RETAIL SALES (D5)
EuroSkills Technical Description

world**skills**
Europe

CONTENTS

WorldSkills Europe, by a resolution of the Competition Committee (CC) and in accordance with the Constitution, the Standing Orders and the Competition Rules, has adopted the following minimum requirements for this skill for the EuroSkills Competition.

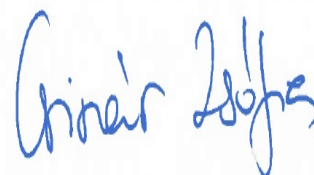**The Technical Description consists of the following:**

Effective date:

Mr Guillaume Suteau
Chair - CC

Ms Zsofia Csiszar
Vice Chair - CC

1 INTRODUCTION

1.1 NAME AND DESCRIPTION OF THE SKILL COMPETITION

1.1.1 THE NAME OF THE SKILLS COMPETITION IS

Retail Sales

1.1.2 DESCRIPTION OF THE ASSOCIATED WORK ROLE(S) OR OCCUPATION(S)

Retail sales have a prominent place in national labour markets and economies. With new communications technology, they increasingly transcend national and continental borders, as dictated by consumer demand, price and supply. Without retailing, producers would lose sales opportunities and lack vital market intelligence to drive their businesses. In the face of new and disruptive technologies, it is essential to grow awareness of the importance of retail sales to all countries' social and economic fabric, locally, and through thriving towns and cities. Retail sales offer direct, social, physical and interactive opportunities for customers that online services cannot. For manufacturers and producers, they preserve autonomy, healthy market conditions, and opportunities to adapt and grow, based on direct consumer feedback.

Retail sales contain several specialisms, to which more are constantly being added through online sales and services. Among these occupations the role of store or shop retailer is distinct for its intense focus on the individual customer and consumer, their experience and satisfaction, and the repeat sales that stem from this. To be successful, the salesperson requires retailing knowledge, understanding and expertise, together with insight, verbal fluency, integrity and maturity. Increasingly they must use these attributes to respond positively to ethnic and social diversity, and the ways in which diversity impacts on all stages of retail sales.

The challenge to the retailer to be competent and capable is broadening and deepening very quickly; those unable to respond through initial and continuing development have limited futures. The customer is increasingly able compare merchandise and services from shopping around and browsing online. The retailer must be able to exceed this knowledge, and offer a special opportunity or service that will capture the sale. According to the type of merchandise, this may require, for example, establishing or maintaining brand loyalty, dependability, responsiveness, or efficient after-sales service. Ambience is also important, as are communication skills. The salesperson must understand their customer base, respond positively, and build sales through the nature and quality of the shopping experience, word of mouth, and the growth of merchandise, services, and value.

As more purchasing happens online, retailing must cooperate and collaborate, as well as compete, with new patterns of customer behaviour. While the retailing role is largely face-to-face or direct, the relationship with the customer is no longer exclusive, or necessarily end-to-end from greeting to packing. Retail is finding ways of co-existing or collaborating with new technologies: recognizing that shopping may be a recreation attracted by an inviting ambience, appropriate to the merchandise on offer, and extra services to retain the customer. Click and connect is a clever way of drawing in customers; some stores offer online and direct purchasing simultaneously. Self-serving terminals and hand-held devices may work well with quick purchases of small items.

Consumption, waste and environmental harm represent a threat to the image and nature of retailing, and therefore an opportunity to responsible producers, wholesalers and retailers. Food packaging and waste need urgent addressing, as does the waste that underpins fashion retailing. Where customers prefer paid experiences to purchasing, retailers may decide to offer these.

As a consequence of all these challenges, the future role of the retail salesperson depends on their ability and preparedness to make sustainable choices. This represents a very positive opportunity for talented young people.

1.2 THE CONTENT, RELEVANCE AND SIGNIFICANCE OF THIS DOCUMENT

This document incorporates a Role Description and Standards Specification which follow the principles and some or all of the content of the WorldSkills Standards Specifications. In doing so WSE acknowledges WorldSkills International's (WSI's) copyright. WSE also acknowledges WSI's intellectual property rights regarding the assessment principles, methods and procedures that govern the competition.

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

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

1.3 ASSOCIATED DOCUMENTS

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

- WSE – Competition Rules
- WSI – WorldSkills Standard Specification framework
- WSE – WorldSkills Europe Assessment Strategy
- WSE – Online resources as referenced in this document
- Host Country – Health and Safety regulations

2 THE STANDARDS SPECIFICATION

2.1 GENERAL NOTES REGARDING WSSS / WSESS

Where appropriate WSE has utilised some or all of the WorldSkills International Standards Specifications (WSSS) for those skills competitions that naturally align between the two international Competitions. Where the skill is exclusive to the EuroSkills Competition, WorldSkills Europe has developed its own Standards Specification (WSESS) using the same principles and framework to that used for the development of the WSSS. For the purposes of this document the use of the words "Standards Specification" will refer to both WSSS and WSESS.

The Standards Specification 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) *(TBA for WorldSkills Europe)* Helpfully, for the global consultation on the WSSS in 2014, around 50 per cent of responses came from European industry and business.

Each skill competition is intended to reflect international best practice as described by the Standards Specification, 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 not be separate tests of knowledge and understanding.

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. 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
	The individual needs to know and understand • The legal basis of retailing • The range and nature of companies' policies and procedures • the shop, store or parent organization's expectation of an employee • the scope and range of duties assigned, formally and informally • reasonable expectations of appearance and demeanour • principles and applications of team working • requirements and expectations for business continuity and handover	

SECTION			RELATIVE IMPORTANCE (%)
	- health, safety and security requirements and considerations for oneself and others - the primacy of customer needs and satisfaction - the importance of up-to-date and accurate knowledge of products and services - principles and methods for using time efficiently and effectively. - the attributes and behaviours that underpin successful sales, such as dependability, responsibility, integrity and results orientation.		
	The individual shall be able to - arrive for work on time and fully prepared to carry out expected and discretionary duties - expect briefing and guidance from supervisors and other personnel to ensure business continuity - organize, plan and prioritize work, individually and within teams and groups - maintain constant alertness to the health, safety and security of staff and customers - prioritize customer service at all times, helping to avoid or lessen delays and dissatisfaction - use appropriate times to maintain stock levels, orderliness and the store's appearance - take opportunities to update and extend knowledge of existing and new products and services - brief other personnel when leaving work to ensure business continuity.		
2	Market research and business development		10
	The individual needs to know and understand - the areas and aspects of retailing that the store or service fits within or relates to - basic business principles for - planning - resource allocation and coordination - human resources and leadership - production and sales methods - team leadership - principles and methods for showing, promoting and selling products or services, including - marketing strategy and tactics - product demonstrations - sales techniques - sales control systems - brand, culture and sensitive issues and vulnerabilities - standards, procedures, terminology and routines - the functions and operational requirements of ICT hardware and software, from a user's perspective to include - web pages - internet browsing software		

SECTION		RELATIVE IMPORTANCE (%)
	• databases • peripherals including handheld devices • customer relationship management software • display, graphics and presentation software • point of sale software • office suite software, including electronic mail • project management software.	

	The individual shall be able to
	• represent positively the required brand and culture publicly and internally
	• actively maintain and update knowledge of
	  • products and services
	  • sales and promotions,
	  • policies regarding payment, exchanges and refunds
	  • security practices
	• process information to support the work role and business
	• maintain records of sales
	• use enquiries data to inform decisions on stock, orders and turnover
	• make decisions and solve problems within one's authority or discretion
	• use ICT to support and enhance efficiency and effectiveness
	• monitor processes, materials and surroundings
	• judge the qualities of things, services and people
	• undertake physical tasks, including handling and moving objects
	• review laws or regulations to maintain and apply as appropriate.	

3	Communication and interpersonal skills including sales and customer care	35

	The individual needs to know and understand
	• the requirements for communication and self-presentation when working directly with the public
	• the nature of social perceptiveness and service orientation
	• principles and techniques for building and maintaining trust
	• principles and methods for influencing others
	• principles and processes for providing customer and personal services:
	  • needs assessment
	  • quality standards
	  • evaluation of customer satisfaction
	• principles and techniques for
	  • active listening
	  • open questioning
	  • effective speaking
	  • influencing
	  • persuading
	  • negotiating
	• opportunities for and approaches to additional sales
	• principles and techniques for
	  • gathering
	  • processing	

SECTION		RELATIVE IMPORTANCE (%)
	• evaluating information and data. • Principles and techniques for indirect communication, such as telephone and electronic mail • Principles and techniques for briefing, training and coaching others.	

	The individual shall be able to
	 • greet customers and ascertain each customer's wants or needs
	 • answer questions regarding the store and its merchandise
	 • identify and assist customers with particular personal needs
	 • recommend, select or locate and obtain merchandise based on customers' needs and wants
	 • gather customer or product information to determine a customer's needs
	 • describe merchandise and explain its uses, operation and care
	 • explain and interpret the meaning of specific or technical information taking into account the environmental and sustainable impact of the merchandise
	 • use hand-held devices to support the sales process
	 • carry out the technical processes required for particular merchandise or services, such as
	    • dimensions and measurements
	    • codes and symbols
	    • alternative international information and signs
	 • use enquiries data to support sales and/or call other stores, departments or suppliers to find desired items
	 • help customers to try on or fit merchandise
	 • prepare merchandise for purchase or rental
	 • bag or package purchases, including gift wrapping
	 • undertake or arrange for specialist packing of merchandise
	 • place special orders
	 • explain and arrange for aftersales services
	 • invite feedback from customers
	 • take opportunities to make additional sales
	 • exchange merchandise and accept returns
	 • follow through commitments made to customers, keeping them informed as promised and helpful
	 • negotiate with others to optimize solutions and resolve conflicts
	 • manage complaints and requests professionally, within the organization's policy
	 • communicate with customers or supervisors and other personnel, directly and indirectly
	 • brief, train and coach other personnel within one's areas or responsibility.	

4	Ambience and display of products and services	12
	The individual needs to know and understand • the nature of the brand, image and unique selling points of the merchandise to be promoted	

SECTION		RELATIVE IMPORTANCE (%)

	• policy constraints and opportunities available for ambience, display and promotion
	• the scope and limits of the area(s) in which merchandise and services can be displayed, in relation to
	  • space
	  • visibility, impact and appropriateness
	  • position, stability, accessibility and risk
	• principles and methods for prioritizing and scheduling promotions and displays, such as
	  • merchandising cycles
	  • trends and fashion
	  • special offers and reductions
	  • special events
	  • major promotions by the organization or supplier
	• design concepts, principles and applications
	• ICT software for designing 2D and 3D displays
	• principles and methods for monitoring and evaluating the cost-effectiveness and impact of the display.	

	The individual shall be able to • identify and optimize the constraints and opportunities for promotion and displays • schedule and plan for a succession of displays, to maximize effect and minimize disruption • appraise the areas in which displays may be set up, using space to optimal effect • using ICT as appropriate, design, draft and consult on alternative displays • cost, acquire or make all components of the selected displays, including merchandise, props and mounts, labels and information • select and use equipment and tools with expertise and attention to the safety of all • set up displays, taking all precautions to prevent harm and damage during installation and use • ticket, arrange and display merchandise according to plan • set up arrangements for feedback and evaluation in terms of customer enquiries and sales • monitor displays regularly for freshness, making minor repairs or replacements as necessary • take down displays, avoiding disruption, damage and risk of harm to others • recycle and/or dispose of display merchandising, equipment and materials.	
5	**Care and management of products**	13

	The individual needs to know and understand
	• the lifetimes of various merchandising on account of
	  • seasons
	  • freshness	

SECTION		RELATIVE IMPORTANCE (%)
	• decay • durability • updating • recall • supply chains and sources • methods for monitoring stock supplies and turnover, according to their type • ordering and delivery cycles • acceptable techniques for optimizing turnover to minimize waste and loss • principles for sustainability, and methods for minimizing waste, recycling and waste disposal • methods for monitoring and minimizing financial loss from unsold products and services, including arrangements with community groups and specialist recycling organizations.	
	The individual shall be able to • monitor the ratio of stock to sales, overall and in detail • adjust the frequency and types of merchandise ordered to maximise efficiency and turnover • take delivery of stock, checking for correctness and completeness • inventory stock, store and set out for sale • routinely monitor and rearrange merchandise to optimize its flow • routinely clean and keep tidy shelves, counters, tables and floors, with particular attention to vulnerable areas • report wear and tear, looseness and the need for replacement • remove merchandise no longer for sale, according to type, and replace or rearrange the space to avoid empty space • prepare the merchandise according to its needs for alternative use or recycling • maintain records of recycling or disposal to facilitate greater efficiency and sustainability.	
6	**Finance, records and security**	**10**

	The individual needs to know and understand
	• the financial risks associated with fraudulent payments
	• administrative and clerical procedures, including the use of databases and spreadsheets
	• principles for the management of files and records
	• the basic terms for financial accounting
	• hourly, daily, weekly, monthly and annual financial routines
	• the nature and purpose of various financial records
	• the arrangements for safeguarding money and personnel when in transit
	• principles and measures for maintaining the security of
	  • financial records
	  • customers' data
	  • IT systems.	

SECTION		RELATIVE IMPORTANCE (%)
	• Principles and procedures for identifying and following up anomalies, discrepancies, vulnerabilities, procedural breaches and security concerns.	

	The individual shall be able to
	• estimate required quantities and costs of merchandising
	• offer different options for payment
	• calculate sales prices, total purchases, and receive and purchase cash or credit payments
	• identify and address potential and actual fraudulent payments through cash, cards or other means
	• open and close cash registers in order to
	   • count money
	   • separate slips, coupons and vouchers
	   • balance cash drawers
	   • make deposits
	• prepare sales slips or contracts
	• estimate and quote trade-in allowances, and discounts
	• estimate and quote deferred payment arrangements
	• estimate and quote costs of repairs or alterations to merchandise
	• sell or arrange for
	   • delivery
	   • insurance
	   • financing
	   • service contracts
	• explain rental terms for merchandising to customers
	• complete rental arrangements for customers
	• watch for and recognize security risks and thefts
	• take measures to prevent security risks and thefts
	• address security risks and thefts as they occur
	• refer complex situations to supervisors or specialists, as required.	

7	**Digital sales and services**	**10**
	The individual needs to know and understand • the motivation and reasons for online purchasing • principles and methods for continuing interaction with computers and large-scale ICT systems • principles and techniques for information and data processing • online communication techniques, orally and by text • procedures for executing sales and other transactions online • principles and methods for addressing customers' issues that have originated online.	

SECTION		RELATIVE IMPORTANCE (%)
	The individual shall be able to • calculate purchase subtotals, taxes and delivery costs for submissions to customers • create, manage or automate orders or invoices, using order management or invoicing software • assist online enquiries regarding merchandising for offer on web sites • deliver email confirmation of completed transactions and shipments • receive merchandise through click and collect deliveries, check that they match the orders, and store safely • check the identities of customers wishing to collect merchandise ordered online • maintain databases of customer accounts • correspond with online customers via electronic mail, telephone or other electronic messaging to address questions or complaints about products, policies or delivery methods • cancel orders based on customer requests, or inventory or delivery problems • assist the promotion of online shopping to support customer choice and convenience • take account of online information and offers to support customer choice and purchasing,	
	Total weighting	**100**

3 THE ASSESSMENT APPROACH & PRINCIPLES

3.1 GENERAL GUIDANCE

Note: this Section and Section 4 summarize a great deal of new information and guidance regarding assessment. Please refer to the Competition Rules for greater detail.

The Competition Committee (CC) establishes the principles and techniques to which assessment at the EuroSkills Competition must conform.

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

Assessment at the EuroSkills Competition falls into two broad types: measurement and judgement. Where the earlier terms "objective" and "subjective" still occur, these must be understood to mean measurement and judgement for all procedural and practical purposes. All assessment will be governed by explicit benchmarks, referenced to best practice in industry and business.

The Marking Scheme must include these benchmarks and follow the weightings within the 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 Technical Description and the principles for assessment as set out in the WSE Assessment Strategy. They will be agreed by the Experts and submitted to WSE for approval together, in order to demonstrate their quality and conformity with the Standard Specification.

Prior to submission for approval to WSE, the Marking Scheme and Test Project will be reviewed by the WSE Skill Advisors in order to benefit from the capabilities of the CIS.

4 THE MARKING SCHEME

4.1 GENERAL GUIDANCE

This Section describes the role and place of the Marking Scheme, how the Experts will assess Competitors' work as demonstrated through the Test Project, and the procedures and requirements for marking.

The Marking Scheme is the pivotal instrument of the EuroSkills Competition, in that it ties assessment to the standards that represent the skills to be tested. 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 external designer for the development of the Marking Scheme and Test Project.

In addition, Experts are encouraged 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 the complete and approved 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 must reflect the weightings in the Standard 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).

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 of assessment 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 EuroSkills marking form.

Each marking form (Sub Criterion) has a specified day on which it will be marked.

Each marking form (Sub Criterion) contains Aspects to be assessed and marked by measurement or judgement. Some Sub Criteria have assessment by both measurement and judgement, in which case there is a separate marking form for each method

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 and appear on the appropriate marking form.

The marking form lists, in detail, every Aspect to be marked together with the mark allocated to it, the benchmarks, and a reference to the section of the Standards Specification.

The sum of the marks allocated to each Aspect must fall within the range of marks specified for that section of 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
		A	B	C	D	E	F	G	H	I	
STANDARD SPECIFICATION SECTIONS	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										
TOTAL MARKS PER CRITERION											100

4.5 ASSESSMENT AND MARKING BY JUDGEMENT

In addition to measurement, Experts are expected to make professional judgements. These are normally judgements about quality. Benchmarks will be designed, agreed and recorded during the design and finalization of the Marking Scheme and Test Project in order to steer and support these judgements.

Marking through judgement uses the following scale:

- 0: performance below industry standard to any extent, including a non-attempt
- 1: performance that meets industry standard
- 2: performance that both meets industry standard and surpasses that standard to some extent
- 3: excellent or outstanding performance relative to industry standards and expectations.

4.6 ASSESSMENT AND MARKING BY MEASUREMENT

Unless otherwise stated, only the maximum mark or zero will be awarded. Where they are used, partial marks will be clearly defined within the Aspect.

4.7 ASSESSMENT OVERVIEW

For both measurement and judgement there will be three Experts in the assessment team.

Good practice in assessment comprises measurement and judgement applied both specifically and broadly. The final proportions of measurement and judgment, whether specific or broad, will be determined by the standards, their weightings and the nature of the Test Project.

4.8 ASSESSMENT STRATEGY

Please *do not* use this space to anticipate the decisions that should be made during the design of the Marking Scheme and Test Project. Here you may wish to summarize your assessment strategy: for example: how you expect assessment to be

- efficient: economical with Experts' time while generating a valid and clear result

- effective: geared to ensuring that high performance is fully rewarded, while recognizing the attainment of each Competitor

- progressive: taking account of past competition performance, building on its qualities and eliminating its defects or limitations.

Efficiency: for a competition with a likely high proportion of judgement, it is proposed to design approximately 100 Aspects as a practicable means of arriving at a differentiated view of Competitors' relative performance. All Aspects will be supported by add lines or descriptors. Most of the assessment and marking will take place through observation, requiring each member of the marking team to take personal notes which will be collated as soon as possible following the observed performances.

Effectiveness: outstanding performance is primarily associated with product and customer service. This is reflected in the WSSS, with 13% and 35% respectively. Despite the effort of doing so authentically, around half the competition time will focus on these two priorities. The Test Project and Mandatory Assessment Training will focus on ensuring that full differentiation can be reflected in the Aspects and marking.

To ensure authenticity, the Test Project will enable a full range of continuous, recurrent, and single activities. The Marking Scheme will make provision for this.

Progressive: since this is the first time that the skill competition has been offered, there is no direct past history to build on. However, there has been detailed briefing and collaborative development, which should lead to a satisfactory or better competition, first time.

4.9 SKILL ASSESSMENT PROCEDURES

Here you may wish to include

- how assessment and marking will take their place in the Skill Management Plan

- the planned allocation of responsibilities across the Skill Management Team and Experts

- plans for identifying Experts' capabilities for marking, and their allocation accordingly

- any known special arrangements on account of the competition's size, structure, and other factors.

All Experts are new to the EuroSkills Competition. While a Chief Expert and Deputy Chief Expert have been appointed, they will require guidance and support, which has now been put in place. Having had a detailed briefing, four other Experts have some familiarity with the requirements, which enables a group of at least five to support the development of the Marking Scheme and Test Project.

The starting point for the assessment procedures is the assessment strategy, as summarised above. This needs to be translated into a completion schedule, to show each activity and its duration, on a timetable based on 15-minute intervals. Within this schedule, activities undertaken by all Competitors at the same time must be distinguished from activities that face each Competitor one after the other.

Depending on their nature, and whether they are assessed and marked during the activity, or after its completion, or both: activities that all Competitors undertake at the same time will require a marking team to be organised differently to the way it is organised for an activity that concerns one Competitor at a time. Decisions regarding the composition of each marking team will need to wait until the schedule of activities is complete, and Experts' tests completed. At this point, marking teams identified by number can be overlaid on the schedule and timetable. If doing this shows that there are insufficient marking teams at any one time, it may be necessary to adapt the schedule or timetable.

Altering the composition or coverage of a marking team can only be done with the advice and support of the Standards and Assessment Advisor, when all other options within the Rules have been explored.

When the schedule is in final draft, an individual schedule should be produced, confidentially, for each potential Competitor. At the Competition, the individual schedules will be assigned to Competitors randomly. (See Section 5.9 on the 30% change.)

Since all the Experts are new to the competition, their Member country must ensure that they undertake and complete the Access Programme by the given deadline. On C-3 at the Competition, all Experts must undergo the Mandatory Assessment Training (MAT) programme, together with tests of specialist knowledge and assessment skills. Support will be arranged for the MAT and tests, since this will be new to the Chief Expert and Deputy Chief Expert. The composition of marking teams will be confirmed following this, to accommodate each Expert's particular strengths.

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 Standards Specification.

The purpose of the Test Project is to provide full and balanced 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.

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 1.

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

The Test Project will not assess knowledge of the EuroSkills Competition's rules and regulations.

This Technical Description will note any issues that affect the Test Project's capacity to support the full range of assessment relative to the Standard Specification. Section 2.1 refers.

5.2 FORMAT/ STRUCTURE OF THE TEST PROJECT

A mixture of continuous or routine tasks representing the role of the Retail Salesperson, overlaid with expected and unexpected activities and challenges.

5.3 TEST PROJECT DESIGN REQUIREMENTS

The purpose of the competition is to identify the best young retail salesperson, at, for, and in, work. All steps will be taken to minimize artificiality and maintain authenticity. Thus the Test Project will be designed to bring to life the role of the Retail Salesperson, and in this way to attract and engage spectators with both the competition and the occupation that it represents.

The Test Project will occupy all competitors throughout the competition time. Actors will be used to portray customers who will require service in both foreseen and unforeseen ways, at expected and unexpected times.

Competitors will receive a briefing, and time for familiarisation, as and when required. Where needed the use of internet will be allowed.

5.4 TEST PROJECT DEVELOPMENT

The Test Project MUST be submitted using the templates provided by WSE. Use the Word template for text documents and DWG template for drawings. Please contact jordy.degroot@worldskillseurope.org for guidance.

5.4.1 WHO DEVELOPS THE TEST PROJECTS OR MODULES

The Test Project / modules are developed under the supervision of the Jury President and responsibility of the Chief Expert by:

[X] All Experts

5.4.2 HOW AND WHERE IS THE TEST PROJECT OR MODULES DEVELOPED

[X] Jointly on the Discussion Forum

5.4.3 WHEN IS THE TEST PROJECT DEVELOPED

Because it is new, for ES2020 all Experts will be involved in the creation of the Test Project. For subsequent competitions, the Marking Scheme and Test Project will be independently designed and developed.

The Test Project will be developed according to the following timeline:

TIME	ACTIVITY
Six (6) months before the Competition	The Chief Expert and Deputy Chief Expert will draft the competition schedule at the CPM, based on the WSSS/Marking Scheme and briefing material, and create a list of Test Project items to share with Experts for joint development.
Three (3) months before the Competition	The Test Project items will be considered, commented upon, and voted upon on by the Experts, through the Discussion Forum.
Three (3) months before the Competition	The Test Project is submitted to the Secretariat for circulation on the website.

5.5 TEST PROJECT VALIDATION

The Test Project will be reviewed, verified and validated, in this cycle, by the Standards and Assessment Advisor, in addition to validation through the WSE Secretariat.

5.6 TEST PROJECT SELECTION

[X] By vote of Experts on the Discussion Forum

5.7 TEST PROJECT CIRCULATION

The Test Project is circulated as follows:

[X] Submitted to Secretariat at previous Competition for circulation 3 months before the current Competition (except surprise tasks).

5.8 TEST PROJECT COORDINATION (PREPARATION FOR COMPETITION)

Coordination of the Test Project will be undertaken by:

[X] Chief Expert and Deputy Chief Expert

5.9 TEST PROJECT CHANGE AT THE COMPETITION

There will be a change of at least 30% of both the Marking Scheme and Test Project. To achieve this, an identified independent designer will work on a confidential basis with the relevant Skill Advisor and Standards and Assessment Advisor.

5.10 MATERIAL OR MANUFACTURER SPECIFICATIONS

Goods for surprise tasks will be supplied by the Competition Organizer. Those will stay secret until the task will be performed.

6 SKILL MANAGEMENT AND COMMUNICATION

6.1 DISCUSSION FORUM

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

6.2 COMPETITOR INFORMATION

All information for registered Competitors is available from the WorldSkills Europe website www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

The information includes:

- Competition Rules
- Technical Descriptions
- Marking Schemes
- Test Projects
- Infrastructure List
- Health and Safety documentation
- Other Competition-related information

6.3 TEST PROJECTS AND MARKING SCHEMES

Circulated Test Projects will be available at the WorldSkills Europe website from www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

6.4 DAY-TO-DAY MANAGEMENT

The day-to-day management of the skill competition during the EuroSkills Competition is defined in the Skill Management Plan that is created by the Skill Management Team led by the Chief Expert. The Skill Management Team comprises the Jury President, Chief Expert and Deputy Chief Expert. The Skill Management Plan is progressively developed in the six months prior to the Competition and finalized at the Competition by agreement of the Experts. The Skill Management Plan can be viewed at www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

7 SKILL SPECIFIC USE OF TECHNOLOGY

7.1.1 PERSONAL LAPTOPS – USB – MEMORY STICKS– MOBILE PHONES

Laptops, USB drives and mobile phones are forbidden for competitors during the competition.

7.1.2 PERSONAL PHOTO CAMERAS – VIDEO TAKING DEVICES

Photo cameras and video taking devices can be used by Experts after permission of the Chief Expert.

7.1.3 COMMUNICATION BETWEEN COMPATRIOT EXPERTS AND COMPETITORS

Not applicable.

8 SKILL SPECIFIC SAFETY REQUIREMENTS

Refer to Host Country/Region Health and Safety documentation for Host Country/Region regulations.

9 MATERIALS AND EQUIPMENT

9.1 INFRASTRUCTURE LIST

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

The Infrastructure Lists will be available at the WorldSkills Europe website from www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

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 Technical Director 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.

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

Goods for surprise tasks will be supplied by the Competition Organizer. Those will stay secret until the task will be performed. All goods required for the competition will be made available on site.

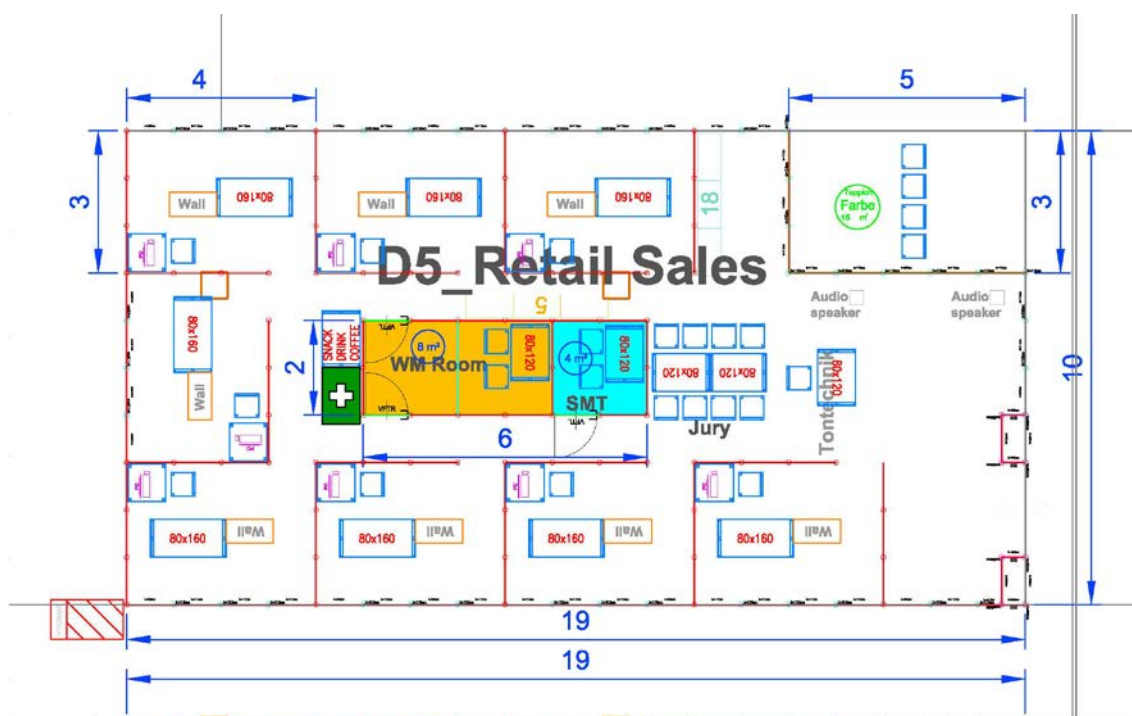## 9.3 MATERIALS, EQUIPMENT AND TOOLS SUPPLIED BY EXPERTS

Not applicable.

9.4 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

Not applicable.

9.5 PROPOSED WORKSHOP AND WORKSTATION

Workshop layouts from previous competitions are available by contacting the Competition and IT Coordinator at: jordy.degroot@worldskillseurope.org

Actual map for Graz 2020:

D5_Retail Sales

4 5 3 3

WM Room 8 m²

SMT 4 m²

Jury

Wall 80x160 Wall 80x160 Wall 80x160

Wall 80x160

SNACK DRINK COFFEE

80x120 80x120 80x120 80x120 80x120

Tonto

Farbe 16 m²

Audio speaker Audio speaker

2 6 10 18

80x160 Wall 80x160 Wall 80x160 Wall 80x160 Wall

19

19

10 VISITOR AND MEDIA ENGAGEMENT

The test project will cover a wide range of tasks which have to be done by the competitor during the role plays. The experience from a lot of national competitions shows that life role plays a very spectacular to the audience given that:

- use of a professional sound system so that visitors can hear the conversation between the Competitors and the customer;

- use of a facilitator in breaks of role plays who explains something about competitor and next task

- use of monitors which display the given task to the Competitor

11 SUSTAINABILITY

No waste besides used paper will be produced.