

PART 2 – SPECIFIC VOCATIONAL SKILLS TRAINING PROCESS: FOR EXPERTS AND MENTORS

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9. SPECIFIC VOCATIONAL SKILLS TRAINING PROCESS

9.1 EXPERT’S AND MENTOR’S ROLE

Experts are specialists for a skill they prepare competitors for, either independently or in collaboration with other specialists. Adequate preparation includes familiarization with the expectations and requirements of the WorldSkills competition, as well as a good relationship between competitors and experts, which ensures that they will be ready for the competition, which contributes to the quality and fairness of the competition.

9.2 DETAILED ANALYSIS OF THE RELATIONSHIP BETWEEN JUDGE AND MENTOR AT EUROSKILLS COMPETITIONS (Aida Kadić)

9.2.1 Definition of roles

Mentor:

- Prepares the competitor (or team) for the competition.
- Has a professional and pedagogical role.
- Does not participate directly in assessment during the competition.
- Typically comes from an educational, vocational, or industry training background.

Judge (also referred to as Expert):

- Is part of the professional jury and contributes to the design of tasks and assessment.

- May come from a different country or institution than the mentor.
- Their responsibility is to assess impartially according to WorldSkills/EuroSkills criteria, standards, and rules.

9.2.2 Core characteristics of the relationship

9.2.2.1 Professional distance and independence

- A judge must not be directly connected to the competitor (e.g., cannot be their mentor, teacher, or employer).
- This separation is essential to ensure impartiality and the integrity of the evaluation process.
- If a judge and mentor come from the same institution or country, the competition organizers must manage this (e.g., by excluding that judge from evaluating their own country's competitors).

Implication:

The relationship must be based on professional separation – each party understands their role and acts in accordance with ethical standards.

9.2.2.2 Communication and cooperation (limited and structured)

- Direct communication between judges and mentors during the competition is restricted, usually limited to official formats (e.g., technical meetings).
- According to the rules, mentors often act as Technical Delegate Assistants (TDA), meaning they have an organizational but non-assessing role.
- Mentors can communicate with judges before and after the competition, mainly for feedback purposes and to improve future preparations.

Implication:

Communication must be transparent, formal, and free of any influence on assessment outcomes.

9.2.2.3 Ethical principles and trust

- The relationship is grounded in respecting professional boundaries, the competition's code of ethics, and mutual trust.
- Judges expect mentors not to attempt to influence the evaluation process.
- Mentors expect judges to assess fairly and professionally, without bias, the work of their competitor.

Implication:

Any suspicion of attempted influence or bias may constitute an ethical violation, potentially leading to sanctions (e.g., disqualification, score penalties, etc.).

9.2.2.4 Post-Competition role – reflection and analysis

- After the competition ends, the mentor and judge may collaborate indirectly in analyzing results, evaluation methods, and developing future competition standards.
- Judges may provide written or verbal feedback to mentors, which contributes to professional growth and better preparation.
- At joint conferences (e.g., technical meetings, feedback sessions), a positive professional dynamic often develops.

Implication:

This is where a constructive relationship emerges, built on shared professional vision and mutual respect.

9.2.2.5 Potential conflicts and how to prevent them

Type of conflict	Description	Preventive measures
Conflict of interest	Mentor and judge are from the same institution or country	Transparent disclosure, removal from scoring duties
Inappropriate communication	Attempt by mentor to influence a judge	Strict communication protocols, adherence to the code of ethics
Expectations	Mentor does not understand the evaluation criteria	Participation in trainings, thorough explanation of scoring methods
Lack of feedback	Judge fails to provide clear feedback after the competition	Formal feedback and reflection procedures

9.2.2.6 What an ideal relationship is built upon

- Respect for professional autonomy
- Awareness of shared responsibility for the competitor's success
- Willingness to cooperate in the development of the skill area
- Openness to learning from each other

9.2.2.7 Conclusion

The relationship between a judge and a mentor at EuroSkills is not friendly nor competitive – it is professional, structured, and limited by design to ensure impartiality. It is rooted in ethical guidelines, professionalism, and a shared commitment to competition quality.

Although their roles are clearly separated, the mentor and judge share a common goal: to elevate the standard of vocational education, ensure fair and consistent competition, and contribute to the personal and professional growth of the competitors.

9.3 CASE STUDY: RELATIONSHIP BETWEEN JUDGE AND MENTOR IN THE RESTAURANT SERVICE COMPETITION (EUROSKILLS) (Aida Kadić)

9.3.1 Contextual scenario (based on real examples):

Context:

At a EuroSkills competition in the *Restaurant Service* skill, a competitor from Slovenia was tasked with setting up a fine dining table and serving a multi-course menu with wine pairing. One of the key tasks was providing “fine dining service” to simulated guests (played by experts), where scoring was based on:

- posture and body language,
- verbal communication,
- professionalism and guest interaction,
- wine service etiquette,
- precision and neatness.

Situation:

After the scores were published, the Slovenian competitor received relatively low scores in the “guest interaction” and “personal performance” criteria, despite an otherwise technically correct execution. The mentor believed the competitor had performed with confidence, courtesy, and excellent communication.

9.3.2 Relational analysis in this context

9.3.2.1 The mentor’s role

- The mentor had been training the competitor for months: service rules, simulations, analysis of previous competitions.
- There is a strong emotional and professional investment in the competitor’s success.
- After the competition, the mentor seeks to understand the reason for the lower scores, as they appear inconsistent with the observed performance.

At this point, the relationship with the judge may feel tense – the mentor is disappointed, perhaps frustrated, but must remain professional.

9.3.2.2. The judge’s role

- The judge (referred to as an *Expert*) is one of several jury members – typically from another country – and evaluates based on detailed, pre-defined criteria.
- Interaction with guests is assessed through non-verbal communication, natural engagement, and the authenticity of the guest experience, which inherently includes *subjective judgment*.
- Judges are not required to justify scores to individual mentors during the competition, but they may participate in official feedback sessions after the event.

The judge must maintain neutrality and independence – their responsibility is to uphold the scoring system, not to confirm a mentor’s opinion.

9.3.2.3 Interaction between mentor and judge

- After the announcement of results, the mentor (formally through the Team Leader or Technical Delegate) requested a review of the scoring sheets.
- During a scheduled feedback session, the mentor inquired about the logic behind the “guest interaction” scoring.
- The judge explained that while the competitor’s technique was correct, on two occasions the candidate appeared tense and failed to make eye contact with the guest – a crucial component in *fine dining service*.
- The mentor accepted the explanation, even though they held a different opinion – understanding that subjective perception of interpersonal service is part of the assessment criteria.

9.3.3 KEY RELATIONAL ELEMENTS IN THIS SCENARIO

Element	Mentor	Judge	Note
Role	Trainer and coach	Independent evaluator	Distinct responsibilities
Communication	Formal, via delegate	Limited to official channels	Direct influence is avoided
Perception of scoring	May be emotionally biased	Must remain impartial	Potential for tension
Ethics	Must not attempt influence	Must not show favoritism	Both follow EuroSkills Code of Ethics
Issue resolution	Through formal inquiry	Clarification at feedback sessions	Based on transparent evidence
Feedback	Essential for improvement	Obligatory in official review	Critical for future coaching

9.3.4 Lessons from the case

Mentor:

- Cannot expect that the scores will always align with their perception.
- Must respect the evaluation process and all WorldSkills/EuroSkills rules.
- Must help the competitor understand the score, even if they personally disagree with it.

Judge:

- Must provide clear and professional feedback when requested.
- Must not allow mentors to influence scoring.
- Should see the mentor not as an adversary, but as an ally in professional development.

9.3.5 Conclusion

In a skill such as Restaurant Service, where technical execution overlaps with human interaction, the subjective judgment of a judge is an inevitable part of the evaluation. For this reason, the relationship between the judge and the mentor must be especially respectful, professional, and well-regulated.

This case demonstrates that:

- roles are separate for a reason (objectivity),
- respect and professionalism are essential,
- communication must follow official channels,
- feedback must be constructive and transparent,
- and both mentor and judge ultimately work toward the shared goal of elevating skills and supporting the competitor's development.

9.4 PREPARATION FOR COMPETITION (Vera Tomić-Žager)

9.4.1 KEY DOCUMENTS FOR PREPARATION

One of the basic tasks of the expert in preparation is to study the skills documents: Technical Description (TD), Test Project (TP), Infrastructure List (IL), in order to be able to create a preparation plan. It is also necessary to familiarize competitors with key documents and adjust the preparation plan accordingly in order to further work on certain skills that are needed.

A key part of the **TD** is the Standard Specification chapter, which consists of several sections. Each section contains a list of knowledge and skills that the competitor must possess and what will be assessed during the competition and in what proportion of the total percentage.

The **TP** provides details of exactly what competitors must do in the competition. The TP is divided into modules covering different aspects of the skill and the duration of the modules is specified. Each module has specific assessment criteria, which allows for a precise and objective measurement of the competitor's performance. Within the TP is a description of the task and the time required to complete the module. Everything specified in the TP must comply with the rules and standards set out in the TD. For most skills, the TP is published 5 months before the competition, but is often similar in concept to the TPs of past competitions so they can also be used in preparation.

The TP contains a list of equipment, machines, tools, installations and necessary materials that will be used at the competition, and what competitors must bring, as well as what is prohibited from being brought to the competition. For an exact specification of equipment, machines, tools, installations that will be at

the competition, the expert should study the **IL** and include them during the preparation for the competition.

The **Marking Scheme** is a document that clearly and precisely describes what and how is evaluated and how many marks are awarded for each task and serves as the basis for objective evaluation of the competitors' work. It evaluates the skills and knowledge that are listed in the TD, and that the competitors have demonstrated through the TP under equal conditions in the competition.

9.4.2 COMPETITION ASSESSMENT

It is necessary for the expert to understand the assessment method in order to better prepare the competitor and for the reason the experts may participate in the assessment during the competition. Assessment includes a Marking Scheme and standardized procedures for each Competition Skill, with an emphasis on fairness, transparency and equality among competitors. After the assessment, competitors receive feedback that can help them to develop and improve their skills.

"Measurement" and "judgment" are two basic approaches to assessment, and they differ primarily in the way the results are evaluated and quantified.

Measurement assessment refers to quantitative analysis, where scores are assigned based on precisely defined and measurable criteria. Measurement assessment is applied when the criteria are clearly quantified and measurable, and marks are assigned based on precisely defined criteria.

Judging, as opposed to measurement, involves a subjective approach to assessment based on the experience, intuition and professional judgment of the expert that conducts assessment. This approach is particularly important in situations where creativity, aesthetic appeal or complex skills that are not easily quantified are being assessed.

Four experts independently assess the competitors on a scale of 0 to 3 for each criterion/aspect of the Marking Scheme that is being assessed by judging. The scoring scale is defined as follows:

- 0 - Performance is below industry standard in any measure, including failure to perform
- 1 - Performance meets industry standard
- 2 - Performance meets industry standard and exceeds that standard to some extent
- 3 - Excellent or outstanding performance relative to industry expectations

If the difference in scores between any two experts is 1, then the competitors performance in that particular aspect must be reviewed and their scores adjusted.

9.4.3 PREPARATION BEFORE THE COMPETITION

9.4.3.1 THE EXPERT'S ROLE:

Preparation for a WorldSkills and/or EuroSkills competition requires a detailed and structured approach.

The process begins with the development of a comprehensive preparation plan that guides the competitor through all the preparation phases. This plan is checked over time and adjusted as necessary. The preparation plan should be adjusted to the individual needs of the competitor, and the expert ensures that the plan is effective and made to the specific requirements of the competition skill. Competitors should participate in the correction of the plan.

Preparations begin with studying the basic competition documents. These documents include: Competition Rules, Technical Description (TD), Test Project (TP) and Infrastructure List (IL). In case something is not clear from the TP, then the expert should ask a question on the forum and doubts should be clarified. In general, communication on the forum is good in order to get to know other experts in the Competition Skill.

After the basic documents have been studied, the implementation phase of the preparation plan follows. This phase includes the organization of regular exercises that contains elements of the Standard Specification from the Technical Description and Test Project and simulated like the real competition. Exercises should be structured to gradually increase the level of complexity of the tasks, allowing competitors to develop their skills and knowledge step by step. It is essential that the exercises and conduct simulations are as closely as possible to the TP.

Competition simulations, which mimic real competition conditions, help competitors prepare for the stress and pressure they will face during competition. Regular exercises also allow students to identify and correct any weaknesses in their skills and knowledge.

It is extremely important to monitor the performance of competitors, evaluate and provide feedback to the competitor after each performance. Regular feedback helps competitors understand their strengths and weaknesses and develop strategies for improvement. Experts should provide constructive feedback that is specific, clear and solution-oriented. Evaluation should be a continuous process that is carried out throughout the entire preparation, enabling future competitors to continuously improve their performance.

9.4.3.2 SPACE AND MATERIAL FOR PRACTICE:

Successful preparations require the provision of adequate space and materials for practice. Each skill has specific requirements when it comes to practice space. The first step in preparing the space is a TD analysis to identify all requirements related to the size of the space, the layout of equipment and safety standards. Based on this analysis, it is necessary to provide an appropriate practice space that should be equipped as closely as possible to the requirements of the competitors skill.

The space must be large enough to accommodate all the necessary activities, and the equipment must be functional and safe to use. The IL provides a detailed overview of the equipment and materials needed for practice. It is important to ensure that all necessary resources are available on time and in good condition.

Successful preparations for WorldSkills competitions require adaptation to the specific space in which the competitions are held. The competition takes place in a large, dynamic environment visited by numerous

visitors. The competition workspace, filled with noise and distractions, can be a challenge for competitors who have previously prepared in the quiet environment of a classrooms in school or workshops.

Therefore, it is a good idea to include this aspect in preparation and if possible, adapt at least some of the exercises to the conditions of the competition. For example, competitors can practice in areas that simulate such an environment in order to get used to the noise, crowds and external distractions. The preparation area must be large enough and with equipment arranged according to the Technical Description of the competition skill, and the competition simulation should include elements that competitors will experience at the competition – such as loud noises and constant other activities. Adapting to these conditions helps competitors to stay focused and efficient even in a busy environment, so they increase their readiness and resilience to external distractions during the competition.

9.4.3.3 PHYSICAL PREPARATION

WorldSkills is a very intense competition that requires a high level of physical and mental fitness from competitors. Due to the dynamic schedule, continuous tasks and stress, preparation must encompass both aspects in order for competitors to achieve maximum results.

Physical and mental preparation are interconnected in the process of competitor preparation. While physical fitness allows competitors to withstand efforts and effectively perform tasks, mental stability and concentration ensure that these tasks are performed with a high degree of accuracy and efficiency. The integration of both components of preparation helps competitors achieve optimal results.

Physical preparation begins with building endurance and strength. Regular physical activity, including cardio exercises and strength training, helps competitors build the physical fitness necessary for demanding tasks. Strengthening muscles and increasing endurance ensures that competitors can withstand long periods of work. Through coordination exercises, competitors can improve their precision and dexterity, which is necessary to perform complex tasks with a high level of accuracy. Proper nutrition and hydration play an important role in physical preparation. A balanced, nutrient-rich diet provides the energy that the competitor need and supports muscle recovery. Regular hydration is essential for maintaining optimal body function during training and competition.

Through a structured approach to physical and mental preparation, competitors can develop the overall skills needed to succeed in competition.

9.4.3.4 COMMUNICATION AND PRESENTATION

Quality communication between experts and competitors is essential for success in a WorldSkills competition. It is based on trust, clarity of tasks and objectives, and ensures continuous progress and adaptation of preparations.

The basics of good communication between experts and competitors include:

- **Clarity:** Tasks should be explained simply and clearly.
- **Active listening:** Listen carefully without interrupting, and ask follow-up questions to better understand the challenges.
- **Timely feedback:** Quick and specific feedback helps the competitor to correct mistakes immediately and improve performance.

- Positive encouragement: Praise and recognition of effort motivate the competitor and strengthen his confidence.
- Adapting communication style: Every competitor is different, so it is important to adapt the way you communicate to their needs and learning style.
- Conflict resolution: Identifying problems at an early stage and resolving them through open and constructive communication helps to avoid major misunderstandings and maintain a positive relationship.

During the preparation, the expert must be available to competitors for questions, support and guidance, but also flexible to help resolve unforeseen situations. Through constructive communication, competitors will gain confidence and motivation for further work.

Some skills have presentations as part of the competition task, which is an essential element, so it is important to work on their preparation. The expert should help competitors to develop presentation skills, including public speaking, visual materials and communication skills. Through regular practice and feedback, competitors will gain confidence and the skills necessary for successful presentations.

9.4.3.5 TECHNOLOGY

The application of technology in some competition skills is part of the task itself and is given so that competitors must master them. Otherwise, in all skills, the use of various technological tools and resources can enhance the learning process, enable more effective planning and monitoring of progress, and provide additional opportunities for practicing and improving skills. The following technologies can be used in the preparation of competitors:

1. Online learning resources:
 - educational platforms
 - video tutorials
 - digital libraries
2. Software tools for training and simulations
 - CAD/CAM software
 - Simulation programs
 - Software for project management
3. Communication tools
 - Video conferences
 - Instant messages and chat applications
 - Platform for collaboration
4. Progress monitoring and evaluation
 - Digital portfolio
 - Online tests and quizzes
 - Analytical tools
5. Practical application of technology
 - Visual reality
 - Mobile learning applications
 - E-mentor programs

Technology not only facilitates the learning process, but also provides additional opportunities for innovative and effective preparation methods.

9.4.4 AFTER THE COMPETITION

After the competition, it is important to make a results analysis and reflection on the entire process, which includes an analysis from the preparation and the competitors' performance at the competition. The results analysis helps to identify strengths and areas for improvement, thus ensuring continuous progress. It also identifies the reasons that led to the competitors' success or failure, and this information is very useful for future competitions.

9.5 ASSESSMENT AND JUDGING SKILLS AND VALUES (Demetris Kitsios)

9.5.1 Marking skills, conflicts, fair play

EuroSkills competitions are designed to showcase the highest standards of vocational training and professional excellence across Europe. A crucial part of maintaining the credibility and fairness of the competition lies in the hands of the *experts*—professionals responsible for assessing the work of competitors. Their role requires a blend of technical competence, fair judgment, ethical responsibility, and effective conflict resolution.

Their responsibilities go beyond technical knowledge—they must demonstrate integrity, objectivity, and professionalism throughout the competition.

Experts use a combination of objective measurements and professional judgment to assess performance according to clearly defined criteria. Consistency is achieved through regular team discussions, score calibration, and the use of standardized marking tools. Experts must avoid any personal bias and treat all competitors equally, regardless of nationality or background.

Assessment is typically divided into two parts:

- **Objective Marking:** Based on measurable elements such as dimensions, tolerances, and time. This minimizes subjectivity and ensures consistency.
- **Subjective Marking:** Involves expert judgment in evaluating aspects like design quality, finish, or creativity. To maintain fairness, subjective marking is guided by clear benchmarks and often done in teams.

Experts undergo training before the competition and participate in calibration sessions to align their interpretation of criteria. This ensures scoring is fair and consistent.

9.5.2 Fair play

Fair play is central to EuroSkills values. Experts must act impartially, disclose any conflicts of interest, and follow the official code of conduct. Maintaining fairness builds trust in the competition and upholds its credibility.

Conflicts can occur due to differences in interpretation, disagreements over scores, or concerns about fairness. To manage these, EuroSkills provides clear procedures for score review, appeals, and mediation. Experts are expected to handle such situations professionally, with respect and transparency.

Experts must demonstrate:

- **Impartiality:** All judgments must be based solely on performance, with no favoritism or national bias.
- **Professional conduct:** Experts are role models and must uphold high standards of ethics, respect, and neutrality.
- **Transparency:** All marks must be traceable, justified, and recorded clearly.

To support fairness, rules are in place to prevent experts from evaluating their own country's competitor in subjective criteria.

Fair play also includes creating a positive, respectful atmosphere for all participants—competitors, team leaders, and fellow experts.

9.5.3 Conflict resolution

In any high-level international competition, conflicts can arise. These may include:

- Disagreements over score interpretations
- Accusations of unfair judgment
- Misunderstandings of rules or criteria

EuroSkills has formal procedures to manage these situations:

- **Moderation Meetings:** Experts meet to resolve differences in scoring and agree on consistent standards.
- **Chief and Deputy Chief Experts:** Lead the expert team and serve as mediators during disputes.
- **Appeals Process:** Allows teams to raise concerns and request score reviews when necessary.

9.6. PERSONAL EXPERIENCE AS A PLUMBING AND HEATING EXPERT AT EUROSILLS COMPETITIONS (Demetris Kitsios)

Participating in the EuroSkills competition as an Expert in Plumbing and Heating has been an incredibly rewarding and challenging experience. From the very beginning of preparing our national competitor to the final moments of the competition itself, the journey required dedication, technical knowledge, patience, and a deep understanding of both the trade and the competition standards.

The role of the expert is multifaceted: to train, mentor, assess, and represent. It demands not only a deep well of technical knowledge and practical experience but also pedagogical skills, psychological understanding, and unwavering dedication.

Here below are the tasks typically involved from the phase of preparation of the competitor to the final competition and further more:

1. Preparing the Competitor

Preparation started many months in advance. As the expert, one of my main responsibilities was to **train and guide the national competitor** selected to represent our country in plumbing. This involved more than just technical practice—it required building a training program that reflected the **standards, pace, and pressure** of the actual EuroSkills competition.

We focused on:

- **Technical skills development,**
- **Reading and interpreting complex technical drawings,** which is essential under timed conditions.
- **Time management,** as competitors must complete demanding tasks within tight deadlines.
- **Problem-solving and adaptability,** preparing for unexpected challenges or design changes during the competition.
- **Familiarization with international standards,** tools, and safety procedures, which sometimes differ from national practices.

As an expert, I had to strike a balance between supporting and challenging the competitor—helping them build confidence, but also pushing them to improve continuously.

2. Pre-Competition responsibilities

Leading up to the competition, there were multiple **meetings with other experts from different countries,** both online and in person. These meetings were crucial for:

- **Finalizing the test project,** the set of tasks each competitor would complete.
- Agreeing on **technical specifications, marking schemes, and assessment criteria.**
- Ensuring that the competition environment would be fair and standardized across all nations.

These preparatory stages required a lot of attention to detail and collaboration. I had to represent my country's interests while also working in a spirit of teamwork and fairness with other international experts.

3. On the Competition itself

Once on-site at the EuroSkills venue, my role shifted from trainer to **technical expert and evaluator.** I was no longer coaching my competitor directly; instead, I took part in:

- **Setting up the competition area** and making sure all tools, materials, and equipment were ready and compliant.
- **Monitoring the competition** to ensure that all competitors followed the rules and worked safely.
- **Assessing the final installations,** based on a strict and detailed marking scheme, focusing on accuracy, functionality, and quality.

It was a high-pressure environment not just for the competitors, but also for the experts. Every minute of the competition was filled with coordination, technical evaluation, and decision-making with fellow experts. Fairness, transparency, and professionalism were key values throughout.

4. After the Competition (phase beyond medals)

➤ **Competitors** develop confidence, discipline, critical thinking, and the ability to perform under pressure – invaluable life skills that transcend the workshop. Even without a medal, EuroSkills competitors **gain**:

- Advanced skills and training,
- Strong career advantages,
- International exposure,
- Personal growth,
- Recognition and pride.

➤ **Experts**

The experts gain:

- **professional development**, updated with the **latest technologies**, materials, and techniques used across Europe,
- **understanding** international standards and practices,
- **learn assessment methods** and benchmarking criteria, which they can apply in national training programs or education systems.

5. Conclusions

Being an expert in EuroSkills plumbing is more than a technical role—it's a leadership position that requires mentoring, collaboration, and a deep respect for vocational excellence.

The experience has not only strengthened my own professional development but also deepened my appreciation for the high level of craftsmanship that young professionals can achieve when given the right support and platform.

REFERENCES:

EuroSkills Competition Rules (EuroSkills Herning 2025)