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## WP 2

### REPORT ON ANALYSIS AND RESEARCH ON HEALTH TOURISM IN EUROPE

ANALYSIS AND PREPARATORY RESEARCH OF PROFESSIONAL FIGURES IN THE  
FIELD OF HEALTH-TOURISM EDUCATION IN THE PARTICIPATING COUNTRIES OF  
THE PROJECT

Common tool for analysis

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## 1 SUMMARY OF ANALYSIS AND PREPARATORY RESEARCH

The aim of the 2nd Work Package was analyzing and doing preparatory researches in the field of professional figures in health tourism. In the frame of the survey all five participant countries collected the Health Tourism educations in their own countries (probably from their VET system or other training system). After this phase, the consortium partners made analysis about the most typical educations/education topics. First part of the analysis contained description of the professions/profession groups. In the second and third part there were questions regarding the regulation of certain education, the competences and the EQF level of trainings.

The survey showed interesting results. The research was made by five countries on the basis of their own education system (Hungary, Slovakia, Romania, Italy and Belgium). According to the figures from the consortium partners, there was no Health Tourism education which can be found in all five countries. The most common education was the **fitness instructor / group fitness instructor** (in four countries from five). In all the four countries this education was on EQF level 3. This education could be found in Hungary, Slovakia, Romania and Italy, too. Belgium is the only partner who did not check this education.

Consistent educations were some kind of **receptionists**. This topic could be found in Hungary, Slovakia, and Romania as well as in Belgium, even though this was not standard due to the fact that in Romania it is called Hotel receptionist (EQF 2), as well as in Hungary but on a higher level. In Slovakia it is the Reception manager on EQF level 6. The situation is also different in Belgium; there is a course called Wellness receptionist on EQF level 1.

In Hungary, Slovakia, Romania and Italy there are **sport and leisure manager** education, but again, on different education levels in each country, even though belong to the same category. In Hungary it is called Sport Manager, in Romania Tourism activity manager and in Italy it is Manager of sport, fitness and wellness structures. Typical education was the **Spa manager**. Except Hungary and Romania it could be found in every participant country (Slovakia, Italy, Belgium), but it is not obvious on what level and in which country.

There was also conformity in three countries about the **masseur** and **sales manager in tourism** professions (Hungary, Romania, and Slovakia). The masseur was checked at EQF level 2-3 by every country. The masseur, recreational- or sport masseur were featured, too. The Sales manager in tourism was one of the most standard educations; it is on EQF level 5 in every place. The other conformities were between Hungary, Slovakia and Romania. In all three countries the following educations could be found in connection with Health Tourism: **animator** (In Hungary it is called Cultural event organization), **cosmetician/beautician**, **hairstylist**, **manicurist**, **personal trainer**, **physiotherapy nurse**, **swimming pool attendant**, **tour operator**, **tour guide**.

In order to start the common thinking about the WP3, the coordinator partner suggested to choose 3 educations according to the findings. It was practical to choose educations which came up in most of the researches and were at similar EQF level. The most popular education was the **fitness instructor / group fitness instructor** which had one of the most standard EQF level, too (according to the researches of the countries). So P0 suggested choosing this profession to be the base of the next themes. The receptionist and sport and leisure manager were also in lot places, but it was not easy to integrate them. The receptionist was at very different EQF levels: from EQF 1 to EQF 6. The sport and leisure manager was checked by some countries, but its subtopics were very different. In Hungary it was mostly about sport, in Romania about tourism and in Italy mostly about fitness-wellness. The differences would have made it difficult to work with these educations. The situation was completely

different by the **masseur**, which was also checked by three countries. It also had sub-themes, but they were similar to each other. The sport-, recreational and traditional masseurs have the same base, so our common work could be effective with this education. In the third place the coordinator partner suggested the **sales manager in tourism**, because it also appeared in more countries, and everywhere in EQF level 5.

On the second consortium meeting in Brussels the coordinator partner presented the results: the summary of the analysis and preparatory researches in the field of professional figures in health tourism, and so suggested the following three professions to work with:

- fitness instructor / group fitness instructor
- masseur
- sales manager in tourism

After the summary all partners discussed the results. After a long discussion they agreed that the sales manager in tourism should change a little bit, and the chosen profession passed into the **health tourism manager**. Also the fitness instructor / group fitness instructor was replaced by **fitness/wellness assistant**.

## 2 MASSEUR

The first kind of the chosen vocational training is the masseur. The highest percentage of the students who finish and pass this vocational training usually work in the health service sector or in thermal, medicinal, as well as wellness baths and spa facilities. In Hungary those who complete the training and pass the vocational exams following the training are granted an official certificate recognized by the State.

The **jobs or occupations** that can legally be pursued are most typically the following: medical masseur, sports masseur, rubber, hydro masseur, spa masseur

The description of the **scope of activities** belonging to this vocational training can be summarized as the following:

The medical masseur performs medical massage as well as hydro-, and balneotherapical treatments in the institutions of the health service strictly under the professional control and supervision of the specialist medical doctor or the main physiotherapist. Working as a part of the team, the medical masseur supports the professional work of the medical doctor, he or she cooperates with the physiotherapist and the physiotherapical assistant in order to help the patients' recovery, rehabilitation and recreation.

In medicinal baths and spa facilities and other wellness venues the spa masseur offers revitalizing services, thereby improving the physical comfort and well-being of the guests and the hydro-, and balneotherapist also performs the corresponding treatments.

As far as sports masseurs are concerned, the techniques used by these practitioners have been developed to ensure effective and efficient results are gained from each massage given. Sports massage may:

- Improve circulation and lymphatic flow
- Assist in the removal of metabolic waste
- Sedate or stimulate nerve endings
- Increase or decrease muscle tone
- Increase or decrease muscle length
- Remodel scar tissue when required
- Assist in mental preparation for sporting participation

It is important to emphasize that you do not need to be a sports performer to benefit from a sports massage. The benefits above can also help relieve the many day to day problems, repetitive strain injury, sprains, tension, fatigue, that everyone experiences. Many sports massage practitioners work with a great range of clients in assisting with preventive treatment and injury recovery.

By ensuring you use a qualified sports masseur, you ensure that you will be receiving an individually tailored, high quality massage. Depending on the type and timing of activity these benefits can be achieved for anyone. If you are a sports performer, of any level, a sports specific massage can be beneficial at various stages of participation. For example:

- The conditioning / training phase
- Pre competition
- Inter competition
- Post competition
- Post travel
- Injury prevention
- Injury recovery

Regardless of your experiences in sport or exercise, whether you exercise socially or compete to an international level - sports massage may have something to offer everyone.

The main competencies gained by finishing a medical or sports masseur vocational training and passing the corresponding exams:

The **masseur will be able to:**

- professionally monitor the medical status of the patients
- perform the medical state assessment of the patients
- communicate with other members of the team using the profession's own terminology
- perform Swedish massage, segment massage, connective tissue or muscle tissue massage, periosteal massage
- perform hydro-, and balneotherapeutic treatments
- perform medical-, and sports massage treatments
- carry out all the related documentation that is necessary when performing these treatments
- comply with all the hygienic and other rules and regulations including the protection of the environment and fire protection
- carry out counselling tasks with respect to health education
- take part in the process of rehabilitation
- provide first-aid treatment
- apply in his everyday practice all the knowledge (be it anatomical, pathophysiological and clinical) that he or she gained during the training period
- recognize sports injuries and treat them according to the medical doctor's instructions, cooperating all the way with the different specialists
- perform traditional and complementary massage treatment methods that are suitable to the stage of the sportsman or sportswoman's training
- take part in preventing different kinds of sports injuries
- take part in putting into shape the training programme
- részt venni az edzésprogram kialakításában

After summarizing the competencies gained by finishing a masseur vocational training, let's see the competences needed to pass the final examinations perform the work:

Some of the **competencies** are acquired during the so-called **Compulsory Core Courses**, these are

- Working effectively with others
- Communicating effectively with clients/patients

- Administering a Practice
- Making referrals to other health care professionals when appropriate
- Using specific health terminology to communicate effectively
- Applying first aid
- Communicating and work effectively in health
- Contribute to Occupational Health and Safety Processes
- Comply with infection control policies and procedures in health work
- Confirm physical health status

The competencies that are acquired during the so-called **Specialisation Courses** are the following:

- Working within a massage framework
- Providing massage treatment
- Planning massage treatment
- Applying massage assessment framework
- Performing massage health assessment

The length of study according to the Hungarian regulation is 2 school years for the vocational training. This training and the respective certificate can be obtained inside or outside the regular school system, the latter meaning adult education courses. In this case, the number of contact hours **cannot be less than 1400** and is recommended **not to exceed 1700**. In Hungary this regulation about the minimum number of contact hours is under supervision and is heavily criticized by some educational experts as being too high, therefore paying for the appropriate courses when not studying it within the framework of the regular school system could lead to too much financial burden for those wishing to get this certificate.

If we would like to divide up the contact hours to theoretical and practice segments, approximately the percentage is **50-50%**, meaning 50% of the contact hours are used for teaching the basic theoretical knowledge and the other 50% is used for training massage in practice. Currently, all the potential participants of the medical or sports masseur courses have to fulfill the specific entry requirements which is finished secondary education (including passing the final exams) AND at least 18 years of age.

In order to start the vocational training, a medical certificate is also needed which can be obtained after a brief examination done by an Occupational Health specialist. After the training provided by the educational institution but before passing the final examinations, an obligatory work experience must be obtained which cannot be less than 160 continuous working hours. This work experience must be obtained by working in a hospital (more precisely in the Physiotherapeutic Section of a hospital) or by working for a medicinal bath or for a medical or wellness hotel.

### 3 HEALTH TOURISM MANAGER

This second vocational training is a brand new profession in Hungary which was introduced and regulated by the Hungarian authorities only earlier this year so I suppose. It is completely new even to our fellow Hungarian participants.

The **jobs or occupations** that can legally be pursued after completing this course are most typically the following: travel consultant, travel officer, travel organizer, touristic consultant, touristic organizer, etc.

The description of the **scope of activities** belonging to this vocational training can be summarized as the following:

To accelerate the enhancement of fulfilling the needs of qualified Hungarian tourism Human Resources, many higher education institutions have developed tourism science study programs. EFEB (Partner 7) has also contributed to develop tourism science in opening Tourism Marketing Study Program. The Study Program is quite different from the former tourism schools that have been developed in Hungary. The former emphasized more in vocational skills, however, the later offers only a little less than a graduate program to fulfill the needs of managerial skills at the tourism industry.

Hence, to achieve this objective, the study program's learning method is not only expected to enhance the students' academic competence on the concept and theory of hospitality and tourism. It also attempts to develop vocational competence that contains aspects, such as knowledge, attitude, and skills that are required by the hospitality and tourism industry.

Thus, there are three spheres of competences that are developed in the study program:

### 1) Core Competence

Under core competence we mean the major competence for students who will pass the final exams. It is mainly to have strong marketing skills, to be adaptive and professional, and have an overall good attitude in tourism industry;

### 2) Supporting Competence

Under supporting competence we primarily mean the soft skills competence that makes students who will pass the final exams having better interpersonal skills as well as intrapersonal skills;

### 3) Other Related Competence

Under Other Related Competence we mean the competence of specific hard skills that are required by the hospitality and tourism industry, such as hotel occupation competences, food and beverage occupation competence, and destination occupations competence.

One of the competences that play an important role in developing tourism Human Resources is soft skills which we previously referred to as supporting competence development. It is proposed that by having soft skills integrated to our learning method, the students would be able to sustain at the hospitality and tourism industry workplace and work in the sectors professionally. It has to be said, it is very hard and sometimes stressful to the students who would enter to the industry, since the workplace is very dynamic, involves an excessive contact of different people, having long working hours and one must be willing to work on holidays.

Hence, developing tourism human resources need more attention in the soft skills improvement to prepare the students to enter the industry. There are two areas that are developed in improving soft skills:

1) Interpersonal skills - the ability of the students to manage themselves, such as time management, self motivation, self learning, etc.

2) Intrapersonal skills - the ability of the students to communicate and to build relationship with their working partners. Hence it is important to evaluate how students have accomplished soft skills that are required by the tourism industry. Therefore, it needs an evaluation that would attempt to discover the requirement of soft skills in the hospitality and tourism industry, the performance of students at the workplace, and the model of learning method to enhance the soft skills improvement, etc.

As far as the so-called hard skills are concerned, here we are dealing with hundreds of important skills that are impossible and also unnecessary to list here. However, to show how diverse of a field we are talking about, I am trying to summarize the **15 most important hard skills** of a health tourism manager, which are:

- Researching Tourism Data

- Sourcing and Packaging Tourism Products and Services
- Planning and Developing Ecologically Sustainable Tourism Operations
- Planning and Developing Culturally Appropriate Tourism Operations
- Developing Conference Programs and Implementing Sponsorship Plans
- Assessing Tourism Opportunities for Local Community
- Developing and Implementing Local/Regional Tourism Plan

As far as the **Sales and Marketing activities** are concerned:

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- Planning and Implementing Sales Activities
- Co-ordinate Marketing Activities
- Establishing and Conducting Business Relationships
- Coordinating the Production of Brochures and Marketing Materials
- Creating a Promotional Display/Stand as well as Operating an Automated Information System
- Sourcing and Providing Destination Information and Advice
- Receiving and Processing Reservations and also Book and Co-ordinate Supplier Services
- Processing Non Air Documentation as well as Constructing and Ticketing normal and promotional Airfares
- Processing Financial Transactions and Maintaining Financial Records
- Auditing Financial Procedures and Preparing Financial Statements
- Accessing and Retrieving Computer Data, Producing Documents on Computer
- Designing and Developing Computer Documents, Reports and Worksheets

The length of study according to the Hungarian regulation is 2 schools years for the vocational training. As I already mentioned it at the beginning of the introductions of this training, it was introduced and regulated by the Hungarian authorities only earlier this year.

This training and the respective certificate can also be obtained inside or outside the regular school system, the latter meaning adult education courses. In this case, the number of contact ours **cannot be less than 960** and is recommended **not to exceed 1440**. It is clearly visible that the number of the contact hours according to the current Hungarian regulation is less than we saw it in the case of masseurs which is on one hand strange since a touristical organizer and marketing specialist need to acquire a lot more hard skills than a masseur IMO. On the other hand, we are quite happy about it, since paying for the appropriate courses when not studying it within the framework of the regular school system could lead to much less financial burden for those wishing to get this certificate and according to our estimate, this will lead to this profession and this certificate being much more popular among the general student population than other, longer and therefore, more expensive courses and trainings.

If we would like to divide up the contact hours to theoretical and practice segments, approximately the percentage is **40-60%**, meaning 60% of the contact hours are used for teaching the basic theoretical knowlege and the other 40% is used for training in practice, which includes fieldwork, computer systems, etc. Currently, all the potential participants of the health tourism manager courses have to fulfill the specific entry requirements which is finished secondary education (including passing the final exams) AND at least 18 years of age.

After the training provided by the educational insitution but before passing the final examinations, an obligatory work experience must be obtained which cannot be less than 160 continuous working hours. This work experience must be obtained by working in a medical or wellness hotel, at a travel agent's or at other facilities of the hospitality industry.

## 4 FITNESS/WELLNESS ASSISTANT

The third and final vocational training and profession is the fitness/wellness assistant. The **jobs or occupations** that can legally be pursued after completing this course are most typically the following; it is possible to get a job as a fitness assistant or a wellness assistant after passing the final exams and obtaining the certificate. That the job of a fitness or wellness assistant is not necessarily connected to physical work, they are more akin to being a receptionist of some kind.

The description of the **scope of activities** belonging to this vocational training can be summarized as the following:

A fitness-wellness assistant is an individual who helps others keep on track with their wellness plan. Overall, the fitness-wellness assistant is a person who helps a client or a larger group of clients meet wellness goals. The fitness-wellness assistant usually works in a fitness or wellness center, and he or she is basically the receptionist of the center. He or she answers the phones, registers the clients, provides informations, does all the administration of the center. He or she holds the cash register, issues the tickets or passes.

A fitness-wellness assistant may also help with principles of a good diet. Though it is important to emphasize that the assistant may not be a certified dietitian, he or she will often have a good knowledge of nutrition, and understand the basics. Even such a basic understanding is enough to help set a diet for normal individuals. The fitness-wellness assistant has the necessary abilities and competences to be employed as a receptionist in a gym, a spa facility, a recreational center, a wellness section of a hotel and other places of this kind.

After this general description, let's go on the main **competences** a fitness-wellness assistant will acquire during his or her training period in Hungary.

He or she learns to communicate, as needed, with service delivery partners, physicians, and other health professionals to provide case coordination and develop a plan of care that facilitates the efficient use of health care resources

The assistant learns how to assist the participant in forming solutions for presenting problem and co-define and determine realistic goals with said participant

As a **hard skill**, the fitness-wellness assistant must learn to document the clients' activities. Beside all this, the fitness-wellness instructor is sometimes involved in the marketing activities of his or her employer, as he or she must be good at recommending products and treatments and persuade the client to buy a product or a service.

To be successful a fitness-wellness assistant, the students also need important **soft skills** that are also developed during the vocational training courses. They must have well-developed emotional and social competencies in the following areas:

- Self-Confidence – A Fitness-wellness assistant can diplomatically express views that may be unpopular. Decisive despite uncertainties.
- Self-Control – A Fitness-wellness assistant is composed, positive, clear thinking and focused under pressure
- Conscientiousness– A Fitness-wellness assistant is organized and careful in work and always deadlines and commitments.
- Innovation – A Fitness-wellness assistant is open to new ideas, approaches and information.
- Achievement Drive – A Fitness-wellness assistant is constantly strives to improve upon standards of excellence
- Commitment– A Fitness-wellness assistant makes sacrifices to meet goals and believes in the group's core values

- Initiative – A Fitness-wellness assistant pursues goals beyond what's required or expected of them
- Optimism – A Fitness-wellness assistant is persistent despite obstacles and setbacks and expects success, not failure.
- Understanding – A Fitness-wellness assistant senses others feelings and perspectives, takes interest in their concerns.
- Service Orientation – A Fitness-wellness assistant anticipates, recognizes and meets customer needs and offers help.
- Influence – A Fitness-wellness assistant can effectively persuade others.
- Communication – A Fitness-wellness assistant deals with difficult issues. Listens well. Seeks mutual understanding.
- Conflict Management- A Fitness-wellness assistant is diplomatic, tactful, and able to de-escalate tense situations.
- Collaboration and Cooperation – A Fitness-wellness assistant shares plans, information and resources and partners.

The length of study according to the Hungarian regulation is 1 school year for the vocational training. This training and the respective certificate can also be obtained inside or outside the regular school system, the latter meaning adult education courses. In this case, the number of contact hours **cannot be less than 200** and is recommended **not to exceed 300**. It is clearly visible that the number of the contact hours according to the current Hungarian regulation is less than we saw it in the case of masseurs. It seems that in spite of the fact that this course is definitely cheaper than a masseur vocational training, potential students are still more interested in the former one. We currently do not have a good explanation for this strange phenomenon.

If we would like to divide up the contact hours to theoretical and practice segments, approximately the percentage is **50-50%**, meaning 50% of the contact hours are used for teaching the basic theoretical knowledge and the other 50% is used for training in practice, which includes fieldwork, computer systems, etc. Currently, all the potential participants of the fitness-wellness assistant courses have to fulfill the specific entry requirements which is finished secondary education (including passing the final exams) AND at least 18 years of age.

## 5 KNOWLEDGE, SKILLS AND COMPETENCIES OF THE PROFESSIONAL PROFILES:

### 5.1 MASSEUR

- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
- basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
- factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
- comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
- advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## 5.2 HEALTH TOURISM MANAGER

- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
- basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
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### 5.3 FITNESS/WELLNESS ASSISTANT

- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
- basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
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## 6 SPECIFIC CHARACTERISTICS OF PROFESSIONAL FIGURES IN HEALTH TOURISM SECTOR

| <b>Characteristics</b><br><b>Professional figures</b> | The professional figure is defined and/or regulated by the national, regional or sectoral laws and rules?                                       | The professional figure must have specific education, training or professional requirements?   | What is the professional figure's EQF Level?  |
|---|---|--|---|
| <b>Masseur</b>  | <input checked="" type="checkbox"/> National / regional<br><input type="checkbox"/> Sectoral<br><input type="checkbox"/> Not defined /regulated | <input checked="" type="checkbox"/> Education requirements (specify: graduation, medical eligibility requirements)<br><input type="checkbox"/> Training requirements (specify: _____)<br><input type="checkbox"/> Professional requirements (specify: _____)<br><input type="checkbox"/> No requirements | <input type="checkbox"/> EQF Level 1<br><input type="checkbox"/> EQF Level 2<br><input checked="" type="checkbox"/> EQF Level 3<br><input type="checkbox"/> EQF Level 4<br><input type="checkbox"/> EQF Level 5<br><input type="checkbox"/> EQF Level 6<br><input type="checkbox"/> EQF Level 7<br><input type="checkbox"/> EQF Level 8 |
| <b>Health tourism manager</b>                         | <input checked="" type="checkbox"/> National / regional<br><input type="checkbox"/> Sectoral<br><input type="checkbox"/> Not defined /regulated | <input checked="" type="checkbox"/> Education requirements (specify: graduation)<br><input type="checkbox"/> Training requirements (specify: _____)<br><input type="checkbox"/> Professional requirements (specify: _____)<br><input type="checkbox"/> No requirements                                   | <input type="checkbox"/> EQF Level 1<br><input type="checkbox"/> EQF Level 2<br><input type="checkbox"/> EQF Level 3<br><input type="checkbox"/> EQF Level 4<br><input checked="" type="checkbox"/> EQF Level 5<br><input type="checkbox"/> EQF Level 6<br><input type="checkbox"/> EQF Level 7<br><input type="checkbox"/> EQF Level 8 |
| <b>Fitness/wellness assistant</b>                     | <input checked="" type="checkbox"/> National / regional<br><input type="checkbox"/> Sectoral<br><input type="checkbox"/> Not defined /regulated | <input checked="" type="checkbox"/> Education requirements (specify: graduation, medical eligibility requirements)<br><input type="checkbox"/> Training requirements (specify: _____)<br><input type="checkbox"/> Professional requirements (specify: _____)<br><input type="checkbox"/> No requirements | <input type="checkbox"/> EQF Level 1<br><input type="checkbox"/> EQF Level 2<br><input checked="" type="checkbox"/> EQF Level 3<br><input type="checkbox"/> EQF Level 4<br><input type="checkbox"/> EQF Level 5<br><input type="checkbox"/> EQF Level 6<br><input type="checkbox"/> EQF Level 7<br><input type="checkbox"/> EQF Level 8 |