worldskills

Technical Description

Digital Interactive Media Design

Skill 45

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

1.1 Name and description of the skill competition

1.1.1 The name of the skill competition is

Digital Interactive Media Design

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

Digital Interactive Media Design is an innovative occupation that designs and creates interactive media content through advanced digital technologies. The interactive media are based on graphics, text, video, sound and animation. This form of media both enhances the interaction between users and companies, and significantly improves the interactivity and efficiency of information delivery. It optimizes the user experience, and brings significant economic benefits to enterprises, achieving a win-win situation.

In summary, the Digital Interactive Media Designer

- determines the objectives and constraints of an assignment
- researches and analyzes the communication requirements
- formulates design concepts
- prepares sketches, diagrams, illustrations and layouts…
- designs complex graphics and animation
- creates 2D and 3D image
- negotiates design solutions
- selects and specifies materials and media
- details and documents the selected design
- liaises with or carries out production.

This role requires good design skills, user research capabilities, teamwork and a keen eye for new technologies and trends. Globally, the expertise in demand covers creativity, design and technical skills, as well as transversal skills. Interaction between customers and designers is key. The role is specialised and has many applications. It requires a deep understanding of users' needs, and behaviours to determine product functionality and performance through research and analysis. Specialised design software and techniques support conceptualisation, design, and the interactive processes of communication media. There must be close working with cross-functional teams, including media producers, product managers, and marketers

Digital Interactive Media Designers must keep abreast of the latest design trends and technological developments, and to continuously grow their expertise to create innovative and competitive digital experiences. They cover a wide range of digital domains such as websites, mobile applications, smart device interfaces, virtual reality and augmented reality experiences. They are committed to providing users with convenient, efficient and enjoyable interactive experiences.

Digital Interactive Media Design is a cutting-edge field that integrates creative technology and user experiences, requiring practitioners to have innovative design thinking and proficiency in digital media tools and technologies, including image production, video production, and interactive webpage production. The trend towards interactive design provides new employment opportunities for all kinds of organizations, enterprises and individuals, and offers a broad development space for young people who are confident and have expertise in new technologies. As the field of digital media interactive design expands, it is increasingly attractive as an occupation and career route for young people

1.1.3 Number of Competitors per team

Digital Interactive Media Design 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 organisation and management**	**8**
	The individual needs to know and understand: • Principles, regulations and standards relating to safe workspace and practices • The importance of personal integrity and ethical standards • The obligation of clients and users to ensure the security of their data, information and other types of property. • The need for self-assessment in relation to the demands and expectations of each assignment, and the role more widely • The nature of contracts and agreements and the rights and obligations attached to them • Availability of resources needed to meet client needs	

Section		Relative importance (%)
	• Good practices in the acquisition, use, storage and maintenance of equipment and materials • Techniques and options for work planning, scheduling and prioritization • The importance of well-planned and structured work practices, including attention to detail, accuracy and inspection • The importance of continuous and proactive professional development.	
	The individual shall be able to: • Organize and maintain secure and efficient workspace • Maintain the integrity and confidentiality of systems, data, information and documents at all times • Procure, utilize, maintain and store all equipment and materials to ensure optimal and continuous performance • Read, evaluate and clarify rights and obligations associated with all forms of formal documentation • Review opportunities, expectations and offers relative to one's professional competence in order to make open informed choices • Select, use and keep current measures for work planning, scheduling and prioritization • Check and ensure that all specific resources are available for the work being done • Meet or improve customer and other satisfaction through self-knowledge, expectation management, and personal efficiency and effectiveness • Actively develop personal expertise through research and professional development.	
2	**Communication and interpersonal skills**	**7**
	The individual needs to know and understand: • The principles and application of cost, budgets and pricing relative to market factors • The importance of speaking, listening and writing in communicating with clients, co-workers and others • Communication and behavioural skills to prevent, mitigate, and resolve misunderstandings • The need for discretion and confidentiality when dealing with clients and others • The importance of establishing and maintaining productive partnerships with co-workers and team members • Software documentation conventions and agreements • The entire documentation process from receipt of a brief to completion and handover of agreed work • Principles and applications of record keeping and report writing.	

Section		Relative importance (%)
	The individual shall be able to: • Prepare for meetings with clients and colleagues • Collect, clarify and confirm customer requirements • Receive, clarify and interpret summaries and specifications • Provide and discuss options and alternatives • Discuss time, costs and fees with clients to achieve mutual acceptance • Record and take account of clients' requirements • Use project management skills and techniques • Make best use of workplace organization and resources • Follow instructions in available guidance documents • Prioritize tasks • Allocate resources to tasks • Document each stage in the development of each assignment • Keep clients regularly updated on progress • Recommend and finalize software solutions.	
3	**Digital content creation**	**30**
	The individual needs to know and understand: • User needs, business scenarios and competing products • Different media content types • The commonly used authoring tools and software • Actual and potential audiences, including their interests, needs and habits • Audience behaviour on different platforms • Principles and methods for identifying and selecting appropriate platforms, content, and formats • The options and bases for selecting the "most effective way" approaches • Principes and approaches to developing content creation plans • The use of content styles and brand imagery to build brand awareness and trust • The bases for developing creative and communication techniques, including effective verbal expression • Principles of visual design • How to record and edit videos • How to record and edit audio content • The range of content production processes • How to complete creative content planning to fulfil users' needs in a targeted manner • Colour theory and the application of primary, secondary, mixed and balanced colours.	
	The individual shall be able to: • Choose the right type of media content for its purpose • Use authoring tools and software • Analyze users' needs and identify target audiences	

Section		Relative importance (%)
	• Select appropriate media platforms • Follow each client's brand guidelines and align the style of content with the brand image • Complete copywriting with clear presentation, correct grammar and catchy headlines • Produce high quality video content • Produce clear, high quality audio content • Design and implement simple, easy-to-use and engaging interactive content • Conduct rigorous testing exercises to ensure that content is free of major defects and meets design requirements • Give due consideration to the security of user information and take the necessary measures to protect user data from disclosure or misuse.	
4	**Interactive interface design**	**30**
	The individual needs to know and understand: • Design principles of simplicity, intuition, and aesthetics • Design principles for the user experience • Design principles for the user Interface (UI) • Design methodologies for the user experience (UE/UX) • The rationale, organisation, and conduct of meetings • The principles and applications of user-centred product design • Principles and methods for ensuring inclusive design, taking into account each relevant user group • The importance of consistency throughout the design process to optimise efficient and satisfying use. • The importance of ensuring the currency of the design process and the resulting product.	
	The individual shall be able to: • Organize review meetings, inviting relevant parties to review the prototype • Change and optimize the prototype based on feedback and own judgement • Conduct visual design based on the prototype, including colour matching, icon design, and font selection • Check that the design is ◦ Is fully user centred. ◦ Is accessible to all users, including those with disabilities ◦ Is culturally appropriate ◦ Is current in relation to news, trends, and market expectations, and has consistency • Finalize user interface designs and visual designs • Design clear interaction flows to ensure that users can complete all operations smoothly.	

Section		Relative importance (%)
	• Provide clear feedback mechanisms, including alerts for successful, failed, and waiting status • Ensure that interface elements are well laid out and harmoniously colour-coordinated • Use easy-to-recognize icons and fonts to ensure the accuracy and efficiency of information communicated. • Fully utilize the visual hierarchy to guide users' visual flow and improve browsing efficiency. • Support a variety of interaction methods, such as click, slide, voice, to meet the needs of different users. • Access a range of information resources, effectively collect, process, and publish information • Use additional methods for integrating and processing information • Support the production process through effective communication, teamwork and management skills • Ensure the design can be displayed and interacted with effectively on different devices such as cell phones, tablets, computers, and screen sizes • Optimize the design for different devices and user habits to enhance the user experience.	
5	**Performance optimization and review**	**25**
	The individual needs to know and understand: • Search Engine Optimization (SEO) • Social media optimization (SMO) • Site speed optimization (image optimization, cache utilization, content delivery networks, HTTP request reduction) • Mobile optimization (responsive design, mobile-first principles) • Market analysis for digital media products • Project analysis and product planning for products • The use of analytics tools (such as Google Analytics and social media analytics tools, etc.) to monitor content performance.	
	The individual shall be able to: • Collect and analyze user feedback to continuously improve the content quality and user experience • Optimize page loading speed and response time to ensure that users can quickly access and use the product. • Reduce unnecessary resource consumption and improve the overall performance and stability of the product • Organize team review meetings to discuss the gains and losses in the content creation and publishing process • Collect, analyze, and monitor relevant publicity and promotions, operations and management of media accounts • Continuously focus on user feedback and operation data, and continuously optimize designs to enhance users' experience	

Section		Relative importance (%)
	• Carry out optimisation measures, such as adjusting content structure, improving SEO, and optimising users' experience. • Continuously improve content quality through data collection, key metrics analysis, user feedback, team discussion and improvement measures.	
	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.

There is daily marking. Each sub criterion is marked on a daily basis. Subject to their expertise, the rules and quality requirements, there is a reasonable balance of marking by each Expert.

Each Test Project module will rigorously sample the relevant standards. The assessment criteria will largely or entirely follow the sections of the WorldSkills Occupational Standards.

Within the Marking Scheme. Due to the nature of the module development some modules may be more heavily weighted on measurement marking, and others more judgement weighted. The following is an example of the main criteria:

- Creative process
- Final design
- Software and hardware application
- Digital content creation
- Interactive interface design
- File format and saving

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 four (4) 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 four modules are completed under the same theme and topic, based on the same task background. The module information is as follows.

Module	Software	Time (hours)
Requirement analysis and planning	Browsers, office software	4

Module	Software	Time (hours)
Graphic design and creativity	Graphic design software, drawing software and image capture tools	6
Video content design and creation	2D drawing software, video editing software	6
Interactive media applications and integration	Interactive design software	6

Module A: Requirement analysis and planning

Competitors should refer to the test task and background information, extract user requirements, and plan the corresponding production solutions on the Test Project.

Module B: Graphic design and creativity

With their personal creativity, Competitors should complete the icon, graphic, image, copywriting and other digital media content creation and design, which can meet the theme requirements on the brand publicity, market promotion, culture spread and other demands proposed in the task.

Module C: Video content design and production

Competitors should produce an interpretive video that meets the task requirements, complete the video content and optimize it according to the task requirements, creativity planning, provided materials or materials designed and collected by themselves.

Module D: Interactive media applications and integration

Competitors should complete the interactive media script design and interactive media material production according to the task requirements and content produced in the previous modules. Competitors Integrate the audio, video, animation, graphics and images to complete the creation and optimization of the works.

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.

Time	Action
Three (3) months prior to the Competition	If applicable, generic Competitor pre-competition information is crculated via the WorldSkills website without any technical or detailed information
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 on each competition day	The Test Project/modules 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 are presented to Experts and Competitors at the beginning of each competition day.

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 Projects	• Uncirculated Test Projects are presented by the Skill Competition Manager without the resources.
Equipment	• The Experts and Workshop Manager have the right to disallow certain equipment brought by Competitors.
Equipment failure	• In the occurrence of equipment failure Competitors must notify Experts immediately by raising their hand. Experts will take note of the time that the Competitor is not able to make use of their equipment. Any time lost due to equipment failure is provided to the Competitor at the end of the standard module time. • No additional time is granted for work not saved prior to the equipment failure.
Competitors' Internet workstation	• A common Internet workstation is setup which Competitors can make use of twice a day (eight sessions - over the four days of competition). A maximum of ten minutes is allocated to each session and any unused time cannot be re-allocated. Competitor Internet workstation sessions are not to be used consecutively; a minimum of one session must separate the use of the Internet workstation.
Music	• Competitors are allowed to provide no more than 20 un-edited songs (in MP3 format) prior to C-10, which are released by Experts as his/her representative in the Competition Forum. All music is collected and shared amongst all Competitors. The music files are placed together in each workstation prior to Familiarization Day.
Familiarization Day	• Prior to completing Familiarization all Competitors need to clean their respective computers removing all the files created/used to test the software. This includes the removal of all databases which have been created.
Marking	• Experts – All mark deductions must be accompanied by a short description as to why the mark was not awarded. This description can be made in the Results column.
Test Project questions	• Experts – All questions about the Test Project must be asked in the WorldSkills Discussion Forum prior to the day that the Test Project to be competed on. The Skill Competition Manager will then answer questions where required. No questions are answered unless the question has been asked within the WorldSkills Discussion Forum. • Competitors – All questions about the Test Project must be communicated through the Expert.

Topic/task	Best practice procedure
Module briefing	• Experts – No communication can be made with the Competitor during the module briefings. • Competitors – No questions can be asked about the Test Project during the module briefings. These questions should have already been asked by the Expert prior to the day that the module is being competed on.
Breaks	• Competitors – No extra time is given to Competitors who stop work during competition time to go to the bathroom or for those who break for a food and/or drink. When time is completed, all Competitors must stop all work on their computer immediately.
Attending to a Competitor	• When a Competitor has a question two non-compatriot Experts must be present. The Competitor may call on their Interpreter if required but there should be no conversation only direct interpretation with no additional information.

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 enclosed toe and no heel
General PPE for safe areas	√

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.

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.

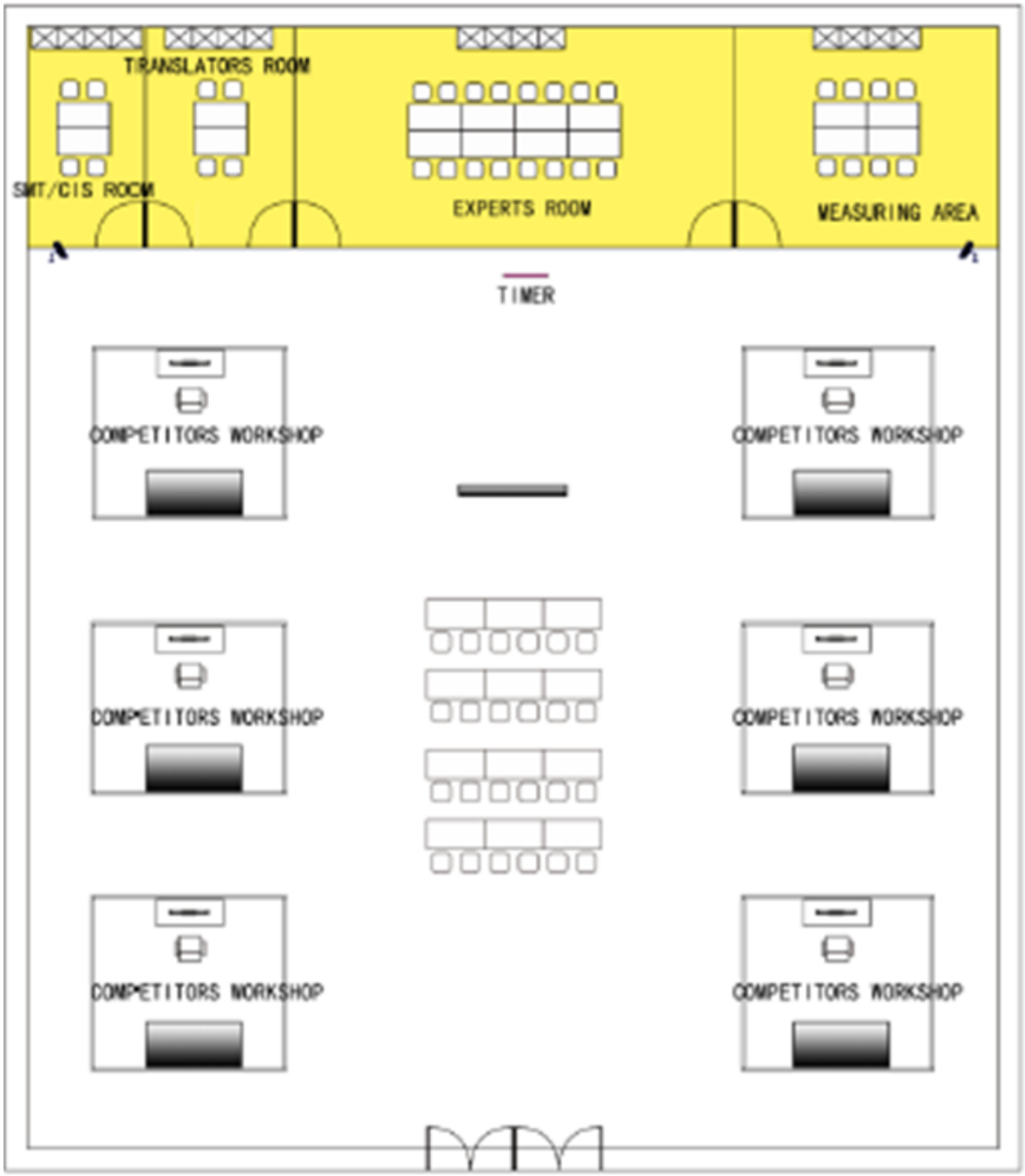
8.5 Materials and equipment prohibited in the skill area

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



Workspace

In the competition, each Competitor is given a desk, chair, computer workstation and facilities such as keyboard, mouse, headset, hand drawing board, etc. according to the requirements of the Test Project.

According to the actual working environment of the industry, each Competitor needs about 5 square meters.

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	• Skill Competition Manager, Chief Expert, Experts, and Interpreters are not allowed to bring USB/memory sticks into the workshop. If Competitors do bring them into the workshop, they should lock them in their locker. They can be removed at lunchtime or at the end of each day. • Competitors are not allowed to bring USB/memory sticks into the workshop. If Competitors do bring them into the workshop, they should lock them in their locker. They can be removed at lunchtime or at the end of each day.
Use of technology – personal laptops, tablets, and mobile phones	• Skill Competition Manager, Chief Expert, Experts, and Interpreters are allowed to bring laptops into the Expert meeting room. Laptops are allowed to be taken outside of the meeting room at the end of each day. • No laptops are allowed in the workshop. If Competitors do bring them into the workshop, they should lock them in their locker. They can be removed at lunchtime or at the end of each day.
Use of technology – personal cameras	• Skill Competition Manager, Chief Expert, Experts, and Interpreters are allowed to bring personal cameras and video equipment into the workshop and use them at the end of competition on C4.
Use of technology – mobile devices	• Chief Expert, Experts, and Interpreters are not allowed to take any electronic devices to any Competitor workstations under any circumstances except with the approval of the Chief Expert and acknowledgement of the Skill Competition Manager. • Competitors must leave electronic devices (Including mobile phones) in their bags (switched off or on silent) within the lockers provided. • No electronic devices are to be brought to Competitors workstations under any circumstances unless with the approval of the Chief Expert. If Competitors do bring them into the workshop, they should lock them in their locker. They can be removed at lunchtime or at the end of each day. • The Skill Competition Manger is exempt from this rule.

Topic/task	Skill-specific rule
Source file/notes	• Skill Competition Manager, Chief Expert, Experts, Competitors, and Interpreters may not bring notes into the workshop under any circumstances. All notes made at the Competitor workstation must remain at the Competitor's desk at all times. The Skill Competition Manager will collect any notes each evening and lock them away for safe keeping and redistribute the following morning during preparation. No notes may be taken outside of the workshop. This is applicable for C-2 and C1 to C4.
Marking Rooms	• Chief Expert and Experts are not allowed to bring additional items in or out of the Marking Rooms unless approved by the Chief Expert or Skill Competition Manager. • Competitors are not allowed in the Marking Rooms.

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**.

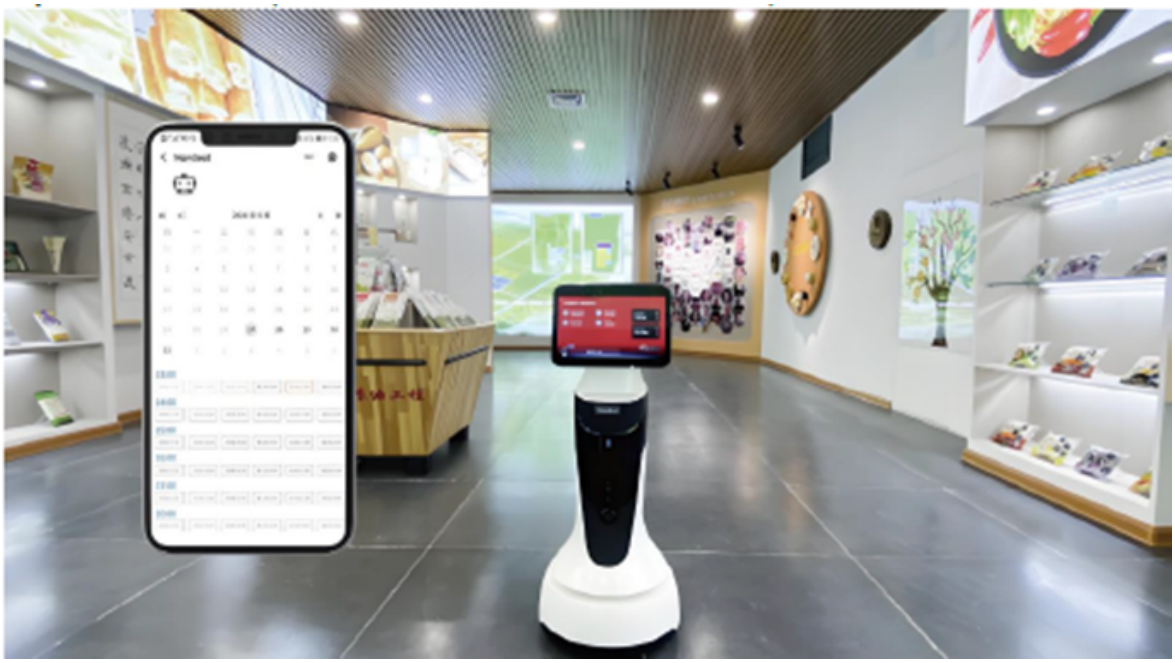
- Professional educational background related to digital media and art design
- Obtain a bachelor's degree or above in a relevant design majors
- Has rich working or teaching experience in fields such as the Internet, Media films games, and advertising design
- Understand the cutting-edge technologies and application trends of digital interactive media
- Has a rich interactive media design works
- As a professional advisor, guided digital interactive media design works
- Has rich experience in judging competitions
- Experience in judging for WorldSkills Competitions or National Skills Competitions
- Have experience in Test Project design on Digital Media
- Understand the digital interactive media design industry and developing trends

11 Visitor and media engagement

11.1 Engagement methods

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

- Participation in Test Project: collecting topics and functions from the public, selecting the top three rated topics and functions for Expert discussion and choosing one of them as a Test Project, and evaluating the most relevant functions;
- Innovative product experience: organize experiential activities to enable audiences and media to experience the latest, most innovative smart mobile devices;



- Application promotion: organizing promotional events with the applicant companies and helping the audience to choose applications that are useful from a global perspective;
- Data display: displaying data on mobile apps on a global scale to help audiences deepen their understanding of the inextricable relationship between apps, work, learning and life;

- Competitors' profiles;
- Job opportunities;
- Test Project description
- Competition daily status reports.
- Organize supporting activities: such as industry forums, exhibitions, lectures, skills demonstrations, guests sharing, etc., to provide more opportunities for audience participation and interaction, make the event more attractive.
- Emphasize the value of the event in publicity: Highlight the significance of the WorldSkills Competition in the training of skilled personnel, industry technology communication, international cooperation, etc. to attract more public attention.
- Spectator event: Show the exciting moments of the competition and the exquisite skills of the Competitors through live broadcast, short videos, photo reports and other forms, make it a spectator event.
- Setting up a media interview area: Provide a special interview area for the media to facilitate in-depth coverage and interviews of the event, and increase the media exposure of the event.
- Develop sponsorship program: Provide multi-level and form of sponsorship opportunities to attract enterprises and brands to participate in sponsorship and provide financial support and resources for the event.
- Setting up interactive areas: such as skills display areas and experience areas to allow visitors to experience the charm of the skill competition first-hand, and organizing interactive games and Q&A sessions to increase audience participation and raise their attention to the event.

12 Sustainability

12.1 Sustainable practices

This skill competition will focus on the sustainable practices below:

The skills competition will focus on the following sustainable practices:

- Test projects will be available as media files;
- Test projects are available to use after at the competition;
- limiting the amount of software to be installed on workstations;
- using open source software wherever possible;
- Not wasting unnecessary materials;
- Recycling;
- Resource management;
- sharing resources wherever possible

Cost

Firstly, the equipment cost is fair, as digital media interaction design relies heavily on software, common computer hardware and does not require expensive specialized equipment. The cost of the equipment is estimated to be €2000-3000 per participant, and these equipment can be reused. Secondly, it is likely to receive technical and financial support from sponsors such as relevant technology companies and design software providers, which will keep the low cost.

Impact on the environment

Digital Media Interaction Design is a digital content creation activity based on digital technology and creative concepts. The working process will not produce any dust, smoke, odour, waste and will not have a negative impact on the environment.

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 2166: Graphic and Multimedia Designers (p. 124).

In greater detail it closely relates to O*NET 15-1255: Web and Digital Interface Designers https://www.onetonline.org/link/summary/15-1255.00

Also to ESCO 2166.7. Digital Media Designer. http://data.europa.eu/esco/occupation/d5a43cd3-230e-46d0-ba05-d67d61e5cfbb

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

14 Appendix

14.1 Appendix information

Not applicable.