



# **WellTo PROJECT**

## **ADMINISTRATOR OF WELLNESS CENTRE QUALIFICATION PROFILE**

### **WP4, Deliverable 4.1.**

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## Introduction

For the purposes of the WellTo project, the Qualification Profile is defined as a complex set of learning outcomes (LOs), designed in professional competencies and the general knowledge and skills needed to form them, grouped into separate Units of learning outcomes (ULOs). Each Unit of learning outcome is part of the complete professional qualification that can be independently evaluated or validated.

This qualification profile is based on a transnational occupational profile that takes into account the specificity of the work of the Administrator of Wellness Centre, identified by employers in four partner countries.

The Qualification Profile is developed as follows:

- ULOs are understandable for experts from national institutions, representatives of the social partners, representatives of training institutions, teachers, trainers and learners;
- ULOs are drawn up in a way that allows for the organization of vocational training as well as evaluation and validation for each of them;
- ULOs are being able to acquire in a different environment and in a different educational context (for students in VET schools, for adult learners, for work-based learning, apprenticeship programs and mobility);
- After acquiring all of the ULOs, the learner will be able to perform all the work activities indicated in the Occupational profile;

The Qualification Profile is the basis for developing qualification standards or other documents to support implementation of the project results in the national context.

Title of the qualification	<b>Administrator of Wellness Centre</b>	
Qualification level	EQF 4	
	Latvian Qualifications Framework 4	Slovenian Qualifications Framework 4
	Bulgarian Qualifications Framework 4	Slovak Qualifications Framework 4 (SKKR)

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Qualification profile is based on the professional analysis of the Transnational Occupational profile developed by the partnership. Each partner country elaborated their National Occupational profile. Having analysed and compared the four National Occupational profiles, the common tasks, duties and corresponding knowledge, skills and competences have been identified.

For the purpose of the joint AWC qualification and mobilities of students, the following core Units of Learning Outcomes were agreed upon by the partnership (based on the Transnational Occupational profile):

1. Client communication, scheduling and reservation.
2. Development of individual program for clients.
3. Organization and coordination of the Wellness Centre (including budgeting).
4. Ensuring quality of the service in the Wellness Centre (including controlling, monitoring and reporting).
5. Marketing and sales activities towards client.

Further possible units to supplement the qualification can be defined as and when required by individual country contexts and regulations.

For elaboration of core Units of Learning Outcomes common methodological requirements and unit template was prepared and agreed by the partnership (see below).

## Methodological requirements for designing Unit of Learning Outcomes (LO)

**The title given to the Unit of LO is of great importance for several reasons:**

- The Unit of LO will be more easily identified by the users and recognized by the labour market.
- Its inclusion in the certificate illustrates the learning outcomes achieved.

**The title of the Unit of LO must:**

- Be formulated in a clear, concise and precise manner that reflects the content of the unit itself.

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- Use the noun formed from wide-ranging action verbs.

### **Main principles for the designing of the Unit of LO:**

- Unit of LO should focus on the outcomes that are in fact *important for the labour market*, reflecting expected performance and not training contents.
- Unit of LO should be designed in such a way that they can be completed as *independently* as possible of other units of LO.
- Should be formulated in such a way as to be *understandable* and thus „*manageable*” for all involved.
- Unit of LO should include *all necessary LO* (not only professional competences, but the necessary *social and personal competences* as well).
- Should be described based on the learning achievements of an *average learner* and from the *perspective of the learner* (not from the perspective of the trainer).
- As a general principle, in the Unit should *neither be too many nor too few LO (from 3 to 8)*, but the Unit of LO should be sufficiently broad in terms of learning outcomes to be able to be used in diverse contexts.
- Unit of LO should be structured in such a way that LO can actually *be achieved in the given time*.
- Unit of LO should be *assessable*.
- Unit of LO should be *“suitable”* for mobility purposes if the Unit of LO is small part of the qualification and it is possible to be achieved in a mobility context. This is not applicable for very large ULOs with many LO.

### **Methodological requirements for the description of the actions in the Unit of LO**

- The division of the Unit of LO in directly observable actions should answer the question: “What should an individual do in order to demonstrate/prove s/he masters the Unit of LO?”
- The division of the Unit of LO must allow the answer to have the following wording: “the individual should be able to ...”
- The explanation of the actions must not be exhaustive (risk of normativity), identifying only the fundamental actions to provide evidence of the learning outcomes.

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- These actions must form a coherent set and be inter-related, showing its consistency with the title of the Unit of LO and not assuming greater scope than the Unit of LO itself.

*How are the actions described?*

The actions must:

- be worded in *simple, clear, concise and coherent language*;
- express what an individual must be able to do;
- terms of wording follow the structure "*action verb + direct object*". In general, only *one or two action verbs* are used to describe each action;
- not include more than one sentence or clause since this may mean that the action is too far-reaching; it is preferable to split it up and clarify what is to be achieved and thus make the performance/assessment more easily observable;
- be worded in objective language *avoiding adjectives that create subjectivity* (such as, good/bad, complete/incomplete, correct/incorrect, better among others);
- express the *end result*, within the scope of the Unit of LO, instead of describing the learning process or learning activities;
- indicate the *NQF/EQF qualification level* to be assigned to the Unit of LO, and *assuring* that the *level descriptors reflect* the attainment of that NQF/EQF qualification level;
- *be observable* and subject to evaluation. The actions together with the performance criteria contribute to establishing an evaluation standard so that individuals have a clear idea of what is expected from them;
- use the specific professional terminology of the sector or professional area whenever this helps better understand the content of the action;
- take into consideration specific legislative framework (national and international).

## Types of Units of learning outcomes: core and optional

In order to configure and design the qualification profile, it is essential to differentiate the units of learning outcomes in terms of **core units** (mandatory) and **optional units** (free choice).

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The core units of learning outcomes should mandatorily be detained in order to obtain a given qualification. These units constitute the core of a qualification therefore **transnational qualification profile is developed based on the core units of learning outcomes.**

The optional units are not considered the core of the qualification but are necessary to configure it. Optional units may be selected from a set of units of learning outcomes to complete the qualification. They may be identified from a set of competences which respond to the specific needs of the qualification in a given context (professional, local, regional, future skills, innovation in the field, new technologies, digital skills and their impact on professional tasks). The existence of the optional units provides greater flexibility in the planning of individual's educational path.

The mandatory units of learning outcomes are the core of the qualification, and must represent between 90% and 95% of all its learning outcomes. The optional units of learning outcomes should correspond to the remaining 5% to 10%.

The units of learning outcomes, regardless of being core or optional, may also be: specific to a qualification or common to several qualifications (to one or more education and training areas and to qualifications positioned at different levels of the NQF).

## Demonstration indicators of the learning outcomes

One of the important elements of the qualification profile's structure is the description of demonstration indicators.

### **How are demonstration indicators described?**

Demonstration indicators must:

- be directly associated with the real work situation and the professional actions;

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- be sufficient in number to be able to evaluate that a given learning outcome has been attained;
- be observable, measurable and provide qualitative information that reflects the performance;
- reflect the essential aspects of the performance and not accessory or marginal aspects;
- be sufficiently detailed and precise so that no ambiguity arises regarding the evaluation, and allow the learner to be aware of the criteria by which s/he can be evaluated, as well as enabling the evaluation to determine to what extent the learning outcome was achieved;
- be drafted in simple and clear language, without ambiguities. Therefore, they must be written in an objective manner, avoiding the use of adjectives that are subjective (e.g., good/bad, complete/incomplete, correct/ incorrect, more/less).

## ECVET points or % allocation

ECVET points or % are the numerical representation of the overall “weight” of the learning outcomes in a qualification and of the relative “weight” of each unit in relation to the qualification. For this reason, the allocation of ECVET points or % only occurs when all the units that constitute a qualification have been defined.

ECVET points provide complementary information about qualifications and units in numerical form.

The definition of ECVET points or % is based on a group of commonly used criteria:

- The *relative importance* of the learning outcomes which constitute the unit of learning outcomes for labour market participation, progression to other qualification levels, among other elements.
- The *complexity*, scope and volume of learning outcomes in the unit of learning outcomes.

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- The *effort necessary for a learner to acquire* the knowledge, skills, attitudes and competences.

A Unit of learning outcomes is the coherent combination of learning outcomes, which can be autonomously evaluated and validated. In order to be transferred, learning outcomes have to be assessed.

## Assessment of the learning outcomes

Assessment principles state that assessments must be valid, reliable, flexible and fair.

**Validity** refers to the extent to which the interpretation and use of an assessment outcome can be supported by evidence.

**Reliability** refers to the degree of consistency and accuracy of the assessment outcomes. Reliable and valid assessments share a number of characteristics, including:

- assessing all dimensions of competency;
- using a process which integrates required knowledge and skills with their practical application for a workplace task;
- being based on evidence gathered on a number of occasions and in a range of contexts;
- covering both on and off the job components of training.

**Flexibility** refers to the opportunity for a candidate to negotiate certain aspects of their assessment (for example, timing) with their assessor.

**Fair** assessment does not advantage or disadvantage learners or groups of learners. This may mean that assessment methods are adjusted for *particular learners* (such as people with disabilities or *cultural differences*) to ensure that the method does not disadvantage them because of their situation. An assessment should not place unnecessary demands on learners that may prevent a candidate from demonstrating competence (for example, an assessment should not demand a higher level of English

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language or literacy than that which is required to perform to the workplace standard outlined in the competencies being assessed).

**Assessment** is the process of collecting evidence/description of demonstration indicators and making judgements on whether competence has been achieved. This confirms that an individual can perform to the defined in the unit learning outcomes expected in the workplace.

**Evidence/description of demonstration indicators** is the information gathered which, when matched against the requirements of the unit of competence, provides proof of competence. Evidence can take many forms and be gathered from a number of sources. Evidence can be direct, indirect or supplementary.

Direct evidence	Indirect evidence	Supplementary evidence
<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Oral questioning</li> <li>• Demonstration of specific skills</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of qualities of a final product</li> <li>• Review of previous work undertaken</li> <li>• Written tests of underpinning knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Reports from supervisors</li> <li>• Work diary or logbook</li> <li>• Examples of reports or work documents</li> </ul>

The list of demonstration indicators is used by the assessor to **review the possible assessment methods**.

Assessment methods	Example
<b>Observation</b>	Real work activities at workplace

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<b>Review of products</b>	Work samples/products
<b>Questioning</b>	Self-assessment form Interview Written questionnaire
<b>Portfolio</b>	References Work samples/products Training record Assessment record Journal/work diary/logbook Life experience information
<b>Third party feedback</b>	Interviews with, or documentation from employer, supervisor, peers
<b>Structured activities</b>	Project Presentation Demonstration Progressive tasks Simulation exercise such as role plays

## Assessment tools

Once the method is selected, the materials for collecting and analysing the evidence are then chosen or designed. These materials are called assessment tools. In general, the term **assessment tool** is used to describe a document that contains both the instrument and the instructions for gathering and interpreting evidence:

- instruments/s – the specific questions or activity developed from the selected assessment method/s to be used for the assessment. (A profile of acceptable performance and the decision making rules for the assessor may also be included)

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- procedures – the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.

For example, if the evidence gathering technique being used is a workplace observation followed by a brief interview, then the assessment tool might consist of:

- instructions identifying the activities to be undertaken by the candidate, the key points to be observed and the performance issues to be considered by the assessor
- a checklist for the key observation points and decision criteria, and a series of questions and checklist for responses on required knowledge for the interview.

Assessment plans should contain the following information:

- what will be assessed (unit of learning outcomes);
- how assessment will occur (what methods will be used);
- when assessment will occur;
- where assessment will occur (the context of the assessment);
- the criteria for decision making (those aspects that will guide judgements);
- where appropriate, any supplementary criteria used to make a judgement on the level of performance.



## TEMPLATE FOR UNIT of Learning Outcomes

<b>Unit</b>	<i>Title of the Unit</i>			
<b>Reference to the qualification</b>	<i>Name of the qualification</i>			
<b>Learning outcomes correspond to EQF</b>	EQF 4			
<b>Learning outcomes correspond to NQF</b>				
<b>Learning outcomes necessary for fulfilment of the tasks</b>	<b>Learning outcomes</b>			<b>Demonstration indicators</b>
	<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>	
	<i>He/she knows/ is familiar with</i>	<i>He/she is able to</i>	<i>He/she is responsible for/supervises</i>	<i>Based on real work situations</i>
<b>Learning outcome 1</b>				
<b>Learning outcome 2</b>				
<b>Assessment tools</b>				
<b>Relative weight of the unit from the whole qualification in %</b>				

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## Core Unit of Learning Outcomes 1

<b>Unit 1</b> <i>Title of the Unit</i>	<b>Client* communication, scheduling, reservation</b>			
<b>Reference to the qualification</b> <i>Name of the qualification</i>	<b>Wellness Centre Administrator</b>			
<b>Learning outcomes correspond to EQF</b>	EQF 4			
<b>Learning outcomes correspond to NQF</b>	Latvian Qualifications Framework 4 Bulgarian Qualifications Framework 4 Slovenian Qualifications Framework 4 SKKR – Slovak Qualifications Framework 4			
<b>Work tasks and learning outcomes necessary for fulfilment of the tasks</b>	<b>Learning outcomes</b>			<b>Demonstration indicators</b>
	<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>	
<b>Client communication</b>	<i>He/she knows/ is familiar with</i>	<i>He/she is able to</i>	<i>He/she is responsible for/supervises</i>	<i>Based on real work situations</i>

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<p><b>Learning outcome 1</b></p> <p>Is able to communicate amicably and properly with clients and co-workers in state language and at least one foreign language</p>	<p>Communication techniques and basics of communication</p> <p>Communication tools</p> <p>Communication barriers, verbal and non-verbal techniques</p> <p>Professional etiquette</p> <p>Professional terminology in the state language and at least one foreign language</p> <p>Main principles of intercultural communication</p> <p>Main principles of communication with specific clients (individual, organised groups of guests, guests with special needs, VIP guests)</p> <p>Clients' feedback collection methods</p>	<p>Use effective communication tools and communication technology</p> <p>Use the professional terminology in the state language and at least one foreign language</p> <p>Observe professional etiquette in communication</p> <p>Collect client feedback</p> <p>Use state language</p> <p>Use at least one foreign language at the professional communication level</p>	<p>Interacting with clients effortlessly in the multicultural environment, using a variety of communication tools and communication technology in state language and in at least one foreign language</p> <p>Observing the basic principles of professional and general ethics in working with clients, colleagues, employers.</p>	<p>Demonstrates his/her ability to effectively interact with clients and co-workers in the multicultural environment</p> <p>Demonstrates effective written and oral communication in the state language, interviewing clients and collecting client feedback and writing reports</p> <p>Demonstrates written and oral communication in at least one foreign language collecting client feedback and writing reports</p>
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<p><b>Learning outcome 2</b></p> <p>Is able to determine clients' needs from wellness products and services</p>	<p>Effective listening and asking technology</p> <p>Principles of effective interview</p> <p>Principles of confidentiality</p>	<p>Interview a client, using effective asking and listening technology</p> <p>Determine clients' needs from wellness product and services</p> <p>Respect the principle of confidentiality when communicating with third parties</p>	<p>Independently determining clients' needs from wellness product and services, providing personal attention, tactfulness and hospitality, while respecting principle of confidentiality</p>	<p>Demonstrates effective listening and asking technology –interview clients to determine client's needs from wellness product and services</p> <p>Demonstrates the ability to manage methodology of wellness procedures</p> <p>Is able to develop a client's understanding of the basic principles of SPA, as well as the essence of SPA procedures and their effect on the body</p>
<p><b>Learning outcome 3</b></p> <p>Is able to solve problems and conflict situations</p>	<p>Basics of psychology</p> <p>Basics of stress management</p> <p>Conflict management</p> <p>Styles of behaviour in a conflict situation</p> <p>Problem solving strategies</p>	<p>Maintain an atmosphere of open and constructive clarification of differences</p> <p>Recognize the prerequisites for conflict and to proactively prevent the conditions that give rise to conflicts</p>	<p>Independently resolving problems and conflict situations in peaceful and constructive way, showing empathy and understanding to achieve resolution, following the best practices of customer service/care</p>	<p>Demonstrates ways how to resolve conflict situation in constructive and peaceful manner independently, following the best practices of customer care and service</p> <p>Demonstrates her/his ability to solve problems, offering effective solutions depending on work situation</p>

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		Resolve problems and conflict situations		Demonstrates knowledge of the principles of professional ethics  Is able to identify client typology and behaviour to resolve conflict in a peaceful way
<b>Scheduling</b>  <b>Learning outcome 4</b>  Is able to plan schedules	Schedule planning  Principles of coordinating the client flow according to wellness services	Plan schedules and to provide effective working process in the wellness centre  Organize and coordinate client flow  Comply with the rules for processing, storing and using personal data	Taking responsibility for schedule planning  Taking responsibility for organizing and coordinating client flow according to wellness services	Is able to create a schedule for employees and clients of SPA centre  Is able to create a schedule that provides effective use of time for available SPA procedures  Is able to store and organize data, such as financial information and clients' records, respecting the principles of confidentiality
<b>Reservation</b>  <b>Learning outcome 5</b>  Is able to make a reservation of the client	Information systems and specialized reservation software  Different channels of communication  Pricing calculation of the reservation	Make the reservation of the client according to his/her needs, expectations and requirements by phone, electronically or in person	Providing appropriate information on the characteristics and benefits of services and products in an influential and positive way leading to a desire to buy	Demonstrates professional customer service skills in accordance with professional ethics and etiquette standards  Is able to process personal data for the purposes

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	Different types of specific internal documents	Provide the necessary information about terms, prices, timelines so as to properly target the client	Keeping up-to-date reservations	<p>of reservation processing and customer relations</p> <p>Is able to fill in the client card, prepare and complete the necessary documentation</p> <p>Demonstrates ability to ensure the accuracy of daily reservations or cancellations of services and payments</p> <p>Is able to calculate the total price of the services according to the reservation such as fixed and variable costs, value added tax and any campaign pricing</p>
<b>Assessment tools</b>	<p>Tool 1: Solving test.</p> <p>Tool 2: Solving a case.</p> <p>Tool 3: Practical task.</p>			
<b>Relative weight of the unit from the whole qualification in %</b>	<b>25 %</b>			

**\*Client vs. customer**

The nouns *client* and *customer* are sometimes used interchangeably—especially by businesses seeking to show customers extra respect by referring to them as “clients”•—but the words differ in their conventional definitions.

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A **client** is someone who engages the services of a professional. A **customer** is someone who buys goods or services from a store or business. The word "**client**" can also mean "**customer**," according to most dictionaries, but it has a separate definition **as someone who receives professional services.**

## Core Unit of Learning Outcomes 2

<b>Unit 2</b> <i>Title of the Unit</i>	<b>Development of individual SPA treatment program for client</b>			
<b>Reference to the qualification</b> <i>Name of the qualification</i>	<b>Wellness Centre Administrator</b>			
<b>Learning outcomes correspond to EQF</b>	EQF 4			
<b>Learning outcomes correspond to NQF</b>	Latvian Qualifications Framework 4 Bulgarian Qualifications Framework 4 Slovenian Qualifications Framework 4 SKKR – Slovak Qualifications Framework 4			
<b>Work tasks and learning outcomes necessary for fulfilment of the tasks</b>	<b>Learning outcomes</b>			<b>Demonstration indicators</b>
	<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>	
<b>Development of individual SPA treatment program for client</b>	<i>He/she knows/ is familiar with</i>	<i>He/she is able to</i>	<i>He/she is responsible for/supervises</i>	<i>Based on real work situations</i>

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<p><b>Learning outcome 1</b></p> <p>Is able to present prepared individual SPA treatment program</p>	<p>Main principles of Individual SPA treatment program development</p> <p>SPA treatments/ procedures (basic level)</p> <p>Indications and contraindications of different SPA treatments</p> <p>Effects of products that are used at the SPA (beginners level)</p> <p>Principles of a healthy lifestyle</p> <p>Presentation techniques</p>	<p>Inform and consult the client about indications and contraindications of different SPA treatments</p> <p>Advice, on the basis of a formalized individual interview, on the best choice of wellness service and individual wellness program</p> <p>Inform and consult the client about the sequence of SPA procedures and their compatibility with other procedures</p>	<p>Independently helping customer to choose and develop individual Spa treatment program taking into consideration indications and contraindications of different SPA treatments</p> <p>Informing and consulting the client about the sequence of SPA procedures and their compatibility with other procedures.</p>	<p>Demonstrates his/her ability to advise clients for the best choice of wellness services</p> <p>Demonstrates his/her ability professionally to prepare and present individual wellness program</p> <p>Demonstrates his/her ability to inform and consult the client about the sequence of procedures and their compatibility with other procedures</p> <p>Demonstrates his/her ability to advise on the effects and functions of wellness services</p> <p>Demonstrates knowledge of indications and</p>
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				<p>contraindications of SPA procedures</p> <p>Is able to advise clients about how to maintain a condition of well-being.</p> <p>Is able to develop and offer to clients SPA compositions, SPA programs, and SPA complexes</p>
<p><b>Learning outcome 2</b></p> <p>Is able to choose SPA procedures in cooperation with a client</p>	<p>Knowledge about SPA massages and body care</p> <p>SPA procedures for ensuring the client's well-being</p> <p>Basic knowledge of the structure of human body morphology and physiology of organs and their systems</p>	<p>Visually assess the client's skin condition</p> <p>Choose and offer a client's individual SPA procedure</p> <p>Formulate the desired results of a SPA procedure</p>	<p>Distinguishing SPA procedures for provision of general well-being from procedures of therapeutic nature</p> <p>Visually determining the client's constitutional type and muscle tone</p> <p>Choosing SPA procedures in cooperation with a client</p>	<p>Demonstrates the ability to determine the order of the SPA procedure according to the needs of the client</p> <p>Demonstrates the ability to justify why the client does not have the appropriate spa treatment</p> <p>Demonstrates the ability to visually determine the client's</p>

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			Informing and consulting the client about the sequence of SPA procedures and their compatibility with other procedures	skin condition to recommend an appropriate procedure
<p><b>Learning outcome 3</b></p> <p>Is able to work with Wellness centre documents</p>	<p>Basic principles of effective documentation in Wellness centre</p> <p>Specialized software for customers' data base</p> <p>Principles of customers' data base development</p> <p>Protection of consumer rights</p> <p>Basic principles of business etiquette and professional and general ethics</p> <p>Basics of statistics and methods of research work</p>	<p>Document the results of a client survey</p> <p>Use a computer for information search, storage and processing</p> <p>Perform risk assessment and documentation of SPA procedures</p> <p>Observe confidentiality</p> <p>Use specialized software, selecting the most suitable ones among existing ICT tools or using software that is provided</p>	<p>Documenting and analysing the results of a client survey</p> <p>Independently developing customers' data base, using specialized software</p>	<p>Demonstrates the ability to maintain customers database of Wellness centre providing confidentiality</p> <p>Demonstrates skills of working with specialized software for clients' data base.</p> <p>Demonstrates preparation of a client survey and ability to interpret the results</p>

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<p><b>Learning outcome 4</b></p> <p>Is able to give recommendations about healthy lifestyle</p>	<p>Basics of healthy nutrition</p> <p>Role of nutrition in the regulation of life processes (basic nutrients, ballast substances, vitamins, SPA nutrition, SPA beverages, nutrition-linked diseases and disorders)</p> <p>Principles of healthy lifestyle (nutrition, physical activity, diets, sports)</p>	<p>Inform the client about healthy combination of SPA procedures, eating and physical activities</p> <p>Identify the role of different specialists in a healthy lifestyle (dietician, nutrition specialist, fitness trainer, physiotherapist, doctor, etc.)</p>	<p>Complying with regulations governing health care activities</p> <p>Suggesting to visit the appropriate specialists to keep healthy lifestyle</p>	<p>Demonstrates the ability to inform a client about nutrition importance connected with SPA procedures</p> <p>Demonstrates knowledge about basic principles of SPA nutrition</p> <p>Demonstrates ability to inform a client about the role of physical activity in a healthy lifestyle</p>
<p><b>Assessment tools</b></p>	<p>Tool 1: Solving test.</p> <p>Tool 2: Solving a case.</p> <p>Tool 3: Practical task.</p>			
<p><b>Relative weight of the unit from the whole qualification in %</b></p>	<p><b>20%</b></p>			

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## Core Unit of Learning Outcomes 3

<b>Unit 3</b> <i>Title of the Unit</i>	<b>Organization and coordination of the Wellness Centre</b>			
<b>Reference to the qualification</b> <i>Name of the qualification</i>	<b>Wellness Centre Administrator</b>			
<b>Learning outcomes correspond to EQF</b>	EQF 4			
<b>Learning outcomes correspond to NQF</b>	Latvian Qualifications Framework 4 Bulgarian Qualifications Framework 4 Slovenian Qualifications Framework 4 SKKR – Slovak Qualifications Framework 4			
<b>Work tasks and learning outcomes necessary for fulfilment of the tasks</b>	<b>Learning outcomes</b>			<b>Demonstration indicators</b>
	<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>	
<b>Organization and coordination of the Wellness Centre (including budgeting)</b>	<i>He/she knows/ is familiar with</i>	<i>He/she is able to</i>	<i>He/she is responsible for/supervises</i>	<i>Based on real work situations</i>
<b>Learning outcome 1</b>  Is able to organise the activities in the Wellness Centre	Operational plan for the wellness centre activities  Available products and services and their characteristics	Follow operational plan for the wellness centre activities  Offer wellness products and services to the	Organizing the execution of the operational plan for the wellness centre activities, including: professional offering of wellness products	Demonstrates ability to organize the activities of wellness centre  Demonstrates in-depth knowledge of technology of work in

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	Principles of marketing strategy	customers, emphasizing benefits for the client	and services and implementation of wellness procedures	wellness centre: services, products, processes, resources
	Internal regulations of the centre	Achieve goals from the marketing strategy of the centre	Ensuring timely provisioning of the centre with necessary human and material resources, equipment and consumables	Demonstrates ability for ensuring relaxing environment in the centre
	Work regulations of the centre	Execute working tasks according to the internal rules		
	Specialized software used	Monitor preservation of the working technology	Ensuring relaxing environment in the centre according to achievement of comfort of customers and visitors	
	Needed resources for the normal function of the centre	Work with specialized software		
	Requirements for relaxing environment in the centre	Ensure the centre with necessary material resources		
		Responsible for provisioning of relaxing environment in the centre		



<p><b>Learning outcome 2</b> Is able to coordinate the Wellness Centre team</p>	<p>Roles and functions of every employee in the centre</p> <p>Responsibilities of every working position in the team</p> <p>Working time rules, shifts, rest periods and absences</p> <p>Criteria for quality performance</p> <p>Needed level of professional competence in the wellness services area</p> <p>Team communication and coordination methods</p> <p>Techniques for team Motivation</p>	<p>Distribute tasks according to the job requirements</p> <p>Prepare personal development plans</p> <p>Assist in preparing weekly/ monthly working schedule</p> <p>Monitor observation of working time, shifts, rest periods</p> <p>Assist in monitoring required quality standards of the centre</p> <p>Communicate effectively with the team, including: provide needed information, agree with goals set by management, give feedback for the performance</p>	<p>Ensuring the correct distribution of work and the effective implementation of the weekly / monthly schedule</p> <p>Effectively co-ordinating team activities</p> <p>Taking care of the comfortable/ effective working atmosphere</p>	<p>Demonstrates ability to coordinate the work of a team in the wellness centre</p> <p>Demonstrates ability to create effective Wellness Centre's team synergy</p> <p>Demonstrates the ability to create a healthy and positive working atmosphere</p>
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	Providing of comfortable working atmosphere	Use different motivational techniques  Ensure comfortable working atmosphere in the centre		
<b>Learning outcome 3</b> Is able to organize the effective offering of wellness products and services	List with available products and services in the center  Benefits of every product or service for the customer  Recent promotions and their specifics (duration, benefits, etc.)  Sales techniques for presentation of product and services to the customer  Sales negotiation techniques	Explain available products and services and their benefits  Offer ongoing promotions and argument why should they be preferred  Brief the team for the effective offering of wellness product and services  Present by exciting manner wellness products and services to the customer  Assist in conducting sales negotiations	Organizing effective offering of products and services in the wellness center  Presenting and offering ongoing promotions for higher sales  Serves effectively each type of customer by considering the service / product offered to meet its specific needs	Demonstrates ability for professional offering of wellness products and services, which leads to purchase by the customer  Demonstrates the ability to prepare, lead and encourage the wellness center's team for effective offering of wellness products and services

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	<p>Customer types and specific approach</p> <p>Effective advertising channels for offering wellness products and services</p>	<p>Recognize customer type</p> <p>Comply with the customer's individual features when offering a service</p> <p>Discover and use different channels for effective advertising of wellness services</p>		
<p><b>Learning outcome 4</b> Contribution for the business goals achievement</p>	<p>Business goals from the activities plan of the center</p> <p>Responsibilities of every team member according to business goals</p> <p>Planning and time management techniques</p> <p>Principles of budgeting</p> <p>Internal accounting and financial rules</p>	<p>Follow the goals from the business plan</p> <p>Execute settled Key Performance Indicators (KPIs) from the business plan</p> <p>Monitor the business goals execution from the team members</p> <p>Assist in planning and budgeting</p> <p>Prepare reports and enquiries</p>	<p>Monitoring of the wellness center's business goals achievement according to customer's interests</p> <p>Achievement of the KPIs</p> <p>Developing of plan and budget for the wellness center</p> <p>Drawing up of financial accounting documents in</p>	<p>Demonstrates the ability to define and achieve KPIs</p> <p>Demonstrates the ability to contribute to effective execution of business goals, incl. planning, budgeting and reporting</p>

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	<p>Laws and regulations in the financial area</p> <p>Procedures for ordering and supplying of equipment and consumables</p>	<p>Check correct sales registration</p> <p>Fill in different financial and accounting documents</p> <p>Order and monitor the supply of needed equipment, products and consumables</p>	<p>compliance with the regulatory requirements</p> <p>Provisioning of equipment, products and consumables keeping company's financial discipline</p>	
<b>Assessment tools</b>	<p>Tool 1: Solving test</p> <p>Tool 2: Solving a case study</p> <p>Tool 3: Performing practical task</p>			
<b>Relative weight of the unit from the whole qualification in %</b>	<b>25%</b>			



## Core Unit of Learning Outcomes 4

<b>Unit 4</b> <i>Title of the Unit</i>	<b>Ensuring quality of the service in the Wellness Centre</b>			
<b>Reference to the qualification</b> <i>Name of the qualification</i>	<b>Wellness Centre Administrator</b>			
<b>Learning outcomes correspond to EQF</b>	EQF 4			
<b>Learning outcomes correspond to NQF</b>	Latvian Qualifications Framework 4 Bulgarian Qualifications Framework 4 Slovenian Qualifications Framework 4 SKKR – Slovak Qualifications Framework 4			
<b>Work tasks and learning outcomes necessary for fulfilment of the tasks</b>	<b>Learning outcomes</b>			<b>Demonstration indicators</b>
	<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>	
<b>Ensuring quality of the service in the Wellness Centre</b>	<i>He/she knows/ is familiar with</i>	<i>He/she is able to</i>	<i>He/she is responsible for/supervises</i>	<i>Based on real work situations</i>

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<p><b>Quality of services</b></p> <p><b>Learning outcome 1</b></p> <p>Is able to ensure activities and harmonious atmosphere in Wellness Centre.</p>	<p>Quality standards and procedures</p> <p>The criteria in terms of quality types of documents and proofs in the quality system</p> <p>The technology of working in the wellness center</p> <p>Internal labour regulation</p> <p>Processes and responsibilities of employees</p>	<p>Apply quality standards for activities</p> <p>Record and document selected procedures, methods of services, products</p> <p>Follow the technology of working in the center</p> <p>Evaluate received feedback</p> <p>Plan his/her own work, receive feedback and act upon it</p> <p>Apply client- oriented approach while executing professional tasks</p>	<p>Monitoring the quality of own work</p> <p>Performing his/her own work assignments in a flexible, cooperative and customer-oriented manner and in order of importance and priority</p> <p>Assisting in monitoring for compliance of requirements according to processes of work technology</p> <p>Ensuring customer satisfaction according to corporate practices</p> <p>Proposing improvements to work and services</p> <p>Assisting in ongoing monitoring of wellness center</p>	<p>Demonstrates his/her ability to monitor the quality of his/her own work</p> <p>Demonstrates client-oriented approach while executing professional tasks</p> <p>Demonstrates the ability to conduct effective assisting in monitoring to ensure the proper functioning of the wellness center</p>
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			activity aiming to provide the required quality of offered products and services and achievement of high customer satisfaction	
<p><b>Customer satisfaction</b></p> <p><b>Learning outcome 2</b></p> <p>Is able to ensure client satisfaction according to their needs and wishes.</p>	<p>Principles of measurements of client satisfaction</p> <p>Methods of data collection and analysing</p> <p>Professional customer service requirements</p>	<p>Implement quality assurance questionnaires</p> <p>Collect quality assurance questionnaires</p> <p>Apply professional customer service requirements</p> <p>Prepare a clean and comfortable environment for a pleasant stay of guests</p> <p>Adjust and organize work to the new situation</p>	<p>Improving own work and quality of services based on client opinions</p> <p>Proposing new forms of gathering client opinions and improving services</p> <p>Promoting development of permanent client relationships through their own work</p> <p>Preparing of a clean and comfortable environment for a pleasant stay of clients</p>	<p>Is able to set improvements of his/her own work based on client feedback</p> <p>Is able to propose new ways of gathering client feedback and improving services</p> <p>Demonstrates his/her ability to prepare a clean, comfortable and harmonizing environment and greet and accompany guest in a proper way through his/her stay.</p>

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			Greeting and accompanying clients in a proper way throughout their stay	
<p><b>Working ethics</b></p> <p><b>Learning outcome 3</b></p> <p>Is able to work according to working ethics recommendation to contribute to quality of Wellness Centre.</p>	<p>Ethical code of profession and use in practice</p> <p>Flexible, cooperative and customer oriented approach</p> <p>Self - evaluation techniques</p> <p>Rules of operation in extraordinary situations</p> <p>Rules of handling personal data</p> <p>Procedure in the event of abuse and misuse of personal data</p>	<p>Apply work ethics when servicing clients</p> <p>Use critical self-evaluation in conversation with the manager</p> <p>Act in a responsible manner in work situations and adapt their approach in accordance with set guidelines</p> <p>Implement the rules of the code of ethics of Wellness Centre</p> <p>React appropriately in the event of abuse and misuse of personal data</p> <p>Monitor the deviation from the correct use of personal data</p>	<p>Assessing the strengths of their own performance and opportunities to work professionally</p> <p>Updating the knowledge of topical products and services that they require in their own work</p> <p>Mastering coordination procedures in extraordinary situations (death, theft, damage to the inventory, ..)</p> <p>Handling confidential matters and information as required by the nature of their work</p> <p>Paying attention to safeguarding clients'</p>	<p>Is able to assess strengths of own performance</p> <p>Is able to design, present and execute coordination procedures in extraordinary situations, such as death, theft, damage to the inventory.</p> <p>Is able to handle confidential matters and information and safeguard client personal data and corporate data in communication and use of social media.</p>

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		Behave in accordance with business etiquette	personal data and corporate data	
<p><b>Health and safety</b></p> <p><b>Learning outcome 4</b></p> <p>Is able to follow and implement health and safety regulations for optimal operation.</p>	<p>Rules and instructions of health at the workplace</p> <p>Safety regulations and guidelines</p> <p>First aid</p>	<p>Observe and apply the rules and instructions of health at the workplace</p> <p>Take care of security of the guests</p> <p>Observe the in-house control plan</p> <p>Act in emergency first aid situations</p> <p>Act in accordance with the wellness centre's emergency plan where necessary</p>	<p>Maintaining rules and instructions of the employer regarding the protection of health at the workplace</p> <p>Acting in accordance with the principles of occupational safety and ergonomics</p> <p>Observing all safety guidelines and regulations at their establishment</p>	<p>Is able to follow the rules of protection of health at the workplace.</p> <p>Demonstrates the ability to monitor compliance with health and safety requirements.</p> <p>Is able to observe and implement principles of occupational safety and ergonomics in their work assignments.</p>
<b>Assessment tools</b>	<p>Tool 1: Solving test.</p> <p>Tool 2: Solving a case.</p> <p>Tool 3: Practical task.</p>			
<b>Relative weight of the unit from the whole qualification in %</b>	<b>20%</b>			

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## Core Unit of Learning Outcomes 5

<b>Unit 5</b>	<b><i>Marketing and sales activities towards the client</i></b>			
<b>Reference to the qualification</b>	<i>Wellness centre administrator</i>			
<b>Learning outcomes correspond to EQF</b>	EQF 4			
<b>Learning outcomes correspond to NQF</b>	Latvian Qualifications Framework 4 Bulgarian Qualifications Framework 4 Slovenian Qualifications Framework 4 SKKR – Slovak Qualifications Framework 4			
<b>Work tasks and learning outcomes necessary for fulfilment of the tasks</b>	<b>Learning outcomes</b>			<b>Demonstration indicators</b>
	<b>Knowledge</b>	<b>Skills</b>	<b>Competence</b>	
<b><i>Marketing and sales activities towards the client</i></b>	<i>He/she knows/ is familiar with</i>	<i>He/she is able to</i>	<i>He/she is responsible for/supervises</i>	<i>Based on real work situations</i>

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<p><b>Learning outcome 1</b></p> <p>Is able to sell wellness products to end clients</p>	<p>Legal requirements, organizational ethics and professional code of conduct at sales</p> <p>Key concepts and theories that are related to personal selling</p> <p>Sales techniques needed to achieve a profitable sale</p> <p>Basics of sales psychology and factors affecting consumer buying behaviour</p> <p>Consumer rights and protection rules</p>	<p>Assist in creating and assessing sales plans</p> <p>Choose appropriate approaches when dealing with different types of clients</p> <p>Develop and present an effective sales interview, respond to client's objections and conclude sales contracts</p> <p>Ensure customer satisfaction, respond to clients' complaints and claims</p> <p>Use negotiation skills to arrive to a</p>	<p>Independent and ethical decision making in concluding a sale according to clients' needs and requirements</p> <p>Flexibility and adaptability in sales to clients depending on work situation and a customer's requirements</p>	<p>Demonstrates effective sales presentation techniques for different types of clients and groups of clients</p> <p>Demonstrate various techniques for dealing with customer's objections and successful closing of sale</p> <p>Explain the importance of ethical behaviour in business relationships</p>
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		win-win outcome in sales		
<p><b>Learning outcome 2</b></p> <p>Is able to use marketing techniques and tools to support sales of wellness product to end clients</p>	<p>Main concepts, principles and tasks of marketing in wellness tourism</p> <p>Marketing strategy design principles</p> <p>Main methods of marketing research</p> <p>Marketing and communication mix and relationships of its components</p> <p>Features, advantages and benefits of products and services offered</p>	<p>Design, implement and evaluate a simple marketing research</p> <p>Apply appropriate marketing techniques in direct marketing and e-mail marketing</p> <p>Develop marketing products, build relationships with clients and increase client retention levels</p> <p>Develop measures to plan, assess and improve client services that are</p>	<p>Independent problem solving and critical analysis within marketing activities</p> <p>Responsibility for accurate and up-to-date information about the product portfolio</p> <p>Independent and collaborative work both as a leader and a team member in line with the company strategy</p>	<p>Demonstrate ability to make a simple marketing research</p> <p>Demonstrate ability to prepare a written or verbal offer/quote of a product using appropriate marketing techniques</p> <p>Explain the ways of collecting feedback from clients and measures of effective clients' retention strategies</p>

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		consistent with the company objectives, priorities and values		
<p><b>Learning outcome 3</b></p> <p>Is able to use modern ICTs in sales and marketing operations</p>	<p>Main communication channels, online platforms and applications used for sales and marketing purposes</p> <p>Sales and marketing techniques through interactive and online tools</p> <p>Basic rules of information security and customer data protection and privacy</p>	<p>Assist and advise clients on products and services through interactive or digital means in order to make a successful sale</p> <p>Apply the communication rules applicable to digital communication channels</p> <p>Use social media and other interactive or digital means to prospecting new customers</p>	<p>Creativity and flexibility in online sales and marketing activities</p> <p>Independent decision making in sales and marketing activities in line with the company's strategy</p> <p>Complying with legislation while using personal data of clients</p> <p>Professional written and verbal communication</p>	<p>Identify the best strategy and tool depending on the work situation in line with the strategy of the company</p> <p>Demonstrate the rules of verbal and written communication through interactive or digital means (mobile devices, digital platforms and other online channels such as sms, e-mail, online chat, social networks, etc.)</p>

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		Keep clients' contact database using ICTs		
<b>Assessment tools</b>	Tool 1: Solving test. Tool 2: Solving a case. Tool 3: Practical task.			
<b>Relative weight of the unit from the whole qualification in %</b>	<b>10%</b>			