Competitors in a skills competition	Competitors are enrolled by a Skills Expert.
Establishes a training plan for the Competitors	Training plan for the Competitors is established.
Supervises the training of Competitors	Competitors are trained under the supervision of a Skills Expert.





Activity	Result
<b>3.9. At the Competition</b>	
Participates in the execution of the skills competition	Skills Expert takes up responsibility to execute the skills competition.
Abides by the competition rules and procedures	Competition rules and procedures are followed.
Uses the Marking Scheme to assess Competitors	Marking Scheme is used for assessment.
Assesses Competitors' performance in an objective and fair way	Is objective during assessment.
Fills in the Marking Form according to the assessment procedures	Marking Form is completed.
Evaluates Competitors with other Experts	Competitors are evaluated.
Makes sure that the competition rules and procedures of the skills competition are properly applied during the competition	The competition rules and procedures are properly applied during the competition.
Participates in team building and team development	Develops mental attitude and team spirit.
Ensures that all Competitors are aware of the Health, Safety, and Environment regulations and subsequently ensures strict adherence to these rules throughout the competition	Health, Safety, and Environment regulations are followed throughout the competition.
<b>3.10. After the Competition</b>	
Is part of the reviewing team after the skills competition	Skills competition is evaluated.
Completes the skills competition evaluation form	Skills competition evaluation form is completed.
Suggests improvements of the skills competition rules and procedures	Skills competition rules and procedures are improved.
Suggests improvements of the Technical Description	Technical Description is improved.



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