

Unit 21: Provide Spa Treatments

Unit code:	K/601/4116
QCF Level 3:	BTEC Nationals
Credit value:	7
Guided learning hours:	48

● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing spa treatments. The knowledge and practical skill gained in this unit includes preparing and providing a range of spa treatments to include sauna, steam, hydrotherapy, flotation and body wraps.

To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

● Unit introduction

Spa body treatments have evolved over time and increased in popularity due to the increasingly busy lives that people live. Learners need to understand the breadth and depth of the treatment available. This unit will give learners the knowledge, understanding and skills required for preparing for and performing spa treatments.

Learners will study the preparatory activities that need to be carried out to provide spa treatments, from preparing the work area to performing client consultations to identify individual client treatment objectives. This will include carrying out a body assessment and relevant tests, as well as identifying contraindications.

Throughout delivery of this unit, learners are expected to communicate and behave in a professional manner. Learners will develop skills in providing spa treatments, following health and safety practices. On completion of this unit, learners will be also able to provide suitable aftercare advice to clients, including ways to avoid potential contra-actions to spa treatments.

Learners will also be introduced to the underpinning theory behind spa treatments, including relevant anatomy and physiology.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare for spa treatments
- 2 Be able to provide spa treatments.

Unit content

1 Be able to prepare for spa treatments

Preparation: of therapist (personal hygiene/presentation, protective attire); of client (protective attire, secure hair, skin preparation eg exfoliation/pre-heat treatments)

Preparation of work area: environmental conditions eg heating, lighting, ventilation, atmosphere; salon and client requirements; health and safety checks eg non-slip mat

Client consultation: consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; body assessment; relevant tests; contraindications eg deep vein thrombosis, chemotherapy, radiotherapy, contagious skin diseases/infections, epilepsy, pregnancy, heart disease, severe skin conditions (acute eczema), high and low blood pressure, lymphatic disorders (medical oedema), respiratory conditions (asthma), liver, kidney or pancreatic conditions, recent alcohol consumption, migraine, claustrophobia, highly anxious client, menstruation, body piercings, diabetes, recent wax depilation/epilation, sunburn; clear recommendations; client confidentiality

Products: body products (algae/seaweed, oils, mud, gels, cream); distilled water; shower gels

Tools and equipment: steam; sauna; spa pool/bath; flotation tank; relaxation room; showers; wrapping materials eg fabric, plastic, foil; slip boards; water testing kit; towels; gowns; slippers; shower caps

Spa treatments: sauna; steam; hydrotherapy; flotation; body wraps

2 Be able to provide spa treatments

Communication and behaviour: professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility eg follow instructions

Health and safety working practices: sterilisation and sanitation methods; risks and hazards (equipment temperature, slippery surfaces, fainting, heat exhaustion, dehydration) safe use of tools and equipment; Health and Safety at Work Act (HASAWA) 1974; The Personal Protective Equipment (PPE) at Work Regulations 1992; Control of Substances Hazardous to Health (COSHH) Regulations 2002; waste disposal; use of chemicals; spa records (cleaning, temperature testing and pH)

Treatment: positioning of therapist and client; ways of adapting treatments to suit client; keeping clients under observation while using spa equipment; complete treatment to client's satisfaction; contra-actions and response; record and evaluate results (methods of evaluation eg measurements before and after treatments, asking for client feedback)

Aftercare advice: homecare; ways of avoiding contra-actions (nosebleed, skin reaction, burning/scalding, cramp, heat exhaustion); lifestyle guidance; retail opportunities (products, future services including repeat treatments)

Anatomy and physiology: structure, growth and repair of skin; skin conditions, diseases and disorders (impetigo, verruca, tinea, malignant melanoma, eczema, psoriasis, scar tissue); structure and function of circulatory system in the body; structure and function of lymphatic system in the body; structure and function of nervous system in the body; effect of ageing, lifestyle and environmental factors on the body; effects and benefits of spa equipment, therapy and products on skin and underlying structures eg improve skin condition, induce relaxation, sense of wellbeing, preventative, improved blood circulation, increased or decreased metabolism, de-stressing, increased activity of sebaceous and sudiferous glands, increased desquamation, improved lymphatic circulation

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 prepare themselves, client and work area for spa treatments [TW5, SM3]		
P2 use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]	M1 explain preparation and pre-treatment activities for spa treatments	D1 evaluate pre-treatment preparations for spa treatments
P3 carry out body assessment and relevant tests [IE4, RL1]		
P4 provide clear recommendations to the client [EP2, EP4, EP5]		
P5 select products, tools and equipment to suit client treatment needs [SM3]		
P6 describe salon requirements for preparing themselves, the client and work area	M2 explain salon requirements for preparing themselves, the client and work area	
P7 describe the environmental conditions suitable for spa treatments [IE3]		
P8 describe the different consultation techniques used to identify treatment objectives		
P9 explain the importance of carrying out a detailed body assessment and relevant tests		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P10 describe how to select products, tools and equipment to suit client treatment needs	M3 explain how to select products, tools and equipment to suit client treatment needs	
P11 explain the contraindications that prevent or restrict spa treatments [IE5]		
P12 communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
P13 follow health and safety working practices [SM4]		
P14 position themselves and client correctly throughout the treatment		
P15 use products, tools, equipment and techniques to suit client's treatment needs [SM3]	M4 use products, tools, equipment and techniques to suit different clients' treatment needs	
P16 complete the treatment to the satisfaction of the client [RL3]		
P17 record and evaluate the results of the treatment [RL3]		
P18 provide suitable aftercare advice [EP2, EP3, EP4, EP5]	M5 provide suitable aftercare advice to different clients	
P19 explain how to communicate and behave in a professional manner		
P20 describe health and safety working practices		
P21 explain the importance of positioning themselves and the client correctly throughout the treatment		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P22 explain the importance of using products, tools, equipment and techniques to suit the client's treatment needs	M6 compare the suitability of selected products, tools, and techniques used to suit two clients' treatment needs	D2 evaluate the suitability of products, tools, and techniques used to suit two clients' treatment needs
P23 describe the effects and benefits of spa equipment and products on the skin and underlying structures		
P24 describe how treatments can be adapted to suit client treatment needs	M7 explain how treatments can be adapted to suit client treatment needs	
P25 explain the importance of keeping clients under observation while using spa equipment		
P26 state the contra-actions that may occur during and following treatments and how to respond		
P27 explain the importance of completing the treatment to the satisfaction of the client		
P28 explain the importance of completing treatment records		
P29 describe the methods of evaluating the effectiveness of the treatment		
P30 describe the aftercare advice that should be provided	M8 explain the aftercare advice provided	D3 evaluate the aftercare advice provided
P31 describe the structure, growth and repair of the skin	M9 explain the physiological and psychological effects of spa treatments.	D3 evaluate the physiological and psychological effects of spa treatments.
P32 describe skin conditions, diseases and disorders		
P33 describe the structure and function of the circulatory and lymphatic systems for the body		
P34 describe the structure and function of the nervous system for the body		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P35 describe how the ageing process, lifestyle and environmental factors affect the skin, body conditions and underlying structures. [CT1, CT2, IE1, IE5, IE6]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word 'client' relates to and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

Learners should complete *Unit 10: Provide Body Massage Treatments*, before undertaking this unit. This unit is intended to develop the knowledge, understanding and skills required for the preparation and application of spa therapy treatments. Delivery of this unit should be mainly practical to engage and motivate learners. Tutors are advised to use a variety of teaching methods and aids when delivering the underpinning theory of this unit.

Tutors should introduce learners to spa therapy treatments. Learners must be taught how to prepare for and perform these spa therapy treatments, including sauna, steam, hydrotherapy, flotation, body wraps, while following health and safety practices. Learners should then be given the opportunity to practise using the techniques. It would also be beneficial for learners if they had knowledge of other treatments available within a spa.

Learners need to be taught how to carry out preparatory activities, such as preparing the work area, performing client consultations and selecting appropriate products, tools and equipment. It is essential that learners are able to create treatment plans suitable for the individual client. Ideally, learners should have an opportunity to practise on different clients with various body types, so they can appreciate the different treatment objectives and ways of adapting techniques to suit individual clients. Learners will need product knowledge, for example the benefits of mud and seaweed and the method of wrapping the client to keep them warm and help product penetration.

In order to perform treatments safely, learners will also need knowledge of the different contraindications which could prevent or restrict treatment and the contra-actions which may result. It is essential that learners understand the importance of hygiene within a spa and how diseases/bacteria can spread within this area.

Tutors must introduce learners to the theory associated with spa therapy treatments, for example anatomy and physiology, using a range of delivery methods such as lectures, seminars, group discussions and presentations. Tutors could explore the use of internet video clips, DVDs, trade publications, trade exhibitions and guest speakers to aid learners understanding of the latest spa treatments and therapies.

The importance of providing suitable aftercare advice should be stressed. Learners should be encouraged to take advantage of retail opportunities presented by giving aftercare advice, as part of the client care experience. Tutors could use role play to achieve this.

Learners are expected to communicate and behave in a professional manner throughout this unit, especially when it comes to dealing with matters of a sensitive nature. This is an essential skill that will serve learners well when they go into employment in the hair and beauty sector, where the client/therapist relationship is of paramount importance.

While learners are not expected to perform treatments within commercial timescales for assessment purposes, it is strongly recommended that learners intending to go onto employment within the industry are able to perform within commercial timescales to advance their employment prospects.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction to unit.
Assignment 1: Spa Therapy Treatments (P1, P2, P3, P4, P5, P12, P13, P14, P15, P16, P17, P18, M4, M5).
Tutor introduction to assignment brief.
Expected communication and behaviour. Health and safety practices, current and relevant legislation. Promotional opportunities to encourage clients to visit for spa therapy treatments.
Different spa treatments and therapies available (sauna, steam, hydrotherapy, flotation, body wraps). Relevant tests. Respective client requirements and necessary adaptations (body types and conditions).
Preparation procedures. Preparation of therapist, client and work area. Client consultation and treatment planning (relevant tests). Selection of products, tools and equipment.
Spa therapy treatments (sauna, steam, hydrotherapy, flotation, body wraps) – full demonstration by tutor, practise on peers, case studies. Treatment. Aftercare advice – designing a homecare leaflet for client following spa therapy treatments. Practical workshops focusing on different themes each week, for example working cost effectively.
Anatomy and physiology, such as effects and benefits of treatments, and reflection on effects of spa therapy treatments – use of diagrams/textbooks, case studies. Evaluating effects and benefits, reflective log by learners.
Assignment 2: Spa Therapy Case Study (P6, P7, P8, P9, P10, P11, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3, D4).
Tutor introduction to assignment brief.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids.

Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

P1, P2, P3, P4, P5, P12, P13, P14, P15, P16, P17, P18, M4 and M5 require learners to prepare for and perform spa therapy treatments safely. Learners need to carry out treatments on two different clients, which must include sauna, steam, hydrotherapy, flotation and body wraps. This must be assessed via practical observation and evidenced with a signed witness testimony. Learners will be assessed on their communication and behaviour throughout the treatments. Learners must be aware of the limits of their authority and responsibility, for example when to refer clients for medical advice and not diagnose conditions.

Learners will be expected to carry out preparation procedures before treatments, for example performing client consultations and selecting appropriate products, tools and equipment. Learners will also need to carry out associated post-treatment procedures, including providing aftercare advice.

P6, P7, P8, P9, P10, P11, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3 and D4 assess the underpinning theory associated with spa therapy treatments. These criteria can be assessed in a variety of ways. A recommended holistic method of assessment would be for learners to produce a report on spa therapy treatments they have provided.

Alternatively, theoretical assessment and grading criteria can be assessed in the form of a short-answer paper, or a number of smaller assignments, such as the examples below:

- a spa therapy reference handbook for themselves/new starters (P6, P7, P8, P9, P10, P11, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, M1, M2, M3, M7, M9)
- a homecare leaflet for clients (P26, P30, M5, M8)
- reflective logs and case studies (M6, D1, D2, D3, D4)
- worksheets/annotated diagrams of anatomy and physiology (P31, P32, P33, P34, P35).

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit, such as anatomy and physiology, lend themselves to cross-unit assessment.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary.

Signed witness testimonies and observation records must be retained for verification purposes.

Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P12, P13, P14, P15, P16, P17, P18, M4, M5	Spa Therapy Treatments	Prepare for and provide spa therapy treatments, for at least two different clients, following health and safety practices. This must include sauna, steam, hydrotherapy, flotation and body wraps.	Practical observation, with signed witness testimony. Photographs as supplementary evidence marked and authenticated by the assessor.
P6, P7, P8, P9, P10, P11, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3, D4	Spa Therapy Case Study	Produce a report on spa therapy and the treatments provided.	Written report marked and authenticated by the assessor. Diagrams and photographs as supplementary evidence marked and authenticated by the assessor.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links to the following NOS: S3 Provide body wrapping and flotation treatments. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 3
Apply Stone Therapy Massage
Provide Body Massage

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for providing spa treatments, including a spa area, sauna cabinet, steam room/bath, hydrotherapy area, shower and relaxation section.

Employer engagement and vocational contexts

Centres are encouraged to develop links with spa professionals. Guest talks by industry professionals from the spa sector would also benefit the learner, talking on the importance of setting up and maintaining a spa area correctly and of completing spa treatments in a professional manner.

Indicative reading for learners

Textbooks

Bodeker G and Cohen M – *Understanding the Global Spa Industry: Spa Management* (Heinemann, 2008) ISBN 9780750684644

Burkholder P – *Start Your Own Day Spa and More* (Entrepreneur Press, 2007) ISBN 9781599181226

Champneys and Wilson E – *Champneys Spa secrets for body and soul: Your inspirational seasonal guide including recipes, beauty treatments, fitness tips and well-being trends from the luxury spa experts* (Infinite Ideas Limited, 2008) ISBN 978-1905940950

D'Angelo J M – *Spa Business Strategies 2nd Edition* (Milady, 2009) ISBN 9781435482098

Crebbin-Bailey J, Harcup Dr J and Harrington J – *The Spa Book: The Official Guide to Spa Therapy* (Cengage, 2005) ISBN 9781861529176

Journals and magazines

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Spa Management Journal (www.spamanagement.com)

Websites

www.champneys.com

Champneys health, spa and detox resorts

www.habia.org

Habia, the Standards Setting Body for the hair and beauty sector

www.professionalbeauty.co.uk

Professional Beauty

www.ragdalehall.co.uk

Ragdale Hall health hydro and spa

www.thermaebathspa.com

Thermae Bath Spa

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<p>considering the influence of legislation relating to the provision of spa treatments [IE5]</p> <p>supporting conclusions, describing the effects of spa treatments on the body [IE6]</p> <p>planning and carrying out research into the benefits and uses of different spa treatments [IE2]</p> <p>considering the contra-actions that may occur during and following treatments, how to respond and the influence of different skin types and conditions [IE5]</p> <p>exploring issues, describing the environmental conditions suitable for body massage treatments [IE3]</p> <p>identifying questions to answer, planning and carrying out research, considering feelings, using suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</p>
Team workers	<p>adapting behaviour, showing consideration to others and showing confidence in themselves, communicating and behaving in a professional manner [TW3, TW4, TW5]</p> <p>taking responsibility for preparing themselves, the client and work area for spa treatments [TW5]</p>
Reflective learners	<p>evaluating experiences, recording and evaluating the results of the treatment [RL5]</p> <p>acting on outcomes, completing the treatment to the satisfaction of the client [RL3]</p>
Self-managers	<p>organising time and resources, using products, tools and techniques to suit the client's treatment needs, skin types and conditions [SM3]</p> <p>anticipating and managing risks, following health and safety working practices [SM4]</p> <p>dealing with competing pressures, responding positively to change and managing their emotions, communicating and behaving in a professional manner [SM5, SM6, SM7]</p> <p>organising time and resources, preparing themselves, the client and work area for spa treatments [SM3]</p>
Effective participators	<p>presenting a persuasive case for action, proposing practical ways forward, identifying improvements and trying to influence others providing suitable aftercare advice and clear recommendations to clients. [EP2, EP3, EP4, EP5]</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Creative thinkers	generating ideas and exploring possibilities about the suitability of products, tools, equipment and techniques for different clients [CT1] asking the client questions as part of the consultation [CT2]
Self-managers	working towards being able to prepare for and perform spa treatments on different clients, showing initiative, commitment and perseverance [SM2]
Effective participators	discussing issues of concern regarding contraindications with an appropriate person. [EP1]

● Functional Skills – Level 2

Skill	When learners are ...
ICT – using ICT	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	researching anatomy and physiology, skin diseases and disorders, the ageing processes and effects and benefits of spa treatments on underlying skin structures
ICT – finding and selecting information	
Select information from a variety of sources to meet requirements of a complex task	researching the benefits and effects of spa treatments for assignments
ICT – developing, presenting and communicating information	
Combine and present information in ways that are fit for purpose and audience	writing assignments and completing presentations
English – Speaking, Listening and Communication	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	completing case studies and practical treatments
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	researching the effects of spa treatments on the anatomy and physiology of the body
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	reporting on anatomy and physiology reporting on the effects and benefits of spa treatments on underlying skin structures writing case studies.