



Technical Description

Retail Sales

Skill 43



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:

1 Introduction.....	3
2 The WorldSkills Occupational Standards (WSOS).....	5
3 The Assessment Strategy and Specification.....	14
4 Assessment Design and Practice.....	15
5 The Test Project.....	19
6 Skill management and communication.....	22
7 Skill-specific safety requirements.....	24
8 Materials and equipment.....	25
9 Skill-specific rules.....	27
10 Expert knowledge and experience.....	28
11 Visitor and media engagement.....	29
12 Sustainability.....	30
13 References for industry consultation.....	31
14 Appendix.....	32

1 Introduction

1.1 Name and description of the skill competition

1.1.1 The name of the skill 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, increasingly adapting to the onset of online sale through both cooperation and competition. 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 to 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 collect 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.

Because 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.

1.1.3 Number of Competitors per team

Retail Sales 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	10
	The individual needs to know and understand: <ul style="list-style-type: none"> • The legal basis of retailing • The range and nature of companies' policies and procedures • The brand and brand values that underpin each retailer • 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 (%)
	<ul style="list-style-type: none"> • Health, hygiene, safety and security requirements, alongside considerations for oneself and others • The primacy of customer needs and satisfaction • The importance of up-to-date and accurate knowledge of trends, 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 significance of retailing's role in adding or detracting from environmental awareness and sustainable practice. 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • 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 • Continuously prioritize customer service, 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 • Minimise waste and environmental impact from commercial practices • Engage customers with products' health and environmental features, and their sustainability. 	
2	Market research and business development	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The areas and aspects of retailing that the store or service fits within or relates to • Basic business principles for <ul style="list-style-type: none"> ◦ planning ◦ resource allocation and coordination ◦ human resources and leadership ◦ production and sales methods ◦ team leadership • The data requirements of retail for business operations and development 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • Principles and methods for showing, promoting and selling products or services, including <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ web pages ◦ internet browsing software ◦ 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 role and impacts of ICT as an ambient factor, especially as it affects customer need, access, choice, and perceptions • The significance of customer loyalty programmes such as customer cards, vouchers, apps, for customers and the company • The importance and influence of a positive shopping experience • The structure and value of a current customer file 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Represent positively the required brand and culture publicly and internally • Actively maintain and update knowledge of <ul style="list-style-type: none"> ◦ products and services ◦ sales and promotions, ◦ policies regarding payment, exchanges and refunds ◦ security practices • Process information to support the work role and business • Use customer and other types of data analysis for product range, store layout, and improved customer service • Contribute ideas and suggestions to help inform management decisions • Maintain records of sales, digitally and by other methods • 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 products, services and people 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • Undertake physical tasks, including handling and moving objects with care • Keep up with laws and regulations to maintain and apply as appropriate. 	
3	Communication and interpersonal skills including customer care	35
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The nature and 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 and integrity • Principles and methods for influencing others while exercising integrity • Principles and processes for providing customer and personal services: <ul style="list-style-type: none"> ◦ needs assessment ◦ quality standards ◦ evaluation of customer satisfaction • Principles and techniques for <ul style="list-style-type: none"> ◦ active listening ◦ open questioning ◦ effective speaking ◦ influencing ◦ persuading ◦ negotiating • Opportunities for and approaches to additional sales and up-selling • Principles and techniques for <ul style="list-style-type: none"> ◦ gathering ◦ processing ◦ analysing and evaluating information and data. • Principles and techniques for indirect communication, such as telephone, electronic mail, and text • Principles and techniques for briefing, training and coaching others • Principles and techniques for liaison and coordination with other parts of the organization. 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Greet customers and ascertain each customer's wants or needs, taking personal, cultural, and other relevant factors into account • Answer questions regarding the store and its merchandise • Gather customer or product information to determine a customer's needs • Identify and assist customers with particular needs 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • Recommend, select or locate and obtain merchandise based on customers' needs and wants • Describe merchandise and explain its uses, operation and care • Explain and interpret the meaning of specific or technical information considering 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 <ul style="list-style-type: none"> ◦ 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 • Offer company loyalty programmes to customer and collect customer data • Negotiate with or others or refer to more senior personnel to optimize solutions and resolve conflicts • Manage complaints and requests professionally, within the organization's policy • Communicate with customers, supervisors, or line managers 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
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The nature of the brand, image and unique selling points of the merchandise to be promoted • Policy and budget 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 <ul style="list-style-type: none"> ◦ space ◦ visibility, impact and appropriateness ◦ position, stability, accessibility and risk 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • Principles and methods for prioritizing and scheduling promotions and displays, such as <ul style="list-style-type: none"> ◦ merchandising cycles ◦ trends and fashion ◦ special offers and reductions ◦ special events and themes ◦ 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. 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Deploy suitable lighting, background music, and other techniques to create a positive shopping experience • 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
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The lifetimes and life cycles of various merchandising on account of <ul style="list-style-type: none"> ◦ seasons ◦ freshness ◦ decay ◦ durability 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> ◦ updating ◦ recall • the codes, barcodes, and other information used in product labelling, tracking systems, and sales • Supply chains and sources • Methods for monitoring stock supplies and turnover, according to their type • Ordering and delivery cycles, and methods for estimating demand • 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 • Methods for minimising and responding to theft and damage • The importance of health and environmental compatibility of goods, as well as their sustainability... 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • 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
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The financial risks associated with fraudulent payments and scams • Administrative 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 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • The arrangements for safeguarding money and personnel when in transit • Data security and privacy protection regulations • Principles and measures for maintaining the security of <ul style="list-style-type: none"> ◦ financial records ◦ customers' data ◦ IT systems • Principles and procedures for identifying and following up anomalies, discrepancies, vulnerabilities, procedural breaches and security concerns • How to react in emergencies or crises. 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • 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 • Handle customer data and company information in accordance with regulations of data security and privacy protection to prevent potential data breaches • Identify and address potential and actual fraudulent payments through cash, cards, or other means • Open and close cash registers where in use in order to <ul style="list-style-type: none"> ◦ count money ◦ separate slips, coupons, and vouchers ◦ balance cash drawers ◦ make deposits • Prepare sales slips, invoices, confirmations, receipts, or contracts • Estimate and quote trade-in allowances, and discounts • Estimate and quote deferred payment arrangements • Estimate and quote for costs of repairs or alterations to merchandise • Sell or arrange for <ul style="list-style-type: none"> ◦ 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 • Deal with emergencies or crises according to the procedures to ensure customers' and staff's safety • Refer complex situations to supervisors, line managers, or specialists, as required. 	

Section		Relative importance (%)
7	Digital sales and services	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The motivation and reasons for online purchasing • Principles and methods for continuing interaction with computers, terminals, websites, other electronic devices, and large-scale ICT systems • Principles and techniques for information and data processing • Online communication and delivery techniques, including voicemail, click and collect, and text • Procedures for executing sales and other transactions online • Principles and methods for addressing customers' issues that have originated online. 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • 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 • Send online 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 • Make personalized recommendations based on customer information and real-time product information • Assist the promotion of online shopping to support customer choice and convenience • Contribute as appropriate to interactive in-store experiences for customers. • Take account of online information and offers to support customer choice and purchasing. 	
	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 Assessment Design and Practice

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.)

	CRITERIA								TOTAL MARKS PER SECTION	WSSS MARKS PER SECTION	VARIANCE	
	A	B	C	D	E	F	G	H				
STANDARDS SPECIFICATION SECTION	1	5.00								5.00	5.00	0.00
	2		2.00					7.50		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
TOTAL MARKS	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 Assessment Criteria may contain the following Aspects:

- Attitude
- Posture
- Well organized
- Attentive to detail
- Efficiency
- In-depth understanding of cultural differences
- Ability to show drive
- Written communication skills
- Verbal communication skills
- Social skills with customers
- Sales skills
- Knowledge of goods
- Services promotion

- Product placement skills
- Visual merchandising skills
- Welcoming customers
- Extraordinary and unexpected situations in a shop
- Cashier and other administrative operations skills
- Currency exchange
- Shift turnover
- Cashier
- Billing
- Understanding the shop main market and their segments
- Understanding the role of security in a shop
- Telephone
- Computer (Microsoft office and Retail Management Systems)
- Calculator and price tag systems

Judgement marking occurs immediately after each module.

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 standalone 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 Test Project shall be a mixture of continuous or routine tasks representing the role of the Retail Salesperson, overlaid with expected and unexpected activities and challenges.

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 visitors with both the competition and the occupation that it represents.

The Test Project will be carried for 22 hours over 4 days.

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 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
Fifteen (15) months prior to the Competition	The ITPD is identified and a Confidentiality Agreement between WSI and the ITPD is organized.
No later than two (2) months prior to the Competition	The Test Project documents are sent to the WorldSkills International Skills Competitions Administration Manager.
At the Competition	The Test Project/modules are presented to the Experts and Competitors immediately prior to the module being completed by the 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 are presented to Experts and Competitors immediately prior to the module being completed by the Competitors.

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.

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
Test Project/ fault-finding	Due to the nature of our skill, details of the Test Project are only circulated at the beginning of each module during the competition.
Marking teams	When possible, Marking Teams should include a mix of Experts of various professional and geographical backgrounds. For example: mixing teachers and professionals from two different continents.
Competitor language	Competitors must use English when completing the modules.
Competitor notes	All notes written during the assessment process must be written in English.
Role plays	Role plays shall be arranged in a way that other Competitors cannot hear or see the Competitors who are acting out the role play.

7 Skill-specific safety requirements

7.1 Personal Protective Equipment

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

Task	Sturdy shoes with closed toe and no heel
General PPE for safe areas – Experts and Competitors	√
All processes at the workstation	√

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 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 own PPE.

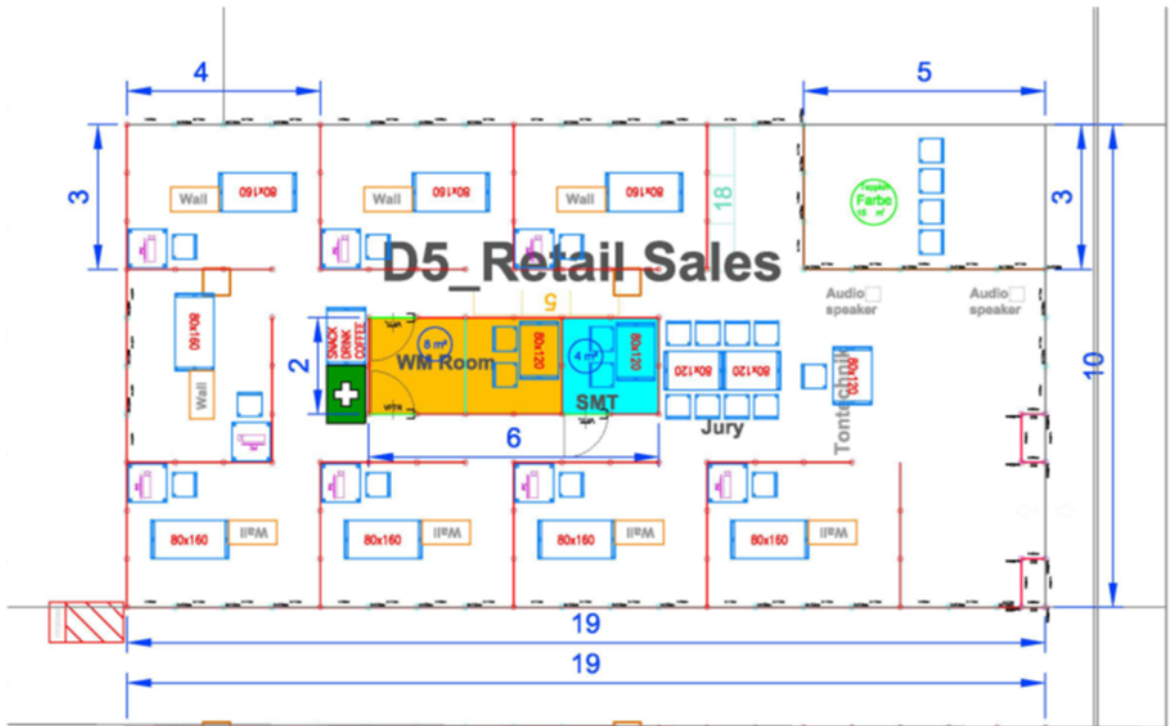
8.5 Materials and equipment prohibited in the skill area

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

8.6 Proposed workshop and workstation layouts

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

Example workshop layout



9 Skill-specific rules

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 rule
Use of technology – USB, memory sticks	<ul style="list-style-type: none"> • Chief Expert, Experts, Competitors, and Interpreters are not allowed to bring or use personal memory sticks, they are only allowed to use memory sticks provided by the Competition Organizer. No other memory sticks are to be inserted into the Competitor computers. If personal items are brought into the workshop they must be locked in the personal locker and can only be removed at the end of each day. The Skill Competition Manager and Workshop Managers are exempt from this rule. • The Skill Competition Manager and Workshop Managers can take memory devices outside the workshop only in the case of needing IT support to test if a device is faulty or corrupted. • Memory sticks or other portable memory devices are to be submitted to the Chief Expert at the end of each day for safe keeping and must not be taken out of the workshop.
Use of technology – personal laptops, tablets and mobile phones	<ul style="list-style-type: none"> • Experts and Interpreters are allowed to use personal laptops, tablets, and mobile phones in the Expert room only, but most of the time they must be on the competition floor. • The Skill Competition Manager and Chief Expert are allowed to use these devices outside the Expert room 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.
Interpreters	<ul style="list-style-type: none"> • Interpreters are not allowed to translate for the Competitor during competition time.

10 Expert knowledge and experience

10.1 Requirements

Experts appointed for this skill competition must have the following knowledge and experience for the appropriate occupation or work role as documented in **section 1.1.2**.

1. Must have a recognised vocational or further education qualification in retail, sales, marketing, business, customer service, or a related field.
2. Must have at least three years of practical experience in a retail sales or sales environment.
3. Must have strong customer service skills, including the ability to assess needs, recommend products, and manage complaints professionally.
4. Must be proficient in using digital tools such as point-of-sale systems, customer relationship management software, and common retail software.
5. Must understand the principles of health, hygiene, safety, and security in a retail setting.
6. Must understand stock management, stock turnover, and maintaining product displays to optimise sales and customer experience.
7. Must be able to communicate clearly and professionally in person and through digital channels.
8. Must demonstrate cultural awareness and inclusivity.
9. Experience in using customer data and market insights to inform sales strategies and product placement is desirable.
10. A knowledge of merchandising cycles, promotional planning, and visual display techniques is desirable.
11. Experience in training, coaching, or mentoring others in retail practices, sales roles or customer service is desirable.

11 Visitor and media engagement

11.1 Engagement methods

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

The Test Project/modules 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 live role plays are spectacular to the audience given that:

- use of a professional sound system so that visitors can hear the conversation between the Competitor 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.

12 Sustainability

12.1 Sustainable practices

This skill competition will focus on the sustainable practices below:

- Recycling
- Use of “green” materials
- Reuse of props, materials, and equipment after the competition

13 References for industry consultation

13.1 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/)

13.2 References

This WSOS is classified within ISCO-08 Unit Group 5221: Shopkeepers (p. 258) and 5223: Shop Sales Assistants (p. 259)

In greater detail it closely relates to O*NET 41-2031: Retail Salespersons: <https://www.onetonline.org/link/summary/41-2031.00>

Also, to ESCO 522: Shop Salespersons: <https://data.europa.eu/esco/isco/C522> or search by occupational title.

Unfortunately no feedback was received from business and industry for WorldSkills Shanghai 2026.

14 Appendix

14.1 Appendix information

Not applicable.