



Skills Swap: Sharing Skills for WBL in VET for Europe's hospitality sector

IO2: VET practitioners' role specification and competency matrix

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Introduction: Context of and description of the Skills Swap Coordinator Role

What does a VET (Vocational Education and Training) practitioner need to be able to do when facilitating hospitality skills swaps amongst employers? What are the responsibilities and tasks that are involved? How do they ensure they have the confidence of both the employer and the employee to encourage retention and progression? What standards should they be using to structure their role?

The purpose of this Role Specification and Competency Matrix for the Skills Swap VET-Coordinator is to address these questions in detail. It examines and specifies what **VET trainers need to know** and be able to do to set up, coordinate, monitor and review effective skills swaps with and between companies.

It has been constructed from and informed by the information collected during an in-depth programme of consultation and research, which can be referenced in the **IO1: Skills Swap: Methodological Framework**.

The result is a comprehensive role specification/competency matrix setting out a comprehensive and identifiable skills set (both practical and soft skills set), through which the skills, knowledge and competencies of the VET-coordinator are clearly defined. Although not a 'job' as such, it is an occupation role that requires profiling if a professional approach is taken to coordinating effecting skills swaps, including aims, objectives, illustrative tasks and indicative scenarios, covering the range of areas involved.

The Role specification is aligned to the **European Qualification Framework (EQF) at Levels 5/6** (see below). As a new concept and a new role, this occupational role as it has been specified and elaborated does not exist at present in the partner country National Qualification Frameworks that are linked to registered or unregistered occupations. However, the Level of 5/6 at EQF has been established through an analysis in Skills Swap of the levels at which practitioners in the WBL (Work-based Learning) and VET system are operating. These practitioners are the ones who are likely to be the relevant personnel to take up this new concept in their wider roles of organizing work-based learning, apprenticeships and learner development in the hospitality sector.

Employer engagement has always been critical to effective VET. Employers are the 'end-user' destinations for VET learners and provide the on-the-job work experience that is required to make contemporary and relevant WBL a reality. Yet, involvement of the employer in all forms of VET provision, and particularly WBL is crucial, yet is often missing in VET designs undertaken by VET organisations and practitioners and does not exist in relation to supporting skills swaps in hospitality.

In much of the hospitality sector retention is a major problem as is apprenticeship drop out - within the industry the industry churn' is a particular problem. At the same time, more and more public employability and skills (VET) programmes are requiring the direct involvement of employers. However, for those already at work and those who require C-VET there is often a big gap in expectations between what employers feel that they can systematically invest in qualifications that encourage individuals to become mobile and seek opportunities elsewhere

and what employees and apprentices expect from employers in terms of having C-VET that equips them properly for a fast-changing world of work. With apprentices, in the early parts of their WBL, a lack of understanding about the world of work, the expectations, the skill requirements, the importance of soft and interpersonal skills – these are all known to be the main barriers that prevent progression and inhibit retention.

In the 'middle' of this interface are VET providers, who are required to 'keep up' with what is needed in the hospitality industry, but also provide support, empathy with and advocacy for apprentices and provide employers with customised VET for their employees.

Policy at the EU level is to encourage ever-greater involvement from employers in VET programme design & implementation (Bruges Communiqué, CEDEFOP) and for VET providers to demonstrate (e.g. New Skills Agenda for Europe; EQAVET evidence indicators) programmes that are relevant to current and anticipated needs of specific sectors. Hence, the Skills Swap concept focuses on novel ways to set up and implement skills swapping & sharing within the sector for the mutual benefit of its target groups - hospitality sector companies (particularly SMEs), their employees and the VET practitioners that support them.

Throughout 2021, hospitality has been amongst the worst-affected sectors suffer from the Covid-19 outbreak. These challenges described here exist across Europe in the hospitality sector and are expected to endure and lead to long-lasting changes well into the future. The EC has recognised the importance of transnational solutions in hospitality, which is a highly mobile sector. For instance, EURES, the EU Job Mobility Portal has a dedicated hospitality section for generating skills passports, enabling jobseekers to present their skill profiles, document their formal and informal qualifications & have their experiences endorsed by previous employers.

Transnationally, the EC is working with key EU professional associations to coordinate tourism sector assistance measures. Therefore, new approaches to support sector companies and their employees are welcomed, to help recover from loss then cope with demand upsurges anticipated from later 2020/through 2021 onwards (UNWTO). The EU calls for the development of a 'common language' bridging education, training & the world of work–ESCO which is developing classifications with the hospitality industry for the dedicated skills profiles needed in the sector.

Moreover, EQAVET – the European framework for Quality Assurance in VET contains two specific Indicators that are relevant to VET practitioners in relation to the implementation of Skills Swap as a work-based learning strategy for the hospitality sector. First, Indicator no. 9 points to the need for mechanisms to identify training needs in the labour market in terms of (a) information on mechanisms set up to identify changing demands at different levels; and (b) evidence of their effectiveness: Indicator no. 10 points to the need for schemes to promote better access to VET. Skills Swap is all about companies working together with the VET system to introduce a novel and industry-led mechanism to support contemporary and relevant VET in present labour market conditions, and to do so in a way that targets and plans specific tasks that arise from changing requirements as well as at the company, provider and employer level steps to review and evaluation evidence of their effectiveness.

In this context, this VET Practitioners Role Specification comprises of:

- 1) a mutually agreed Role Description which defines the purpose and function of the Skills Swap Coordinator;
- 2) a description of the Occupational Domains that capture the competencies required to effectively carry out the coordinator function based upon known good practice as identified through the Individual Country Reports and Synthesis Report; and
- 3) outlines the skills, knowledge, aptitudes and experience required to be competent as an effective and competent skill swap coordinator through **eight key** “competence areas” which were explored and highlighted as relevant through investigation and analysis with stakeholders, employers and VET practitioners in the partner countries.

Skills Swap Coordinator: Occupational Domains

The term 'Skills Swap Coordinator' is used here to denote practitioners drawn from the range of educators in the primary target group: VET educators and intermediaries (trainers, tutors, teachers; job brokers, mentors, work-based learning staff arranging work experience, job tasters, traineeships, apprenticeships with employers; and educational access and outreach staff) working in VET with the hospitality sector.

Some will have recent and direct experience of the hospitality sector, whereas others will either have older experience or will be fulfilling a generic role with and between WBL trainees and employers. Either way, the Skills Swap Coordinators are anticipated to be working directly with hospitality companies in a VET context and already engage with employers on VET on specific initiatives or, in relation to the Skills Swap concept in a more ad hoc way. These employers may be Chief Executives and Managers, Human Resource and training representatives, including staff with Corporate Social Responsibility and education liaison responsibilities and those in SMEs. Previous and current hospitality programmes demonstrate that there needs to be new professional development programmes, so employers and their staff can be equipped with the knowledge, skills and techniques to set up and operate the skills swap concept with their apprentices and employees. Those who work in hospitality are a significant group within the labour market: In the UK, for instance, 86% of the Hospitality and Tourism workforce is employed in a restaurant, pub or hotel related business - while the main barrier to skills development is that training is insufficiently targeted in topics covered and locations offered.

In preparing this Occupational Profile and Person Specification, we recognise and capture, in the competences that are defined and in the Knowledge, Skills and Attitudes (KSAs) – and particularly the 'A's (attitudes, attributes).

When performing the role according to the structure we set out here, at all times the Skills Swap Coordinator should be mindful that supporting, setting up and following up skills swaps should NOT be done in a way that alienates, puts off, burdens or over complicates the experience – for the SMEs and for the involved employees/apprentices. Therefore:

- (a) The approach adopted by the Skills Swap Coordinator should be as non-bureaucratic as possible, as bureaucracy is a major inhibiting factor and a 'turn off' for hospitality SMEs (it must always be remembered that skills swaps are a voluntary activity!)
- (b) The culture and approach of the VET Coordinators must always remember that this is, after all 'hospitality'! Therefore, the Skills Swap coordinators working with the companies in a VET/WBL context must be communicative, supportive, welcoming, professional but non-formal, in order to be more effective in the communication and the organization of Skills Swap.
- (c) The coordinators should have an expertise in emphasising interpersonal communications and in supporting and empathising - as well as the ability to turn to 'tools' and written guidance - so interpersonal contact is important
- (d) The coordinators need to be contactable and accessible – 1:1 relationships are vital, and where meetings are held, they should be practical, and focused on leading to solutions and overcoming all barriers, based on networking, exchanging ideas and investigating possibilities.

The competency matrix (IO2) for the Skills Swap Coordinator is comprised of eight different Occupational Domains;

We have identified **8 areas of Competency** for the Skills Swap Coordinator **which are listed below**. These are subsequently broken down into KSAs.

No.	Competency	Description / observation
1	Engagement with companies to promote hospitality skills swaps as WBL concept.	<i>Advocating to and engaging with potential and suitable hospitality employers to promote the skills swap concept.</i>
2	(Acquiring) familiarity with practical and financial/legislative implications of the skill swap activity.	<i>The involved co-ordinators should be familiarised with all the implications in the context of setting up and organising skills swap activities</i>
3	Methodology of identifying main skills gaps and the need for swapping	<i>Design and application of an Organisational Needs Analysis that helps the employer identify skills gaps in their team that might be a good opportunity for the delivery of a skill swap activity.</i>

4	Training and preparation of the employers concerning skills swapping	<i>Making sure that employers are properly inducted and prepared. This may involve welcome meetings, one to one meetings to go over the points in 1 and discuss practicalities. Employers could also be referred to training if that is available and would be of assistance.</i>
5	Training and preparation of the employees/apprentices concerning skills swapping	<i>Preparing the learner/participant for the skills swap and making sure they are supported throughout the process – whether by the VET coordinator or the employer or someone else.</i>
6	'Matching' enterprises with learners and selecting Skills Swap time period.	<i>Brokering, setting and managing expectations, all getting to know one another (e.g. the skill swap organiser knowing their employers, their needs, the skill set of their staff, their values and working styles etc. In Greece/Spain, while swapping is implemented privately among hotels from the same club, the matching is very specific among same-star hotels and conducted by the employers/managers)</i>
7	The CoC/Memorandum of Understanding to set out all of the relevant arrangements and provisions.	<i>Describing and writing down objectives Brokering, setting and managing expectations, all getting to know one another. Establishing a core template agreement from which partners may want to devise something that is suitable for their own needs and model (for instance, where legislative requirements differ).</i>
8	Monitoring, review and follow up of skills swap progress and completion with the involved parties	<i>Staying in touch, being on hand – and a feedback process after the swaps have taken place so that the effectiveness and the results of the progress are documented and reviewed, assessed and modified for the best results.</i>

Each module consists of learning objectives anchored in three competence areas:

Knowledge: Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual.

Knowledge is a familiarity with, awareness, or understanding of someone or something, such as [facts](#), [information](#), [descriptions](#), or [skills](#), which is acquired through [experience](#) or [education](#) by [perceiving](#), [discovering](#), or [learning](#).

Knowledge refers to a [theoretical](#) or [practical](#) understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject).

Knowledge acquisition involves complex [cognitive](#) processes: [perception](#), [communication](#) and [reasoning](#). It is also said to be related to the capacity of acknowledgement in human beings.

Skills: Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

A skill is the ability to carry out a task with predetermined results. Often this is constrained by a given amount of time, energy, or both. Skills can be divided into so-called hard skills and soft skills. Hard skills in guidance refer to labour market and VET information or how retrieve relevant information online. Soft skills, however, refer to communication skills, emotional intelligence, empathy towards the clients' needs and overall attitude.

Attitudes: An attitude is an individual's predisposed state of mind regarding a value. A person's attitudes are complex and acquired through experiences over time.

'Attitudes' are motivators of performance. They include values, aspirations and priorities.

They also incorporate 'attributes' relevant to the individual competency area – so thinking about 'attributes' - disposition, or the stance adopted, or the personal and professional qualities relevant to the competency – can be useful for this area.

When designing the KSAs, this document draws upon Blooms Taxonomy (Bloom 1956) when producing the terms and descriptions in the competencies.

The verbs associated with each level of Bloom's taxonomy provide the starting point for writing KSAs. Here is a quick summary of it:

Bloom's taxonomy (Bloom 1956)	Keywords
I. Knowledge: remembering information	Define, identify, label, state, list, match
II. Comprehension: explaining the meaning of information	Describe, paraphrase, summarize, estimate

III. Application: using abstracts in concrete situations	Determine, chart, implement, prepare, solve, use, develop
IV. Analysis: breaking down a whole into component parts	Point out, differentiate, distinguish, discriminate, compare
V. Synthesis: putting parts together to form a new and integrated whole	Create, design, plan, organize, generate, write
VI. Evaluation: making judgments about the merits of ideas, materials or phenomena	Appraise, critique, judge, weigh, evaluate, select

In drawing upon best practice, the KSA in this competency description have the following characteristics:

- They have a verb that identifies what action the Skills Swap Coordinator should be able to perform.
- They denote the conditions under which the Skills Swap Coordinator should demonstrate competence.
- They often contain some element of how that competence may be evaluated.

The Competencies

The competences that have been designed below are not a ‘wish list’; they are a *core or common set of competencies* that ALL Skills Swap Coordinators working in VET and WBL should be able to do to properly develop and implement the concept.

With this in mind, the competences have been designed so as to not make them too specialist (for instance, to the system in individual countries) - since this can exclude WBL practitioners working in VET who might otherwise be suitable for the role or make it difficult to transfer to other countries. On the other hand, they have also not been designed to be too generic, since doing so would devalue the real knowledge and skills and the ‘special aspects’ of skills swapping in hospitality, which is a new and innovative concept and what this Occupational Profile and Person Specification has been designed to support.

As previously stated, the Occupational Profile has been set, based on our research and consultation at **EQF Level 5 / 6**. Therefore, the average level across the KSAs is consistent with the type of competencies that someone would need when operating at this level of the EQF.

1. Engagement with companies to promote hospitality skills swaps as a WBL concept

Competence

With reference to engagement with companies and the promotion of the skills swap as a WBL concept, Skills Swap Coordinators can demonstrate in overall terms:

1. Knowledge and understanding of the hospitality sector along with an understanding of the particular strengths and challenges of staff upskilling and professional development within the sector
2. The ability to present a clear and convincing proposition to employers on the benefits of this concept
3. Professional qualities that enable the Skills Swap Coordinator to recruit suitable hospitality employers to apply the skills swap concept

Knowledge	Skills	Attitudes
<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ▪ The Skills Swap objectives, purpose and its applications ▪ The hospitality sector and its sub-sectors, its structure, functioning and environment ▪ The benefits of the Skills Swap concept, for both employers and employees ▪ Techniques and approaches to communications, including negotiation and advocacy ▪ Positive outreach and marketing strategies and promotional techniques. 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> ▪ Articulate the detailed nature of the Skills Swap concept ▪ Develop the communication plan, assessing market opportunities and selecting the most appropriate actions and communication channels to launch a new Skills Swap initiative ▪ Positively advocate the concept of Skill Swap, developing an approach that will be effective with individual employers and suited to their circumstances ▪ Identify the structure and organisation of the company to be addressed 	<p>Demonstrate:</p> <ul style="list-style-type: none"> ▪ Enthusiasm for the Skills Swap concept ▪ An appreciation of the way in which planning and time management will have to take into account time restrictions, seasonal fluctuations (trough and peaks) in hospitality cycles and how they affect employers ▪ Discipline in carrying out planned activities but also flexibility in adapting to new circumstances or adopting measures to make them more effective

	<ul style="list-style-type: none">▪ Analyse the hospitality employer's purchasing decision processes by analysing the variables that influence it▪ Conduct interviews with employers, utilising the Skill Swap toolkits and templates effectively▪ Build trusting, client-focused relationships with employers where the individual outcome for the employer and employee is paramount	
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2. Practical and financial/legislative implications

Competence

With reference to the practical and financial/legislative implications, Skills Swap Coordinators can demonstrate in overall terms:

1. Knowledge and understanding of up-to-date and country-specific, practical and financial/legislative rules applying to the Skills Swap activity.
2. The ability to assist companies to understand and uphold practical and financial/legislative implications.
3. Professional qualities that enable the Skills Swap Coordinator to know the sector related legislation in the country regarding labour.

Knowledge	Skills	Attitudes
<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ▪ The legislative framework and requirements in which the skills swap operate (i.e. employers liability insurance) ▪ Country-specific financial/legislation rules that impact on skill swap companies and participants ▪ The variety of labour force regulations within and among participating companies ▪ Employees benefits ad conditions, where applicable (Pension, discounts, salary) 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> ▪ Apply and uphold up-to-date and country-specific legislation ▪ Offer a gender perspective in tourism according with the European Institute of Gender Equality (EIGE) ▪ Help companies and skill swap participants to navigate questions regarding practical and financial/legislation ▪ Account for heterogeneity among participating companies/ employers ▪ Apply different work regulations, in terms of the rights and obligations they assign to their employees within and among different participating companies 	<p>Demonstrate:</p> <ul style="list-style-type: none"> ▪ Attentiveness to country-specific legislations and financial rules ▪ Attentiveness to legal capacity of different companies ▪ Flexibility when interpreting and managing company-specific differences regarding financial limitations and agendas/visions ▪ An effective coordination approach to the different parties needs and requirements (health, safety, benefits, professionalism)

	<ul style="list-style-type: none">▪ Manage the binding aspects of the Skills Swap agreements that are made and conflict mediation and arbitration (where needed)	
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3. Methodology for identifying main skills gaps and the need for swapping

Competence

With reference to the methodology for identifying main skills gaps and the need for swapping, Skills Swap Coordinators can demonstrate in overall terms:

1. Knowledge and understanding of the hospitality sector and roles, be able to apply the Organisational Needs Analysis to a wide range of settings
2. The ability to complete a Training Needs Analysis (TNA)/Organisational Needs Analysis (ONA) with sufficient detail and identify skills gaps and manage expectations of both parties in the process of the skills swap
3. Professional qualities that enable the Skills Swap Coordinator to understand the business needs of the employer, problem solve effectively and confidently articulate the benefits of the skill swap

Knowledge	Skills	Attitudes
<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ▪ Commonly-utilised and typical occupational profiles in the hospitality sector ▪ Current market trends and the skills requirements and the competencies required for various roles ▪ In-depth knowledge and application of the Training/Organisational Needs Analysis (TNA/ONA) process ▪ Specific hospitality industry requirements that will enable support to be provided to employers to recognise their skills gaps and potential for skills swap activity ▪ In-depth insight into the skills swap process in order to identify which skills gaps can be fulfilled through this process, 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> ▪ Analyse information provided and available data to support the Skill Swap activity ▪ Manage expectations ensuring employers are aware of the opportunities and limitations of the skills swaps offer ▪ Negotiate with the employer to ensure the most appropriate skills swaps are offered/requested ▪ Support the employer to identify potential barriers to skills swaps and put in place strategies to overcome them ▪ Describe the skills swap process to ensure 	<p>Demonstrate:</p> <ul style="list-style-type: none"> ▪ Insight into the business needs, priorities and context of the employer ▪ Confidence in problem solving and ability to overcome barriers ▪ Confidence in the benefits the skills swap opportunities offer and approaches that articulate these to the participants in an appropriate and insightful way

which cannot, and which obstacles might arise	understanding and compliance with the process	
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4. Employers training and preparation

Competence

With reference to employers training and preparation, Skills Swap Coordinators can demonstrate, in overall terms:

1. Knowledge and understanding of the Skills Swap concept, its duration and the process for organising the Skills Swap, benefits gained and precise outcomes form the Skills Swap.
2. The ability to establish strong rapport, gain confidence and communicate well with the employer, consider their opinion during the development phase of Skills Swap, overcome employer's objections (differentiating between objective and subjective concerns), prepare the employer for the Skills Swap, coordinate and deliver the skills swap programme, including training and evaluate the experience and its results.
3. Professional qualities that enable the Skills Swap Coordinator to establish and maintain good rapport and communication with the employer during the training for skills swapping. Such attitudes are empathy, openness and understanding, flexibility, confidence, credibility positiveness and optimism, encouragement creativity

Knowledge	Skills	Attitudes
<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ▪ A clear definition of the Skills Swap concept and its practical relevance ▪ The range of skills swaps (type, format, areas of activity) that may be possible ▪ The range of hospitality environments and the roles that can be found in them that may be suitable for skills swaps ▪ The benefits of employers and companies working together to share their 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> ▪ Establish and maintain a strong rapport with the employers ▪ Prepare for concerns and resistance that the employer may have with regards to Skills Swap ▪ Differentiate between subjective concerns that may stem from anxieties and objective concerns that are more based on practical and real issues ▪ Prepare and monitor the content of the programme 	<p>Demonstrates:</p> <ul style="list-style-type: none"> ▪ A friendly, non-formal attitude towards the employers ▪ Empathy, openness and flexibility when dealing with employers ▪ A positive attitude to the Skill Swap concept and instil a sense of optimism with employers ▪ Creativity during the process in order to keep the employers motivated, engaged and alert to the possibilities

<p>resources, learning and good practice</p> <ul style="list-style-type: none"> ▪ Techniques for keeping in touch, good communications and monitoring ▪ Adopting different and constructive communication techniques that suit the work culture of companies in the sector (non-bureaucratic, informal, personable) ▪ Additional resources that may help the employer to address other skills gaps that are not covered by the skills swap process. 	<p>by taking into account the employer's organisational needs</p> <ul style="list-style-type: none"> ▪ Take a 'client centred' approach to communications and support for companies and their representatives 	
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5. Employees (including apprentices) training and preparation

Competence

With reference to employees' training and preparation, Skills Swap Coordinators can demonstrate in overall terms:

1. Knowledge and understanding of the Skills Swap context (how it works, what are the barriers, what are specific financial and legal implication issues), the needs of the local tourism market, skills gap and motivation techniques
2. The ability to predict, explain and identify the basic skills trends and specific issues or barriers when they arise and the ability to provide solutions and support the employees / apprentices / work-based learners
3. Professional qualities that enable the Skills Swap Coordinator to establish a loyal and encouraging relationship with the trainees

Knowledge	Skills	Attitudes
<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ▪ The range of learners' needs in WBL settings and the suitability of the swapping of specific skills ▪ Patterns, trends and needs in the local tourism and hospitality sector and its priority needs in the current time ▪ The different ways that skills swaps can contribute to WBL and the development needs of the 'swappers' – whether employees or apprentices ▪ Different approaches required when dealing with experienced staff in skills swapping and less experienced apprentices at the workplace 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> ▪ Identify the challenges that will be faced by WBL learners and swappers in gaining the most from the swap process ▪ Support learners in order to anticipate identify and overcome these barriers ▪ Identify, where appropriate, different ways in which skills swapping and the experiences gained can contribute to credits or evidence for WBL required in skills and qualifications ▪ Resolve unexpected issues that may come up during the skills swap process 	<p>Demonstrate:</p> <ul style="list-style-type: none"> ▪ Openness and understanding on the 'swappers' options and ambitions ▪ Balance and tact in brokering the experience between employers and employees ▪ Insight into the different range of levels, skills and needs of WBL 'swappers', taking into account diversity, inclusion and access considerations as appropriate

6. Matching of enterprises and learners

Competence

With reference to matching of enterprises and learners, Skills Swap Coordinators can demonstrate in overall terms:

1. Knowledge and understanding of the employers needs and desired outcomes, employer's values and learning styles, employers characteristics (type, size, category, geographical location, target audience, star rating), the low and high season period of the employer, the local market trends.
2. The ability to enable the employers to find out their expectations, recognize and question potential barriers to the matching process, overcome these barriers, realise their potential, reach their expectations and select a time period for the skills swap.
3. Professional qualities that enable the Skills Swap Coordinator to establish and maintain a strong rapport with the employers and learners during the matching process and the selection of Skills Swap time period. Such attitudes are empathy, understanding, support, openness, professionalism, trustworthiness

Knowledge	Skills	Attitudes
<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ▪ The respective values of the employers and learners and their compatibility ▪ The employer's and learner's profile, needs and 'drivers' and their compatibility ▪ Approaches to managing expectations and boundaries between employers and learners ▪ Calendar timings that impact on the best and worst times to organise skills swaps at the workplace 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> ▪ Recognize and question potential barriers to the matching process ▪ Take part in the exchange of ideas with the employer and make matching suggestions based on those ideas ▪ Realise the potential of the employer and learner in order to accomplish the best possible matching ▪ Construct with the employer about the best time period for the skill swap and select the time period 	<p>Demonstrate:</p> <ul style="list-style-type: none"> ▪ A supportive stance towards the employer and learners ▪ Emphasis on active listening in order to make the best possible matching ▪ Personal and professional qualities that support practical approaches and realistic dialogue

7. Memorandum of Understanding (MoU)

Competence

With reference to the Memorandum of Understanding, Skills Swap Coordinators can demonstrate in overall terms:

1. Knowledge and understanding of complete skills swap process and to ensure that code of conduct and skills swap agreement is appropriate to the situation of each employer
2. The ability to adapt the core skills swap templates and tools, where required, to aid the skills swap for each individual skills swap arrangement
3. Professional qualities that enable the Skills Swap coordinator to build rapport, trust and communicate confidently with a wide range of managers and senior staff.

Knowledge	Skills	Attitudes
<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ▪ Fully conversant with core templates and their contents to underwrite the skills swap agreement ▪ The Skills Swap Code of Conduct and how to contextualize and adapt it to the needs of individual and specific skills swap arrangements as required ▪ The barriers, and potential pitfalls associated with completing a skills swap MoU (i.e. poaching) ▪ Any national legal regulation of these instruments (code of conduct and MOU), of their legal effects and of what they may or may not include 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> ▪ Articulate the skills swap MoU requirements clearly to all parties involved and outline the particulars of the code of conduct clearly ▪ Facilitate appropriate swaps ensuring all rights and obligations are transparent and set out in the MoU, in the code of conduct and agreement i.e. Health and safety and safeguarding requirements ▪ Support the completion of the MoU agreement in sufficient detail to be clear what the swap offers to all involved, and the requirements placed on all parties 	<p>Demonstrate:</p> <ul style="list-style-type: none"> ▪ Willingness to be flexible in taking common templates and tools and apply them in a non-bureaucratic way – whilst recognising and respecting the formal aspects of the process ▪ Excellent communication and problem-solving skills to overcome barriers to signing the MoU and suggest solutions ▪ Empathetic to the business needs of the employer and the climate in which the swap is taking place

8. Monitoring, review and follow up

Competence

With reference to the monitoring, review and follow up of the Skill Swap, Skills Swap Coordinators can demonstrate in overall terms:

1. Knowledge and understanding of the platform and tools for monitoring the progress of the internships, as well as familiarity with the participating company and individual skills swap initiative/activity.
2. The ability to identify areas for continuous improvement from feedback provided by both parties, communicate corrective actions.
3. Professional qualities that enable the Skills Swap Coordinator to understand the legislation in the country regarding employment matters as well as have in-depth knowledge of the specific procedures of the hospitality employers that take part in the program

Knowledge	Skills	Attitudes
<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> ▪ The handling of the platforms and tools used for monitoring progress ▪ Approaches to effectively monitoring and reviewing the objectives of all parties in the skills swap activity ▪ Techniques that will provide an objective assessment for the benefit of all on the completion of the programme ▪ Using Feedback loops (informal, formal) and how to incorporate them into planning and delivery process 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> ▪ Assist companies to self-evaluate their objectives for the Skills Swap ▪ Bring out and ‘surface’ t the motivations beyond the objectives that have led each of the parties to carry out the programme ▪ Collect and analyse sector specific information to inform current and future delivery ▪ Evaluate the skills swap programme, including any work-based training and its e results, making any adjustments required for future delivery 	<p>Demonstrate:</p> <ul style="list-style-type: none"> ▪ Empathy towards both parties when communicating areas of improvement ▪ Active listening with both parties when reviewing the progress ▪ Non-judgemental and patient attitude when dealing with difficult situations with the progress with both parties ▪ Commitment to objectively reviewing feedback and a commitment to using this to improve future provision

	<ul style="list-style-type: none">▪ Collect and analyse feedback from both employers and Skill Swap participants and to feed back into process of continual improvement	
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Conclusion

This document provides a comprehensive description of the Skills Swap Coordinator Role. It describes the context of where, by whom and how the role may be performed, in a work-based learning context in VET in the hospitality sector. The Person and Role Specification thus outlined sets out the incorporated Occupational Domains, the tasks and functions and the Occupational Competences required to meet them, through a competency matrix designed under the framework of the European Qualifications Framework (EQF) in terms of adopting a recognised standards-based approach and by being aligned to its orientation and approach.

Moreover, by founding its design upon the engagement of the employer (the SME and their representative) as a central consideration it incorporates good practice from relevant EQAVET indicators and modern developments in VET policy, pointing to the need to VET institutions and their practitioners to ensure occupations and provision is designed with employer engagement as a central consideration.