



## Board/Authority Authorized Course: Spa Sampler

School District/Independent School Authority/Owner/Operator Name: School District 22 Vernon	School District/Independent School Authority/Owner/Operator Number (e.g. SD43, Authority #432, Owner/Operator #123): SD22
Developed by: Corinne McWhinney	Date Developed: October 29, 2025
School Name: Career Programs	Principal's Name: Corinne McWhinney
Superintendent Approval Date (for School Districts only): <i>Nov 3/25</i>	Superintendent Signature (for School Districts only): <i>[Signature]</i>
Board/Authority, Owner/Operator or Designate Approval Date: <i>Nov 19/25</i>	Board/Authority Chair, Owner/Operator or Designate Signature: <i>[Signature]</i>
Course Name: Spa Sampler	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

**Board/Authority or Owner/Operator Prerequisite(s):**

Enrolled in Grade 10,11 or 12 in SD22

**Special Training, Facilities or Equipment Required:**

Location – Okanagan College Vernon Campus

**Course Synopsis:**

The Spa Sampler Program offers a behind-the-scenes look at the exciting and creative world of esthetics and nail technology. Designed as an engaging and educational introduction, this program introduces students to the fundamentals of skincare, spa treatments, and nail techniques. Students will explore topics including the basics of skincare and nail health, sanitation and safety practices, wellness treatments, and career pathways within the beauty and wellness industry.

**Goals and Rationale:**

The goal of this course is to expose students to career pathways into the wellness industry. Upon successful completion of the course students may have the opportunity to enter a wellness industry dual credit program or post-secondary program such as the Spa Practitioner Foundations course.

### **Indigenous Worldviews and Perspectives:**

#### **Alignment with Indigenous Worldviews**

##### **Holistic Approach to Well-being**

- Indigenous perspectives emphasize balance among physical, emotional, mental, and spiritual health. The beauty and wellness industry increasingly adopts holistic practices—such as mindfulness, aromatherapy, and natural skincare—that resonate with this interconnected view of health.

##### **Connection to Nature**

- Many Indigenous worldviews center on respect for the land and natural resources. Wellness practices that use plant-based, sustainably sourced ingredients or promote eco-friendly packaging align with these values.

##### **Community and Relationships**

- Indigenous cultures often prioritize collective well-being and community ties. Wellness programs that incorporate group activities (e.g., spa retreats, cultural workshops) reflect this sense of shared experience rather than individualistic beauty standards.

#### **Alignment With First Peoples Principles of Learning**

##### **Learning is holistic, reflexive, reflective, experiential, and relational**

- Beauty and wellness programs often emphasize mind-body-spirit balance, mirroring holistic approaches in Indigenous education. Practices like mindfulness, massage, and aromatherapy encourage reflection and experiential learning.

##### **Learning requires exploration of identity**

- Beauty and wellness can support self-expression and cultural pride when programs celebrate diversity and avoid imposing narrow beauty standards.

##### **Learning is connected to the land**

- Many wellness practices use natural resources (plants, minerals) and can teach respect for the land through ethical sourcing and education about local ecosystems.

##### **Learning ultimately supports the well-being of the self, family, community, and the land**

- Wellness initiatives that foster community care—such as group spa experiences or cultural workshops—align with collective well-being emphasized in Indigenous worldviews.

**BIG IDEAS**

Wellness practitioners utilize common practices, products, tools and equipment across the sector

Wellness practitioners recognize a standard of cleanliness and sanitation practices essential to maintaining a safe work environment

Wellness practice integrates physical, emotional, mental and spiritual well being reflecting a whole-person approach

Ethical sourcing of natural ingredients and eco-friendly practices are central to spa work, aligning with environmental stewardship values

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ol style="list-style-type: none"><li>1. Demonstrate proper use and maintenance of spa tools and equipment.</li><li>2. Apply sanitation and hygiene protocols to ensure client and practitioner safety.</li><li>3. Perform basic spa treatments with attention to client comfort and cultural sensitivity.</li><li>4. Reflect on personal learning and growth through experiential practice and feedback.</li><li>5. Incorporate principles of sustainability and ethical sourcing in product selection.</li></ol>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• Anatomy and physiology of skin, nails, and muscles relevant to spa treatments.</li><li>• Basic anatomy and structure of the natural nail, including common nail conditions</li><li>• Common spa products and their properties (natural vs. synthetic).</li><li>• Industry standards for sanitation and infection control.</li><li>• Cultural perspectives on beauty and wellness, including:<ul style="list-style-type: none"><li>• foundational steps involved in manicures, pedicures, and basic nail art techniques</li><li>• fundamental concepts behind relaxation therapies, skincare routines, and self-care practices</li><li>• career opportunities in nail technology, esthetics, spa therapy, and related wellness professions</li></ul></li></ul>



## Big Ideas – Elaborations

### Common Curriculum throughout each unit includes:

- Learn common terminology used in spa settings.
- Build therapeutic relationships within professional practice standards.
- Understand scope of practice and interprofessional wellness care teams.
- Develop cultural sensitivity and inclusive practices.
- Identify labor market needs, job opportunities in the local area and how to prepare and apply to college programs

## Curricular Competencies – Elaborations

**Sanitation and Hygiene Protocols** – includes cleanliness standards, tool and equipment care, personal hygiene and client safety

**Basic Spa Treatments** - facials, manicures, relaxation techniques

**Experiential Practice** – Hands on skill development and reflection on personal growth

**Principles of sustainability and ethical sourcing**- respect for natural resources and environmental stewardship

**Cultural Sensitivity** – client comfort and respect, inclusive practices, professional communication

## Content – Elaborations

**Relaxation Therapies** – includes relaxation massage, hot stone therapy, body scrubs and wraps, and aromatherapy

**Natural versus synthetic** – clients own nails versus artificial enhancements applied over the natural nail

**Industry standards for sanitation and infection control** – follow provincial health regulations and spa industry best practices

### Recommended Instructional Components:

- Direct instruction
- Analysis of Self/Peer feedback
- Interactive instruction
- Modelling
- Demonstrations
- Group work
- Experiential learning
- Simulations

**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

- Unit assignments, quizzes, lab preparation

**Skill Development feedback:**

- Self Reflection
- Peer Feedback
- Instructor Feedback

**Learning Resources:**

**Personal Electronic Device:** This course will use materials posted on Moodle Learning Management System. Students will need access to a device and reliable internet connection

**Other Supplies and/or Equipment:** Hands-on activities may require spa supplies and equipment. Lab supplies will be included in the course tuition and fees covered by SD22

**Recommended Readings/Resources:** Will be determined to reflect and explore the units reflected in the Big Idea Elaborations.

**Additional Information:**

This course is being offered as a partnership between SD22 Career Programs and the Okanagan College Spa Practitioner Program





## BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

**PART A: BAA COURSE VERIFICATION STATEMENT** – To be completed by district superintendent,  
independent school or offshore school principal

By signing below, I verify that the BAA course is fully compliant with:

- ✓ The School Act (if offered by a board or an offshore school)
- ✓ The Independent School Act (if offered by an independent school authority)
- ✓ The Board Authorized Course Order and policy document Board/Authority Authorized Courses: Requirements and Procedures Guidebook
- ✓ The ELL Guidelines: Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels (if applicable)

Additionally, I verify that the BAA course:

- ✓ is not preparatory, remedial, or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ embeds Indigenous Worldviews and Perspectives
- ✓ outlines the Content, Curricular Competencies, and Big Ideas
- ✓ has assessable and observable learning standards
- ✓ aligns instructional components with the Principles of Quality Assessment
- ✓ lists learning resources which are age appropriate and support diverse learning styles
- ☐ **Course is intended to satisfy Grade 11 Arts Education/ADST Graduation Requirement:** Course framework is attached and the framework embeds the shared curricular competencies for Arts Education (Creative Process)/ADST(Design Thinking Principles)
- ☐ **Course intended to satisfy the Indigenous-focused Graduation Requirement**
- ☐ **For Indigenous-focused Graduation Requirement courses only:** Formal letter(s) signed by an authorized representative of the local First Nation(s) (e.g. chief, band councillor, education coordinator/director) on whose territory(ies) the course will be offered, confirming support for and co-development of the course is/are attached to the form.

Course Name:

Grade: 12



TRAX Code:

School district/independent/offshore school name and number:

☒ I declare that this BAA course meets all the requirements outlined above.

Name of superintendent/independent school or offshore principal:

Signature:

Date:



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**PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by board/authority chair or offshore school owner/operator or designate**

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A signed copy of this document must be submitted to the ministry's Education Programs and Policy team. The original document and accompanying BAA course framework must be retained by the district/school for submission to the ministry upon request. (Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

✓ I declare that this BAA course is approved by the board/authority or owner/operator

**Name of school board/authority chair or offshore school owner/operator or designate:**

Kelli Sullivan

**Signature:**



**Date:**

Nov 19/25

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**PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT AND OFFSHORE SCHOOLS ONLY) – To be completed by inspector of independent schools or designate or an offshore school inspector during regular inspection/monitoring visit**

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A signed copy of this document (Parts A and C) must be retained for submission to the ministry upon request.

The BAA course noted above is fully compliant with the Independent School Act and the B.C. Ministry of Education and Child Care requirements outlined in the policy document Board/Authority Authorized Courses: Requirements and Procedures. (Educational Standards Order, M41/91, s. 5 (2)(c))

**Name of inspector of independent schools or designate or offshore school inspector:**

**Signature:**

**Date:**

Please submit completed form to the Ministry of Education and Child Care's Education Policy and Programs Branch:

Email: [EDUC.GradStandards@gov.bc.ca](mailto:EDUC.GradStandards@gov.bc.ca)