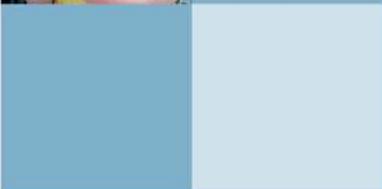
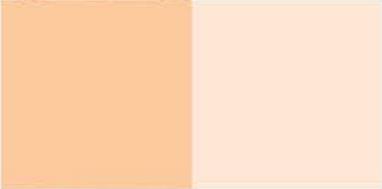
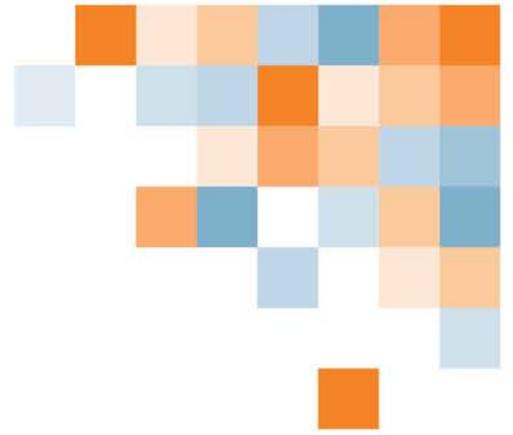


**ita**  
**YOUR TICKET.**



## PROGRAM OUTLINE

Hairstylist



The latest version of this document is available in PDF format on the ITA website  
[www.itabc.ca](http://www.itabc.ca)

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# **HAIRSTYLIST PROGRAM OUTLINE**

**APPROVED BY INDUSTRY  
[MARCH 2014]**

**BASED ON  
NOA [2011]**

**Developed by  
Industry Training Authority  
Province of British Columbia**



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# **Section 1**

# **INTRODUCTION**

# **Hairstylist**



## Foreword

This Program Outline is for use in Hairstylist training programs sponsored by the Industry Training Authority and will be used as a guide for instructors in the formal classroom portions of training.

Practical demonstration and student participation should always be integrated with classroom sessions. The Hairstylist program is delivered in a format which combines in-school theory, practical and work-based training, all designed to meet the competency standards and profile defined by the industry, and approved by the ITA.

Safe working practices, though not always specified in each of the competencies and learning tasks, are an implied part of the program and should be stressed throughout the training.

This Program Outline includes a list of recommended reference textbooks that are available to support the learning objectives and the minimum requirements needed to support instruction.

### **SAFETY ADVISORY**

Be advised that references to the WorkSafeBC safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation (the current Standards and Regulation in BC can be obtained on the following website:

<http://www.worksafebc.com>). Please note that it is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulation pertaining to his/her work.



## Acknowledgements

The Program Outline was prepared with the advice and direction of an Advisory Committee convened initially by the Industry Training Authority (ITA). Members include:

- Brian Badge - Chair of Trades – Northwest Community College
- Kate Tognotti – Dean, Trades & Training – Selkirk College
- Chris Stubbs – A/D, Program Development – Sask Apprenticeship
- Nadia Moore – Instructor – Abbotsford Collegiate (ACE IT)
- Bill Moreland – Director of Operations – Suki’s International/Vice Chair, Beauty Council
- Tara Gilbert – CEO – Beauty Council
- Graham Webber – Dean of Music, Dance and Design – Vancouver Community College
- Pam Eales – Trades & Apprenticeship Coordinator – Northern Lights Collge (NLC)
- Glynis Steen – Associate Dean (Trades & Applied Technology) – Vancouver Island University

Industry Subject Matter Experts retained to assist in the development of Program Outline content:

- Sally Vinden – Hairstylist Program Chair – Vancouver Island University
- Lynne Kay - Salon Owner (#4 HAIR)
- Moe Kay- Salon Owner (#4 HAIR)
- Jerri Kurtz - Instructor – Northern Lights College
- Martin Constable - Private Trainer – London School
- Julie Wright - Department Head – Vancouver Community College
- Gwen Stewart - Instructor – College of the Rockies
- Nadia Moore - Instructor – Abbotsford Collegiate (ACE IT)
- Bonnie Piderman - Instructor – Selkirk College
- Micheal Huska - Salon Owner – Roots- The Salon
- Ida Marie Huska - Salon Owner – Roots- The Salon
- Gwen Stewart - Instructor – College of the Rockies



Industry Subject Matter Experts retained as additional reviewers:

- Cyenthia Robertson – Salon Owner – Styles on Mane
- Debra Brown – Instructor - Fort Neslon Secondary
- Ellen Gillis – Salon Owner – Hair's To You
- James Secord – Personal Hair Dresser
- Janette Service – Director – MC College
- Nancy Fletcher – Salon Owner – Penticton School of Hair
- Rachael Sandberg – Instructor – Belmont Secondary/Sooke SD
- Rheannon Jones – Salon Owner – Terra Casa Hair Salon
- Rhonda Del Rio – Salon Owner – Del Rio Academy of Hair & Esthetics Ltd.
- Starlette Tolver – Educational Consultant
- Chelsea Wood – Apprenticeship Coordinator – Suki's International

Facilitators:

- Dan McFaul – North Pacific Training & Performance Inc.
- Taruna Goel – North Pacific Training & Performance Inc.
- Helena Fehr – Industry Training Authority
- Diane Evans – Industry Training Authority

The Industry Training Authority would like to acknowledge the dedication and hard work of all the industry representatives appointed to identify the training requirements of the Hairstylist occupation.



## How to Use this Document

This Program Outline has been developed for the use of individuals from several different audiences. The table below describes how each section can be used by each intended audience.

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
<b>Program Credentialing Model</b>	Communicate program length and structure, and all pathways to completion	Understand the length and structure of the program	Understand the length and structure of the program, and pathway to completion	Understand challenger pathway to Certificate of Qualification
<b>OAC</b>	Communicate the competencies that industry has defined as representing the scope of the occupation	Understand the competencies that an apprentice is expected to demonstrate in order to achieve certification	View the competencies they will achieve as a result of program completion	Understand the competencies they must demonstrate in order to challenge the program
<b>Training Topics and Suggested Time Allocation</b>	Shows proportionate representation of general areas of competency (GACs) at each program level, the suggested proportion of time spent on each GAC, and percentage of time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the relative weightings of various competencies of the occupation on which assessment is based
<b>Program Content</b>	Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measureable achievement criteria for objectives with a practical component	Identifies detailed program content and performance expectations for competencies with a practical component; may be used as a checklist prior to signing a recommendation for certification (RFC) for an apprentice	Provides detailed information on program content and performance expectations for demonstrating competency	Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels



Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
<b>Training Provider Standards</b>	Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program	Identifies the tools and equipment an apprentice is expected to have access to; which are supplied by the training provider and which the student is expected to own	Provides information on the training facility, tools and equipment provided by the school and the student, reference materials they may be expected to acquire, and minimum qualification levels of program instructors	Identifies the tools and equipment a tradesperson is expected to be competent in using or operating; which may be used or provided in a practical assessment
<b>Appendix – Glossary of Acronyms</b>			Defines program specific acronyms	



# **Section 2**

# **PROGRAM OVERVIEW**

# **Hairstylist**

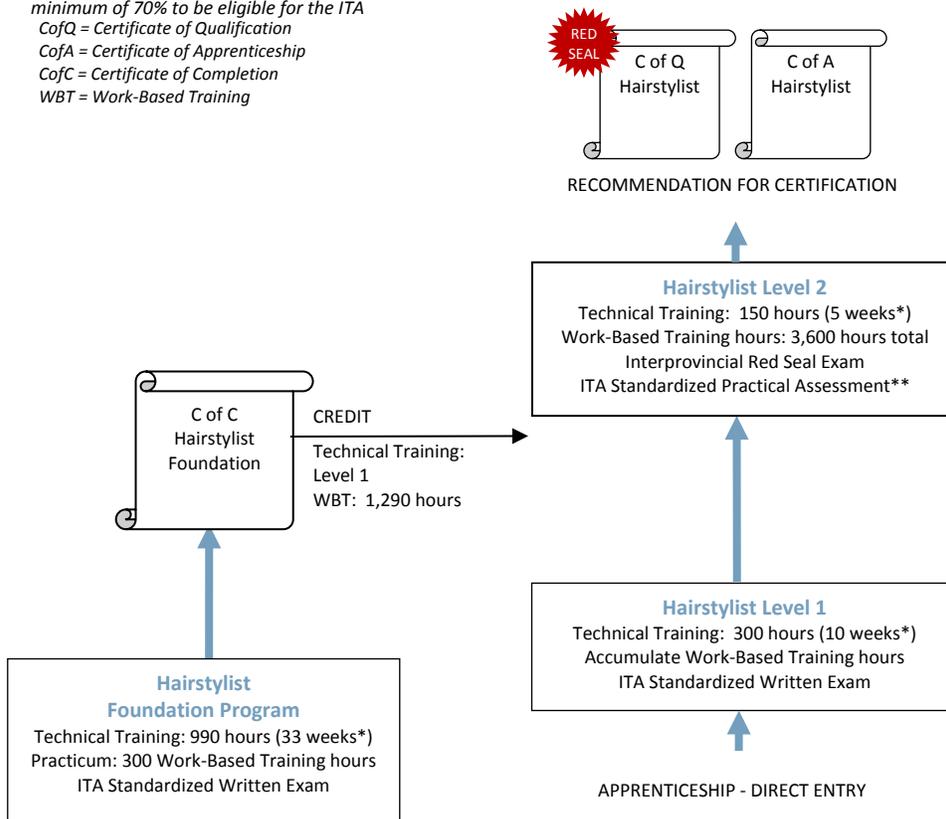


# Program Credentialing Model

## Apprenticeship Pathway

This graphic provides an overview of the proposed Hairstylist apprenticeship pathway.

*\*Suggested duration based on 30-hour week*  
*\*\*The IP Red Seal Exam must be passed with a minimum of 70% to be eligible for the ITA*  
 CofQ = Certificate of Qualification  
 CofA = Certificate of Apprenticeship  
 CofC = Certificate of Completion  
 WBT = Work-Based Training



*\*Suggested duration based on 30-hour week*  
*\*\*The IP Red Seal Exam must be passed with a minimum of 70% to be eligible for the ITA Standardized Practical Exam.*

**CROSS-PROGRAM CREDITS**

Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program

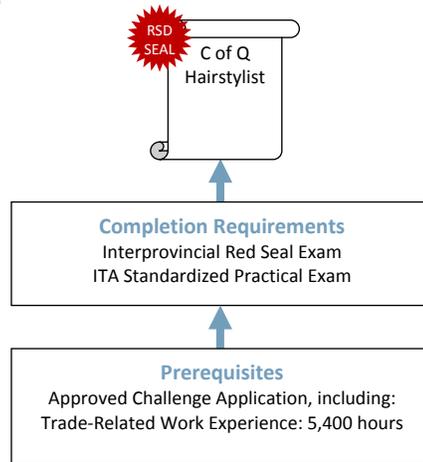
- None



### Challenge Pathway

This graphic provides an overview of the proposed Hairstylist challenge pathway.

CofQ = Certificate of Qualification (C of Q)




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**CREDIT FOR PRIOR LEARNING**

*Individuals who hold the credentials listed below are considered to have met or partially met the prerequisites for challenging this program*

- None



## Occupational Analysis Chart

### HAIRSTYLIST

**Occupation Description:** “Hairstylist” is this trade’s official Red Seal occupational title approved by the CCDA. Hairstylists shampoo, cut, style and chemically treat hair. They may also provide other services such as scalp treatments and hairpiece services. In some jurisdictions, hairstylists may also provide additional services such as basic natural nail services, basic facial care and ear piercing.

<b>Hygiene, Sanitation and Disinfection Practices</b> <b>A</b>	Sanitize tools and equipment. A1 1	Disinfect tools and equipment. A2 1	Maintain a safe and hygienic environment. A3 1			
	Use and maintain single-use tools and accessories. B1 1	Use and maintain cutting tools. B2 1	Use and maintain styling tools. B3 1	Use and maintain colouring tools. B4 1	Use and maintain perm/relaxing tools. B5 1	Use and maintain client capes. B6 1
	Use and maintain sanitizing and disinfecting equipment. B7 1	Use and maintain major equipment. B8 1	Use and maintain office equipment. B9 1			
<b>Client Service</b> <b>C</b>	Prepare for client service. C1 1	Communicate effectively with clients and co-workers. C2 1	Consult with clients. C3 1	Analyze facial shape. C4 1	Analyze hair and scalp. C5 1	Resolve client concerns and complaints. C6   2
	<b>Hair and Scalp Care</b> <b>D</b>	Shampoo and condition hair and scalp. D1 1	Perform scalp massage. D2 1			



<b>Hair Cutting</b> E	Cut hair using tools. E1	Describe the procedure to cut facial and nape hair. E2	Customize haircuts. E3	Cut facial and nape hair. E4	Describe the procedure to shave facial and nape hair. E5
	1	1	2	2	2
<b>Hair Styling</b> F	Prepare and style hair. F1	Finish hair. F2	Style up-dos. F3	Incorporate hair additions. F4	
	1	1	2	2	
<b>Chemical Waving and Relaxing of Hair</b> G	Chemically wave and perm hair. G1	Chemically relax and straighten hair. G2			
	1	2			
<b>Hair Colouring</b> H	Prepare for colouring hair. H1	Colour hair. H2	Bleach hair. H3	Describe the procedure to perform colour correction. H4	Perform colour correction. H5
	1	1	1	1	2
<b>Specialized Services</b> I	Describe the principles of applying and styling wigs and hairpieces. I1	Describe the principles of using hair extensions. I2	Apply and style wigs and hairpieces. I3	Use hair extensions. I4	
	1	1	2	2	
<b>Business Management</b> J	Perform salon operations. J1	Complete financial transactions. J2	Maintain product inventory. J3	Market products and services. J4	Develop business and marketing plan for a salon. J5
	1	1	1	1	2



## Training Topics and Suggested Time Allocation

### HAIRSTYLIST – FOUNDATION

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
<b>Line A</b>	<b>Hygiene, Sanitation and Disinfection Practices</b>	<b>5%</b>	18	82	<b>100%</b>
A1	Sanitize tools and equipment		✓	✓	
A2	Disinfect tools and equipment		✓	✓	
A3	Maintain a safe and hygienic environment		✓	✓	
<b>Line B</b>	<b>Use and Maintenance of Tools and Equipment</b>	<b>7%</b>	22	78	<b>100%</b>
B1	Use and maintain single-use tools and accessories		✓	✓	
B2	Use and maintain cutting tools		✓	✓	
B3	Use and maintain styling tools		✓	✓	
B4	Use and maintain colouring tools		✓	✓	
B5	Use and maintain perm/relaxing tools		✓	✓	
B6	Use and maintain client capes		✓	✓	
B7	Use and maintain sanitizing and disinfecting equipment		✓	✓	
B8	Use and maintain major equipment		✓		
B9	Use and maintain office equipment		✓		
<b>Line C</b>	<b>Client Service</b>	<b>7%</b>	28	72	<b>100%</b>
C1	Prepare for client service		✓	✓	
C2	Communicate effectively with clients and co-workers		✓	✓	
C3	Consult with clients		✓	✓	
C4	Analyze facial shape		✓	✓	
C5	Analyze hair and scalp		✓	✓	
<b>Line D</b>	<b>Hair and Scalp Care</b>	<b>5%</b>	10	90	<b>100%</b>
D1	Shampoo and condition hair and scalp		✓	✓	
D2	Perform scalp massage		✓	✓	
<b>Line E</b>	<b>Hair Cutting</b>	<b>20.5%</b>	30	70	<b>100%</b>
E1	Cut hair using tools		✓	✓	
E2	Describe the procedure to cut facial and nape hair		✓		
<b>Line F</b>	<b>Hair Styling</b>	<b>15%</b>	25	75	<b>100%</b>
F1	Prepare and style hair		✓	✓	
F2	Finish hair		✓	✓	
<b>Line G</b>	<b>Chemical Waving and Relaxing of Hair</b>	<b>13%</b>	30	70	<b>100%</b>
G1	Chemically wave and perm hair		✓	✓	
<b>Line H</b>	<b>Hair Colouring</b>	<b>21%</b>	35	65	<b>100%</b>
H1	Prepare for colouring hair		✓	✓	
H2	Colour hair		✓	✓	
H3	Bleach hair		✓	✓	
H4	Describe the procedure to perform colour correction		✓		



% of Time Allocated to:

		% of Time	Theory	Practical	Total
<b>Line I</b>	<b>Specialized Services</b>	<b>0.5%</b>	100	0	<b>100%</b>
I1	Describe the principles of applying wigs and hairpieces		✓		
I2	Describe the principles of using hair extensions		✓		
<b>Line J</b>	<b>Business Management</b>	<b>6%</b>	40	60	<b>100%</b>
J1	Perform Salon Operations		✓	✓	
J2	Complete financial transactions		✓	✓	
J3	Maintain product inventory		✓		
J4	Market products and services		✓		
<b>Total Percentage for Hairstylist Foundation</b>		<b>100%</b>			



## HAIRSTYLIST – LEVEL 1

% of Time Allocated to:

		% of Time	Theory	Practical	Total
<b>Line A</b>	<b>Hygiene, Sanitation and Disinfection Practices</b>	<b>5%</b>	50	50	<b>100%</b>
A1	Sanitize tools and equipment		✓	✓	
A2	Disinfect tools and equipment		✓	✓	
A3	Maintain a safe and hygienic environment		✓	✓	
<b>Line B</b>	<b>Use and Maintenance of Tools and Equipment</b>	<b>4%</b>	30	70	<b>100%</b>
B1	Use and maintain single-use tools and accessories		✓	✓	
B2	Use and maintain cutting tools		✓	✓	
B3	Use and maintain styling tools		✓	✓	
B4	Use and maintain colouring tools		✓	✓	
B5	Use and maintain perm/relaxing tools		✓	✓	
B6	Use and maintain client capes		✓	✓	
B7	Use and maintain sanitizing and disinfecting equipment		✓	✓	
B8	Use and maintain major equipment		✓		
B9	Use and maintain office equipment		✓		
<b>Line C</b>	<b>Client Service</b>	<b>5%</b>	40	60	<b>100%</b>
C1	Prepare for client service		✓	✓	
C2	Communicate effectively with clients and co-workers		✓	✓	
C3	Consult with clients		✓	✓	
C4	Analyze facial shape		✓	✓	
C5	Analyze hair and scalp		✓	✓	
<b>Line D</b>	<b>Hair and Scalp Care</b>	<b>5%</b>	30	70	<b>100%</b>
D1	Shampoo and condition hair and scalp		✓	✓	
D2	Perform scalp massage		✓	✓	
<b>Line E</b>	<b>Hair Cutting</b>	<b>24%</b>	40	60	<b>100%</b>
E1	Cut hair using tools		✓	✓	
E2	Describe the procedure to cut facial and nape hair		✓		
<b>Line F</b>	<b>Hair Styling</b>	<b>15%</b>	50	50	<b>100%</b>
F1	Prepare and style hair		✓	✓	
F2	Finish hair		✓	✓	
<b>Line G</b>	<b>Chemical Waving and Relaxing of Hair</b>	<b>15%</b>	40	60	<b>100%</b>
G1	Chemically wave and perm hair		✓	✓	
<b>Line H</b>	<b>Hair Colouring</b>	<b>23%</b>	40	60	<b>100%</b>
H1	Prepare for colouring hair		✓	✓	
H2	Colour hair		✓	✓	
H3	Bleach hair		✓	✓	
H4	Describe the procedure to perform colour correction		✓		
<b>Line I</b>	<b>Specialized Services</b>	<b>1%</b>	100	0	<b>100%</b>



% of Time Allocated to:

		% of Time	Theory	Practical	Total
I1	Describe the principles of applying wigs and hairpieces		✓		
I2	Describe the principles of using hair extensions		✓		
<b>Line J</b>	<b>Business Management</b>	<b>3%</b>	<b>50</b>	<b>50</b>	<b>100%</b>
J1	Perform Salon Operations		✓	✓	
J2	Complete financial transactions		✓	✓	
J3	Maintain product inventory		✓		
J4	Market products and services		✓		
<b>Total Percentage for Hairstylist Level 1</b>		<b>100%</b>			



## HAIRSTYLIST – LEVEL 2

% of Time Allocated to:

		% of Time	Theory	Practical	Total
<b>Line C</b>	<b>Client Service</b>	<b>5%</b>	65	35	<b>100%</b>
C6	Resolve client concerns and complaints		✓	✓	
<b>Line E</b>	<b>Hair Cutting</b>	<b>25%</b>	40	60	<b>100%</b>
E3	Customize haircuts		✓	✓	
E4	Cut facial and nape hair		✓	✓	
E5	Describe the procedure to shave facial and nape hair		✓		
<b>Line F</b>	<b>Hair Styling</b>	<b>15%</b>	10	90	<b>100%</b>
F3	Style up-dos		✓	✓	
F4	Incorporate hair additions		✓	✓	
<b>Line G</b>	<b>Chemical Relaxing of Hair</b>	<b>11%</b>	40	60	<b>100%</b>
G2	Chemically relax and straighten hair		✓	✓	
<b>Line H</b>	<b>Hair Colouring</b>	<b>28%</b>	40	60	<b>100%</b>
H5	Perform colour correction		✓	✓	
<b>Line I</b>	<b>Specialized Services</b>	<b>6%</b>	30	70	<b>100%</b>
I1	Apply and style wigs and hairpieces		✓	✓	
I2	Use hair extensions		✓	✓	
<b>Line J</b>	<b>Business Management</b>	<b>10%</b>	80	20	<b>100%</b>
J5	Develop business and marketing plan for a salon		✓	✓	
<b>Total Percentage for Hairstylist Level 2</b>		<b>100%</b>			



# **Section 3**

# **PROGRAM CONTENT**

# **Hairstylist**



# Level 1

# Hairstylist



**Line (GAC):           A    HYGIENE, SANITATION AND DISINFECTION PRACTICES**  
**Competency:         A1   Sanitize tools and equipment**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify the need for sanitation.
- Sanitize tools and equipment using specific materials and procedures.

**LEARNING TASKS**

1. Describe the importance of sanitation when working in a salon environment
  
2. Sanitize tools and equipment

**CONTENT**

- Reasons for sanitation
- Consequences of improper sanitation processes
  
- Required materials
- Procedures to sanitize
- Use and apply cleaning products

**Achievement Criteria**

**Performance**   The learner will sanitize tools and equipment using specific materials and procedures.

**Conditions**    The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- Salon tools and equipment to be sanitized
- Sanitization and cleaning materials and products
- Standards and regulations

**Criteria**       The learner will score 100% on a rating sheet that reflects the following criteria:

- Appropriate sanitization materials are selected and used
- The correct procedure is used to sanitize tools and equipment



**Line (GAC):**        **A**    **HYGIENE, SANITATION AND DISINFECTION PRACTICES**  
**Competency:**      **A2**   **Disinfect tools and equipment**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify the need for disinfection.
- Disinfect tools and equipment using specific materials and procedures.

**LEARNING TASKS**

1. Describe the importance of disinfection when working in a salon environment
2. Describe the methods of infection control
3. Identify the personal protective equipment required when disinfecting equipment
4. Disinfect tools and equipment

**CONTENT**

- Prevent communicable diseases
- Wash hands
- Clean work stations
- Gloves
- Masks
- Disinfecting procedures
  - Immerse tools in disinfecting solutions
  - Apply disinfectant sprays
- Disinfect tools and equipment according to manufacturer's directions
- Select method of disinfecting according to applicable regulations, type of contamination and type of tools and equipment
- Replace disinfection solution regularly to maintain disinfection strength
- Store disinfection solutions according to local health and safety regulations



**Achievement Criteria**

**Performance** The learner will disinfect tools and equipment using specific materials and procedures.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- Salon tools and equipment to be disinfected
- Disinfecting materials
- Personal protective equipment including gloves and masks
- Standards and regulations

**Criteria** The learner will score 100% on a rating sheet that reflects the following criteria:

- Appropriate disinfecting materials are selected and used
- Personal protective equipment is used when disinfecting tools and equipment
- The correct procedure is used to disinfect tools and equipment



**Line (GAC):**        **A   HYGIENE, SANITATION AND DISINFECTION PRACTICES**  
**Competency:**      **A3   Maintain a safe and hygienic environment**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify hygiene, health and safety standards and regulations.
- Comply with hygiene and health and safety standards and regulations.

**LEARNING TASKS**

1. Describe various hygiene and health and safety standards and regulations when working in a salon environment
  
2. Comply with the required standards and regulations

**CONTENT**

- Occupational Health and Safety (OH&S)
- Regulations and directions such as Workplace Hazardous Materials Information Systems (WHMIS) symbols
- Material Safety Data Sheet (MSDS) information and manufacturers' warnings
- Maintain personal hygiene
- Maintain public hygiene

**Achievement Criteria**

**Performance**    The learner will maintain a safe and hygienic environment in compliance with hygiene and health and safety standards and regulations.

- Conditions**    The learner will be given:
- Access to:
    - a fully equipped salon or simulated salon environment
    - a range of hairdressing products, tools and equipment
    - multiple clients with a variety of hairdressing service requirements
  - Occupational Health and Safety (OH&S) regulations
  - Workplace Hazardous Materials Information Systems (WHMIS) information
  - Material Safety Data Sheet (MSDS) information and manufacturers' warnings

**Criteria**        The learner will score 100% on a rating sheet that reflects the following criteria:

- There is compliance with required standards and regulations in a range of situations



**Line (GAC):           B    USE AND MAINTENANCE OF TOOLS AND EQUIPMENT**  
**Competency:         B1   Use and maintain single-use tools and accessories**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe different types of single-use tools or accessories.
- Use and maintain single-use tools and accessories.

**LEARNING TASKS**

1. Determine what qualifies as a single-use tool or accessory
  
2. Use single-use tools and accessories
  
3. Maintain single-use tools and accessories

**CONTENT**

- Types of tools for services such as:
  - Adhesives
  - Bobby pins
  - End papers and foils
  - Gloves
  - Neck strip
- Imperial and metric measurements
- General rules and guidelines for use
- Unsafe conditions and precautions
- Importance of correct recycling and disposal procedures
- Health and safety
- Communicable diseases
- Sanitizing equipment
- Disinfecting equipment
- Disposal requirements
- Recycling procedures
- Storage techniques

**Achievement Criteria**

**Performance**   The learner will use and maintain single-use tools and accessories.

**Conditions**    The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- General rules and guidelines for using and maintaining single-use tools and accessories

**Criteria**       The learner will score 100% on a rating sheet that reflects the following criteria:

- Appropriate single-use tools and accessories are selected
- Single-use tools and accessories are used correctly in a range of situations
- The correct procedure is used to maintain single-use tools and accessories



**Line (GAC):**        **B    USE AND MAINTENANCE OF TOOLS AND EQUIPMENT**  
**Competency:**      **B2    Use and maintain cutting tools**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe different types of cutting tools.
- Use and maintain cutting tools.

**LEARNING TASKS**

1. Describe the tools used for haircutting
  
2. Use cutting tools
  
3. Maintain cutting tools

**CONTENT**

- Types of tools for services such as:
  - Shears
  - Clippers
  - Razors
  - Clips and clamps
  - Trimmers
- Types of tools for additional services
- Imperial and metric measurements
- General rules and guidelines for use
- Unsafe conditions and precautions
- Recognize when to oil and sharpen tools
- Health and safety
- Communicable diseases
- Sanitizing equipment
- Disinfecting equipment
- Disposal requirements
- Storage techniques

**Achievement Criteria**

**Performance**    The learner will use and maintain cutting tools.

**Conditions**     The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- General rules and guidelines for using and maintaining cutting tools

**Criteria**         The learner will score 100% on a rating sheet that reflects the following criteria:

- Appropriate cutting tools are selected
- Cutting tools are used correctly in a range of situations
- The correct procedure is used to maintain cutting tools



**Line (GAC):            B    USE AND MAINTENANCE OF TOOLS AND EQUIPMENT**

**Competency:         B3    Use and maintain styling tools**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe different types of styling tools.
- Use and maintain styling tools.

**LEARNING TASKS**

1. Describe the tools used for hairstyling
  
2. Use styling tools
  
3. Maintain styling tools

**CONTENT**

- Types of tools for services such as:
  - Brushes
  - Combs
  - Hairdryers
  - Diffuser
  - Hot rollers
- Types of tools for additional services
- Imperial and metric measurements
- General rules and guidelines for use
- Unsafe conditions and precautions
- Health and safety
- Communicable diseases
- Sanitizing equipment
- Disinfecting equipment
- Disposal requirements
- Storage techniques

**Achievement Criteria**

**Performance**    The learner will use and maintain styling tools.

**Conditions**     The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- General rules and guidelines for using and maintaining styling tools

**Criteria**         The learner will score 100% on a rating sheet that reflects the following criteria:

- Appropriate styling tools are selected
- Styling tools are used correctly in a range of situations
- The correct procedure is used to maintain styling tools



**Line (GAC): B USE AND MAINTENANCE OF TOOLS AND EQUIPMENT**

**Competency: B4 Use and maintain colouring tools**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe different types of colouring tools.
- Use and maintain colouring tools.

**LEARNING TASKS**

1. Describe the tools used for hair colouring
  
2. Use colouring tools
  
3. Maintain colouring tools

**CONTENT**

- Types of tools for services such as:
  - Applicator bottle
  - Bowls
  - Colour brushes
  - Foil board
  - Highlighting cap
- Types of tools for additional services
- Endothermic appliances
- Imperial and metric measurements
- General rules and guidelines for use
- Unsafe conditions and precautions
- Health and safety
- Communicable diseases
- Sanitizing equipment
- Disinfecting equipment
- Disposal requirements
- Storage techniques
- Storage requirements for products such as peroxides and colours

**Achievement Criteria**

**Performance** The learner will use and maintain colouring tools.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- General rules and guidelines for using and maintaining colouring tools

**Criteria** The learner will score 100% on a rating sheet that reflects the following criteria:

- Appropriate colouring tools are selected
- Colouring tools are used correctly in a range of situations
- The correct procedure is used to maintain colouring tools



**Line (GAC): B USE AND MAINTENANCE OF TOOLS AND EQUIPMENT**

**Competency: B5 Use and maintain perm/relaxing tools**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe different types of perm/relaxing tools.
- Use and maintain perm/relaxing tools.

**LEARNING TASKS**

1. Describe the tools used for perming and relaxing hair
  
2. Use perm/relaxing tools
  
3. Maintain perm/relaxing tools

**CONTENT**

- Types of tools for services such as:
  - Clips and clamps
  - Drip tray
  - Perm rods
- Types of tools for additional services such as:
  - Speciality perm tools
- Imperial and metric measurements
- General rules and guidelines for use
- Unsafe conditions and precautions
- Health and safety
- Communicable diseases
- Sanitizing equipment
- Disinfecting equipment
- Disposal requirements
- Storage techniques
- Maintain perm tools using techniques such as cleaning them after use to eliminate chemicals
- Replace perm tools components such as elastics

**Achievement Criteria**

- Performance The learner will use and maintain perm/relaxing tools.
- Conditions The learner will be given:
- Access to:
    - a fully equipped salon or simulated salon environment
    - a range of hairdressing products, tools and equipment
    - multiple clients with a variety of hairdressing service requirements
  - General rules and guidelines for using and maintaining perm/relaxing tools
- Criteria The learner will score 100% on a rating sheet that reflects the following criteria:
- Appropriate perm/relaxing tools are selected
  - Perm/relaxing are used correctly in a range of situations
  - The correct procedure is used to maintain perm/relaxing tools



**Achievement Criteria**

Performance The learner will use and maintain client capes.

Conditions The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- General rules and guidelines for using and maintaining client capes

Criteria The learner will score 100% on a rating sheet that reflects the following criteria:

- Appropriate client capes are selected
- Client capes are used correctly in a range of situations
- The correct procedure is used to maintain client capes



**Line (GAC):**        **B    USE AND MAINTENANCE OF TOOLS AND EQUIPMENT**  
**Competency:**      **B7   Use and maintain sanitizing and disinfecting equipment**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe different types of sanitizing and disinfecting equipment.
- Use and maintain sanitizing and disinfecting equipment.

**LEARNING TASKS**

1. Describe different types of sanitizing and disinfecting equipment
  
2. Use sanitizing and disinfecting equipment
  
3. Maintain sanitizing and disinfecting equipment

**CONTENT**

- Types of sanitizing and disinfecting equipment such as:
  - Chemical sanitizer
  - Disinfectant solution
  - Disinfecting jar
  - Eyewash station
  - Recycling containers
  
- General rules and guidelines for use
- Unsafe conditions and precautions
  
- Health and safety
- Communicable diseases
- Disposal requirements
- Storage techniques
- Remove debris for optimal performance
- Remove debris from filter in blow dryer as required for optimal performance
- Recognize when equipment needs to be replaced or repaired
- Change components such as ultraviolet (UV) equipment bulbs, vacuum cleaner bags and filters
- Organize and store equipment
- Replace disinfecting solution regularly to maintain required disinfecting strength

**Achievement Criteria**

Performance The learner will use and maintain sanitizing and disinfecting equipment.

Conditions The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- General rules and guidelines for using and maintaining sanitizing and disinfecting equipment

Criteria The learner will score 100% on a rating sheet that reflects the following criteria:

- Appropriate sanitizing and disinfecting equipment are selected
- Sanitizing and disinfecting equipment are used correctly in a range of situations
- The correct procedure is used to maintain sanitizing and disinfecting equipment



**Line (GAC):           B    USE AND MAINTENANCE OF TOOLS AND EQUIPMENT**

**Competency:         B8    Use and maintain major equipment**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe major equipment used in the hairstyling business.
- Use and maintain major equipment.

**LEARNING TASKS**

1. Describe different types of major equipment
  
2. Use major equipment
  
3. Maintain major equipment

**CONTENT**

- Types of equipment for services such as:
  - Workstations
  - Chairs
  - Hydraulic chairs
  - Hood dryers
  - Sinks
  
- General rules and guidelines for use
- Unsafe conditions and precautions
- Adjust equipment such as chairs and hood dryers according to client needs
- Organize workstations according to manufacturers' directions
  
- Health and safety
- Communicable diseases
- Sanitizing equipment
- Disinfecting equipment
- Disposal requirements
- Storage techniques
- Spray equipment with disinfecting spray according to manufacturer's directions
- Remove debris for optimal performance
- Remove debris from filter in hood dryers as required for optimal performance
- Recognize when equipment needs to be replaced or repaired
- Store equipment according to manufacturers' directions

**Achievement Criteria**

- Performance The learner will use and maintain major equipment.
- Conditions The learner will be given:
- Access to:
    - a fully equipped salon or simulated salon environment
    - a range of hairdressing products, tools and equipment
    - multiple clients with a variety of hairdressing service requirements
  - General rules and guidelines for using and maintaining major equipment
- Criteria The learner will score 100% on a rating sheet that reflects the following criteria:
- Appropriate major equipment is selected
  - Major equipment is used correctly in a range of situations
  - The correct procedure is used to maintain major equipment



**Line (GAC):           B    USE AND MAINTENANCE OF TOOLS AND EQUIPMENT**  
**Competency:         B9   Use and maintain office equipment**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe different types of office equipment used in the hairstyling business.
- Use and maintain office equipment.

**LEARNING TASKS**

1. Describe different types of office equipment
  
2. Use office equipment
  
3. Maintain office equipment

**CONTENT**

- Types of equipment for services such as:
  - Computer and software
  - Credit/debit machine
  - Fax machine
  - Printer and ink cartridge
  - Telephone and answering machine
  
- General rules and guidelines for use
- Unsafe conditions and precautions
- Health and safety
- Communicable diseases
- Sanitizing equipment
- Disinfecting equipment
- Disposal requirements
- Storage techniques
- Remove debris for optimal performance
- Recognize when equipment needs to be replaced or repaired
- Use and store equipment according to manufacturers' directions

**Achievement Criteria**

- Performance** The learner will use and maintain office equipment.
- Conditions** The learner will be given:
- Access to:
    - a fully equipped salon or simulated salon environment
    - a range of hairdressing products, tools and equipment
    - multiple clients with a variety of hairdressing service requirements
  - General rules and guidelines for using and maintaining office equipment
- Criteria** The learner will score 100% on a rating sheet that reflects the following criteria:
- Appropriate office equipment is selected
  - Office equipment is used correctly in a range of situations
  - The correct procedure is used to maintain office equipment



**Achievement Criteria**

Performance The learner will prepare for client service.

Conditions The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- Salon policy and procedures manual
- Typical salon documents

Criteria The learner will score 100% on a rating sheet that reflects the following criteria:

- Appropriate salon document is selected and used
- The correct procedure is used to prepare for client service



**Line (GAC):** C **CLIENT SERVICE**  
**Competency:** C2 **Communicate effectively with clients and co-workers**

**Objectives**

To be competent in this area, the individual must be able to:

- Demonstrate professional behaviour when communicating with clients and co-workers.
- Apply verbal and non-verbal communication techniques to communicate effectively.

**LEARNING TASKS**

1. Maintain a professional image to establish rapport with clients and co-workers
  
2. Employ verbal and non-verbal tools of communication to communicate with clients and co-workers

**CONTENT**

- Professional etiquette including dress, appearance and presentation
- Personal and professional ethics
- Interpersonal communication
  - Appropriate conversation topics
  - Topics to avoid
- Procedures in greeting the client
- Listening skills
- Awareness of personal affect
- Effective interpersonal interaction
- Personality patterns and types
- Ability to establish rapport
- Answer client questions

**Achievement Criteria**

**Performance** The learner will communicate effectively with clients and co-workers.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- Salon policy and procedures manual

**Criteria** The learner will score 100% on a rating sheet that reflects the following criteria:

- Professional behaviour is demonstrated when communicating with clients and co-workers
- The correct verbal and non-verbal communication technique is used to communicate effectively



**Line (GAC):** C CLIENT SERVICE  
**Competency:** C3 Consult with client

**Objectives**

To be competent in this area, the individual must be able to:

- Determine client needs and recommend appropriate services.

**LEARNING TASKS**

1. Collect information by questioning client to determine client needs and suggest appropriate services

**CONTENT**

- Ask questions to obtain client information
- Use open-ended questions to determine client needs
- Listen attentively to understand client needs
- Encourage clients to share illustrations of requested styles using visual aids such as magazines or YouTube videos
- Use critical thinking skills
- Use reflective listening and paraphrasing
- Recommend services and products that meet client needs

**Achievement Criteria**

**Performance** The learner will consult with client.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- Salon policy and procedures manual

**Criteria** The learner will score 100% on a rating sheet that reflects the following criteria:

- Effective questioning and active listening techniques are used to determine client need
- Appropriate service is recommended based on the client need





**Line (GAC):** C CLIENT SERVICE  
**Competency:** C5 Analyse hair and scalp

### Objectives

To be competent in this area, the individual must be able to:

- Describe common diseases and disorders of the skin.
- Describe common diseases and disorders of hair and scalp.
- Analyse condition of hair and scalp to recommend appropriate services.

### LEARNING TASKS

1. Describe skin and related structures
  
2. Describe common diseases and disorders of the skin
  
3. Describe hair and related structures
  
4. Describe common diseases and disorders of hair and scalp.

### CONTENT

- Structure of the skin
- Composition and functions of the main division of skin and the structures
  
- Skin blemishes and growth
- Psoriasis
- Acne Vulgaris
- Rosacea
- Viral infections
  - Cold sores
- Bacterial infections
  - Boils
  
- Structure of hair such as cuticle, cortex and medulla
- Structure of hair such as trichology
- Structure of sub-scalp such as hair root and gland systems
- Hair characteristics such as porosity, density, texture and growth patterns
  
- Hair and scalp disorders and diseases such as head lice
- Scalp conditions such as psoriasis, alopecia, dandruff and dry or oily scalp
- Hair conditions such as chemical damage
- Conditions such as abrasions and eczema



## LEARNING TASKS

5. Analyse condition of hair and scalp

## CONTENT

- Inspect hair visually to identify hair conditions such as dryness, split ends and breakage and specific diseases or disorders of the hair and scalp
- Part hair using hands or comb to visually identify scalp conditions such as psoriasis, alopecia, dandruff and dry or oily scalp
- Part hair using hands or comb to visually identify hair conditions such as chemical damage
- Part hair using hands or comb to visually identify hair and scalp disorders such as head lice
- Inspect hair visually and consult with client to analyse any previous chemical treatments including previously coloured or chemically treated hair, products used and growth patterns in relation to current and future services
- Check scalp visually to identify conditions such as abrasions, eczema and psoriasis
- Test for porosity, elasticity and allergic reaction
  - Techniques to determine porosity
  - Techniques to determine elasticity
  - Techniques to determine density and texture
- Types of chemical tests such as patch test and strand test
  - Perform strand test to select correct product, formula and application method
  - Ask client if they have ever had any reaction and perform patch test to ensure no allergic reaction will occur
- Perform testing if metallic salts are suspected
  - Hair colour with metallic salt dyes
- Encourage client to review any underlying disease or disorder with a certified medical practitioner



**LEARNING TASKS**

6. Select correct product, formula and application method based on the analysis of hair and scalp

**CONTENT**

- Based on the hair and scalp analysis, select the best in-salon product(s) and application method(s) suited for the client
- Recommend suitable home hair care products and remedial action where indicated by the condition

**Achievement Criteria**

**Performance** The learner will analyse condition of hair and scalp to recommend appropriate services.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- A range of clients with different hair and scalp conditions

**Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:

- The correct procedure is used to analyse condition of hair and scalp
- Common diseases and disorders of hair and scalp are recognized correctly
- Correct product, formula and application method is recommended based on the analysis of condition of hair and scalp



**Line (GAC):** D HAIR AND SCALP CARE  
**Competency:** D1 Shampoo and condition hair and scalp

**Objectives**

To be competent in this area, the individual must be able to:

- Shampoo and condition according to client’s hair and scalp and the service being performed.

**LEARNING TASKS**

1. Select the appropriate products and equipment required for shampoo
  
2. Prepare hair for shampoo
  
3. Shampoo and condition using the appropriate product as per client’s hair and scalp and the service being performed

**CONTENT**

- Types of brushes for pre brushing techniques
- Types of brushes for wet hair and dry hair
- Types of shampoos
- Types of conditioners
- Brush hair
- Test and adjust temperature and pressure of water to ensure client comfort
- Hold water nozzle from the head at the right distance
- Types of draping techniques
- Types of hair and scalp treatments
- Match products to hair and scalp properties
- Apply different types of products
- Manipulate hair and product with hands and fingers to ensure complete saturation
- Pressure required for shampooing and conditioning
- Towel dry procedures

**Achievement Criteria**

Performance The learner will shampoo and condition hair and scalp.

Conditions The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- A range of clients with different shampoo service and conditioning treatment requirements
- Shampoo and conditioning products

Criteria The learner will score 100% on a rating sheet that reflects the following criteria:

- Appropriate products and equipment are selected
- The products are used according to the client's hair and scalp condition and the service being performed
- The correct procedure is used to shampoo and condition hair and scalp



**Line (GAC):**        **D    HAIR AND SCALP CARE**  
**Competency:**      **D2   Perform scalp massage**

**Objectives**

To be competent in this area, the individual must be able to:

- Perform a scalp massage.

**LEARNING TASKS**

1. Identify the benefits of scalp massage
  
2. Manipulate and massage scalp by hand

**CONTENT**

- Increase blood circulation
- Promote relaxation
  
- Scalp massage
- Massage manipulation
- Manage pressure
- Nerve, muscle and circulation of the face

**Achievement Criteria**

**Performance**    The learner will perform a scalp massage by hand.

**Conditions**     The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- A range of clients with different massage requirements

**Criteria**         The learner will score 100% on a rating sheet that reflects the following criteria:

- The correct procedure is used to massage scalp including the use of adequate pressure and manipulation





### LEARNING TASKS

3. Cut hair with elevation

### CONTENT

- Elements and principles of hair design
- Perform a pre-cut analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the cut
- Recognize natural fall
- Create sections on the head to ensure even distribution and balance
- Establish guideline to give starting point and line to follow throughout cut
- Follow travelling guideline throughout cut
- Comb sections and sub-sections thoroughly to ensure evenness of cut
- Apply necessary tension throughout cut to achieve desired shape
- Hold hair with fingers or comb at desired elevation
- Remove length of hair with cutting tool
- Remove hair using razor in the direction of cuticle
- Maintain control of hair during cut
- Cross-check haircut to ensure blended layers, evenness and balance
- Maintain moisture content of hair with cutting lotion or water to ensure evenness of cut
- Position body stance according to hair section as it relates to the cutting technique



### LEARNING TASKS

4. Cut hair without elevation

5. Cut hair using clipper over comb

### CONTENT

- Perform a pre-cut analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the cut
- Recognize natural fall
- Create sections on the head to ensure even distribution and balance
- Establish a stationary guideline to give starting point and line to follow throughout cut
- Comb hair without elevation to perimeter guideline
- Apply necessary tension throughout cut to achieve desired shape
- Remove length of hair with cutting tool
- Maintain control of hair during cut
- Check haircut to ensure evenness and balance
- Maintain moisture content of hair with cutting lotion or water to ensure evenness of cut
- Position body stance according to hair section as it relates to the haircutting technique
- Perform a pre-cut analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the cut
- Establish a stationary guideline to give starting point and line to follow throughout cut
- Remove length of hair
- Hold clippers and comb at desired angle to establish length and to blend haircut
- Eliminate demarcation steps or unwanted lines by coordinating clippers and comb
- Move clipper in the opposite direction of hair growth to control natural growth patterns
- Cross-check haircut to ensure blended layers, evenness and balance



**Achievement Criteria**

**Performance** The learner will cut hair using various tools and techniques.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- A range of clients with different haircut requirements
- Hair cutting tools and products

**Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:

- A pre-cut analysis is conducted before the hair cut
- Appropriate tools are used for cutting hair
- The correct procedure is used to cut hair with elevation, without elevation and using clipper over comb:
  - Hair is prepared for cutting service
  - Hair is sectioned to ensure even distribution and balance
  - A guideline is established to give a starting point and a line to follow throughout cut
  - The required length of hair is removed using the cutting tool
  - The correct procedure is followed when cutting hair with clippers
  - The desired shape and style is completed according to health and safety requirements, employer standards and client requirements





### LEARNING TASKS

3. Describe the procedure to cut unwanted facial and nape hair

### CONTENT

- Perform a pre-cut analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the cut
- Select cutting tools such as:
  - Conventional shears and specialty shears such as thinning, notching, texturizing, single and multi-notched blades and curved shears
  - Clippers
  - Trimmers
  - Guards and attachments
  - Changeable blades
- Establish a guide
- Determine outline and shape
- Remove facial and nape hair using cutting tools
  - Remove unwanted length of facial hair by holding cutting tool at safe angle to achieve desired shape
  - Hold cutting tool and comb at desired angle to establish length and to blend
  - Eliminate demarcation steps or unwanted lines by coordinating cutting tool and comb
  - Move cutting tool in the opposite direction of hair growth to control natural growth patterns
- Cross-check to ensure evenness and balance
- Use men's finishing and grooming techniques
- Use specialized products for facial hair







### LEARNING TASKS

5. Prepare and style hair using blow dry techniques

6. Prepare and style dry hair using setting tools

7. Prepare and style hair using braiding techniques

### CONTENT

- Select styling aids and finishing aids based on hair type and desired finish
- Distribute styling aids evenly throughout the hair
- Determine the appropriate blow drying techniques (such as scrunching by hand, using a round brush, using a blow dryer)
- The hair should be controlled while blow drying with the tool of choice
- Choose tool base control such as on-base, off-base and over-directed
- Direct hair through or on tool to create desired effect
- Test hair to verify dryness
- Remove tools after hair cools
- Select styling aids and finishing aids based on hair type and desired finish
- Distribute styling aids evenly throughout hair
- Select tool size and type such as brush, iron or hot rollers or hand
- Choose tool base control such as on-base, off-base and over-directed
- Comb hair smooth and place on tools using proper tension in direction of chosen set pattern avoiding bent ends
- Secure tools avoiding marks
- Direct hair through or on tool to create desired effect and smooth ends
- Select heat source to dry hair
- Determine air flow, speed, temperature, and direction for safety, comfort and desired dryness
- Test hair to verify dryness
- Remove tools after hair cools without disturbing base
- Manipulate hair using fingers, palms or tools
- Use braiding techniques and styles
- Braid hair using comb and fingers with controlled tension and clean sections
- Direct hair with hands using product designed for specific texture and natural growth patterns

**Achievement Criteria**

- Performance** The learner will prepare and style hair using various styling tools and techniques.
- Conditions** The learner will be given:
- Access to:
    - a fully equipped salon or simulated salon environment
    - a range of hairdressing products, tools and equipment
    - multiple clients with a variety of hairdressing service requirements
    - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
  - A range of clients with different hair styling requirements
  - Styling tools
  - Styling aids and finishing aids
- Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:
- Appropriate tools and techniques are used for preparing and styling hair
  - The correct procedure is used to style hair:
    - Prepare for hair styling service
    - Use the drying tools and equipment correctly
    - Use the curling iron correctly
    - Create a professionally-finish blow-dry style



**Line (GAC):** F HAIR STYLING

**Competency:** F2 Finish hair

### Objectives

To be competent in this area, the individual must be able to:

- Finish hair using specific tools and techniques.

### LEARNING TASKS

1. Use tools and techniques to obtain a finished look

### CONTENT

- Current trends and styles
- Volume, balance and shape
- Hairstyle customization as per client requirements and suitability
- Heating and cooling procedures
- Required temperature settings on tools and equipment
- Different techniques related to specific irons
- Hair preparation
  - Create foundation and support by backcombing or back brushing and smoothing, using styling aids as required
- Hair styling
  - Roller placement and tool base control such as on-base, half-off base, off-base and over-directed
  - Types of curls such as spiral, figure 8, figure 6 and barrel curl
  - Loosen curls and waves with hand or tools to break up set pattern

**Achievement Criteria**

Performance	The learner will finish hair using various styling tools and techniques.
Conditions	The learner will be given: <ul style="list-style-type: none"><li>• Access to:<ul style="list-style-type: none"><li>○ a fully equipped salon or simulated salon environment</li><li>○ a range of hairdressing products, tools and equipment</li><li>○ multiple clients with a variety of hairdressing service requirements</li><li>○ relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets</li></ul></li><li>• A range of clients with different hair finishing requirements</li><li>• Finishing tools</li><li>• Styling aids and finishing aids</li></ul>
Criteria	The learner will score 80% or better on a rating sheet that reflects the following criteria: <ul style="list-style-type: none"><li>• Appropriate tools and techniques are used for finishing hair</li><li>• The correct procedure is used to finish hair</li></ul>







## LEARNING TASKS

## CONTENT

- Apply waving solutions according to manufacturer's directions
- Process the perm according to manufacturer's directions for the type of hair
  - Rinse hair to ensure complete removal of product
  - Check hair to ensure complete removal of product
  - Use blotting techniques
- Perform test curls in various areas according to manufacturers' directions to determine curl formation
- Apply neutralizer to processed hair according to manufacturers' directions to re-form bonds or stabilize the hair
- Remove perming products and excess moisture
  - Set water temperature and pressure according to manufacturer's directions and individual hair analysis to prevent damage to the hair
  - Rinse hair to ensure complete removal of product
  - Check hair to ensure complete removal of product
  - Use blotting techniques
- Remove tools
- Verify hair condition and apply after-care product as required

**Achievement Criteria**

**Performance** The learner will chemically perm hair using specific tools, techniques and products.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
  - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- A range of clients seeking chemical waving and perming services
- Perming products, waving solutions and neutralizers
- Perming tools

**Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:

- A pre-perm analysis is conducted before the perm
- The correct procedure is used to chemically perm hair:
  - Hair is prepared for perm service
  - Hair is sectioned in relation to head form and hair type using clean partings to ensure balanced perm wrap
  - The sub-section size is in relation to selected tool to prevent dragging, fish hooks and bunching
  - The tool is placed in relation to sub-section to achieve desired placement such as on- or off-base
  - Hair is wrapped with variable tension according to manufacturer's directions.
  - The curl is checked after the perm process



**Line (GAC):** H HAIR COLOURING  
**Competency:** H1 Prepare for colouring hair

### Objectives

To be competent in this area, the individual must be able to:

- Describe the underlying principles of colouring hair.
- Prepare for colouring hair by selecting the colour formula, colouring product and appropriate application tools and techniques.

### LEARNING TASKS

1. Describe the underlying principles of colouring hair

### CONTENT

- Hair structure, strength, elasticity and porosity
- Client's chemical service history
- Colour theory and colour wheel
- Categories of colour products
- Current trends and styles
- Pigment interaction with colour or bleach
- Compatibility of products on previously coloured hair
- Stages of de-colourization
- Principles of applying colour
  - Apply product according to manufacturers' directions and follow the correct order of application
  - Perform strand test to ensure complete deposit
  - Monitor and establish time for colouring process according to manufacturers' directions and strand test results to ensure complete deposit
  - Monitor and establish time for de-colourizing process according to manufacturers' directions and strand test results until desired level is reached
  - Keep product active using methods such as covering with a plastic cap and adding additional product
  - Remove product to stop processing action according to manufacturers' directions

**LEARNING TASKS**

2. Prepare for colouring hair

**CONTENT**

- Perform a pre-colour analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Select the colour formula.
  - Natural level of hair
  - Underlying and predominant pigment
  - Percentage of grey
  - Desired results
  - Amount of formula as per hair characteristics
- Select the colouring product
  - Semi
  - Demi
  - Permanent
- Select the appropriate application technique for lightening and darkening natural hair colour
  - Foiling (highlights, lowlights)
  - Full head
- Select foiling techniques
  - Weaves
  - Slices
  - Sectioning (Panel colouring)
  - Freehand
- Select the appropriate tools for each application technique such as:
  - Comb
  - Swatches
  - Brushes
  - Non-metallic bowls
  - Foils
  - Caps

**Achievement Criteria**

**Performance** The learner will prepare for colouring hair by selecting the colour formula, colouring product and appropriate application tools and techniques.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
  - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- A range of clients with different hair colouring requirements
- Colouring products and solutions
- Colouring tools and equipment

**Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:

- Appropriate tools and techniques are used to prepare for colouring hair
- A pre-colour analysis is performed to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure



**Line (GAC):** H HAIR COLOURING  
**Competency:** H2 Colour hair

### Objectives

To be competent in this area, the individual must be able to:

- Colour virgin hair, regrowth and grey hair.
- Colour hair using special effects.
- Modify existing colour.

### LEARNING TASKS

1. Colour virgin hair

### CONTENT

- Perform a pre-colour analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Prepare for colouring hair by selecting the colour formula, colouring product and appropriate application tools and techniques based on the analysis of hair and scalp
- Perform different chemical tests including a strand test to ensure complete lift, deposit and coverage and to determine the need to refresh ends
- Determine starting point according to existing colour, desired results and client consultation
- Apply product according to manufacturers' directions
- Keep product active
- Monitor development and processing time
- Remove product in correct order to prevent bleeding of colours and to stop processing action
- Verify hair condition and apply after-care product as required

**LEARNING TASKS**

## 2. Colour regrowth

**CONTENT**

- Perform a pre-colour analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Prepare for colouring hair by selecting the colour formula, colouring product and appropriate application tools and techniques based on the analysis of hair and scalp
- Perform different chemical tests including a strand test to ensure complete lift, deposit and coverage and to determine the need to refresh ends
- Determine starting point according to existing colour, desired results and client consultation
- Apply product to regrowth area to ensure even distribution
- Perform different chemical tests including strand test to ensure complete lift, deposit and coverage and to determine the need to refresh ends
- Monitor development and processing time
- Prevent overlap of product on demarcation line
- Remove product in correct order to prevent bleeding of colours and to stop processing action
- Verify hair condition and apply after-care product as required



### 3. Colour grey hair

- Perform a pre-colour analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Prepare for colouring hair by selecting the colour formula, colouring product and appropriate application tools and techniques based on the analysis of hair and scalp
- Perform different chemical tests including a strand test to ensure complete lift, deposit and coverage and to determine the need to refresh ends
- Determine starting point according to percentage of grey and desired results
- Apply product to ensure even distribution
- Monitor development and processing time
- Remove product in correct order to prevent bleeding of colours and to stop processing action
- Verify hair condition and apply after-care product as required

### 4. Colour hair using special effects

- Perform a pre-colour analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Prepare for colouring hair by selecting the colour formula, colouring product and appropriate application tools and techniques based on the analysis of hair and scalp
- Apply product to ensure even distribution using tools such as comb, brush and foils
- Monitor development and processing time
- Remove product in correct order to prevent bleeding of colours and to stop processing action
- Verify hair condition and apply after-care product as required



5. Modify existing colour

- Perform a pre-colour analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Prepare for colouring hair by selecting the colour formula, colouring product and appropriate application tools and techniques based on the analysis of hair and scalp
- Perform different chemical tests including a strand test to ensure complete lift, deposit and coverage and to determine the need to refresh ends
- Determine starting point according to existing colour, desired results and client consultation
- Apply product to ensure even distribution
- Monitor development and processing time
- Remove product in correct order to prevent bleeding of colours and to stop processing action
- Verify hair condition and apply after-care product as required



**Achievement Criteria**

**Performance** The learner will colour virgin hair, regrowth, and grey hair, colour hair using special effects and modify existing colour.

- Conditions** The learner will be given:
- Access to:
    - a fully equipped salon or simulated salon environment
    - a range of hairdressing products, tools and equipment
    - multiple clients with a variety of hairdressing service requirements
    - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
  - A range of clients with different hair colouring requirements
  - Colouring products and solutions
  - Colouring tools and equipment

- Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:
- A pre-colour analysis is done to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
  - Hair is prepared for colour service
  - Hair colouring product is applied to ensure even distribution using tools such as comb, brush and foils
  - The correct procedure is used to:
    - Colour virgin hair
    - Colour regrowth
    - Colour grey hair
    - Colour hair using special effects
    - Modify existing colour
  - An accurate and complementary colour result is produced that is free of obvious imperfections



**Line (GAC):** H HAIR COLOURING

**Competency:** H3 Bleach hair

### Objectives

To be competent in this area, the individual must be able to:

- Bleach virgin hair and regrowth.
- Bleach hair using special effects.
- Tone pre-lightened hair.

### LEARNING TASKS

1. Bleach virgin hair

### CONTENT

- Perform a pre-colour analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Prepare for bleaching hair by selecting the formula, product and appropriate application tools and techniques based on the analysis of hair and scalp
- Apply product according to manufacturers' directions
- Follow order of application for lightening virgin hair to ensure even de-colourization
- Keep product active
- Monitor and establish time for de-colourizing process
- Remove product
- Verify hair condition and apply after-care product as required



### LEARNING TASKS

2. Bleach regrowth

3. Bleach hair using special effects

### CONTENT

- Perform a pre-colour analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Determine natural level and level of previously lightened hair
- Prepare for colouring hair by selecting the formula, product and appropriate application tools and techniques based on the analysis of hair and scalp
- Prevent overlap of product on demarcation line
- Monitor lightening process visually and by using a strand test to determine amount of de-colourization
- Remove product
- Verify hair condition and apply after-care product as required
  
- Perform a pre-colour analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Prepare for bleaching hair by selecting the formula, product and appropriate application tools and techniques based on the analysis of hair and scalp
- Apply product to ensure even distribution
- Monitor development and processing time
- Remove product
- Verify hair condition and apply after-care product as required



### LEARNING TASKS

4. Tone pre-lightened hair

### CONTENT

- Perform a pre-colour analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Determine degree of predominant tone to be neutralized or enhanced
- Prepare for colouring hair by selecting the formula, product and appropriate application tools and techniques based on the analysis of hair and scalp
- Apply product where tone needs to be neutralized or enhanced
- Monitor deposit process visually and with strand test to ensure even colour development and neutralization or enhancement according to manufacturers' directions
- Remove product when desired tone and level are achieved to stop processing action according to manufacturers' directions
- Verify hair condition and apply after-care product as required



**Achievement Criteria**

- Performance** The learner will bleach virgin hair and regrowth, bleach hair using special effects and tone pre-lightened hair.
- Conditions** The learner will be given:
- Access to:
    - a fully equipped salon or simulated salon environment
    - a range of hairdressing products, tools and equipment
    - multiple clients with a variety of hairdressing service requirements
    - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
  - A range of clients with different hair bleaching requirements
  - Bleaching/colouring products and solutions
  - Bleaching/colouring tools and equipment
- Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:
- A pre-colour analysis is done to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
  - Hair is prepared for colour service
  - Hair bleaching/colouring product is applied to ensure even distribution using tools such as comb, brush and foils
  - The correct procedure is used to:
    - Bleach virgin hair
    - Bleach regrowth
    - Bleach hair using special effects
    - Tone pre-lightened hair
  - An accurate and complementary result is produced that is free of obvious imperfections



**Line (GAC):** H HAIR COLOURING  
**Competency:** H4 Describe the procedure to perform colour correction

### Objectives

To be competent in this area, the individual must be able to:

- Describe the procedure to perform colour correction by adjusting undesirable colour.

### LEARNING TASKS

1. Describe the procedure to perform colour correction

### CONTENT

- Test hair for elasticity, porosity and integrity
- Select product and perform strand test
- Describe undesirable colour aspects such as:
  - If colour is too light.
  - If colour is too cool
  - If colour is too dark
  - If colour is too warm (brassy)
- Determine formula and processing time needed according to strand test and existing state of the hair
- Calculate formula for filling hair according to requirements
- Select sequence of product application according to consultation



**Line (GAC):** I **SPECIALIZED SERVICES**  
**Competency:** I1 **Describe the principles of applying and styling wigs and hairpieces**

### Objectives

To be competent in this area, the individual must be able to:

- Describe the principles of applying and styling wigs and hairpieces.

### LEARNING TASKS

1. Discuss the underlying principles of applying wigs and hairpieces

### CONTENT

- Types of wigs and hairpieces such as machined and handmade
- Natural and synthetic hair
- Relevant head measurements such as hairline-to-nape, ear-to-ear and temple-to-temple
- Imperial and metric measurement systems
- Fastening tools and accessories such as tape, clips, adhesives and bobby pins
- Maintenance and cleaning techniques
- Manufacturers' directions



**Line (GAC):** I **SPECIALIZED SERVICES**  
**Competency:** I2 **Describe the principles of using hair extensions**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe the underlying principles of using hair extensions.

**LEARNING TASKS**

1. Discuss the underlying principles of using hair extensions

**CONTENT**

- Types of extensions such as straight and curly
- Natural and synthetic hair
- Application systems such as sewing, weaving, bonding, fusion and clipping
- Maintenance materials, products and tools
- Manufacturers' directions



**Line (GAC):**        **J    BUSINESS MANAGEMENT**  
**Competency:**       **J1   Perform salon operations**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe the principles of working in a salon environment.
- Perform salon operations in accordance with salon policies and procedures.

**LEARNING TASKS**

1. Discuss the underlying principles of performing salon operations
  
2. Apply salon policies and procedures to perform daily operations

**CONTENT**

- Salon roles and responsibilities
- Salon policies and procedures
- Business laws and regulations – federal and local
- Liability waivers
- Insurance coverage/malpractice
- Telephone etiquette
- Customer services
- Professional presentation
  
- Schedule and manage appointments.
- Manage client record.

**Achievement Criteria**

**Performance**    The learner will perform salon operations in accordance with salon policies and procedures.

- Conditions**    The learner will be given:
- Access to:
    - a fully equipped salon or simulated salon environment
    - a range of hairdressing products, tools and equipment
    - multiple clients with a variety of hairdressing service requirements
  - Salon policy and procedures manual
  - Typical salon documents

**Criteria**        The learner will score 100% on a rating sheet that reflects the following criteria:

- Salon operations are performed in accordance with salon policies and procedures



**Line (GAC):**        **J    BUSINESS MANAGEMENT**  
**Competency:**       **J2   Complete monetary transactions**

**Objectives**

To be competent in this area, the individual must be able to:

- Complete monetary transactions by applying basic principles of math.

**LEARNING TASKS**

1. Apply basic principles of math to perform commercial transactions when working in a salon environment

**CONTENT**

- Apply basic math such as percentages and fractions
- Tabulate daily transactions
- Perform calculations such as commissions, taxes and discounts
- Operate point-of-sale equipment such as cash register, debit machine and computer
- Handle money exchanged during commercial transactions

**Achievement Criteria**

**Performance**    The learner will complete monetary transactions by applying basic principles of math.

**Conditions**    The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- Salon policy and procedures manual
- Typical point-of-sale equipment such as cash register, debit machine and computer

**Criteria**        The learner will score 100% on a rating sheet that reflects the following criteria:

- Monetary transactions are performed in accordance with salon policies and procedures



**Line (GAC):** J **BUSINESS MANAGEMENT**  
**Competency:** J3 **Maintain product inventory**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe the principles of maintaining product inventory.
- Maintain a product inventory in accordance with salon policies and procedures.

**LEARNING TASKS**

1. Discuss the underlying principles of maintaining product inventory
  
2. Apply salon policies and procedures to maintain a product inventory

**CONTENT**

- Manage and maintain products
- Track sales and use of products
- Identify order points in product inventory
  
- Use physical or electronic management to determine existing stock level and make adjustments
- Order products
- Interact with product suppliers
- Operate pricing equipment

**Achievement Criteria**

**Performance** The learner will maintain a product inventory in accordance with salon policies and procedures.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- Salon policy and procedures manual

**Criteria** The learner will score 100% on a rating sheet that reflects the following criteria:

- Product inventory is maintained in accordance with salon policies and procedures



**Line (GAC):**        **J    BUSINESS MANAGEMENT**  
**Competency:**      **J4    Market products and services**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe how industry changes impact the hairstyling business practices.
- Apply current industry practices and techniques to market products and services.

**LEARNING TASKS**

1. Recognize the changes in the hairstyling industry and how they impact business practices
2. Employ current practices and techniques to market products and services

**CONTENT**

- Past industry trends
- Current industry practices
- Display and manage products
- Display and manage window displays, signage, samples and posters
- Organize product display equipment such as shelves and racks
- Market services to increase clients using methods such as business cards, email, coupons and advertising
- Educate clients using product knowledge
- Up-sell additional services to clients
- Promote services
- Promote sales
- Evaluate marketing techniques

**Achievement Criteria**

**Performance**    The learner will apply current industry practices and techniques to market products and services.

- Conditions**     The learner will be given:
- Access to:
    - a fully equipped salon or simulated salon environment
    - a range of hairdressing products, tools and equipment
    - multiple clients with a variety of hairdressing service requirements
  - Salon policy and procedures manual

**Criteria**        The learner will score 100% on a rating sheet that reflects the following criteria:

- Products and services are marketed based on current industry practices and techniques



# Level 2 Hairstylist



**Line (GAC):**        **C    CLIENT SERVICE**  
**Competency:**     **C6   Resolve client concerns and complaints**

**Objectives**

To be competent in this area, the individual must be able to:

- Demonstrate conflict management skills to resolve client concerns and complaints.

**LEARNING TASKS**

1. Resolve client concerns and complaints

**CONTENT**

- Apply problem solving and conflict resolution skills
- Listen attentively to client complaints
- Explain salon policies to address concerns
- Follow up to ensure client satisfaction

**Achievement Criteria**

**Performance**    The learner will resolve client concerns and complaints.

**Conditions**     The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- Salon policy and procedures manual

**Criteria**        The learner will score 100% on a rating sheet that reflects the following criteria:

- Problem solving and conflict resolution skills are demonstrated when communicating with clients and co-workers
- Client concerns and complaints are resolved effectively



**Line (GAC):** E HAIR CUTTING  
**Competency:** E3 Customize haircuts

### Objectives

To be competent in this area, the individual must be able to:

- Customize haircuts using specific tools and techniques.

### LEARNING TASKS

1. Personalize haircuts using specific tools and techniques

### CONTENT

- Perform a pre-cut analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the cut
- Remove hair using cutting tools such as shears, razors and clippers to reduce weight and bulk, and add volume
- Use conventional shears and specialty shears such as thinning, notching, texturizing, single and multi-notched blades and curved shears
- Select techniques such as slide cut, point cut and texturizing
- Remove hair using techniques such as C-shapes, sliding and carving to give support, shape and detail
- Select sections of hair to determine where lift and movement are required
- Use appropriate razor angles
- Manipulate hair to determine if more detailing is required

### Achievement Criteria

**Performance** The learner will customize haircuts using various tools and techniques.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
- A range of clients with different haircut requirements
- Hair cutting tools and products

**Criteria** The learner will score 100% on a rating sheet that reflects the following criteria:

- A pre-cut analysis is conducted before the hair cut
- Appropriate tools and techniques are used for customizing haircuts



**Line (GAC):** E HAIR CUTTING  
**Competency:** E4 Cut facial and nape hair

### Objectives

To be competent in this area, the individual must be able to:

- Cut unwanted facial and nape hair.

### LEARNING TASKS

1. Cut unwanted facial and nape hair

### CONTENT

- Perform a pre-cut analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the cut
- Select cutting tools such as:
  - Conventional shears and specialty shears such as thinning and texturizing shears
  - Clippers
  - Trimmers
  - Guards and attachments
  - Changeable blades
- Establish a guide
- Determine outline and shape
- Remove facial and nape hair using cutting tools
  - Remove unwanted length of facial hair by holding cutting tool at safe angle to achieve desired shape.
  - Hold cutting tool and comb at desired angle to establish length and to blend.
  - Eliminate demarcation steps or unwanted lines by coordinating cutting tool and comb.
  - Move cutting tool in the opposite direction of hair growth to control natural growth patterns.
- Cross-check to ensure evenness and balance
- Use men's finishing and grooming techniques
- Use specialized products for facial hair

**Achievement Criteria**

- Performance** The learner will cut unwanted facial and nape hair.
- Conditions** The learner will be given:
- Access to:
    - a fully equipped salon or simulated salon environment
    - a range of hairdressing products, tools and equipment
    - multiple clients with a variety of hairdressing service requirements
  - A range of clients with different facial and nape haircut requirements
  - Hair cutting tools and products
- Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:
- A pre-cut analysis is conducted before cutting unwanted facial and nape hair
  - Appropriate tools are and techniques are used for cutting unwanted facial and nape hair



**Line (GAC):** E HAIR CUTTING  
**Competency:** E5 Describe the procedure to shave facial and nape hair

### Objectives

To be competent in this area, the individual must be able to:

- Describe the procedure to shaving facial and nape hair.

### LEARNING TASKS

1. Describe the procedure to shaving facial and nape hair

### CONTENT

- Perform a pre-shave analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the cut
- Select and use shaving tools such as razors
- Apply hot towel to soften facial and nape hair
- Apply shaving cream to allow razor to glide on skin
- Pull skin taut before using razor to ensure clean shave
- Apply pressure on razor at correct angle
- Apply after shave/moisturizer to close pores and stop infection
- Determine outline and shape according to client preference and natural growth patterns
- Select trimmer to remove facial hair
- Detail facial and nape hair by inverting trimmer or razor around perimeter to create clean and sharp lines
- Lay trimmer or razor blade flat while moving against skin to remove unwanted hair
- Use men's finishing and grooming techniques
- Use specialized products for facial hair



**Line (GAC):** F HAIR STYLING  
**Competency:** F3 Style Up-dos

### Objectives

To be competent in this area, the individual must be able to:

- Style hair by designing up-dos.

### LEARNING TASKS

1. Use tools and techniques to style and design up-dos

### CONTENT

- Current trends and styles
- Volume, balance and shape
- Hairstyle customization as per client requirements and suitability
- Heating and cooling procedures
- Required temperature settings on tools and equipment
- Different techniques related to specific irons
- Hair preparation
  - Plan and prepare hair for up-do using controlled, balanced and clean sections
  - Create foundation and support by backcombing and smoothing, using styling aids as required
- Hair styling
  - Style hair using styling techniques.
    - Roller placement and tool base control such as on-base, half-off base, off-base and over-directed
    - Types of curls such as spiral, figure 8, figure 6 and barrel curl
  - Distribute hair in direction of design to build focal point.
  - Insert pins discretely and securely to hold up-do.
  - Loosen curls and waves with hand or tools to break up set pattern.

**Achievement Criteria**

**Performance** The learner will style hair by designing up-dos.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
  - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- A range of clients with different hair styling requirements
- Styling tools
- Styling aids and finishing aids

**Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:

- Appropriate tools and techniques are used for styling up-dos
- The correct procedure is used to style up-dos:
  - Hair is prepared for up-do
  - Foundation and support is created
  - Correct technique is used to style hair
  - Pins are inserted discretely to secure the up-do



**Line (GAC):** F **HAIR STYLING**  
**Competency:** F4 **Incorporate hair additions**

**Objectives**

To be competent in this area, the individual must be able to:

- Add hair additions to design hair styles..

**LEARNING TASKS**

1. Use hair additions (ornamentations) to style hair

**CONTENT**

- Hair preparation
  - Select and plan style
  - Select appropriate hair addition
  - Plan and prepare hair for hair additions using controlled, balanced and clean sections
  - Create foundation and support by backcombing and smoothing, using styling aids as required
- Hair styling
  - Secure hair addition discretely

**Achievement Criteria**

**Performance** The learner will use hair additions (ornamentations) to style hair.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
  - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- A range of clients that require hair additions (ornamentations) to style hair
- Styling tools
- Styling aids and finishing aids

**Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:

- Appropriate tools and techniques are used to incorporate hair additions (ornamentations) to style hair
- The correct procedure is used to incorporate hair additions (ornamentations) to style hair:
  - Hair is prepared for hair additions (ornamentations) using controlled, balanced and clean sections
  - Foundation and support is created
  - Hair addition is secured discretely



**Line (GAC):**        **G    CHEMICAL WAVING AND RELAXING OF HAIR**  
**Competency:**      **G2   Chemically relax and straighten hair**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify different types of relaxers and describe their effects on hair.
- Employ specific tools and techniques to relax or straighten hair.
- Chemically relax and straighten hair using specific tools and products.

**LEARNING TASKS**

1. Describe the effects of different types of relaxers on hair
  
2. Describe various tools and techniques used in relaxing and straightening
  
3. Describe and demonstrate the procedure for relaxing and straightening hair

**CONTENT**

- Types of relaxers
- Chemical properties of relaxers
- pH scale
- Tools
  - Protective creams
  - Soft curl tools
- Application techniques
- Blotting techniques
- Perform specialty and ethnic hair processes, such as soft curl, with relaxing products and tools
- Perform a pre-relaxing analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Apply relaxer to the hair according to manufacturers' direction
  - Use variable tension according to manufacturers' directions
  - Ensure even distribution of product
  - Process the relaxer according to manufacturers' directions for the type of hair
  - Perform tests (such as relaxation test, comb test) to determine stage in processing



## LEARNING TASKS

## CONTENT

- Remove relaxing products and excess moisture
  - Rinse hair to ensure complete removal of product
  - Check hair to ensure complete removal of product
  - Use blotting techniques
- Apply neutralizer or specialty products to processed hair to re-form bonds or stabilize hair
- Rinse hair to remove neutralizer or specialty product
- Check hair to ensure complete removal of product
- Remove speciality tools according to manufacturer's directions
- Verify hair condition and apply after-care product as required

### Achievement Criteria

**Performance** The learner will chemically relax and straighten hair using specific tools, techniques and products.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
  - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- A range of clients seeking chemical relaxing and straightening services
- Relaxing and straightening products, solutions and neutralizers
- Relaxing and straightening tools

**Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:

- A pre-relaxing analysis is conducted before the relaxing and straightening process
- The correct procedure is used to chemically relax and straighten hair:
  - Hair is prepared for the service
  - Relaxer is applied using variable tension according to manufacturer's directions.
  - The product is evenly distributed
  - The hair is checked after the relaxing and straightening process



**Line (GAC):** H HAIR COLOURING  
**Competency:** H5 Perform colour correction

### Objectives

To be competent in this area, the individual must be able to:

- Perform colour correction by adjusting undesirable colour.

### LEARNING TASKS

1. Adjust undesirable colour

### CONTENT

- Perform a pre-colour analysis to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Prepare for colouring hair by selecting the colour formula, colouring product and appropriate application tools and techniques based on the analysis of hair and scalp
- Follow pre-determined application technique
- Adjust undesirable colour such as:
  - If colour is too light
  - If colour is too cool (dull)
  - If colour is too dark
  - If colour is too warm (brassy)
- Monitor process visually to ensure development of colour and to detect adverse chemical reactions
- Perform strand test during processing to determine when product has reached desired result
- Remove product when desired tone and level are achieved to stop processing action according to manufacturers' directions
- Verify hair condition and apply after-care product as required

**Achievement Criteria**

Performance The learner will adjust undesirable colour.

Conditions The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
  - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- A range of clients with different hair colour adjustments required
- Colouring products and solutions
- Colouring tools and equipment

Criteria The learner will score 80% or better on a rating sheet that reflects the following criteria:

- A pre-colour analysis is done to determine the condition and the quality of the hair (including hair characteristics such as porosity, density, texture and growth patterns) to determine the suitability for the procedure
- Hair is prepared for colour service
- The correct procedure is used to adjust undesirable colour when:
  - Colour is too light
  - Colour is too cool (dully)
  - Colour is too dark
  - Colour is too warm (brassy)
- An accurate and complementary colour result is produced that is free of obvious imperfections



**Achievement Criteria**

**Performance** The learner will select, apply and style wigs and hairpieces.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
  - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- A range of clients that require the use of wigs and hairpieces
- Styling tools
- Styling aids and finishing aids

**Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:

- Appropriate wig or hairpiece is selected
- Appropriate tools and techniques are used to incorporate wig or hairpiece
- The correct procedure is used to incorporate wig or hairpiece
- A finished look is created using styling tools according to the wig or hairpiece type



**Achievement Criteria**

**Performance** The learner will use and maintain hair extensions to design hair styles.

**Conditions** The learner will be given:

- Access to:
  - a fully equipped salon or simulated salon environment
  - a range of hairdressing products, tools and equipment
  - multiple clients with a variety of hairdressing service requirements
  - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- A range of clients that require the use of hair extensions to design hair
- Styling tools
- Styling aids and finishing aids

**Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:

- Appropriate hair extension is selected
- Appropriate tools are used to incorporate hair extensions
- The correct technique is used to attach hair extensions
- A finished look is created such that extensions are blended with existing hair



**Line (GAC):** J **BUSINESS MANAGEMENT**  
**Competency:** J5 **Develop business and marketing plan for a salon**

### Objectives

To be competent in this area, the individual must be able to:

- Develop a business plan for a salon.
- Develop a marketing plan for a salon.

### LEARNING TASKS

1. Develop a business plan for a salon

2. Develop a marketing plan for a salon

### CONTENT

- Components of a business plan including:
  - Mission, goals and objectives
  - Products and services
  - Key customers
  - Business strategies and operations
  - Financial plan, budgets and estimations
  - Management and tracking of business goals
  - Staff incentive and reward schemes
  - Communication strategies—internal and external
  - Customer service and professional quality
- Business planning based on regulatory environment including:
  - Local health regulations
  - Legislative environment
  - Occupational health and safety standards
- Market analysis
- Customer demographics
- Customer needs and preferences
- Pricing policies and variables
- Advertising and promotion strategies at local and regional level
- New advertising and promotion techniques such as:
  - Use of social media
  - Speciality publications

**Achievement Criteria**

- Performance** The learner will develop a business and marketing plan for a salon.
- Conditions** The learner will be given:
- Access to:
    - a fully equipped salon or simulated salon environment
    - a range of hairdressing products, tools and equipment
    - multiple clients with a variety of hairdressing service requirements
  - Salon policy and procedures manual
  - Local health regulations
  - Legislative environment
  - Occupational health and safety standards
- Criteria** The learner will score 80% or better on a rating sheet that reflects the following criteria:
- The business and marketing plans are comprehensive and implementable



# Section 4

## TRAINING PROVIDER STANDARDS



## Facility Requirements

### Classroom Area

- Comfortable seating and tables suitable for learning
- Compliance with the local and national fire code and occupational safety requirements
- Overhead and/or multimedia projectors with a projection screen
- Whiteboard with marking pens and erasers
- Lighting controls to allow easy visibility of the projection screen while allowing students to take notes
- Windows must have shades or blinds to adjust sunlight where needed
- Heating/air conditioning for comfort all year round
- In-room temperature control to ensure comfortable room temperature
- Acoustics in the room must allow audibility of the instructor
- Computers and Internet access
- Library complete with reference material for student and instructor use

### Shop Area

- Adequate space with a minimum ceiling height of 8 feet (Storage areas, reception areas, restrooms, utility, heating/cooling facilities and rental floor space are not included as working floor space)
- Adequate stations and resources for students to practice
- Adequate lighting and lighting control
- Adequate moving space without disruption to equipment or furniture
- Proper and reliable tools and equipment
- Ventilation as per WorkSafeBC standards
- Refuse and recycling bins for used materials
- Fire safety and first-aid facilities

### Lab Requirements

- Ventilated area for mixing chemicals such as colour and bleach
- Adequate storage area for chemicals that are clearly labelled
- Stations and basins to allow for enrolment (1 work station available for each student enrolled)
- A dispensary and back bar (shampoo sink) area
- Front desk and client waiting area
- Front desk computer

### Student Facilities

- Adequate lunch room as per WorkSafeBC requirements
- Adequate washroom facilities as per WorkSafeBC requirements
- Personal storage lockers

### Instructor's Office Space

- Desk and filing space
- Computer (Laptop) with Internet access

### Other

- Office equipment such as fax, printer, scanner and copier



## Tools and Equipment

The following section lists all the tools, lab and shop equipment required to deliver both the levels of technical training.

### Shop (Salon) Equipment

#### Required

- Sanitizing and Safety Equipment
  - broom
  - buckets
  - chemical sanitizer
  - disinfecting jar
  - disinfectant
  - dustpan
  - eyewash station
  - rubber and vinyl gloves
  - stylist apron
  - sharps container
  - first aid kit
  - laundry basket
  - mop
  - safety glasses
  - recycling containers
  - fire extinguisher
  - sanitizing jar
  - vacuum cleaner
  - waste can (covered)
  - wet floor sign
- Client Capes
  - chemical capes
  - cutting capes
  - robes or smocks
  - shampoo capes
  - towels
  - styling capes
- Major Equipment
  - booster seat
  - shampoo chair
  - hood dryer
  - shampoo basin
  - hydraulic styling chair
  - washing machine and clothes dryer
  - styling station trolley
  - process accelerating machine or roller ball (negative ion machine)
- Office Equipment
  - appointment book
  - calculator
  - cash register
  - client record card
  - computer and software
  - credit/debit machine
  - display equipment
  - fax machine
  - pen/pencil/highlighters
  - telephone/answering machine
  - printer
  - reception chairs
  - reception desk
  - release forms
  - stapler
  - stationery
  - stereo system
  - service and receipt pads
  - policy and procedures manual
  - hairstylist reference material such as WHMIS/MSDS



**Recommended**

- Cutting stools
- Mirrors
- Styling stations
- Styling trollys
- Business cards

**Shop (Salon) (Facility) Tools**

**Standard Tools**

- Hairstyling Single-Use Tools and Accessories
  - adhesives
  - bobby pins
  - cotton
  - end papers
  - foil
  - hair elastics
  - hair pins
  - high-gauge thread
  - neck strip
  - plastic cap
  - protective cream
  - protective wrap
  - sanitizer and disinfectant
  - gloves (preferably vinyl to avoid allergies to latex)
- Cutting Tools
  - clippers
  - clips and clamps
  - combs
  - guards
  - neck duster
  - spray bottle
  - razors
  - disposable razors
  - shears
  - trimmers
  - clipper oil
  - changeable blades (for cutting facial and nape hair)
  - guards and attachments (for cutting facial and nape hair)
- Styling Tools
  - blow dryer
  - brushes
  - clips and clamps
  - combs
  - diffuser
  - wig block
  - thermal tools
  - end papers
  - hand mirror
  - hot rollers
  - measuring tape
  - picks
  - rollers
  - benders
  - hood dryers
  - curved needle (blunt ended)
  - styling irons (flat, curling) (waving, spiral, crimping are desirable)
- Colouring Tools
  - applicator bottle
  - clips and clamps
  - colour brush
  - colour chart
  - foil board
  - foil dispenser
  - highlight hook
  - highlighting cap



- colour swatch book
- combs
- whisk
- timer
- measuring beaker
- measuring cups
- non-metallic colour bowl
- scale
- styrofoam highlighting sheets or foils
- Perm/Relaxing Tools
  - clips and clamps
  - combs
  - drip tray
  - fasteners
  - relaxing products and solutions
  - perm picks (rod stabilizers)
  - perm rods
  - specialty perm tools
  - timer
  - perm products and solutions
  - end papers

***Specialty Tools***

- NA

**Student Equipment (supplied by school)**

***Required***

- Basic student equipment kit (Students will be required to purchase a basic kit. The contents of the kit may vary for each training provider.)
- Styling books
- Client magazines
- Practice heads (1 long, 1 short and 1 men's hair model)
- Instructor generated teaching tools:
  - Assignments
  - Word lists
  - Handouts
  - PowerPoint Presentations

***Recommended***

- NA

**Student Tools (supplied by student)**

***Required***

- Binder
- Paper
- Pens/pencils/highlighters
- Craft scissors
- Glue stick
- Eraser

***Recommended***

- NA



## Reference Materials

### Required Reference Materials

- All Hairstylist training program instructors and trainees are required to ensure they use the most current standard for safety, industry specifications, ITA policies, etc.
- Salon Fundamentals: Publisher: Pivot Point International, Evanston, Illinois **OR** Milady's Standard: Publisher: Milady Publishing, Albany, New York
- WorkSafeBC Occupational Health and Safety Regulation: Publisher: Crown Publications Inc., Victoria, BC and online at <http://www2.worksafebc.com/publications/OHSRegulation/Home.asp>. Please refer to the online version for the most recent update to health and safety regulations.

### Recommended Resources

The following website links have been provided solely for the convenience of users of the Hairstylist Training Program Outline and were correct at the time of publishing. You are encouraged to seek additional reference material and texts. We are not responsible for the accuracy, currency or the reliability of the content; we are not responsible for the information found through these links nor do we endorse the site and its content.

- Human Resources and Skills Development Canada - Essential Skills for Hairstylists  
<http://www10.hrsdc.gc.ca/ES/English/ShowProfile.aspx?v=272>
- Red Seal Trades – Hairstylist  
<http://www.red-seal.ca/tr.1d.2@-eng.jsp?tid=98>
- Trade National Occupation Analysis  
<http://www.red-seal.ca/tr.1d.2n.4a.3st@-eng.jsp?tid=98&nid=1>
- Hand Washing Slide Show  
<http://www2.worksafebc.com/media/fss/handWashing/slideshow.htm>
- WorkSafeBC Home page  
<http://www.worksafebc.com/>
- Health Canada – Canada's Food and Drugs Acts and Regulations  
[http://www.hc-sc.gc.ca/fn-an/legislation/acts-lois/act-loi\\_reg-eng.php](http://www.hc-sc.gc.ca/fn-an/legislation/acts-lois/act-loi_reg-eng.php)
- Labour Canada  
[http://canadaonline.about.com/od/labourstandards/Canada\\_Employment\\_and\\_Labour\\_Standards.htm](http://canadaonline.about.com/od/labourstandards/Canada_Employment_and_Labour_Standards.htm)
- Occupational Health and Safety – Hand Washing  
[http://www.ccohs.ca/oshanswers/diseases/washing\\_hands.html](http://www.ccohs.ca/oshanswers/diseases/washing_hands.html)
- British Columbia Beauty Council – Industry Trade Association  
<https://www.beautycouncil.ca/>

**Suggested Texts**

- Cosmetology Fundamentals: A Designers Approach to Career Success, Pivot Point International Inc. ISBN 978-1-9346-3642-8
- Hair Structure and Chemistry Simplified, Exam review (5th ed.), Milady Publishing Company. ISBN 978-14283-3560-8.
- Milady's Illustrated Cosmetology Dictionary, (3rd ed.), Milady Publishing Company. ISBN 978-1-5625-3667-1
- Milady's Standard Textbook of Cosmetology, Milady Publishing Company. ISBN 978-1-4390-5930-2.
- Milady's Standard Textbook of Professional Barber Styling, (4th ed.), Milady Publishing Company. ISBN 978-1-5625-3366-3.
- Salon Fundamentals Text and Study Guide, Pivot Point International Inc. ISBN 978-0-9701-1770-0



## Instructor Requirements

### Occupation Qualification

The instructor must possess:

- Journeyperson Red Seal Hairstylist qualification.
- A Provincial (BC) Instructors Diploma or completion of an equivalent instructional techniques program.

### Work Experience

- A minimum of 5 years experience working in the industry.
- Knowledge of current industry practices.
- A record of continuous learning in a variety of industry related seminars and courses.

### Instructional Experience and Education

It is preferred that the instructor also possesses the following:

- 2 or more years of teaching or training experience in the field of hairdressing.



# Appendices



# **Appendix A**

## **Glossary of Acronyms**



**Hairstylist Trade Glossary**

alopecia	hair loss baldness
antiseptic	a chemical product used to prevent the growth of bacteria
braiding	the weaving, interlacing and twining of hair
chemical sanitizer/disinfectant	a non-electrical, wet bath to sanitize/disinfect tools and equipment
colour remover	a chemical product used to remove artificial colour from the hair
conditioning	the task of applying a chemical product to hair in order to restore its strength and condition
disinfectant	a chemical product used to destroy or kill bacteria, fungi and viruses on surfaces ( does not kill the spores)
disinfecting	the process of destroying or killing bacteria and a broad spectrum of viruses (but does not kill bacteria spores)
elasticity	the ability of the hair to stretch and then to spring back to its original state
fingerwave	a loose wave made by dampening and shaping the hair without heat, using only fingers and comb
hair additions	a hair piece that may include a temporary hair piece, tiara, veil, flower, barrette or pin; it is meant to enhance the hairstyle not to disguise hair loss
hair analysis	an examination of the general conditions of the hair: type, texture, density, breakage, oiliness, dryness, elasticity, porosity, quantity, colour, and chemical and medical history
hair density	a term to describe the number of hair strands in a given area; i.e. thin, medium and thick
hair extensions	artificial or natural pieces of hair that are secured to the base of the clients' natural hair in order to add length, volume, texture or colour
hair texture	the thickness of the individual hair strands; i.e. coarse, medium and fine
hair type	a way to classify hair; i.e. straight, wavy, curly and super curly
lightening	the process of diffusing natural pigment within the hair
patch test	a test conducted to determine the sensitivity of the skin to certain chemicals; this process is also referred to as the allergy test, skin test or predisposition test
porosity	the ability of the hair to absorb or reject moisture
sanitize	a process to remove dirt to aid in preventing the growth of microbes; sanitizing does not kill germs or spores
strand test	a test performed to determine the degree of development or processing of a specific chemical service on a small section of hair
test curl	the process used to determine the reaction of the hair to permanent wave solution in order to achieve a desired result
tone (noun)	the warmth or coolness of a colour
tone (verb)	the process to alter the warmth or coolness of a colour
ultraviolet equipment	a cabinet used for storage of sanitized and disinfected implements (does not sanitize or disinfect equipment)
WHMIS	The Workplace Hazardous Materials Information System (WHMIS) is Canadian legislation covering the use of hazardous materials in the workplace. This includes assessment, signage, labelling, material safety data sheets and worker training.



# Appendix B

## Professional Ethics



### Professional Ethics

Ethics are rules or standards that are used to guide our conduct in our daily lives.

Professional ethics deal with proper conduct and business dealings of hairstylists in relation to their employer, patrons and co-workers.

Rules and regulations are made to help us make better use of our time without infringing on the rights of others. With a clear understanding of what is expected of us, we can more effectively go about achieving our goals.

Success in any field is based to a great extent on how we can conduct ourselves within the field.

## THE BEAUTY COUNCIL

### CODE OF ETHICS

I will not knowingly speak disparagingly of the professional ability of any other hairdresser.

I will not knowingly perform a service on a client that is detrimental to their health or wellbeing.

In the event that I observe anything that gives me cause for concern regarding a client's health or wellbeing, I will counsel them to the best of my ability as to where to seek proper medical advice.

I will treat my fellow members in a friendly and co-operative manner and will encourage and facilitate the interchange of ideas in order to improve the services and standard of our profession.

I will at all times try to conduct myself in a manner befitting the dignity of my profession and will not engage in any business practice that will detrimentally effect the profession as a whole.

### THE 10 COMMANDMENTS OF THE HAIRSTYLIST PROFESSION

1. Be a good example of your profession – look like what you are selling.
2. Maintain your good reputation – live by your word, be honest, fair and professional at all times.
3. Observe all laws and rules governing your profession.
4. Put forth 100% effort at all times in your work.
5. Respect the opinion and feelings of others.
6. Constantly project a pleasing personality.
7. Keep your personal life (all personal problems) out of the professional atmosphere.
8. Give your patrons the service they deserve – treat others the way you would like to be treated.
9. Develop loyalty to your school, salon, employer, co-workers and patrons.
10. Believe in the hairstylist profession – promote it daily by your actions



# Appendix C

## Assessment Guidelines



**Grading Sheet: Subject Competency and Weightings**

PROGRAM: IN-SCHOOL TRAINING:		HAIRSTYLIST LEVEL 1	
LINE	TRAINING TOPICS & SUGGESTED TIME ALLOCATION	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	Hygiene, Sanitation & Disinfection Practices	3%	3%
B	Tools and Equipment	3%	3%
C	Client Service	5%	5%
D	Hair and Scalp Care	5%	2%
E	Hair Cutting	22%	25%
F	Hair Styling	18%	20%
G	Chemical Waving & Relaxing of Hair	15%	13%
H	Hair Colouring	22%	25%
I	Specialized Services	2%	0%
J	Business Management	5%	4%
	Total	100%	100%
<b>In-school theory / practical subject competency weighting</b>		50%	50%
<b>Final in-school percentage score</b>		IN-SCHOOL%	

<b>In-school Percentage Score</b> Combined theory and practical subject competency multiplied by	80%
<b>Standard Level Exam Percentage Score</b> The exam score is multiplied by	20%
<b>Final Percentage Score</b>	FINAL%



**Grading Sheet: Subject Competency and Weightings**

PROGRAM: IN-SCHOOL TRAINING:		HAIRSTYLIST LEVEL 2	
LINE	TRAINING TOPICS & SUGGESTED TIME ALLOCATION	THEORY WEIGHTING	PRACTICAL WEIGHTING
C	Client Service	3%	4%
E	Hair Cutting	20%	25%
F	Hair Styling	9%	15%
G	Chemical Waving & Relaxing of Hair	18%	20%
H	Hair Colouring	30%	30%
I	Specialized Services	5%	4%
J	Business Management	15%	2%
	Total	100%	100%
<b>In-school theory / practical subject competency weighting</b>		50%	50%

<p><b>Final in-school percentage score</b> Apprentices must achieve a minimum 70% as the final in-school percentage score to be eligible to write the Interprovincial Red Seal Exam.</p>	<p>IN-SCHOOL %</p>
--	--------------------

**All apprentices who complete Levels 1-2 of the Hairstylist Program with a FINAL level percentage score of 70% or greater will write the Interprovincial Red Seal examination as their final assessment.**

**ITA will enter the apprentices' Interprovincial Red Seal examination percentage score in ITA Direct Access. A minimum percentage score of 70% on this written exam is required for a pass.**

**Upon passing the Inter Provincial Red Seal examination, the apprentice will then be able to eligible to take the BC Hairstylist Practical Exam. After passing the practical exam, the apprentice will be granted the Interprovincial Red Seal endorsement on their Certificate of Qualification.**