SPA THERAPY DIPLOMA

AIM OF THE COURSE  To allow candidates to be commercially qualified to work in a spa in the UK and overseas.

ENTRY LEVEL  Recognised Anatomy & Physiology and Body Massage qualification or equivalent.

SUBJECTS TO BE STUDIED

Generic Areas of Study with supportive areas specifically related to Spa Therapy
  Health and Hygiene
  Business Studies
  Diet and Nutrition

Where a candidate has previously studied the CIBTAC Generic subjects they are exempt from repeating the hours of study. Please note the candidate should revise these areas as questions will appear in the examination.

Supportive Areas of Study

These are extensions to the Generic units and are specifically related to Spa Therapy. Where the Generic units have previously been studied, the additional subheadings in the supportive areas must be identified by the candidate, studied and revised for the examinations.

Other subjects:
Due to the diverse role of the spa therapist and the variation in spa resources, the subjects to be studied are categorised into 3 levels:-
  1. In depth theoretical knowledge – giving a good range of theory knowledge. (See page 2).
  2. Studied in depth – thorough practical and theoretical knowledge and experience. (See page 2).
  3. Introductory theoretical knowledge – giving brief knowledge. (See page 2).
1. In Depth Theoretical Knowledge.
   Page 22
   Generic 2 *Health & Hygiene - Page 4
   Generic 6 *Business Studies - Page 8
   Generic 9 *Nutrition - Page 12
   *Plus supportive areas of study

2. In Depth Theoretical & Practical Knowledge. Pages 25-28
   Body Wraps
   Body scrubs/exfoliation
   Tanning/Lightening Treatments
   Stone Therapy
   Product Knowledge
   Client Care/Consultation

3. Introductory Theoretical Knowledge.
   Page 29-31
   Aromatherapy
   Indian Head Massage
   Manual Lymphatic Drainage
   Reflexology
   Reiki
   Relaxation Techniques
   Stress Management
   Thai Massage
   Underwater Shower
   Aquagym/Aerobics
   Balneotherapy
   Brine Baths
   Celtic Roman Bath
   Cold Plunge Pool
   Hot Tubs/Hot Springs
   Kneipp Baths
   Kneipp Kup System e.g. The five Pillars of Kneipp
   - Hydro
   - Phyto
   - Kinesi
   - Kietetic
   - Regulative
   Moor Peat Baths
   Onsen
   Scotch Hose, Jet Blitz
   Sitz Bath
   Whirlpool

*Schools/Colleges to choose two spa water treatments from the
list below (All candidates must study the 2 Spa treatments selected by the School/College).
*Watsu
*Thalassotherapy
*Hydromassage
*Floatation Therapy
*Steam (Caldarium) OR
-Sauna (Laconium) OR
-Shower
*Rasul/Serail
*Turkish Hamman
*Taking the waters, elixir and water supplements

All legislation referenced should be applicable to the country in which the Diploma is being studied.
MINIMUM TRAINING REQUIREMENT – 200 HOURS
This must include a minimum of 170 hours contact, 50 hours of which must be within a commercial spa and 30 hours additional study.

EXAMINATIONS
The dates will be issued annually by the examining body.

THEORY
1 ½ hours multiple choice paper.

PRACTICAL
3 ½ hours
Students will demonstrate:
Consultation, client and treatment preparations 30 minutes
Body scrub/exfoliation 30 minutes
Stone therapy body or face massage 30 minutes
Body wrap OR Tanning/Skin lightening treatment 30 minutes
Plus one of the two spa water therapies chosen by the College from the list of spa water therapy treatments,
page 2 column 2. 30 minutes

Colleges must inform CIBTAC of the two water therapies chosen for the practical exam.

The examiner will allocate 50% of the candidates to do one of the selected water treatments and 50% to do other selected water treatment.

CASE STUDIES
The 10 case studies, to be taken from page 2 column 2 (in depth theoretical and practical knowledge), must be carried out on 10 different clients. The candidates must select a minimum of 5 different treatments 2 of which must be water treatments. The case studies must follow the CIBTAC guidelines and be marked according to the CIBTAC criteria. (See page 45). The case studies to be marked by the school/college and presented to the practical examiner for verification.

EXAM FEE
To be issued annually by the examining board.
GENERIC AND SUPPORTIVE AREAS OF STUDY

health, hygiene & safety related to spa therapy

Minimum Tutor Contact Time 3hrs
Additional Study Time 2hrs

Colleges are recommended to set an assignment on the maintenance of a healthy and hygienic spa.

Candidates should be familiar with the importance of health and hygiene and the ways of preventing cross infection and contamination within a spa.

1. The student will be able to:
   - Define the following terms:
     - Infection
     - Cross infection
     - Immunity
     - Disease
     - Sterilisation
     - Sanitation
     - Disinfectants
     - Antiseptics
     - Pathogenic
     - Non-pathogenic
     - pH.

2. The student will be able to:
   - Define the following:
     - Bacteria
     - Viruses
     - Fungi
     - Parasitic infections
     - Water borne infection

3. The student will be able to:
   - Explain the conditions favourable to the growth of micro-organisms.
   - Understand the terms:
     - Cross infection
     - Ingestion
     - Inhalation
     - Infestation
   - Compare the differences between Bacterial, Viral, Fungal and Insect manifestations.
   - Describe the host responses to infection e.g. immune response

4. The student will be able to:
   - Describe the methods of sterilisation and sanitation for the following:
     - Pool
     - Showers
     - Sauna (Laconium)
     - Hydrospa/Jacuzzi
     - Floatation tank
     - Steam room (Caldarium)
     - Changing area
To include full descriptions of recommended types of products used in the Spa environment with reference to manufacturers instructions and guidelines and the legal and organisational requirements.

5. The student will be able to:
   - Define Hepatitis and HIV. In each case to include the cause, description and outcome.
   - Describe the conditions that promote the growth of the Hepatitis and HIV virus.
   - Describe the conditions that prevent and destroy the Hepatitis and HIV virus.
   - List the specific precautions to be taken in the salon to prevent contamination and cross infection.
   - List the specific forms of sterilisation effective against the Hepatitis and HIV virus.
   - Understand the up to date Government guidelines on the prevention and precautions to be taken against the Hepatitis and the HIV Virus.

6. The student will be able to:
   - Understand European legislation in relation to Health, Hygiene and Safety within the working environment of the Spa, or legislation applicable to the country in which the Diploma is being studied
   - Personal hygiene
   - Legal requirements of use of Spa equipment
   - Recommended protective clothing
   - Chemicals and products used/stored to COSHH
   - Record keeping on water checks and levels of pH etc.
   - Treatment of water borne infections laid down by SPATA (Swimming Pool and Allied Trade Associations) or legislation according to the country in which the Diploma is being studied.

7. The student will be able to:
   - Explain the Emergency First Aid procedure for the following:
     - Minor cuts
     - Severe cuts
     - Electric shocks
     - Dizziness
     - Nose bleeds
     - Objects in the eye
     - Cardiac arrest
     - Dehydration
     - Poisoning
     - Anaphylactic shock/Allergies

8. The student will be able to:
   - Identify and explain how to recognise contra-indications to Spa Therapy treatments to include the following:
     - Heavy meal
     - Under the influence of alcohol/drugs
     - Skin diseases/disorders
     - Bacterial Infections
     - Diabetes
     - Hypertension
     - Pregnancy
     - Empty stomach
     - Fungal Infections
     - Viral Infections
     - Migraine
     - Hypotension
     - Menstruation for the first 2 days

9. The student will be able to:
Describe contra-actions of Spa Therapy to include the following:
- Fainting
- Nausea
- Headaches
- Skin irritation/rashes
- Heat exhaustion

10. The student will be able to:
- Demonstrate to clients the health and safety aspects of using the Spa facilities and equipment to include;
  - Sauna (Laconium)
  - Steam (Caldarium)
  - Pool
  - Hydro-spa/jacuzzi
  - Power showers
  - Hairdryers
  - Floatation tank

HEALTH, HYGIENE & SAFETY

recommended reading
Health & Beauty Therapy
A Practical approach to NVQ L3
Dawn Mernagh & Jennifer Cartwright
ISBN 0 7487 1817 6

Good Practise in Salon Management
Dawn Mernagh & Jennifer Cartwright
ISBN 0 7487 2887 2

Beauty Therapy - The Foundations
Lorraine Norman
ISBN 0 7506 2945 2

Sterilisation & Hygiene
W. G. Peberdy
ISBN 0 85950 900 1
GENERIC AND SUPPORTIVE AREAS OF STUDY

business studies / spa management

Minimum Tutor Contact Time  3hrs
Additional Study Time   2hrs

Candidates should be aware of the different types of employment, have a knowledge of the factors involved in setting up and running a business and be able to define related terminology.

1. The student will be able to:
   - List the advantages and disadvantages of the different types of employment within the industry to include:
     - Mobile therapist
     - Sole trader
     - Teacher/Trainer
     - Cruise ship therapist
     - Working overseas
     - Franchise business
     - Product representative
     - Employed therapist
     - Self employed therapist

2. The student will be able to;
   - Explain the requirements for starting up a Salon/Spa.
   - Define the types of business:
     - Sole trader
     - Partnership
     - Limited company
   - Understand the importance of Professional Bodies / Organisations.
   - Name the types of Insurance cover available.

3. The student will be able to:
   - Explain the importance of choice of premises, district, location, type and size.
   - List the advantages and disadvantages to Leasehold and Freehold property, Lease and Sublease.
   - Describe the term ‘Change of use’.

4. The student will be able to;
   - Describe the legal aspects relating to treatment and Consumer legislation.
   - Understand the following acts or equivalent acts which apply to the country in which the Diploma is being studied.
     - Health and Safety at work act 1974 (HASWA)
     - Fire precautions act 1971
     - Control of Substances Hazardous to Health Regulations (COSHH0 1988
     - Data protection act 1984
     - The management of Health and Safety at work regulations 1992
     - Personal protective equipment at work regulations 1992 (PPE)
     - Fair Trading Acts

5. The student will be able to:
List the Local Bye Laws relating to Spa / Water treatments and body massage treatments.
List the Legal requirements for Local Waste Disposal methods.

6. The student will be able to:
- Describe how to plan the layout of a Spa / Salon to include the following considerations:
  Décor
  Lighting
  Heating
  Plumbing
  Hygiene
  Equipment required
- List the range of services offered (treatment menu)

7. The student will be able to:
- Explain how to calculate charges for treatments.
- List possible business overheads and running costs.
- Describe how to make a profit in business.
- Understand the key elements of a business plan.
- State the National Rates of taxation and VAT.

8. The student will be able to:
- Demonstrate interview techniques.
- Describe how to prepare a staff rota (rostering).
- Demonstrate customer service skills.
- List the roles and responsibilities of an employer and employee.
- Explain the importance of staff induction, training and continual professional development.

9. The student will be able to:
- Understand and demonstrate how to carry out the following processes using a computer:
  Keeping a database.
  Keeping records of clients treatments and purchases
  Booking accurate appointments
  Producing standard letters and price lists
  Creating personalised mail shots
  Producing promotional literature to market the spa or promotional events
  Keeping stock and ordering records
  Using computerised cash, cheque and credit card payment points
  Calculate bonus and commissions on treatments and sales
  Cash up at the end of the day and prepare for banking

10. The student will be able to:
- Define the following terms:
  Current Account  Monthly Account
  Deposit Account  Credit Note
  Overdraft      Statement of Account
  Loan           Cash Book
  Completion of charges Purchase Day Book
  Standing Orders Wages Book
  Direct Debit   Petty Cash Book
  Credit Cards   Profit & Loss Account
  Cheque Guarantee Cards Net Profit
  Bank Giro Credit Balance Sheet
  Credit Transfer Insurance
11. The student will be able to:
   - Explain how to Market and Promote a Spa / Salon and the services it offers.
   - Demonstrate how to sell Spa services to potential clients to include: talks, special events and visual displays.
   - Demonstrate how to display products to create optimum interest to clients and enhance sales opportunities.
   - Describe and explain a variety of advertising methods.
   - Design treatment packages to promote selections of spa treatments to the public to ensure profitability.
   - Describe how to deal with client complaints.

12. The student will be able to:
   - Define Ethics / Professional Conduct.
   - Define the importance of good relationships with fellow members, employees, employers, general public, members of the Medical and other professional bodies in the provision of treatments and managing a Spa.

BUSINESS STUDIES

recommended reading
Good Practice in Salon Management – NVQ L3
Dawn Mernagh – Ward & Jennifer Cartwright
Stanley Thornes Publishers Ltd
ISBN 0 7487 2887 2

Business Management for Hair Dressers, Beauty & Holistic Therapists
Susan Cressy
ISBN 0 7506 2945 2

A Practical Guide to Beauty Therapy
Nelson Thornes Publishers
Janet Simms
ISBN 0 7487 3278 0
**GENERIC AND SUPPORTIVE AREAS OF STUDY**

**diet and nutrition**

Minimum Tutor Contact Time  
40hrs

Additional Study Time  
10hrs

Candidates should be aware of the elements of a well balanced diet, current trends and new concepts in nutrition, disorders caused by deficiency of nutrients and the needs of different individuals. Candidates should know the principles of a weight reducing diet and be familiar with the associated eating disorders. They should be able to care for food appropriately and be aware of those foods likely to cause allergies.

1. The student will be able to:
   - List and state the function of the 7 elements of a balanced diet:
     - Carbohydrates
     - Protein
     - Fats/lipids
     - Vitamins and Anti Oxidants
     - Minerals
     - Roughage/Fibre
     - Water
   - Describe the function of each element and good food sources.
   - Describe the difference between fat soluble and water soluble vitamins to include:
     - Fat soluble A, D, E, K.
     - Water soluble C, B1, B2, B6, B12, Folic Acid, Niacin, Pantothenic Acid, Biotin.
   - Define the term anti-oxidant and name the vitamins in this group to include: A, C, & E.
   - Explain how and why anti-oxidants work to include an explanation of free radicals and the damage they cause.
   - Explain how the body stores vitamins.
   - Describe the signs of deficient and excess intake of vitamins.

2. **Carbohydrates:**
   - The student will be able to:-
     - Explain in detail the digestion of carbohydrates to include
       - Polysaccharides
       - Trisaccharides
       - Disaccharides
       - Monosaccharides
     - Understand the difference between simple and complex carbohydrates and be able to define their uses to the body.
     - Explain how the body stores carbohydrate.
     - Name a variety of sources of carbohydrates.
     - Understand and state the recommended daily allowance (RDA’s) to include:
       - Males, females, young, teenage, elderly, active lifestyle, sedentary lifestyle, good health, ill health and pregnancy.
       - (Students should never offer dietary advice to people who are either suffering ill health or who are pregnant).

3. **Proteins:**
   - The student will be able to:-
     - Explain in detail the digestion of protein, to include
       - Polypeptides
       - Tripeptides
       - Dipeptides
Amino acids
- Understand the difference between first class and second class proteins to include:
  - High and low biological values of protein
  - Food combining for complete proteins
- Understand the difference between essential and non-essential amino acids.
- Know how many different amino acids there are (it is not necessary to be able to name all of them).
- Explain the uses of protein and amino acids to the body.
- Explain how the body stores protein.
- Name a variety of sources of protein in the diet to include:
  - Meat eaters
  - Vegetarians
  - Vegans
- Understand and state the recommended daily allowance (RDA’s) to include:
  - Protein deficiencies
  - Protein energy malnutrition (P.E.M.)
  - Males, females, young, teenage, elderly, active lifestyle, sedentary lifestyle, good health, ill health and pregnancy
  (Students should never offer dietary advice to people who are either suffering ill health or who are pregnant).

4. Fat/Lipids
   The student will be able to:—
   - Explain in detail the digestion of fats to include:
     - Fatty acids
     - Glycerol
   - Explain the process of hydrogenation and the resulting chemical changes.
   - Understand the difference between saturated and unsaturated fats and be able to define their uses to the body to include:
     - Monosaturated fatty acids
     - Polyunsaturated fatty acids
     - Essential fatty acids
   - Explain Lecithin, its sources and role in the metabolism of fat.
   - Explain how the body stores fat.
   - Name a variety of sources of fats in the diet to include:
     - Saturated fats
     - Unsaturated fats
   - Explain and state the recommended daily allowance (RDA’s) to include:
     - Males, females, young, teenage, elderly, active lifestyle, sedentary lifestyle, good health, ill health and pregnancy.
     (Students should never offer dietary advice to people who are either suffering ill health or who are pregnant).

5. Vitamins and Anti-oxidants
   The student will be able to:
   - Understand the difference between fat soluble and water soluble vitamins to include:
     - Fat soluble – A, D, E, K.
     - Water soluble – C, B1, B2, B6, B12, Folic acid, Niacin, Pantothenic acid, Biotin.
   - Define the term anti-oxidants and name the vitamins in this group to include:
     - A, C, E
   - Justify how and why anti-oxidants work to include;
     - Explanation of free radicals and the damage they cause.
   - Define the role of vitamins as a group and individually to include:
A, D, E, K, C, B1, B2, B6, B12, Folic acid, Niacin, Pantothenic acid, Biotin.

- Explain how the body stores vitamins.
- Describe the signs of deficiencies and excess intake of the vitamins to include:
  A, D, E, K, B1, B2, B6, B12, Folic acid, Niacin, Pantothenic acid, Biotin.
- Name a variety of sources of each of the vitamins to include:
  A, D, E, K, B1, B2, B6, B12, Folic acid, Niacin, Pantothenic acid, Biotin.
  
  **Meat eaters**
  **Vegetarians**
  **Vegans**

- Understand the recommended daily allowances (RDA's) to include:
  Males, females, young, teenage, elderly, active lifestyle, sedentary lifestyle, good health, ill health and pregnancy.
  (Students should never offer dietary advice to people who are either suffering ill health or who are pregnant).

6. **Minerals**
   The student will be able to:
   - Define the role of minerals as a group and individually to include:
     *Macro minerals* calcium, iron, magnesium, phosphorous, potassium, sodium.
     *Micro minerals* chromium, copper, manganese, selenium, sulphur, zinc.
   - Describe the signs of deficiencies and excess intake of the minerals to include:
     *Macro minerals* calcium, iron, magnesium, phosphorous, potassium, sodium
     *Micro minerals* chromium, copper, manganese, selenium, sulphur, zinc.
   - Explain how the body stores minerals
   - Name a variety of sources of each of the minerals to include:
     *Macro minerals* calcium, iron, magnesium, phosphorus, potassium, sodium.
     *Micro minerals* chromium, copper, manganese, selenium, sulphur, zinc
     **Meat eaters**
     **Vegetarians**
     **Vegans**
   - Understand the recommended daily allowances (RDA's) to include:
     *Macro minerals*, calcium, iron, magnesium, phosphorus, potassium, sodium.
     *Micro minerals* chromium, copper, manganese, selenium, sulphur, zinc.
     Males, females, young, teenage, elderly, active lifestyle, sedentary lifestyle, good health, ill health and pregnancy.
     (Students should never offer dietary advice to people who are either suffering ill health or who are pregnant).

7. **Roughage/Fibre**
   The student will be able to:
   - Explain the uses of roughage to the body.
   - Name a variety of sources of roughage in the diet.
   - Describe the signs of deficiencies and excess intake of roughage.

8. **Water**
   The student will be able to:
   - Define water.
- Explain the uses of water to the body.
- Describe how the body may be forced to hold excess water and the symptoms of this.
- Describe how the body may be forced to dehydrate and the symptoms of this.
- Define dehydration and explain how it affects the body.
- State the recommended level of water intake per day and what factors may affect this.
- Define electrolyte balance and understand how this can be affected.

9. The student will be able to:
   - Define the following:
     - Calorie
     - Kilo-calorie
     - Joule
     - Kilo-joule
     - Vegetarian
     - Vegan
     - Free radicals
     - Diet
     - Nutrient
     - Nutrition
     - Ingestion
     - Digestion
     - Absorption
     - Assimilation
     - Egestion/Elimination
   - Understand the energy value of proteins, fats and carbohydrates.

10. The student will be able to:
    - Describe the needs of differing individuals:
      - Vegetarians
      - Vegans
      - Elderly
      - During pregnancy/Breast feeding
      - Children
      - Diabetics

11. **Common Anti Nutrients/Toxins**
    The student will be able to:
    - Define anti-nutrient and toxin
    - Give examples of anti-nutrients/toxins explaining their effects on the body to include:
      - Tea, Coffee, Alcohol, Fizzy drinks.
      - Drugs, Medication, Contraceptive pill.
      - Excess salts, sugars, preservatives and false colourings
      - Smoking
      - Aluminium (tin foil)
      - Mercury (fish)
      - Nitrates (fertiliser)
    - Describe the affect anti-nutrients/toxins have on vitamins and minerals in the body to include:
      - Absorption
      - Function
      - Systems affected

12. **Effects of Pollution**
The students will be able to:

- Identify pollutants and how they affect the body in both the short and long term to include:
  - Exhaust fumes, emissions from refineries and factories etc, pesticides, chemicals, gases.
- Identify and explain how pollutants can enter the body to include:
  - Through the mouth (ingested via food and drink)
  - Through the mouth and nose (inhaled)
  - Through the skin (absorbed)
- Identify and explain people most at risk to include:
  - Young, elderly, poor health, pregnant, people in certain geographical locations.

13. **Refined and Unrefined Foods**

The students will be able to:

- Understand the difference between refined and unrefined foods
- Understand and explain the changes food goes through in refining to include:
  - Nutrient changes
  - Appearance changes
  - Taste changes
- Describe methods used for food refining
- Understand and explain which dietary supplements and why, would be needed with refined foods and their implications on health.
- Define food processing
- Explain how food can be processed to include:
  - Additives, preservatives, colourings, flavour enhances, thickeners, emulsifiers, anti-oxidants and sequestrant

14. The student will be able to:

- Define food allergies/intolerance’s
- List the most common foods that cause allergies/intolerances.

15. **Care of food**

The student will be able to:

- Explain the main points to identify when purchasing food to include
  - Freshness of food and shelf life
  - Conditions food is stored in
- Storage of food at home to include:
  - Marinating and other ingredients that can prolong food life
  - Refrigerating and the necessary temperatures
  - Freezing and the understanding of the labelling relating to this
  - Reasonable periods of time for the above methods of storage
  - Nutrient changes of food due to the above measures
- Food preparation to include:
  - Necessary hygiene measures
  - Necessary safety measures
  - Timing to reduce nutrient changes of food
- Cooking to include:
  - Over cooking
  - Under cooking
  - Nutrient changes of food
  - Different methods of cooking and the advantages and disadvantages these have for the body

16. **Cholesterol**

The student will be able to:

- Define cholesterol
Understand the difference between High Density Lipoprotein and Low Density Lipoprotein
Name a variety of sources of cholesterol and comment how high their levels are
Explain how the body can produce its own cholesterol and why this may happen
Explain the uses of cholesterol to the body
Explain how high levels of blood cholesterol affect the body in the short and long term
Show knowledge of recommended levels of blood cholesterol

17. Current trends and new concepts in Nutrition
The student will be able to:
List the current trends and new concepts in:
Nutrition
Commercial client products
Slimming clubs
Slimming pills
Discuss the advantages and disadvantages of:
Red meat in the diet, what level it should be at and possible health risks
Eggs in the diet, how many are recommended and what are their possible risks to health
Genetic modification to food
Organic foods
Have a knowledge of the limitations, benefits and possible implications of diets for weight reduction to include:
High protein
Low carbohydrate
High fibre
Meal replacement products
Low fat
Reduced calorie

18. Dietary recommendations
The student will be able to:
Know and understand recommendations on diet from:
The Food Standards Agency
The National Food Guidelines

19. Dietary Habits
The student will be able to:
Understand how eating habits can be learnt throughout childhood and the implications they may have
Understand how different cultures have different dietary habits and the implications they may have

20. Common Health Disorders which may be associated with food and diet
The student will be able to:
Demonstrate an understanding of:
Anorexia Nervosa
Bulimia Nervosa
Obesity
Briefly describe the symptom and recommend relevant nutritional changes to benefit the following conditions:
Acne
Arthritis
Asthma  
Candida  
Common cold  
Constipation  
Cystitis  
Depression  
Diarrhoea  
Disordered eating  
Eczema  
Fatigue  
Food allergies  
Food intolerances  
Herpes simplex  
High or low blood pressure  
High Cholesterol  
Insomnia  
Irritable bowel syndrome  
Mouth ulcers  
Nightmares  
Oedema  
Osteoporosis  
Psoriasis  
Pre Menstrual Tension  
Protein Energy Malnutrition  
Stress  
Menopause  
Migraine  

21. **Nutrition and the systems of the body**  
The student will be able to:  
- Explain how nutrition affects the systems of the body to include:  
  - Skin  
  - Cardio-vascular system  
  - Lymphatic system  
  - Respiratory system  
  - Excretory system  
  - Digestive system  
  - Reproductive system  
  - Nervous system  
  - Endocrine system  
  - Skeletal system  
  - Muscular system  
  - Cells and tissues  
  - Eyes and ears  
  - Immune system  
- Understand and explain why some people need medically prescribed diets.

22. **Obesity, anorexia and Bulimia**  
For each of the conditions the student will be able to:  
- Define the condition  
- Describe the possible causes of the condition  
- Describe and justify the symptoms of the condition  
- Explain other medical conditions linked with each of the above conditions  
- Be aware of the treatment plans the medical profession may use to help each of the above conditions.

23. **Exercise**
The student will be able to:
- Explain the affects of exercise on the metabolic rate
- Explain the involvement of exercise with the above conditions

24. Diabetes
The student will be able to:
- Define Diabetes Mellitus
- Understand the difference between Type 1 and Type 2 Diabetes to include:
  - Typical people who suffer with the types of Diabetes
  - Symptoms of the different types of Diabetes
  - Different treatments of the two types of Diabetes
- Describe how dietary management can help the condition of Diabetes
- Describe how Insulin should work to include:
  - How this is aggravated by weight
  - What goes wrong in the Diabetic person
  - How the Insulin can be replaced
- Define the terms hypo and hyperglycaemia to include:
  - Causes
  - Symptoms

25. The student will be able to:
- Understand the part played by food in the maintenance of good health in order to meet the role and responsibilities of the therapist offering dietary advice in relation to treatments within the Spa / Salon.

recommended reading
The Optimum Nutrition Bible
Patrick Holford
ISBN 0-7499-1855-1
Making Sense of Vitamins and Minerals
Boots Health and Nutrition Centre
IN DEPTH THEORETICAL KNOWLEDGE

The student will be able to:

➢ Describe the history of spa development up to the present day.
➢ Research and present two 1,000 word thesis on:
   a) A European Spa
   b) An International Spa
   (See Page 24 for thesis guidelines and marking guidelines).

The student will be able to:
Define and explain bathing loads with relevance to the spa to include:
- Define and explain Legionella.
- Define and explain discoloured water.
- Define and explain Algae.
- Define and explain Scale.

The student will be able to:
- Define and explain the Physics of water, to include:
  - Turbulence
  - Drag
  - Buoyancy
  - Gravity in water
  - Archimedes principle
  - Characteristics of water
  - Mechanical effects of water
  - Bow wave
  - Thermal effects of water
  - Principle of metacentrics in Hydrostatics
  - Hydrostatic pressure / principles of relative density of the body in water

The student will be able to:
- Define and explain all the following terms:
  - Water balance
  - Free chlorine
  - Chloramines
  - pH
  - Calcium
  - Stabilizers
  - Colony
  - Suspension
  - Pool temperatures
  - Humidity levels
  - Ventilation
  - Condensation
  - Disinfectants suitable for a Spa

The student will be able to:
- Explain how and why to balance chemical levels including pH and have an understanding of automatic electronic controllers.
- Understand and explain filtration.
- List the daily hygiene checks required by Environmental Health Legislation.
- The importance of showering prior to going into water treatments.
- Explain why correct maintenance of a spa is essential for public health.
- Explain the importance of laundry and state some possible methods.

THESIS GUIDELINES

Research and present two 1,000 word thesis on:

a) A European Spa
b) An International Spa

working to the following format:

- Introduction
- Cultural/historical context
The student will be able to:

- Explain and demonstrate practically the following, using a variety of products:

**Compulsory section**

- Body wraps
- Body scrubs/exfoliation
- Tanning/Lightening treatments
- Stone Therapy
- Product Knowledge
- Client Care/Consultation

*Colleges to select 2 treatments from this list*

- Watsu
- Thalassotherapy
- Hydromassage
- Floatation therapy
- Sauna (Caldarium) OR
Steam (Laconium) OR
Shower
Rasul/Serail
Turkish Hamman
Taking the waters/elixirs and
water supplements

*For each examination schedule the candidates must all study the same 2 optional
treatments.

For the compulsory section and the 2 optional treatments all the following general
and specific points should be covered in depth.

**General points to be covered for each treatment**

The student will be able to:

- List and justify the contra-indications and contra-actions for each treatment.
- Explain and understand the relevance of the health, hygiene and safety
guidelines for each treatment, and demonstrate these throughout the
treatment.
- List and justify the benefits for each treatment.
- Describe and demonstrate the client care for each of the treatments, before,
during and after treatment.
- Explain and justify the homecare/aftercare advice given to the client for each
treatment.
- Describe the origin history and development of each of the treatments.
- Demonstrate the treatment in a commercially acceptable time.

**Specific points to be covered for each treatment.**

**Body Wraps**

The student will be able to:

- Ensure the ambience of the environment complies with company policy.
- Ensure their own posture and deportment minimises fatigue and risk of injury.
- Describe and understand the 3 principles of body wraps to include the effects
of product, wrapping medium and temperature activity.
- Prepare the wrapping materials inline with manufactures guidelines.
- Demonstrate how to carry out the measurement of a client before and after a
slimming wrap.
- Demonstrate a clay/mud wrap and a seaweed/algae wrap and have a working
knowledge of five other types of wrap.
Body Scrubs/Exfoliation
The student will be able to:
  ➢ Describe the benefits of using body scrubs prior to tanning treatments.
  ➢ Demonstrate a body scrub/exfoliation using a variety of exfoliating products.

Tanning treatments
The student will be able to:
  ➢ List the benefits of non ultra-violet tanning treatments as apposed to ultra violet treatments.
  ➢ List the protective clothing/precautions that should be taken for the therapist and client during a tanning treatment.
  ➢ Demonstrate a minimum of 2 types of tanning products/methods of application.

Lightening treatments
The student will be able to:
  ➢ Demonstrate and describe the correct procedure for a minimum of 2 types of skin lightening products or machines.
  ➢ List the protective clothing / precautions that should be taken for the therapist and client during a skin lightening treatment.

Stone Therapy
The student will be able to:
  ➢ List the types of stones used in this treatment e.g. Basalt
  ➢ State and explain the working temperature of the hot and cold stones.
  ➢ List the other holistic therapies that work in harmony with stone therapy e.g. Aromatherapy.
  ➢ Demonstrate a stone therapy treatment on the face and body, to include correct positioning.

Product Knowledge
The student will be able to:
  ➢ Demonstrate the use of at least one specialised professional Spa product range to include:
    Exfoliants
    Muds
    Algae / Seaweed
    Non UV tanning products
    Skin lightening products or equipment
  ➢ Demonstrate knowledge of the key ingredients of the products in the professional Spa product range.

Client Care/Consultation
The student will be able to:
  ➢ Induct the client into the spa environment according to organisational policy.
  ➢ Use appropriate consultation methods to determine clients’ treatment.
  ➢ Identify clients’ relevant medical data, lifestyle and physical status.
  ➢ Advise clients with suspected contra indications to seek medical advice.
  ➢ Complete relevant records for storing client data.
  ➢ Maintain client privacy and modesty.
  ➢ Make regular checks on the client in line with company policy and safety guidelines.
  ➢ Identify clients’ needs and check expectations are realistic and achievable.

Watsu
The student will be able to:
- Identify and explain the reasons for the different massage movements and stretches.

**Thalassotherapy**
The student will be able to:
- Define the term Thalassotherapy.
- Identify the basic principles of Thalassotherapy.
- Describe the benefits of seawater.
- Explain the link between the bodies intra and extra cellular fluid and sea water.
- Identify and describe the effects of trace elements and minerals on the body.
- Identify and describe the treatments using sea water.

**Hydro Massage**
The student will be able to:
- Define the term hydro massage.
- Identify the specific effects and benefits of hydro massage.

**Floatation Therapy**
The student will be able to:
- Differentiate between dry floatation and wet floatation.
- Identify some of the key materials that can be used with a dry float system and their benefits.
- Describe the composition of the water and the environment inside the floatation tank.

**Sauna (Laconium)**
The student will be able to:
- State the working temperature of the sauna.
- Identify spa treatments performed in a dry room.
- Describe the requirements of a dry room.

**Steam (Caldarium)**
The student will be able to:
- State the working temperature of the steam.
- Identify spa treatments performed in a wet room.
- Describe the wet room bed set up.

**Shower**
The student will be able to:
- Clarify the term shower treatment with reference to spa therapy.
- Identify and describe the various spa shower treatments with reference to the temperature variations and associated benefits.
- Explain the different shower delivery/mechanism systems and state the associated benefits of each.

**Rasul/Serail**
The student will be able to:
- Describe a Rasul treatment.
- Identify the main types of muds used in a Rasul, the different regions of the body on which they are used and why.
- Identify how the humidity and temperature of the Rasul effect the mud and the benefits to the client.

**Turkish Hamman**
The student will be able to:
Describe a Hamman treatment and its cultural origins.
Differentiate between a Hamman and European steam rooms.

Taking the Waters/Elixirs and Water Supplement
The student will be able to:
- Define the term ‘Taking of the Waters’.
- Identify the importance of water to our well being.
- Recognise the healing powers of water.
- Understand the variations in mineral content of water from different locations around the world and the individual benefits.
- Understand the effects of dehydration on the body.
- Define the term elixir.
- Identify water supplements and their effects.
The following are intended to be taken to an introductory knowledge level and will not qualify the student to practice the treatments.

- Aromatherapy
- Indian Head Massage
- Manual Lymphatic Drainage
- Reflexology
- Reiki
- Relaxation Techniques
- Stress Management
- Thai Massage

For each of the subjects to be studied at an introductory level, all the following general and specific points should be covered.

**General points for each treatment**
The student will be able to:

- List and explain the contra-indications and contra-actions for each treatment.
- Explain and understand the relevance of the health, hygiene and safety guidelines for each treatment.
- List and justify the benefits for each treatment.
- Explain and justify the homecare / aftercare advice given to the client for each treatment.
- Describe the origin history and development of each treatment.

**Specific points for each treatment**

**Aromatherapy**
The student will be able to:

- Define Top, Middle and Base notes, with reference to blending (a maximum of 3 essential oils).
- Describe why a knowledge of essential oils is important in Spa Therapy.
- Describe the following oils to include:
  - The botanical name
  - Country of origin
  - Method of extraction
  - Current safety data.

<table>
<thead>
<tr>
<th>Essential Oil</th>
<th>Note</th>
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<tbody>
<tr>
<td>Chamomile (German)</td>
<td>M</td>
</tr>
<tr>
<td>Eucalyptus</td>
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</tr>
<tr>
<td>Juniper</td>
<td>M</td>
</tr>
<tr>
<td>Lavender (True)</td>
<td>M</td>
</tr>
<tr>
<td>Lemon</td>
<td>T</td>
</tr>
<tr>
<td>Rosemary</td>
<td>M</td>
</tr>
<tr>
<td>Sandalwood</td>
<td>B</td>
</tr>
<tr>
<td>Tea tree</td>
<td>T</td>
</tr>
<tr>
<td>Vetivert</td>
<td>B</td>
</tr>
<tr>
<td>Ylang Ylang</td>
<td>B</td>
</tr>
</tbody>
</table>

**Indian Head Massage**
The student will be able to:

- Describe Chakra’s and Ayurveda.
- Define ‘Champi’ and ‘Tabla’.

**Manual Lymphatic Drainage**
The student will be able to:

- Explain the relevance of Emil Vodder to the treatment.
- Describe a Lymphatic Drainage treatment (Emil Vodder technique).
**Reflexology**
The student will be able to:
- Define reflexology.
- List the effects this treatment has on the systems of the body to include:
  - Nervous system
  - Endocrine and reproductive systems
  - Digestive system
  - Excretory system
  - Circulatory systems (Blood and Lymph)
  - Muscular and Skeletal systems
  - Respiratory system

**Reiki**
The student will be able to:
- Describe the principle behind Reiki including reference to the 7 Chakras.
- List the practical holding points used in Reiki treatment.
- Define the healing crisis.

**Relaxation techniques**
The student will be able to:
- Understand how to meditate and cleanse the mind to reduce stress.
- Understand the importance of relaxation techniques as part of the preparation to Spa treatments.
- Demonstrate and understand the importance of breathing techniques to help relax the client and prepare for treatment.
- Describe the theory behind Pilates and list the benefits of the treatment.
- Describe the theory behind Thai Chi and list the benefits of the treatment.
- Understand the correct use of colour, music and light therapy in relaxation sessions.

**Stress Management**
The student will be able to:
- Define stress.
- List the effects stress has on the body.
- Define the fight / flight / fright syndrome.
- List the 5 top stressful situations from the Holmes and Rahe Scale.
- Describe what role Spa Therapy plays in stress management.

**Thai Massage**
The student will be able to:
- Define ‘Ten Sen’

The student will be able to:
- Define and give the effects of the following treatments:
  - Underwater Shower
  - Aquagym/Aerobics
  - Balneotherapy
  - Brine Baths
  - Celtic Roman Bath
  - Cold Plunge Pool
  - Hot Tubs/Hot Springs
  - Kneipp Baths
  - Kneipp Kup System e.g. The five pillars of Kneipp
    - Hydro
    - Phyto
    - Kinesi
* Kietetic
* Regulative
  - Moor Peat Baths
  - Onsen
  - Scotch Hose, Jet Blitz
  - Sitz Bath
  - Whirlpool
GUIDE BREAKDOWN OF MCQ QUESTIONS
spa therapy diploma

Time Allowed: 1 ½ hours
Number of Questions 80
Number of Marks 120

Indepth Theoretical Knowledge 30%
Introductory Theoretical Knowledge 20%
Treatments 50%

*These are approximate figures only.
guide for colleges / examiners

* **Detailed Consultation.**
A consultation card must be completed by the student with the model at the start of the examination. A detailed record should be made of the client’s medical history, current medications, contra-indications and reasons for the treatment. The student should discuss with the client if one treatment will give the required result or if further follow up treatments are necessary. All models will be allocated by the examiner.

* **Preparation of the working area.**
The student is responsible for ensuring that the treatment environment / working area (couch / chair / wet area / plinth) is satisfactorily prepared, taking into consideration all hygiene and safety precautions.

* **Preparation and care of the client.**
The student is responsible for the suitable preparation of the client to include: client modesty, positioning, comfort, hygiene and safety.

**The following treatments will be marked according to the following criteria.**

* **Water treatment**
  * **Client care**
The examiner will allocate the candidates in order to ensure that both selected water treatments are equally demonstrated.

  ➢ The student must explain each treatment and its effects to the client and check whether they have any questions.
  ➢ The student must check on the client’s comfort during the treatment.
  ➢ The student must guide the client through the treatments in a professional and caring manner.
  ➢ The student must adapt the treatment to meet the needs of the client.

**Treatment procedure**
8 marks will be awarded for the quality of the main techniques / methods used for each treatment being performed.

**Timing**
3 marks will be awarded for the completion of each stage of the treatment to commercially acceptable timings.

**Aftercare**
At the conclusion of the treatment the student must demonstrate suitable aftercare and advise on beneficial follow up treatments. This should be recorded on the client’s record card. Time should be allocated for the client to relax after the treatment.

**Health, Hygiene and Safety Procedures**
The student must demonstrate safe and hygienic practices.

**Oral questions**
The examiner will ask the student 2 questions related to the treatment to include; frequency, costs, product knowledge, machines /equipment used or expected treatment results.

*Stone Therapy Massage*

**Client care**
The examiner will allocate the candidates in order to ensure that both body and facial treatments are equally demonstrated.

- The student must explain the treatment and its effects to the client and check if they have any questions.
- The student must check on the client’s comfort during the treatment.
- The student must check the correct temperature of the stones before use.
- The student must guide the client through the treatments in a professional and caring manner.
- The student must adapt the treatment to meet the needs of the client.

**Treatment procedure**
8 marks will be awarded for the quality of the main techniques / methods used for the treatment being performed.

**Timing**
3 marks will be awarded for the completion of each stage of the treatment to commercially acceptable timings.

**Aftercare**
At the conclusion of the treatment the student must demonstrate suitable aftercare and advise on beneficial follow up treatments. This should be recorded on the client’s record card. Time should be allocated for the client to relax after the treatment.

**Health, Hygiene and Safety Procedures**
The student must demonstrate safe and hygienic practices.

**Oral questions**
The examiner will ask the student 2 questions related to the treatment to include; frequency, costs, product knowledge, machines /equipment used or expected treatment results.

*Exfoliation / Body Scrub*

**Client care**

- The student must explain the treatment and its effects to the client and check if they have any questions.
- The student must check on the client’s comfort during the treatment.
- The student must guide the client through the treatments in a professional and caring manner.
- The student must adapt the treatment to meet the needs of the client.

**Treatment procedure**
8 marks will be awarded for the quality of the main techniques / methods of application and removal for the treatment being performed.

**Timing**
3 marks will be awarded for the completion of each stage of the treatment to commercially acceptable timings.
Aftercare
At the conclusion of the treatment the student must demonstrate suitable aftercare and advise on beneficial follow up treatments. This should be recorded on the client’s record card. Time should be allocated for the client to relax after the treatment.

Health, Hygiene and Safety Procedures
The student must demonstrate safe and hygienic practices.

Oral questions
The examiner will ask the student 2 questions related to the treatment to include; frequency, costs, product knowledge, machines /equipment used or expected treatment results.

* Body Wrap
Client care
The examiner will allocate the candidates in order to ensure that Body Wraps and Tanning/Lightening treatments are equally demonstrated.
- The student must explain the treatment and its effects to the client and check if they have any questions.
- The student must check on the client’s comfort during the treatment.
- The student must guide the client through the treatments in a professional and caring manner.
- The student must adapt the treatment to meet the needs of the client.

Treatment procedure
8 marks will be awarded for the quality of the main techniques / methods used for the treatment being performed.

Timing
3 marks will be awarded for the completion of each stage of the treatment to commercially acceptable timings.

Aftercare
At the conclusion of the treatment the student must demonstrate suitable aftercare and advise on beneficial follow up treatments. This should be recorded on the client’s record card. Time should be allocated for the client to relax after the treatment.

Health, Hygiene and Safety Procedures
The student must demonstrate safe and hygienic practices.

Oral questions
The examiner will ask the student 2 questions related to the treatment to include; frequency, costs, product knowledge, machines /equipment used or expected treatment results.

* Tanning / Lightening Treatment
Client care
The examiner will allocate candidates in order to ensure that Tanning and Lightening treatments are equally demonstrated.
- The student must explain the treatment and its effects to the client and check if they have any questions.
- The student must check on the client’s comfort during the treatment.
- The student must guide the client through the treatments in a professional and caring manner.
- The student must adapt the treatment to meet the needs of the client.
Treatment procedure
8 marks will be awarded for the quality of the main techniques / methods used for the treatment being performed.

Timing
3 marks will be awarded for the completion of each stage of the treatment to commercially acceptable timings.

Aftercare
At the conclusion of the treatment the student must demonstrate suitable aftercare and advise on beneficial follow up treatment. This should be recorded on the client’s record card. Time should be allocated for the client to relax after the treatment.

Health, Hygiene and Safety Procedures
The student must demonstrate safe and hygienic practices.

Oral questions
The examiner will ask the student 2 questions related to the treatment to include; frequency, costs, product knowledge, machines /equipment used or expected treatment results.

* Personal Appearance and Deportment
The student should present a totally professional image and attitude to the client and wear suitable clothes. Posture and deportment will be marked throughout the treatments.

* Case Studies
These must be graded by the tutor and be available to the examiner on arrival.
The case studies will be validated by the examiner at the end of the examination. Suitable accommodation must be available for up to 2 hours for the validation of the case studies.
INSTRUCTIONS FOR PRACTICAL SPA THERAPY DIPLOMA EXAMINERS

Time allowed 3 ½ Hours

<table>
<thead>
<tr>
<th>MARKS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation/Examination/Pre-treatment advice* (Min 4)</td>
<td>7</td>
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<tr>
<td>Detailed Lifestyle notes</td>
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<tr>
<td>Contra-indications</td>
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<td>Observations/Precautions</td>
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<tr>
<td>Reasons for treatment</td>
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<tr>
<td>Treatment plan/Procedure applicable to client</td>
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<tr>
<td>Recordings of treatment</td>
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<tr>
<td>Timing/Technique</td>
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<tr>
<td>Preparation of Working Area</td>
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<tr>
<td>Couch/Chair/Plinth/Wet area</td>
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<tr>
<td>Trolley/Equipment</td>
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<tr>
<td>Consultation environment</td>
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<tr>
<td>Preparation of Client</td>
<td>3</td>
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<tr>
<td>Explanation of treatment</td>
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<tr>
<td>Positioning of client</td>
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| Spa Therapy Treatment* (Min 69)  | 115                  |
| Water Treatment (Min 14)        | 23                   |
| Client care                    | 4                    |
| Treatment procedure            | 8                    |
| Timing                         | 3                    |
| Aftercare                      | 5                    |
| Health/Hygiene & Safety Procedures | 1                  |
| Oral Questions                 | 2                    |
| Stone Therapy Massage (Min 14)  | 23                   |
| Client care                    | 4                    |
| Treatment procedure            | 8                    |
| Timing                         | 3                    |
| Aftercare                      | 5                    |
| Health/Hygiene & Safety Procedures | 1                  |
| Oral Questions                 | 2                    |

| Exfoliation/Body Scrub (Min 14) | 23          |
| Client care                    | 4                    |
| Treatment procedure            | 8                    |
| Timing                         | 3                    |
| Aftercare                      | 5                    |
| Health/Hygiene & Safety Procedures | 1                  |
| Oral Questions                 | 2                    |

<table>
<thead>
<tr>
<th>Body Wrap (Min 14)</th>
<th>23</th>
</tr>
</thead>
</table>

(*To pass the minimum mark must be achieved in each of the specific areas)
Client care 4
Treatment procedure 8
Timing 3
Aftercare 5
Health/Hygiene & Safety Procedures 1
Oral Questions 2

Tanning/Lightening Treatment (Min 14) 23
Client care 4
Treatment procedure 8
Timing 3
Aftercare 5
Health/Hygiene & Safety Procedures 1
Oral Questions 2

Personal Appearance and Deportment 2
Personal appearance 1
Attitude/Deportment 1

Case Studies* (Min 12) 20
10 different clients to be treated once with a treatment from the list of Spa treatments on page 2, Column 2.

Possible Total Mark 150
Minimum Pass Mark 100

* (To pass the minimum mark must be achieved in each of the specific areas).

85-100% = Excellent
75-84% = Good
60-74% = Satisfactory
0-59% = Below Standard
In each case indicate the average % mark in the box provided.
# EXAMINER'S FEEDBACK

**PRACTICAL SPA THERAPY DIPLOMA**

<table>
<thead>
<tr>
<th>Category</th>
<th>Average % mark</th>
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<tbody>
<tr>
<td>Consultation</td>
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<tr>
<td>Preparation of working area</td>
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<tr>
<td>Preparation of client</td>
<td></td>
</tr>
<tr>
<td>Water Treatments</td>
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<tr>
<td>Stone Therapy</td>
<td></td>
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<tr>
<td>Exfoliation/Body Scrub</td>
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<tr>
<td>Body Wrap</td>
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<tr>
<td>Tanning/Lightening Treatments</td>
<td></td>
</tr>
<tr>
<td>Aftercare and advice to the Client</td>
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<tr>
<td>Personal appearance &amp; Deportment</td>
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<tr>
<td>Oral Questions</td>
<td></td>
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<tr>
<td>Case Studies</td>
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<tr>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>General Comments</td>
<td></td>
</tr>
</tbody>
</table>

Examiner's Name

---

85-100% = Excellent
75-84% = Good
60-74% = Satisfactory
0-59% = Below Standard

In each case indicate the average % mark in the box provided
## EXAMINER’S FEEDBACK
### WRITTEN SPA THERAPY DIPLOMA

<table>
<thead>
<tr>
<th>Generic Areas Of study</th>
<th>Average % mark</th>
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<tbody>
<tr>
<td>Anatomy &amp; Physiology</td>
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<tr>
<td>Treatments</td>
<td></td>
</tr>
<tr>
<td>General Comments</td>
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</tr>
</tbody>
</table>

Examiner’s Name………………………………………………

### SPA THERAPY DIPLOMA

**recommended reading**

Salon Management
Martin Green
ISBN 186152 660 1
Marketing & Advertising for The Salon  
Henry J Cambino  
ISBN 1 56253 262 6

Public Relations for The Salon  
Jayne Morehouse  
ISBN 1 56253 271 5

Day Spa Operations  
Erical Miller

Spa Encyclopedia  
A Guide To Treatments & Their Benefits For Health & Healing  
Hannelore R Leavy  
ISBN 1 56252 868 3

First Aid 8th Edition  
St Johns Ambulance

Colour Atlas of Dermatology  
C M Levene & C D Calnan  
ISBN 0 7234 0863 7

A – Z First Aid & Family Health  
Blitz Editions  
ISBN 1 85605 226 5

Water Pure Therapy  
Alice Kavounas  
ISBN 1 85626 352 5
case histories

Guidelines to consider when taking case histories

1. A detailed consultation should be carried out but the client’s name and address should be kept separately on the consent form.
2. Client's must be aware of all possible contra-indications.

3. Client's signature must be on all consultation sheets.

4. All the enclosed forms should be completed for each case study and each treatment must be recorded.

5. If the treatment is being altered at all, this should be explained and justified.

6. Additional information should be included in the homecare advice.

7. All treatments should be validated by the tutor.

8. Case studies should be marked and graded by the course tutor following CIBTAC % guidelines i.e. 85-100% Excellent, 75-84% Good, 60-74% Satisfactory.

**Marking/Grading Guidelines**

1. Presentation 10

2. Introduction/Client profile 10

3. Recordings and accuracy of findings 30

4. Main treatments and recordings 30

5. Aftercare advice 10

6. Follow up treatments/frequency based on evaluation of each treatment 10
   **Total** 100

**Pass Mark** 60

*Divide total by 5 for the exam mark sheet*