

Technical Description

Floristry



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

Floristry

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

The florist may work in one of several sectors of the floral industry including being self-employed, working on commissioned projects or working in the retail sector. Florists must demonstrate business acumen and interpersonal skills when dealing with clients. Advanced levels of customer care and sales skills are crucial. Themed and bespoke floral projects are commissioned for various social and cultural events such as weddings, celebrations, funerals, and product launches. The florist must have planning and management skills in order to offer appropriate expert advice to the client whilst interpreting the vision and scope for the finished project.

Horticultural materials are delicate, easily damaged, or spoilt and perishable. Therefore, the florist must have knowledge of post-harvest care and conditioning of the materials that they work with, and apply extensive knowledge of effective sourcing, purchasing, and storage of all horticultural materials.

Floral designs, whether for a small bouquet or a large installation for a major event, require the florist to be innovative, creative and to demonstrate artistic and design knowledge that incorporates aesthetics and practicalities. The florist must apply principles and elements of design to composition and colour, additionally demonstrating ideas by the expert use of appropriate techniques.

The florist will use their expertise and knowledge of flowers, plants, botanical, non-botanical materials, and accessories to produce floral projects. There is a diverse range of practice within the floristry industry. Some florists will work in retail outlets, and preparing bouquets and arrangements for sale, and must therefore be keenly aware of their market and commercial restraints. At the other end of the professional spectrum, a florist may be commissioned to provide floral displays for major high-profile international events. Such events require interpretation of themes and effective working within large teams, collaborating with other professions in high-pressure situations with tight time constraints.

As for other producers and retailers, sustainable practice is increasingly both essential and in their own best interest. From responsible sourcing through to design, realisation, and aftercare, the exceptional florist will put ethical, green practices at the forefront of their business.

1.1.3 Number of Competitors per team

Floristry 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 – Code of Ethics and Conduct
- WSI – Competition Rules
- WSI – WorldSkills Occupational Standards framework
- WSI – WorldSkills Assessment Strategy
- WSI online resources as indicated in this document
- WorldSkills Health, Safety, and Environment Policy and Regulations
- WorldSkills Standards and Assessment Guide (skill-specific)

2 The WorldSkills Occupational Standards (WSOS)

2.1 General notes on the WSOS

The WSOS specifies the knowledge, understanding, skills, and capabilities that underpin international best practice in technical and vocational performance. These are both specific to an occupational role and also transversal. Together they should reflect a shared global understanding of what the associated work role(s) or occupation(s) represent for industry and business (www.worldskills.org/WSOS).

The skill competition is intended to reflect international best practice as described by the WSOS, to the extent that it can. The Standard 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 Standard 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. This is often referred to as the “weighting”. The sum of all the percentage marks is 100. The weightings determine the distribution of marks within the Marking Scheme.

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

The Marking Scheme will follow the allocation of marks within the Standards to the extent practically possible. A variation of up to five percent is allowed, if this does not distort the weightings assigned by the Standards.

2.2 WorldSkills Occupational Standards

Section		Relative importance (%)
1	Work organization and management	13
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The scope and characteristics of the floral industry and how it interacts with other professions • Principles and elements of floral design • Health and safety legislation, regulations, documentation, and practices. • The importance of work organization and prioritization • The importance of time management • The ways in which working practices can maximise profit by control of wastage and costs • Sustainable practices within the floral industry, including recycling and/or re-use of materials 	

Section		Relative importance (%)
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Be creative, artistic, innovative, and resourceful • Show initiative • Be responsive and flexible to changing circumstances • Apply practical, technical, and theoretical expertise • Maintain continuing professional development in order to be aware of current trends, new ideas, styles, and materials • Show willingness to try new methods and embrace change • Plan and organize work effectively to make best use of available resources • Plan projects of varying sizes and complexity • Work within Health, Safety, and Environment regulations and practice • Work under time pressures, meeting deadlines and targets • Work effectively, using initiative and a high degree of autonomy 	
2	Care of materials and tools	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The characteristics of flowers and botanical material • The correct nomenclature of all horticultural materials • The storage requirements of the materials, including correct temperatures • Correct handling procedures, and the most appropriate application of materials in relation to projects • The care and handling of cut flowers and plants • The seasonal availability of plants and botanical materials • Ethical sourcing of plant materials, in relation to transport costs and responsible growers • Post-harvest care of materials • The tools and equipment used in floristry • Appropriate techniques in the use tools 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Identify the origins of botanical materials in relation to the cost of supply and the practices of their growers • Treat all botanical materials with appropriate post-harvest care • Condition and prepare the botanical materials for the design • Maintain the condition of botanical materials • Keep botanical materials at the correct temperature • Take proper care of all materials in relation to the product, including containers, sundry materials, and other materials used in the design • Select and use tools and equipment in relation to the product 	

Section		Relative importance (%)
3	Business and communications	8
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The importance of establishing and maintaining customer confidence through interpretation of the brief • The importance of building and maintaining productive working relationships with colleagues and other professions • The importance of showing empathy to clients through the interpretation of commissions 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Create commercial floral shop designs using botanical materials, furniture, stands, vases, containers, and accessories where necessary • Select and use materials considering cultural preferences and ethical implications • Select and use appropriate materials in relation to floral design products • Interpret and apply environmental requirements in relation to the product • Reflect the personality and character of commissions in the product floral designs • Give practical demonstrations • Ensure that time schedules are adhered to • Prepare floral work for safe and secure transportation 	
4	Floral design concept	30
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • Principles and elements of floral design, including composition, colour, design, and technique • The rationales behind themes • Current trends and fashions in floral design • The significance of ethical and sustainable practice on floral design and realisation • The importance of floral designs and how they relate to their physical environment • Cultural differences in relation to floristry, for example weddings and other events 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Interpret commissions • Apply elements and principles of floral design to floral products • Ensure that botanical materials predominate in designs • Select botanical materials, containers, technical aids/materials, and decorative accessories for planned floral designs 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • Create floral designs that interpret particular themes • Create floral designs appropriate for particular occasions • Create floral designs that take account of the need for sustainable practice • Create floral designs to suit the locations and environments where they will be situated • Create floral designs that are conventional and/or innovative • Communicate emotions through floral designs • Use dominance, contrasts, and combinations of colour to create harmony in design • Use colour theory effectively, for example by building colour, positioning colour, and using tints, tones, and shades 	
5	Essential floral work	5
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • How to handle and use botanical materials in floral designs • How to prepare botanical materials for floral designs • The importance of cleanliness and keeping the work area tidy • How to work methodically and efficiently 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Work cleanly and methodically • Prioritize work effectively according to the situation • Create and finish floristry design in relation to themes and products • Create floral designs and display botanical materials for sale in a variety of environments • Create individual floral projects • Create floral designs by following and interpreting themes • Select and implement suitable techniques for making floral decorations into or onto objects 	
6	Floral room decorations	7
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The meaning of room decorations including hanging, standing, room-dividers, screens, and wall designs • How floral design makes an impact in relation to the desired effect • The impact of heat, ventilation, and lighting on floral designs 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Create room decorations using suitable techniques and/or combinations of techniques • Create large and complex designs appropriate for events such as festivals or corporate occasions 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • Apply techniques that are required for room installations such as hanging, screens, wall design, etc. • Create floral designs following and interpreting themes 	
7	Floral works using plants	7
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The range of plants available for use in interior and exterior designs • Plants: <ul style="list-style-type: none"> ◦ Correct nomenclature ◦ Storage requirements ◦ Correct handling ◦ Appropriate application in relation to design ◦ sustaining and care for longevity ◦ Maintenance ◦ Seasonal availability ◦ Reactions to various environments • How plants can be used in floral designs • The uses of various media used for potted plants • Types of containers used in keeping and displaying plants • Health and safety practices relating to the use of plants 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Create designs using appropriate plants for various themes, occasions and events • Care for plants to maximize longevity prior to and during use • Apply appropriate health and safety when working with plant designs • Use appropriate containers to display and maintain plants • Use the appropriate media for plants in containers in relation to the tasks in hand 	
8	Floral bridal work	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The range and variety of weddings • Cultural and religious influences on wedding celebrations • Potential locations for weddings • Themes associated with weddings • The influence of brief on floral design 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Create and prepare floral designs appropriate to each wedding style, scale, and character 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • Create and prepare a full range of floral designs used at weddings, including appropriately large and complex designs • Create floral designs that complement the bride's, personality, dress, and appearance 	
9	Special floral commissions	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The range and scope of special commissions • Principles and applications of costing and pricing 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Interpret briefs to establish themes, designs, and requirements • Create floral designs according to the brief • Create and oversee the installation of floral commissions • Quality assure the process to ensure that finished commissions meet high standards relative to the commission • Manage expectations in relation to the tasks in hand • Work effectively and efficiently under the pressures associated with special and high-profile projects • Complete projects within costing and pricing parameters • Complete, provide and maintain necessary records 	
	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. The Test Project is the assessment vehicle for the skill competition, and therefore also follows the Standards. The CIS enables the timely and accurate recording of marks; its capacity for scrutiny, support, and feedback is continuously expanding.

The Marking Scheme, in outline, will lead the process of Test Project design. After this, the Marking Scheme and Test Project will be designed, developed, and verified through an iterative process, to ensure that both together optimize their relationship with the Standards and the Assessment Strategy. They will be agreed by the Experts and submitted to WSI for approval together, to demonstrate their quality and conformity with the Standards.

Prior to submission for approval to WSI, the Marking Scheme and Test Project will liaise with the WSI Skill Advisors for quality assurance and 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 standard that represents each skill competition, which itself represents a global occupation. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Standards.

By reflecting the weightings in the Standards, the Marking Scheme establishes the parameters for the design of the Test Project. Depending on the nature of the skill competition 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, if there is no practicable alternative.

For integrity and fairness, the Marking Scheme and Test Project are increasingly designed and developed by one or more Independent Test Project Designer(s) with relevant expertise. In these instances, the Marking Scheme and Test Project are unseen by Experts until immediately before the start of the skill competition, or competition module. Where the detailed and final Marking Scheme and Test Project are designed by Experts, they must be approved by the whole Expert group prior to submission for independent validation and quality assurance. Please see the Competition Rules for further details.

Experts and Independent Test Project Designers are required to submit their Marking Schemes and Test Projects for review, verification, and validation well in advance of completion. They are also expected to work with their Skill Advisor, reviewers, and verifiers, throughout the design and development process, for quality assurance and in order to take full advantage of the CIS's features.

In all cases a draft Marking Scheme must be entered into the CIS at least eight weeks prior to the Competition. Skill Advisors actively facilitate this process.

4.2 Assessment Criteria

The main headings of the Marking Scheme are the Assessment Criteria. These headings are derived before, or in conjunction with, the Test Project. In some skill competitions the Assessment Criteria may be similar to the section headings in the Standards; in others they may be 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.

Assessment Criteria are created by the person or people developing the Marking Scheme, who are free to define the 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 Assessment Criteria, the allocation of marks, and the assessment methods, should not be set out within this Technical Description. This is because the Criteria, allocation of marks, and assessment**

methods all depend on the nature of the Marking Scheme and Test Project, which is decided after this Technical Description is published.

The Mark Summary Form generated by the CIS will comprise a list of the Assessment Criteria and Sub 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) specifies 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, and detailed descriptors or instructions as a guide to marking. Each Aspect is assessed either by Measurement or by 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 Standards. 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 refers.)

TOTAL MARKS	STANDARDS SPECIFICATION SECTION	CRITERIA								TOTAL MARKS PER SECTION	WSSS MARKS PER SECTION	VARIANCE	
		A	B	C	D	E	F	G	H				
		1	5.00								5.00	5.00	0.00
		2		2.00					7.50		9.50	10.00	0.50
		3								11.00	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
			5.00	10.00	20.00	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. Where this is impracticable (for example where an action must be done by every Competitor simultaneously, and must be observed doing so), a second tier of assessment and marking will be put in place, with the approval of the Competitions Committee Management Team. The marking teams must be organized to ensure that there is no compatriot marking in any circumstances. (Section 4.6 refers.)

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). This is documented in the Standards and Assessment Guide.
- 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, normally simultaneously, and record their scores. A fourth Expert coordinates and supervises the scoring, and checks their validity. They also act as a judge when required to prevent compatriot marking.

4.7 Assessment and marking using Measurement

Normally three Experts will be used to assess each Aspect, with a fourth Expert supervising. In some circumstances the team may organize itself as two pairs, for dual marking. 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. To avoid errors in calculation or transmission, the CIS provides a large number of automated calculation options, the use of which is mandated.

4.8 The use of Measurement and Judgement

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

4.9 Skill assessment strategy and procedures

WorldSkills is committed to continuous improvement including reviewing past limitations and building on good practice. The following skill assessment strategy and procedures for this skill competition take this into account and explain how the marking process will be managed.

The Experts are divided into marking groups by the Skill Competition Manager and the Chief Expert. They are selected based on pre-determined criteria provided by WorldSkills International. An Expert without a Competitor can join each assessment group to create an equal balance.

Experts will assess the same Aspects for all Competitors' work.

The breakdown of marks within each of the four Criteria is determined by the WorldSkills Occupational Standards.

The process of assessing the Competitors' work is decided by the Skill Competition Manager and Chief Expert.

Within the rules, the integrity of marking is actively ensured.

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 applied knowledge, skills, and behaviours set out in each section of the WSOS.

The purpose of the Test Project is to provide full, balanced, and authentic opportunities for assessment and marking across the Standards, in conjunction with the Marking Scheme. The relationship between the Test Project, Marking Scheme, and Standards 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 or affect the balance of marks within the Standards other than in the circumstances indicated by Section 2. 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. Section 2.1 refers.

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.

Most Test Projects and Marking Schemes are now designed and developed independently of the Experts. They are designed and developed either by the Skill Competition Manager, or an Independent Test Project Designer, normally from C-12 months. They are subject to independent review, verification, and validation. (Section 4.1 refers.)

The information provided below will be subject to what is known at the time of completing this Technical Description, and the requirement for confidentiality.

Please refer to the current version of the Competition Rules for further details.

5.2 Format/structure of the Test Project

The Test Project is a series of eight (8) to twelve (12) separately assessed modules.

5.3 Test Project design requirements

Test Projects should reflect the purposes, structures, processes, and outcomes of the occupational role they are based on. They should aim to be a small-scale version of that role. Before focusing on practicalities, SMTs should show how the Test Project design will provide full, balanced, and authentic opportunities for assessment and marking across the Standards, as set out in Section 5.1.

The independently designed Test Project modules are selected from the list below.

Obligatory designs

- Hand tied bouquet;
- Bridal design;
- Arrangement of cut flowers;
- Planted design.

Optional designs

- Wreath (not for funeral);
- Room decoration: hanging, wall, standing, etc.;
- Table decoration.

Themed design

- Object decoration;
- Floral jewellery;
- Body decoration.

Minimum of three (3) modules will include surprise box elements.

Note: Module designs should not relate to funeral arrangements.

5.4 Test Project coordination and 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 Test Project coordination (preparation for Competition)

Coordination of the Test Project/modules will be undertaken by the Skill Competition Manager.

5.4.2 Who develops the Test Project/modules

The Test Project/modules are developed by an Independent Test Project Designer (ITPD) in collaboration with the Skill Competition Manager.

5.4.3 When is the Test Project developed

The Test Project/modules are developed according to the following timeline:

Time	Action
Ten (10) months prior to the Competition	The Independent Test Project Designer is identified and a Confidentiality Agreement between WSI and the ITPD is organized.
Two (2) months prior to the Competition	A document of generic statements and sentences that is included in the Test Project documentation are circulated prior to the Competition so they can be translated beforehand.
No later than one (1) month prior to the Competition	The Test Project documents are sent to the WorldSkills International Skills Competitions Administration Manager.
At the Competition on C1	The Test Project/modules except the surprise Module are presented to the Experts and Competitors.

5.5 Test Project initial review and verification

The purpose of a Test Project is to create a challenge for Competitors which authentically represents working life for an outstanding practitioner in an identified occupation. By doing this, the

Test Project will apply the Marking Scheme and fully represent the WSOS. In this way it is unique in its context, purpose, activities, and expectations.

To support Test Project design and development, a rigorous quality assurance and design process is in place (Competition Rules sections 10.6-10.7 refer.) Once approved by WorldSkills, the Independent Test Project Designer (ITPD) is expected to identify one or more independent expert(s), and trusted individuals initially to review the Independent Test Project Designer's ideas and plans, and subsequently to verify the Test Project, prior to validation.

A Skill Advisor will ensure and coordinate this arrangement, to guarantee the timeliness and thoroughness of both initial review, and verification, based on the risk analysis that underpins Section 10.7 of the Competition Rules.

5.6 Test Project validation

The Skill Competition Manager coordinates the validation of the Test Project/modules and will ensure that it can be completed within the material, equipment, knowledge, and time constraints of Competitors.

5.7 Test Project circulation

The Test Project/modules are not circulated prior to the Competition. The Test Project/modules, except the surprise module, are presented to Experts and Competitors on C1.

A document of generic statements and sentences that is included in the Test Project documentation are circulated two (2) months prior to the Competition via the WorldSkills website so they can be translated beforehand. No technical or detailed information on the Test Project/modules is shared.

5.8 Test Project change

Due to the Test Project being developed by an Independent Test Project Designer (ITPD), there is no change required to be made to the Test Project/modules at the Competition. Exceptions are amendments to technical errors in the Test Project documents and according to infrastructure limitations.

5.9 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. However, note that in some cases details of specific materials and/or manufacturer specifications may remain secret and will not be released prior to the Competition. These items may include those for fault finding modules or modules not circulated.

Cut flowers, plants, cut foliage, decorative accessories, and technical material (technical aids) and containers.

- In consultation with the Skill Competition Manager, the Independent Test Project Designer, and the Workshop Manager will select 100% of the materials to be used during the Competition;
- All materials excluding surprise boxes are available during the Familiarization Day for Competitors before the competition starts;
- All botanical material must be correctly scientifically named and must arrive at optimum level of freshness, not more than one or two days prior to the Competition. They must arrive already

sorted ready for distribution to individual Competitors. The material must arrive already in water. A minimum of ten additional buckets should be distributed to each Competitor;

Cold storage of flowers and materials

- Flowers must be stored with a minimum temperature of 3° C and a maximum temperature of 10° C;

Note: Competitors are permitted to have reasonable access to the storeroom if it is situated in the workshop or nearby.

- Competitors may only exchange damaged material during the preparation time on the first day of the competition subject to availability;
- Instructions are given on the morning of the first day of the Competition and the Test Projects are described in detail by the Experts as necessary;
- All Competitors must receive a list with names of the material list on preparation day one.

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 WorldSkills skill-specific Discussion Forum. (<http://forums.worldskills.org>). Skill related decisions and communication are only valid if they take place on the WorldSkills Discussion Forum. The Chief Expert (or an Expert Lead appointed by the Skill Management Team) will be the moderator for this Discussion Forum. Refer to the 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
- Mark Summary Form (where applicable)
- Test Projects (where applicable)
- Infrastructure List
- WorldSkills Health, Safety, and Environment Policy and Regulations
- Other Competition-related information

6.3 Test Projects and Marking Schemes

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

6.4 Day-to-day management

The day-to-day management of the skill competition during the Competition is defined in the Skill Management Plan that is created by the Skill Management Team. The Skill Management Team comprises the Skill Competition Manager, Chief Expert, and the Expert Leads. The Skill Management Plan is progressively developed in the six (6) months prior to the Competition and finalized at the Competition. The Skill Management Plan can be viewed in the Expert Centre (www.worldskills.org/expertcentre).

6.5 General best practice procedures

General best practice procedures clearly delineate the difference between what is a best practice procedure and skill-specific rules (section 9). General best practice procedures are those where Experts and Competitors CANNOT be held accountable as a breach to the Competition Rules or skill-specific rules which would have a penalty applied as part of the Issue and Dispute Resolution procedure including the Code of Ethics and Conduct Penalty System. In some cases, general best practice procedures for Competitors may be reflected in the Marking Scheme.

Topic/task	Best practice procedure
Release of the Test Project/modules	<ul style="list-style-type: none"> • The Test Project/modules (excluding the surprise modules) for all four days are announced at the beginning of C1. • The surprise modules are announced when the competition time starts for that module. There is at least ten (10) minutes time to read the instructions.
Translation of the Test Project	<ul style="list-style-type: none"> • The Test Project/modules are not to be translated at the Competition. A document is circulated ahead of the Competition that includes all text requiring translation. Experts provide the translation to the SCM and it is then used in the translation of the TP documents. • Competitors may also bring this document to the Competition already translated. • No further time is scheduled for this to be translated.
Competition etiquette	<ul style="list-style-type: none"> • No Experts or Interpreters are allowed to loiter around one Competitor's workstation during competition time as it may potentially distract Competitors.
Assessment	<ul style="list-style-type: none"> • All Experts will undertake Mandatory Assessment Training, should any Expert be found to not understand how to assess professionally, the Skill Competition Manager and Chief Expert have the right to remove them from the Marking Team in consultation with the Competitions Committee Delegate. The Expert is allowed to observe Marking to gain experience, but cannot comment or interfere in the Marking process. • Marking Teams are determined by the Skill Competition Manager and Chief Expert. • Marking Teams are assigned Marking Criteria on the morning of C1. • Marking Teams will mark the same criterion on each day of Assessment. Not all Experts are required to assess during the competition. Those Experts that are not assessing may be assigned other responsibilities as seen fit by the Skill Competition Manager and Chief Expert. • Experts that are not required to assess must remain within the skill competition area while Assessment is taking place. Non assessing Experts are encouraged to observe the process but must not interfere with the Assessment in any way. • Experienced Experts are allocated to lead marking teams. These leaders are allocated by Skill Competition Manager and Chief Expert. • Whilst undertaking Assessment, the Skill Competition Manager, and Chief Expert have the right to observe Marking and remove any Expert who does not understand the Marking Criteria, is marking inconsistently, or marking with prejudice or personal preference. This is done in consultation with the Competitions Committee Delegate.

7 Skill-specific safety requirements

7.1 Personal Protective Equipment

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

Task	Safety glasses with side protection	Dust mask	Long hair tied back	Sturdy shoes with closed toe and heel	Appropriate work clothes (long trousers)	Cut protection gloves	Ear protection plugs
General PPE for safe areas				√			
Within the workshop area, at all times				√	√		
When using a drill	√		√	√	√		√
When using potting mix		√		√	√	√	√

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 Management Team for the next Competition. The Competition Organizer will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items. Note that in some cases details of specific materials and/or manufacturer specifications may remain secret and will not be released prior to the Competition. These items may include those for fault finding modules or modules not circulated.

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

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

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

8.2 Competitors toolbox

Competitors are not allowed to send a toolbox to the Competition. All tools are provided by the Competition Organizer.

8.3 Materials, equipment, and tools supplied by Competitors

It is not applicable for Competitors to bring materials, equipment, and tools to the Competition. However, Competitors are allowed to bring a small number of personal tools in the morning of C-2 (Familiarization Day). It is recommended that these tools be brought in the luggage of the Competitor or purchased locally.

Furthermore, Competitors are required to supply their own Personal Protective Equipment as specified in section 7 skill-specific safety requirements.

8.4 Materials, equipment, and tools supplied by Experts

Experts are required to supply their own Personal Protective Equipment as specified in section 7 skill-specific safety requirements.

Experts are responsible that Interpreters bring their PPE.

8.5 Materials and equipment prohibited in the skill area

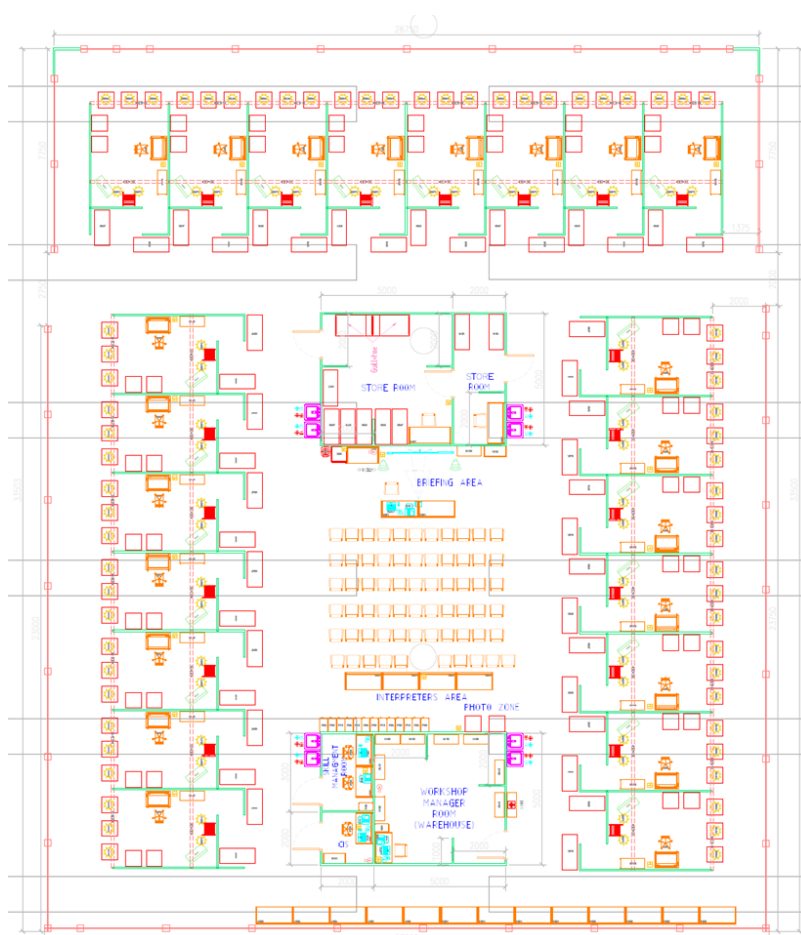
Competitors and Experts are prohibited to bring any materials or equipment not listed in section 8.3 and section 8.4.

- The Competitors are not allowed to use any material that is unique to them, unless this material has been listed on the WorldSkills Discussion Forum three (3) months prior to the Competition and is provided to each Competitor;
- Competitors are not to dismantle and re-use any materials from previous modules excluding shop display;
- Any type of sprays including glues and colours.

8.6 Proposed workshop and workstation layouts

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

Example workshop layout



Workshop requirements:

The workshop should be completely closed on two sides, open fully on one side for spectators and partially open on the remaining side for the Competitor for access to the ancillary area.

General layout: For each Competitor

- For each Competitor 60 m² workstation: for working and display materials;
- Minimum of one metre space between front of Competitors booth and general audience area;
- Background colour for work area should be neutral;

- Wall for hanging objects at least two metres for one Competitor;
- Electric outlet for each Competitor with an extender;
- Ten spotlights for each Competitor;
- At least one working table, height adjustable;
- A minimum of ten water buckets for each Competitor;
- Two column to display on 125/50x50 cm;
- 20 containers/vases/bowls;
- Bridal bouquet stand;
- One Mirror 50 cm x 200 cm;
- One glue gun and at least 40 gluesticks (no glitter, no colour).

Display Area

- Background colour for display area should be neutral;
- Five display cubes for each Competitor in the same neutral colour as the wall and floor.

Assessment Area

- Wall for hanging objects at least two metres for each Competitor;
- Some tables for assessment;
- Spot lights (same as at Competitors' workstations).

Meeting Room

- Expert area must have enough room for all the Experts to have a seat and table for meetings and have a lockable door.

General Area

- Wardrobe for the Competitors and Experts;
- Cool room, four square metres and two meters high for each Competitor;
- Service station (hand paper supply, rubbish bags, drinking water, etc.);
- One water outlet with sink and drainage per five Competitors.

General requirements for the workshop

- Good working light (each working area and judging area 750 lux);
- Adjustable stool (bar stool);
- Lockable chest of drawers;
- Access to hand brush and other cleaning equipment;
- A garbage holder;
- The floor should be waterproof, no carpet and in neutral colour;
- Timer (stop watch);
- Spot light;
- Judging area;
- Large clocks

9 Skill-specific rules

9.1 General notes

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 workflow, and documentation management and distribution. Breaches of these rules will be solved according to the Issue and Dispute Resolution procedure including the Code of Ethics and Conduct Penalty System.

9.2 Skill-specific rules

Topic/task	Skill-specific rules
Use of technology - personal laptops, tablets, and mobile phones	<ul style="list-style-type: none"> • Skill Competition Manager, Chief Expert, and Interpreters are allowed to use personal laptops, tablets, and mobile phones in the Expert room only. • The Skill Competition Manager and Chief Expert are allowed to use these devices outside the Expert room only when undertaking competition duties. • Competitors are not allowed to bring personal laptops, tablets, or mobile phones into the workshop. If personal items are brought into the workshop they must be locked in the personal locker and can only be removed at lunch time and the end of each day.
Use of technology – personal photo and video taking devices	<ul style="list-style-type: none"> • Skill Competition Manager, Chief Expert, Experts, Competitors, and Interpreters are allowed to use personal photo and video taking devices to take photographs at the conclusion of each Competition Day.
Templates, aids, books, etc.	<ul style="list-style-type: none"> • Competitors are not allowed to bring any kind of written or printed materials into the workshop. If these items are brought into the workshop they must be locked in the personal locker until conclusion of each Competition Day. • It is not allowed to bring any additional materials or tools on daily basis to the floristry workshop.
Materials and tools	<ul style="list-style-type: none"> • Competitors are not allowed to bring any additional tools, equipment, or materials into the workshop. If these items are brought into the workshop they must be locked in the personal locker until the conclusion of each Competition Day.

10 Visitor and media engagement

10.1 Engagement methods

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

- Try-a-Skill;
- Display screens;
- Test Project descriptions clearly and visibly presented;
- Enhanced understanding of Competitor activity;
- Competitor profiles;
- Career opportunities;
- Daily reporting of competition status;
- Daily People's Choice Award – members of the public vote for their favourite piece.

11 Sustainability

11.1 Sustainable practices

This skill competition will focus on the sustainable practices below:

- Recycling;
- Use of “green” materials;
- Use of completed Test Projects after Competition

12 References for industry consultation

12.1 General notes

WorldSkills is committed to ensuring that the WorldSkills Occupational Standards 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 Occupational Standards on a two-yearly cycle.

In parallel to this, WSI consults three international occupational classifications and databases:

- ISCO-08: (<http://www.ilo.org/public/english/bureau/stat/isco/isco08/>)
- ESCO: (<https://ec.europa.eu/esco/portal/home>)
- O*NET OnLine (www.onetonline.org/)

12.2 References

This WSOS appears to relate most closely to Floral Designers: <https://www.onetonline.org/link/summary/27-1023.00>

and Garden and flower specialized seller:

<http://data.europa.eu/esco/occupation/c0768628-46ad-4077-ae0-66ab6d7711df>

This link can also be used to review adjacent occupations.

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The following table indicates which organizations were approached and provided valuable feedback for the Description of the Associated Role and WorldSkills Occupational Standards in place for WorldSkills Lyon 2024.

Organization	Contact name
Asociación Española de Floristas	Fernando Ríos Enamorado, Vice President
FLORINT	Simon Ogrizek, President

13 Appendix

13.1 Appendix information

Not applicable.