

MODULE 2

Skills Experts

Description

Skills Experts are individuals with expertise in a specific skill, trade, or technology who represent their school or organization by sharing their knowledge. They play a crucial role in Skills Competitions.

Module 2 will help you understand and take on the roles and responsibilities of a Skills Expert. It will equip you with the necessary skills to serve as a judge during the competition. Additionally, before the Skills Competition, you will learn how to contribute to the design of the Test Project, determine the infrastructure required for the Skills Competition, and participate in the training process.



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Module 2. Skills Experts

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PURPOSE

Module 2 is designed for new and aspiring Skills Experts.

The purpose of **Module 2** is to introduce Skills Experts to their responsibilities during Skills Competitions. It offers unique insights based on global standards to support and enhance the development of technical and vocational qualifications in your country. The module includes a selection of learning materials from the WorldSkills International (WSI) Access Programme for Experts.

Through **Module 2**, Skills Experts will gain a clear understanding of WorldSkills' formal expectations regarding their expertise and ethical conduct. They will learn to fulfill their responsibilities as assessors.

Module 2 ensures that:

- ◆ Skills Experts recognize and pursue their personal and professional training needs.
- ◆ Skills Experts contribute to a positive experience for themselves and others.
- ◆ Skills Experts can actively participate in local, regional, and national Skills Competitions in their countries.

LEARNING OUTCOMES

This may be your first encounter with the requirements for Skills Experts.

The WorldSkills Europe Access Programme inspires **Module 2**. It is based on the experience of project partners in EuroSkills Competitions. It is designed to support you as a new Skills Expert in the following ways:

Helping you meet the high expectations associated with the role of a Skills Expert.

Guiding you in fulfilling your responsibilities as an assessor at Skills Competitions in your country.

Skills Experts will:

- ◆ Understand and comply with the formal expectations and ethical standards set by WorldSkills.
- ◆ Familiarize themselves with the Code of Ethics and Conduct and its application to Skills Competitions.
- ◆ Maintain personal integrity and well-being in all situations.
- ◆ Assess Competitors' knowledge, understanding, and skills accurately.
- ◆ Understand and apply the principles of vocational assessment.
- ◆ Acknowledge and pursue their personal and professional training needs.
- ◆ Contribute to a positive experience for themselves and everyone involved.
- ◆ Support local, regional, and national Skills Competitions in their respective countries.

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Skills Competition Structure

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Activity 1. A Skills Competition consists of several elements. Please review the list and familiarize yourself with it. If you have any questions, write them down. After that, complete Activity 2.

COMPETITION RULES

The Competition Rules regulate the organization and execution of a skill competition. They define all skill-specific aspects of the competition including:

- ◆ Name of the skill
- ◆ Core curricula for a specific vocational specialization and a scope of work: that is, qualification requirements for Competitors and which skills they require for the competition
- ◆ Development, selection, validation, verification, and circulation of the Test Project
- ◆ Assessment specifications and procedures and requirements for marking
- ◆ Conduct of the competition
- ◆ Any skill-specific safety requirements
- ◆ Materials and equipment to be supplied by Competitors and Experts (where appropriate to the skill, a Competitor brings his own TOOLBOX)
- ◆ Skill-specific rules and general best practice procedures
- ◆ Marketing the skill and media
- ◆ Sustainability

SEMIFINALS

A round of a Skills competition immediately preceding the final, the winner of which goes on to the final. Typically, the semifinal is remote but it does not have to be. It depends on the assessed professional skill.

SKILLS COMPETITION COORDINATOR

manages and oversees competitions focused on showcasing vocational skills. They ensure competitions are well-organized, structured, and provide a platform for participants to demonstrate their skills in industry-based scenarios. This role involves planning, execution, and coordination, often working with various stakeholders and experts.

POST-COMPETITION DUTIES

Skills Competition Coordinators are responsible for the following duties at completion of the Competition:

- ◆ Ensure that return travel and other arrangements are confirmed for Competitors, VET teachers, and Experts.
- ◆ Organise a closing ceremony to award medals and certificates.
- ◆ Prepare protocols and reports.

FINALS

The second and last round in a Skills competition, which will decide the winner of the tournament. The final is an onsite event gathering local, regional or national VET stakeholders.

VET TEACHERS

Competitors participate in Skills competitions under the supervision of their VET teachers who are (1) their trainers and (2) guardians for the underaged. VET teachers are key persons in the remote semifinal stage of a Skills competition when they supervise the completion of the tasks. VET teachers are the connecting link among the Skills Competition Coordinator, VET school and a Competitor in a particular professional skill. Together with Competitors, VET teachers represent their VET schools.

SKILLS COMPETITION

Is a contest where individuals demonstrate their abilities in a specific vocational or professional skill, using tasks based on real-world scenarios. Skills competitions serve as a platform for showcasing talent and improving skills in areas like teamwork, problem-solving, and time management.

COMPETITORS

Competitors are VET students who enter the Competition. They take part in remote semifinals/onsite finals. Competitors must possess substantial knowledge and practical skills in their domains. They are trained by their VET teachers. It is accepted for a Competitor to be underaged. Together with VET teachers, Competitors represent their VET schools.

PRE-COMPETITION DUTIES

In the lead-up to the Competition, the Skills Competition Coordinators are responsible for a range of registration, travel, and logistics tasks. These include:

- ◆ Register all Competitors, VET teachers, and Experts.
- ◆ Ensure that accommodation and board are made for the Competitors, VET teachers, and Experts.
- ◆ Arrange and participate in meetings with Competitors, VET teachers, and Experts.
- ◆ Arrange transportation of tools and equipment to the Competition venue.
- ◆ Ensure that Competitors are aware that they are responsible for the safe use of all tools, machines, instruments, and auxiliary materials they bring in accordance with the safety regulations of the country/region.
- ◆ Ensure that the Competitors have the necessary official uniform (where applicable) and safety clothing.
- ◆ Organise an opening ceremony of the Competition.
- ◆ Draw as much publicity to the Competition as possible.

INFRASTRUCTURE LIST

The Infrastructure List details all materials and equipment to be provided by the Competition Organizer for a skill competition. It is drawn up by the Experts and reviewed at each competition.

TEST PROJECT

The Test Project is the work that must be carried out by the Competitors to demonstrate mastery of their skill. The Competition Rules specify the scope of the Test Project. Each Test Project is designed to take between 8 and 12 hours working time, within the 2 days of competition.

The Test Project is designed to enable Competitors to demonstrate the standards specified in the Core curricula for a specific vocational specialization and beyond. It must be sufficiently difficult to allow Competitors to be ranked by their level of excellence. At the same time Experts must minimize space, infrastructure, and resource requirements.

SKILLS EXPERT

A person with experience in a skill, trade, or technology related to their expertise. Skills Experts carry out the assessment of the Test Projects. They often participate in preparation of the Test Project.

SKILL COMPETITION WORKSHOP

Each skill competition has a clearly defined workshop where the competition is held. The workshop contains workplaces for the Competitors as well as meeting rooms and offices for the Skill Competition Coordinator, Experts, and Workshop Manager.

WORKSHOP MANAGER

The Workshop Manager is a person with qualifications and experience in their accredited skill who is responsible for

- ◆ Workshop installations
- ◆ Preparation of materials
- ◆ Workshop security
- ◆ Health, Safety, and Environment
- ◆ General tidiness and neatness of the workshop area

TOOLBOX CHECK

Where appropriate to the skill, each day a team of Experts examines the contents of each Competitor's toolbox. Any items that might give an unfair advantage to a Competitor are removed from use in the competition.

ASSESSMENT PROCEDURES

The completed Test Projects are assessed in accordance with the WorldSkills International assessment procedures.

TRAINING OF EXPERTS

Skills Competition Coordinators are responsible for ensuring that the Experts have good working knowledge of the following:

- ◆ Code of Ethics and Conduct
- ◆ Competition Rules
- ◆ Infrastructure List including knowledge of machines, tools, and materials for their skill competition
- ◆ Regulations concerning professional and ethical behaviour at skills competitions
- ◆ Previous Test Projects for their skill competition
- ◆ The marking scheme and assessment procedure for their skill competition
- ◆ Health, Safety, and Environment regulations for their country/region

CIRCULATED TEST PROJECTS

In certain skill competitions, Test Projects are circulated three or six months ahead of the Competition. For these skills competitions, Technical Delegates must ensure that the Experts and Competitors have received the Test Project, and that the Test Project is clearly understood.

ENSURING FAIRNESS

Ensure that the system and procedures used in the marking of the Test Projects are free from bias, prejudice, use of influence, special treatment, individual dishonesty, or negligence. Any attempt from any source to use influence in favour of a Competitor must be confronted and discussed.

SKILLS MANAGEMENT MEETING

The Competitions Committee meet daily to resolve issues and share information.

COMPETITIONS COMMITTEE

The Competitions Committee consists of the Experts, Workshop Managers, and the Skills Competition Coordinator. It deals with all higher-level technical and organizational matters relating to the skills competitions. The Competitions Committee reports to the Skills Competition Coordinator.

TRAINING OF COMPETITORS

Skills Competition Coordinators and VET teachers are responsible for ensuring that Competitors are familiar with the following documents:

- ◆ Code of Ethics and Conduct
- ◆ Competition Rules
- ◆ Health, Safety, and Environment regulations
- ◆ Infrastructure List for their skill competition
- ◆ Previous Test Projects for their skill competition
- ◆ Circulation of the Test Project
- ◆ Competitors' timetable

1. Skills Competition Structure

Activity 2. Match the elements of a Skills Competition with their corresponding categories and then check your answers.

People/Roles	Activities	Regulations	Components & sites

Activity 3. If you have any questions, please ask them in English in the FORUM.

Activity 2. Answers.

People/Roles	Activities	Regulations	Components & sites
COMPETITORS	ENSURING FAIRNESS	COMPETITION RULES	SEMIFINALS
VET TEACHERS	PRE-COMPETITION DUTIES	INFRASTRUCTURE LIST	FINALS
EXPERT	POST-COMPETITION DUTIES	CODE OF ETHICS AND CONDUCT	SKILLS COMPETITION
WORKSHOP MANAGER	EXPERT PARTICIPATION IN PREPARATION OF THE TEST PROJECT		TEST PROJECT
COMPETITIONS COMMITTEE	TOOLBOX CHECK		SKILL COMPETITION WORKSHOP
SKILLS COMPETITION COORDINATOR	TRAINING of EXPERTS		SKILLS MANAGEMENT MEETING
	CIRCULATION of TEST PROJECTS		
	TRAINING OF COMPETITORS		

Code of Ethics and Conduct

2

The Code of Ethics and Conduct (WorldSkills Europe) serves as a reference document to ensure that all activities and documents adhere to the philosophy, principles, and values of WorldSkills Europe.

Activity 4. Review the Code to understand its values and principles fully.

1. How many sections are included? What are they?



GENERAL INFORMATION AND IMPACT

Please review this section to ensure a complete understanding of its scope and impact.

1. What does WorldSkills Europe showcase?
2. What are the six focus areas of WorldSkills Europe?
3. All members, officers, officials, and partners of WorldSkills Europe have a critical responsibility. What is it?

.....



CODE OF ETHICS

Please review this section to ensure a complete understanding of its values and ethical foundations.

1. List at least three standards of behavior for anyone associated with WorldSkills Europe.

.....



CODE OF CONDUCT

Please review the section to familiarize yourself with the organization's ethical principles.

1. What are the standards of behavior for the following groups? Do you agree?

a) Board of Directors and CEO

.....



b) Secretariat

.....



c) Accredited Personnel

.....



Answers:

- ◆ a) Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, Leadership
- ◆ b) treat each other with respect and consideration; being sensitive to the diversity of WorldSkills Europe, communicate and consult with each other openly and collegially; respect the privacy
- ◆ c) their work encompasses a duty of honesty, integrity, and care to every Competitor and their fellow accredited personnel)

2. What are the Other Elements of Conduct?



Answers:

- ◆ Compliance with Law
- ◆ Business Integrity
- ◆ Financial Independence
- ◆ Hospitality, Gifts, Cultural Integrity, and Anti-Corruption
- ◆ Risk Management and Data Protection

CONSEQUENCES, SANCTIONS AND PENALTIES

Review the sub-section to gain a complete understanding of the framework for imposing sanctions or penalties.

1. What penalties apply for violating the behaviour standards outlined in the Code?
2. What does "irrefutable" mean? Example of behavior?
3. What does "premeditated" mean? Example of behavior?
4. What does "blatant" mean? Example of behavior?



APPLYING THE CODE OF ETHICS AND CONDUCT

Activity 5.

Examine the two scenarios that illustrate potential breaches of the Code. Discuss the following:

1. Was the Code breached? If so, how?
2. What do you think should happen next? Why?
3. Please comment on the task in the FORUM and discuss any points that arise.



SCENARIO A

The Country A Competitor has performed very well and has completed a Test Project following the processes outlined in the Technical Description.

The Country B Competitor has also been successful in completing the Test Project. Still, several experts noticed during the last competition day that he did not use the specified process and tool to complete his work. These two Competitors are strong contenders for the gold medal.

The process and tool to be used for this aspect of the Test Project are highlighted as a “MUST DO” in the Technical Description. Still, when it comes to marking, the Country A Expert observes that the Marking Scheme only considers Measurements of the product, and no Aspects are associated with the specified process.

SCENARIO B

It is the afternoon of the third day of the Competition. You are aware that your Competitor has produced a very high standard of work so far. The Madagascar Expert comes over, and you see him standing very close to your Competitor and taking notes. After a few minutes, the Madagascar Expert goes away but returns some time later with another Expert. Both Experts are now standing in your Competitor's cubicle, observing your Competitor, talking and laughing together, and taking notes. You can see that this is upsetting your Competitor.

Your Personal integrity and well-being

3

Getting involved in skills competitions has both advantages and disadvantages.

Advantages = Motivators
+

Disadvantages = Demotivators

In this section, we will examine yours.

Activity 5.

Have you ever judged local, regional, or national skills competitions in your country? List the advantages and disadvantages of this experience.



Advantages:

.....
.....



Disadvantages:

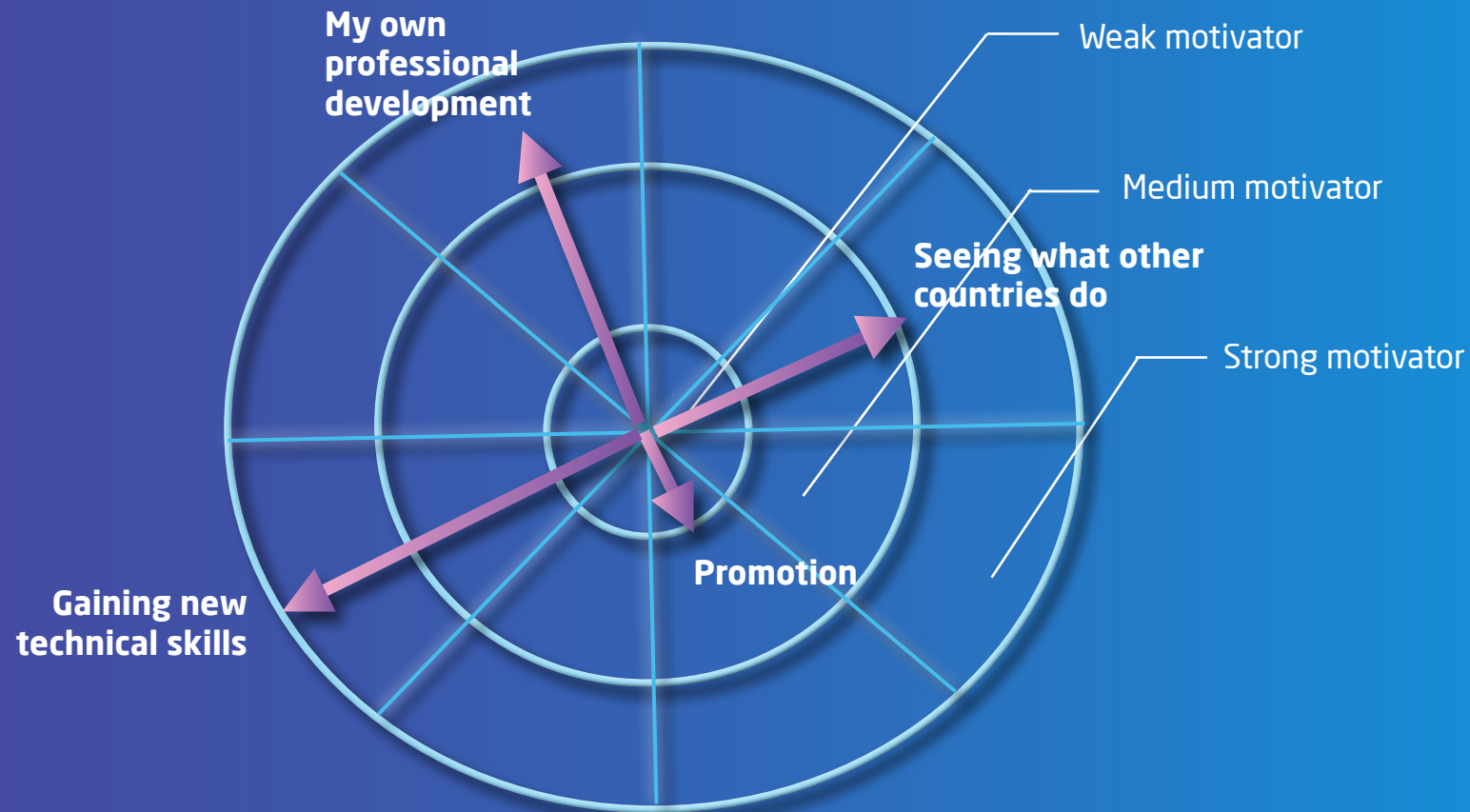
.....
.....



EXAMPLE WITH MOTIVATORS

Activity 6.

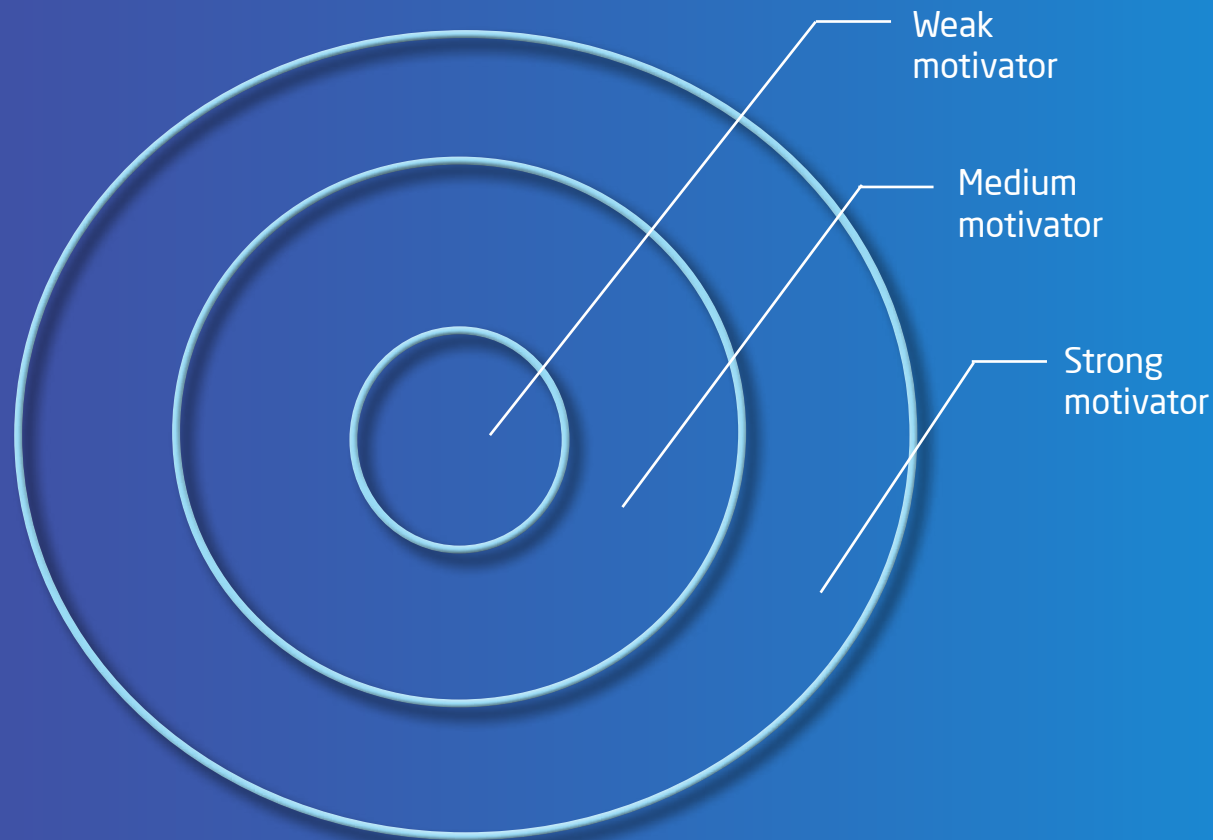
Please review the examples of weak, medium, and strong motivators.



MOTIVATORS AND DEMOTIVATORS

Activity 7.

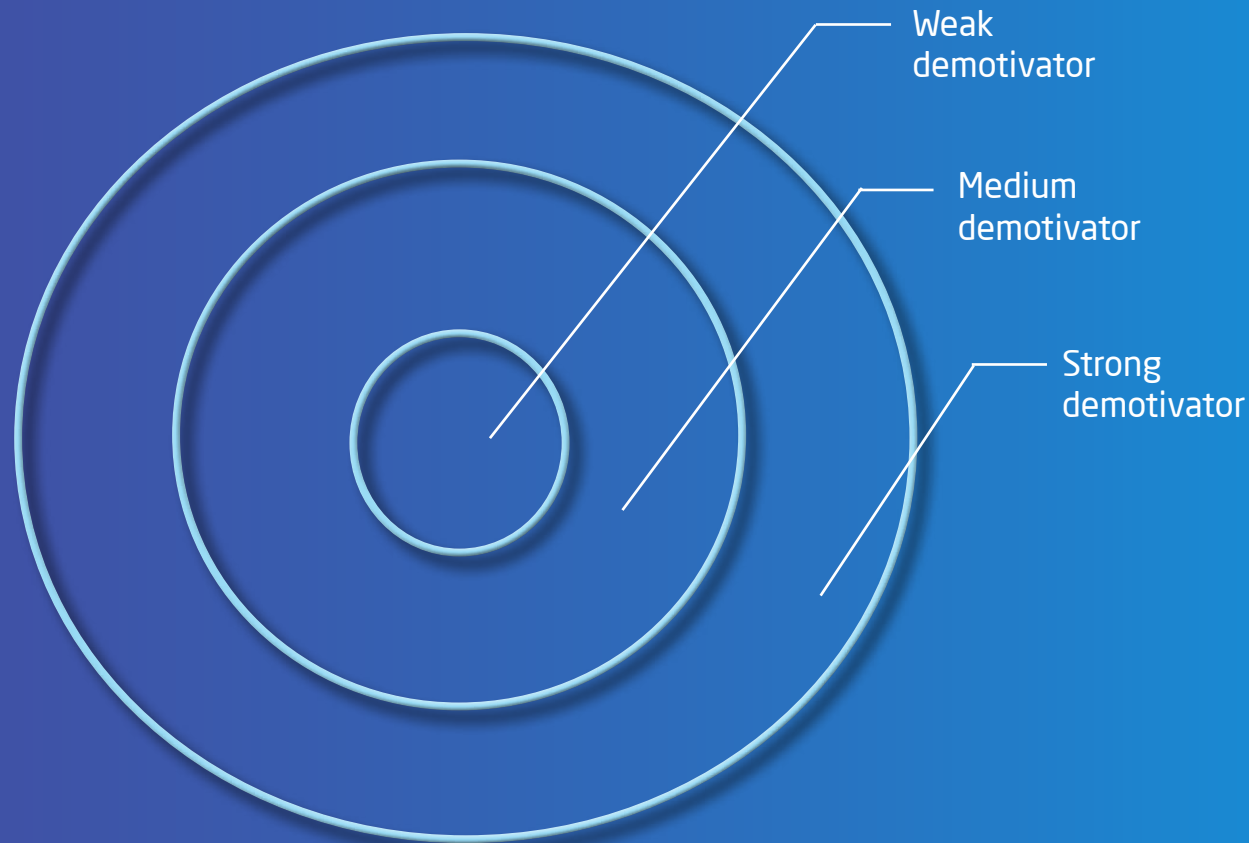
Identify your motivators for being a Skills Expert. Complete your motivation wheel by including at least one weak, one medium, and one strong motivator.



MOTIVATORS AND DEMOTIVATORS

Activity 8.

Identify your demotivators for being a Skills Expert. Complete your demotivation wheel by listing at least one weak, one medium, and one strong demotivator.



MOTIVATORS AND DEMOTIVATORS

Activity 9.

Compare your motivators and demotivators. How will you address the factors that lead to demotivation? Please write down your ideas.

.....

.....

.....

.....



Coping with complex pressures

4

Activity 10. During competitions, Skills Experts face various pressures. Below are four of the everyday pressures, along with advice on how to cope with them effectively.

1. **Time Constraints:** The pressure of limited time can lead to stress. To cope, prioritize tasks and create a clear timeline. Break tasks into manageable segments and focus on one step at a time. **2. **Performance Anxiety**:** Feeling anxious about performance is common. To manage this, practice relaxation techniques such as deep breathing or visualization. Remind yourself of your strengths and past successes to build confidence. **3. **Expectations from Others**:** The expectations from teammates, judges, or mentors can be overwhelming. Communicate openly with your support system and set realistic goals. It's essential to remember that your worth is not solely based on others' expectations. **4. **Technical Difficulties**:** Unexpected technical issues are likely to arise and can disrupt your performance. Prepare by familiarizing yourself with all the equipment and having a backup plan in case something goes wrong. Stay calm and adapt to the situation as it unfolds. By employing these strategies, Skills Experts can effectively navigate the pressures of competition.



YOUR ADVICE TO OTHERS ON COPING WITH COMPETITION PRESSURES

The graph illustrates the pressures faced by the Skills Expert. Provide a piece of advice for each of these pressures.

PLEASE MAKE YOUR NOTES HERE



Draft a piece of advice for each of these pressures.

Supporting the Competitor

.....

Supporting one's country

.....

Meeting WorldSkills Europe's expectations and Rules

.....

Meeting personal needs and expectations

.....



Vocational assessment and you

5

YOU AND YOUR ABILITY TO ASSESS

Vocational assessment is a complex process. It requires a deep understanding of your specific occupation, as well as expertise in assessment methodology. Additionally, it demands high levels of objectivity and integrity.

Activity 11. Conduct a training needs analysis to identify your requirements before participating in a Skills Competition. The following template will help you analyse your own training needs for assessment.

YOU AND YOUR ABILITY TO ASSESS

PERSONAL ANALYSIS OF TRAINING NEEDS

My technical knowledge related to my skill competition:

Questions	Your responses
Which technical areas do I feel most knowledgeable about?	
Which technical areas do I feel least knowledgeable about?	
Would I prefer not to assess this area of the skill because I have least technical knowledge?	

YOU AND YOUR ABILITY TO ASSESS

My knowledge and experience of assessing in a Skills Competition:

Questions	Your responses
Have I had extensive experience of assessing <u>quality</u> at competitions outside the EuroSkills?	No Yes; please give the number of years Yes; please indicate which competitions (national, regional, etc.)
Have I had experience of assessing <u>quality</u> at competitions using EuroSkills techniques?	No Yes; please give number of competitions Yes; please indicate which competitions (national, regional, etc.)
Have I had extensive experience of assessing by <u>measurement</u> outside EuroSkills?	No Yes; please give the number of years Yes; please indicate which competitions (national, regional, etc.)

Questions	Your responses
Have I had experience of assessing by <u>measurement</u> in a similar way to EuroSkills?	No Yes; please give the number of EuroSkills Competitions Yes; please indicate which competitions
Am I confident that I understand and can apply the WorldSkills Standards Specification (WSSS) to my assessing role?	No Yes
Am I confident that I can explain and justify my assessment decisions?	No, because Yes
Have I had experience of using specialist assessment tools?	No Yes; please list or summarize

PRINCIPLES OF ASSESSMENT

Activity 12. What do the following principles mean to you? Please take some time to reflect and jot down your thoughts. Afterward, compare your ideas with the universal definitions of these principles on the next slide.

Principle	Your Definition
Standard	
Authenticity	
Currency	
Validity	
Reliability	
Fairness	
Consistency	
Manageability	

UNIVERSAL DEFINITIONS OF THE PRINCIPLES

Activity 12. Answers

Principle	Definition
Standard	A clear standard that achievement can be assessed against
Authenticity	There is evidence that the competitor and no one else has produced the work to be assessed
Currency	The evidence of achievement up to date and relevant to the standard
Validity	The method of assessment is suitable for the evidence requirements of the standard
Reliability	The method of assessment produces evidence that demonstrates the standard has been met
Fairness	The conditions give all the competitors an equal opportunity to meet the standard
Consistency	The standard is applied in the same way to all the competitors every time
Manageability	The assessment can be done without excessive strain on resources or candidates

PRINCIPLES OF ASSESSMENT

Activity 13. Please share examples from your own experience and complete the following template.

Principle	An example of how this principle applies to your sKILL
Standard	
Authenticity	
Currency	
Validity	
Reliability	
Fairness	
Consistency	
Manageability	

Knowledge & Skills Checklist

6



You've explored the following sections:

1. Skills Competition Structure
2. Code of Ethics and Conduct
3. Your personal integrity and well-being
4. Coping with complex pressures
5. Vocational assessment and you
6. Knowledge & Skills Checklist



From theory to practice – step by step

6. Knowledge & Skills Checklist

- ✓ I expand my professional knowledge.
- ✓ I participate in teacher training related to competitions.
- ✓ I am willing to guide vocational skills competitions.
- ✓ I apply new teaching practices in the classroom and become aware of concepts not covered in the curriculum.
- ✓ I foster qualities such as risk-taking, self-reflection, accountability, resilience, and curiosity.
- ✓ I cultivate effective teamwork and communication skills, as well as problem-solving abilities and time management.

☐ Check what you've mastered – and what to keep practising