

SKILLED**TRADES**^{BC}

PROGRAM OUTLINE

Hairstylist

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HAIRSTYLIST PROGRAM OUTLINE

**APPROVED BY INDUSTRY
MAY 2020**

**BASED ON
RSOS 2018**

**Developed by
SkilledTradesBC
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 SkilledTradesBC 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 SkilledTradesBC.

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.

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SkilledTradesBC would like to acknowledge the dedication and hard work of all the industry and instructional 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 |
|--|---|--|---|--|
| Program Credentialing Model | 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 |
| OAC | 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 |
| Training Topics and Suggested Time Allocation | 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 |
| Program Content | Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measurable 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 |
| Training Provider Standards | 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 |

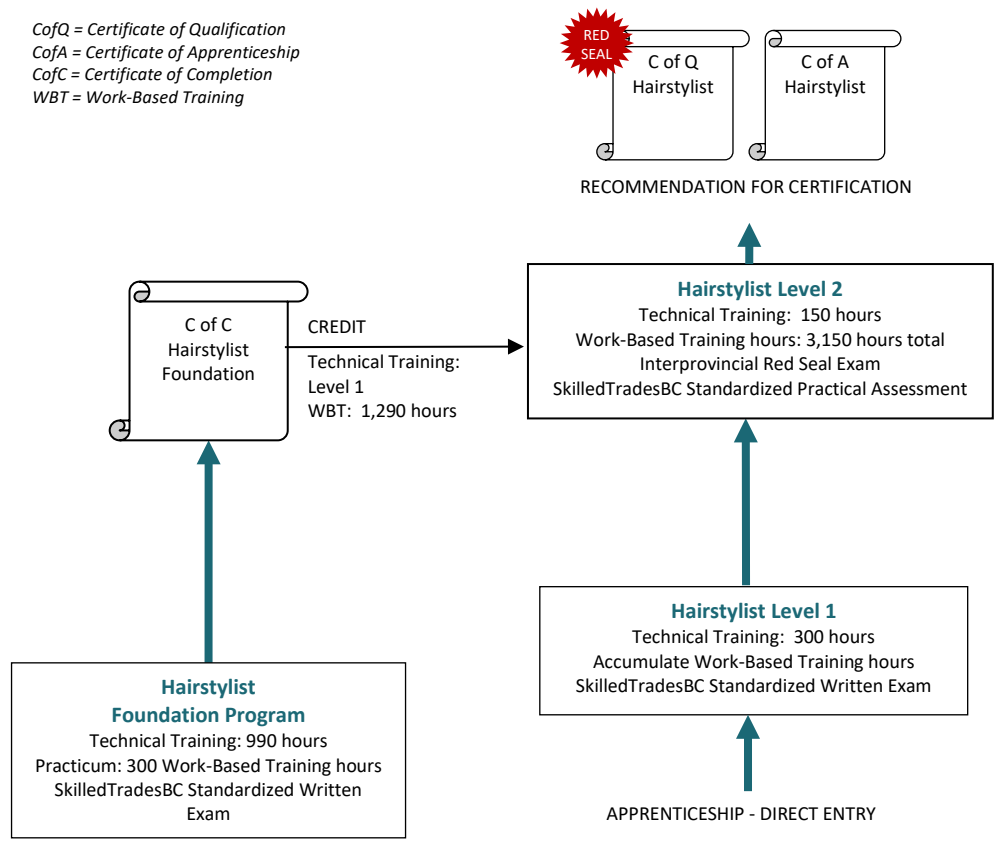
| Section | Training Providers | Employers/ Sponsors | Apprentices | Challengers |
|--|--------------------|---------------------|--------------------------------------|-------------|
| Appendix – Glossary of Acronyms | | | Defines program specific acronyms | |

Section 2
PROGRAM OVERVIEW
Hairstylist

Program Credentialing Model

Apprenticeship Pathway

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



CROSS-PROGRAM CREDITS

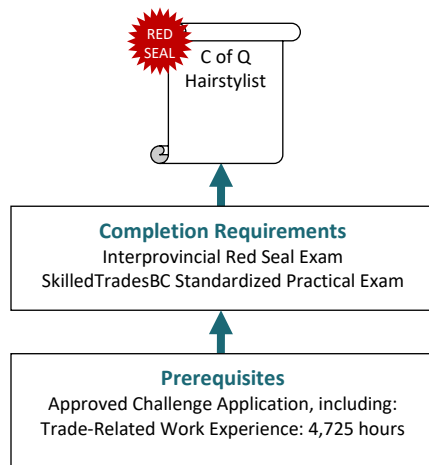
Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program

- None

Challenge Pathway

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

CofQ = Certificate of Qualification



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: 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 facial care.

PERFORM SAFETY-RELATED AND HYGIENIC FUNCTIONS
A

| | | | | | |
|-------------------------------|--|--|--|--|----|
| Disinfect tools and equipment | | | | | A1 |
| 1 | | | | | |

| | | | | | |
|-----------------------------------|--|--|--|--|----|
| Sanitize towels, capes and smocks | | | | | A2 |
| 1 | | | | | |

| | | | | | |
|--|--|--|--|--|----|
| Maintain a safe and hygienic environment | | | | | A3 |
| 1 | | | | | |

USE TOOLS AND EQUIPMENT
B

| | | | | | |
|-------------------------------|---|--|--|--|----|
| Use and Maintain Manual Tools | | | | | B1 |
| 1 | 2 | | | | |

| | | | | | |
|---------------------------------|--|--|--|--|----|
| Use and maintain electric tools | | | | | B2 |
| 1 | | | | | |

| | | | | | |
|----------------------------------|--|--|--|--|----|
| Use and maintain major equipment | | | | | B3 |
| 1 | | | | | |

CLIENT SERVICE
C

| | | | | | |
|----------------------|--|--|--|--|----|
| Consult with clients | | | | | C1 |
| 1 | | | | | |

| | | | | | |
|----------------------|--|--|--|--|----|
| Plan client services | | | | | C2 |
| 1 | | | | | |

| | | | | | |
|--------------|--|--|--|--|----|
| Drape client | | | | | C3 |
| 1 | | | | | |

| | | | | | |
|-------------------|--|--|--|--|----|
| Use documentation | | | | | C4 |
| 1 | | | | | |

USE COMMUNICATION AND MENTORING TECHNIQUES
D

| | | | | | |
|------------------------------|---|--|--|--|----|
| Use communication techniques | | | | | D1 |
| 1 | 2 | | | | |

| | | | | | |
|--------------------------|---|--|--|--|----|
| Use mentoring techniques | | | | | D2 |
| | 2 | | | | |

ANALYZE AND RESPOND TO HAIR AND SCALP CONDITIONS
E

| | | | | | |
|------------------------|--|--|--|--|----|
| Analyze hair and scalp | | | | | E1 |
| 1 | | | | | |

| | | | | | |
|--|--|--|--|--|----|
| Respond to unfavourable hair and scalp reactions | | | | | E2 |
| 1 | | | | | |

| | | | |
|---|--|--|--|
| SHAMPOO AND CONDITION HAIR AND SCALP F | Prepare hair for shampoo F1 | Manipulate hair and scalp using shampoo and conditioner F2 | Perform hair and scalp treatment F3 |
| | 1 | 1 | 1 |
| CUT DIVERSE TEXTURES OF HAIR USING CUTTING TOOLS G | Cut hair with elevation G1 | Cut hair without elevation G2 | Customize haircuts G3 |
| | 1 2 | 1 2 | 1 2 |
| CUT FACIAL AND NAPE HAIR H | Trim and remove nape hair H1 | Trim and remove facial hair H2 | |
| | 1 2 | 1 2 | |
| STYLE WET HAIR I | Prepare and style wet hair I1 | Set wet hair I2 | |
| | 1 | 1 | |
| STYLE DRY HAIR J | Prepare and Style Dry Hair J1 | Style updos and finish hair J2 | |
| | 1 | 2 | |
| PERFORM CHEMICAL TEXTURE SERVICES ON HAIR K | Chemically wave hair K1 | Chemically relax and smooth hair K2 | |
| | 1 | 2 | |

| | | | | |
|--|--|---|--|-----------------------------------|
| COLOUR HAIR L | Describe colour theory L1 | Colour virgin hair and regrowth. L2 | Colour hair using colour placement and techniques L3 | |
| | 1 | 1 | 1 2 | |
| LIGHTEN HAIR M | Describe colour theory in relation to lightening M1 | Lighten virgin hair and regrowth M2 | Lighten hair using customized placement and techniques M3 | Tone pre-lightened hair M4 |
| | 1 | 1 2 | 1 2 | 1 2 |
| PERFORM COLOUR CORRECTION N | Explain colour correction N1 | Apply colour correction N2 | | |
| | 1 | 2 | | |
| PERFORM SERVICES FOR HAIR EXTENSIONS, WIGS AND HAIRPIECES O | Select hair extensions, wigs and hairpieces O1 | Customize and maintain hair extensions, wigs and hairpieces O2 | | |
| | 1 | 1 | | |
| PRACTICE BUSINESS FUNDAMENTALS P | Perform front-end responsibilities P1 | Control inventory and merchandise P2 | Explore Business Essentials P3 | |
| | 1 | 1 | 2 | |

Training Topics and Suggested Time Allocation

HAIRSTYLIST – LEVEL 1

| | | % of Time Allocated to: | | | |
|---------------|---|-------------------------|------------|------------|-------------|
| | | % of Time | Theory | Practical | Total |
| Line A | PERFORM SAFETY-RELATED AND HYGIENIC FUNCTIONS | 3% | 50% | 50% | 100% |
| A1 | Disinfect tools and equipment | | ✓ | ✓ | |
| A2 | Sanitize towels, capes and smocks | | ✓ | ✓ | |
| A3 | Maintain safe and hygienic work environment | | ✓ | ✓ | |
| Line B | USE TOOLS AND EQUIPMENT | 3% | 40% | 60% | 100% |
| B1 | Use and maintain manual tools | | ✓ | ✓ | |
| B2 | Use and maintain electric tools | | ✓ | ✓ | |
| B3 | Use and maintain major equipment | | ✓ | ✓ | |
| Line C | CLIENT SERVICE | 5% | 60% | 40% | 100% |
| C1 | Consult with clients | | ✓ | ✓ | |
| C2 | Plan client services | | ✓ | ✓ | |
| C3 | Drape client | | ✓ | ✓ | |
| C4 | Use documentation | | ✓ | ✓ | |
| Line D | USE COMMUNICATION AND MENTORING TECHNIQUES | 2% | 70% | 30% | 100% |
| D1 | Use communication techniques | | ✓ | ✓ | |
| Line E | ANALYZE AND RESPOND TO HAIR AND SCALP CONDITIONS | 4% | 70% | 30% | 100% |
| E1 | Analyze hair and scalp | | ✓ | ✓ | |
| E2 | Respond to unfavourable hair and scalp reactions | | ✓ | ✓ | |
| Line F | SHAMPOO AND CONDITION HAIR AND SCALP | 5% | 70% | 30% | 100% |
| F1 | Prepare hair for shampoo | | ✓ | ✓ | |
| F2 | Manipulate hair and scalp using shampoo and conditioner | | ✓ | ✓ | |
| F3 | Perform hair and scalp treatment | | ✓ | ✓ | |
| Line G | CUT DIVERSE TEXTURES OF HAIR USING CUTTING TOOLS | 20% | 40% | 60% | 100% |
| G1 | Cut hair with elevation | | ✓ | ✓ | |
| G2 | Cut hair without elevation | | ✓ | ✓ | |
| G3 | Customize haircuts | | ✓ | ✓ | |
| Line H | CUT FACIAL AND NAPE HAIR | 3% | 40% | 60% | 100% |
| H1 | Trim and remove nape hair | | ✓ | ✓ | |
| H2 | Trim and remove facial hair | | ✓ | ✓ | |
| Line I | STYLE WET HAIR | 7% | 40% | 60% | 100% |
| I1 | Prepare and style wet hair | | ✓ | ✓ | |

| | | % of Time Allocated to: | | | |
|---|--|-------------------------|--------|-----------|-------------|
| | | % of Time | Theory | Practical | Total |
| I2 | Set wet hair | | ✓ | ✓ | |
| Line J | STYLE DRY HAIR | 7% | 40% | 60% | 100% |
| J1 | Prepare and style dry hair | | ✓ | ✓ | |
| Line K | PERFORM CHEMICAL TEXTURE SERVICES ON HAIR | 10% | 60% | 40% | 100% |
| K1 | Chemically wave hair | | ✓ | ✓ | |
| Line L | COLOUR HAIR | 12% | 40% | 60% | 100% |
| L1 | Describe Colour Theory | | ✓ | | |
| L2 | Colour virgin hair and regrowth | | ✓ | ✓ | |
| L3 | Colour hair using colour placement and techniques | | ✓ | ✓ | |
| Line M | LIGHTEN HAIR | 10% | 40% | 60% | 100% |
| M1 | Describe colour theory in relation to lightening | | ✓ | | |
| M2 | Lighten virgin hair and regrowth | | ✓ | ✓ | |
| M3 | Lighten hair using customized placement and techniques | | ✓ | ✓ | |
| M4 | Tone pre-lightened hair | | ✓ | ✓ | |
| Line N | PERFORM COLOUR CORRECTION | 3% | 50% | 50% | 100% |
| N1 | Explain Colour Correction | | ✓ | | |
| Line O | PERFORM SERVICES FOR HAIR EXTENSIONS, WIGS AND HAIRPIECES | 3% | 80% | 20% | 100% |
| O1 | Select hair extensions, wigs and hairpieces | | ✓ | ✓ | |
| O2 | Customize and maintain hair extensions, wigs and hairpieces | | ✓ | | |
| Line P | PRACTICE BUSINESS FUNDAMENTALS | 3% | 70% | 30% | 100% |
| P1 | Perform front-end responsibilities | | ✓ | ✓ | |
| P2 | Control inventory and merchandise | | ✓ | ✓ | |
| Total Percentage for Hairstylist Level 1 | | 100% | | | |

Training Topics and Suggested Time Allocation

HAIRSTYLIST – LEVEL 2

| | | % of Time Allocated to: | | | |
|---|---|-------------------------|--------|-----------|-------------|
| | | % of Time | Theory | Practical | Total |
| Line B | USE TOOLS AND EQUIPMENT | 3% | 30% | 70% | 100% |
| B1 | Use and maintain manual tools | | ✓ | ✓ | |
| Line D | USE COMMUNICATION AND MENTORING TECHNIQUES | 10% | 70% | 30% | 100% |
| D1 | Use communication techniques | | ✓ | ✓ | |
| D2 | Use mentoring techniques | | ✓ | ✓ | |
| Line G | CUT DIVERSE TEXTURES OF HAIR USING CUTTING TOOLS | 15% | 30% | 70% | 100% |
| G1 | Cut hair with elevation | | ✓ | ✓ | |
| G2 | Cut hair without elevation | | ✓ | ✓ | |
| G3 | Customize hair | | ✓ | ✓ | |
| Line H | CUT FACIAL AND NAPE HAIR | 20% | 50% | 50% | 100% |
| H1 | Trim and remove nape hair | | ✓ | ✓ | |
| H2 | Trim and remove facial hair | | ✓ | ✓ | |
| Line J | STYLE DRY HAIR | 10% | 30% | 70% | 100% |
| J2 | Style updos and finish hair | | ✓ | ✓ | |
| Line K | PERFORM CHEMICAL TEXTURE SERVICES ON HAIR | 15% | 60% | 40% | 100% |
| K2 | Chemically relax and smooth hair | | ✓ | ✓ | |
| Line L | COLOUR HAIR | 5% | 30% | 70% | 100% |
| L3 | Colour hair using colour placement and techniques | | ✓ | ✓ | |
| Line M | LIGHTEN HAIR | 5% | 30% | 70% | 100% |
| M2 | Lighten virgin hair and regrowth | | ✓ | ✓ | |
| M3 | Lighten hair using customized placement and techniques | | ✓ | ✓ | |
| M4 | Tone pre-lightened hair | | ✓ | ✓ | |
| Line N | PERFORM COLOUR CORRECTION | 15% | 50% | 50% | 100% |
| N2 | Apply colour correction | | ✓ | ✓ | |
| Line P | PRACTICE BUSINESS FUNDAMENTALS | 2% | 80% | 20% | 100% |
| P3 | Explore business essentials | | ✓ | | |
| Total Percentage for Hairstylist Level 2 | | 100% | | | |

Section 3
PROGRAM CONTENT
Hairstylist

Level 1 Hairstylist

Line (GAC): **A** **PERFORM SAFETY-RELATED AND HYGIENIC FUNCTIONS**
Competency: **A1** **Disinfect tools and equipment**

Objectives

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

- Clean/sanitize tools and equipment to avoid cross-contamination.
- Disinfect tools and equipment to avoid cross-contamination.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Clean tools and equipment 2. Identify methods of infection control 3. Select method of disinfection 4. Disinfect tools and equipment 5. Replace disinfecting solution 6. Store sanitizing and disinfecting solutions | <ul style="list-style-type: none"> • Tools and equipment prepared for disinfection • Procedures • Bacteria • Viruses • Blood born pathogens • Cleaning/sanitization • Disinfection • Sterilization • Health and safety regulations • Types of contamination • Form of disinfectant <ul style="list-style-type: none"> ○ Spray ○ Wipe ○ Soak • Types of disinfecting tools and equipment • Health and safety regulations • Manufacturers' specifications • Procedures • Health and safety regulations • Manufacturers' specifications • Procedures • Health and safety regulations • Manufacturers' specifications • Procedures |
|--|---|

Line (GAC): **A** **PERFORM SAFETY-RELATED AND HYGIENIC FUNCTIONS**
Competency: **A2** **Sanitize towels, capes and smocks**

Objectives

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

- Sanitize and maintain client towels, capes and smocks.

LEARNING TASKS

1. Operate washing and drying machine

2. Maintain towels, capes and smocks

CONTENT

- Detergent selection
- Washing
- Drying

- Health and safety regulations
- Communicable diseases
- Sanitizing equipment
- Disposal requirements
- Storage techniques
- Inspection
 - Wear and tear
 - Stains

Line (GAC): **A PERFORM SAFETY-RELATED AND HYGIENIC FUNCTIONS**
Competency: **A3 Maintain safe and hygienic work environment**

Objectives

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

- Maintain safe and hygienic environment.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Ensure that all areas for clients and employees are safe 2. Use personal protective equipment (PPE) 3. Use safety equipment 4. Perform basic first aid 5. Practice hygiene | <ul style="list-style-type: none"> • Occupational Health and Safety (OH&S) • WHMIS • Safety Data Sheets (SDS) • Workplace hazards • WorkSafeBC guidelines • Clean work area <ul style="list-style-type: none"> ○ Supplies storage • Gloves • Safety glasses • Smocks / Aprons • Sharps container • Eyewash station • Safety plan • Tongs • Covered containers • Safety Data Sheets (SDS) • First-aid kit • Public hygiene <ul style="list-style-type: none"> ○ Disposable towels ○ Covered, foot-controlled garbage container ○ Liquid soap dispenser • Personal hygiene |
|---|--|

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B1 Use and maintain manual tools

Objectives

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

- Describe different types of manual tools.
- Use and maintain manual tools and accessories.

LEARNING TASKS

1. Use manual tools

CONTENT

- Cutting tools
 - Shears
 - Speciality Shears
 - Texturizing
 - Thinning
 - Notching
 - Razors
 - Straight
 - Texturizing
 - Neck duster
 - Combs
 - Spray bottle
- Styling tools
 - Combs
 - Brushes
 - Rollers
 - Clips and clamps
- Colouring tools
 - Applicator bottles
 - Non-metallic bowls
 - Reusable highlighting caps and hooks
 - Colour brushes
- Single-use tools and accessories
 - Bobby pins
 - Foils
 - Gloves
 - Hair pins
 - Straight razor

2. Maintain manual tools

- Health and safety
- Communicable diseases
- Sanitizing tools

LEARNING TASKS

CONTENT

- Disinfecting tools
- Disposal requirements
- Inspection
- Component replacement as needed
- Storage techniques

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B2 Use and maintain electric tools

Objectives

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

- Describe different types of electric tools.
- Use and maintain electric tools and accessories.

LEARNING TASKS

1. Use electric tools

2. Maintain electric tools

CONTENT

- Thermal tools
 - Curling irons
 - Flat iron
 - Specialty irons
 - Hot rollers
- Hair dryers
 - Concentrator
 - Diffuser
- Overhead dryers
- Colour processing equipment
- Clippers
- Trimmers
- Debris removal from
 - clippers and trimmers
 - filter in hair dryers
 - surface of electric tools
- Oil application
- Inspection
- Component replacement as needed
- Health and safety
- Communicable diseases
- Sanitizing tools
- Disinfecting tools
- Storage
- Disposal requirements

Line (GAC): C **PREPARE FOR CLIENT SERVICES**
Competency: C2 **Plan client services**

Objectives

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

- Determine elements needed to prepare for client service.
- Determine client service.
- Prepare for client service.

LEARNING TASKS

1. Analyze gathered information and needs

2. Confirm services with client

3. Determine requirements

4. Organize supplies

CONTENT

- Design decisions
 - Face shape
 - Suitability
 - Shape and form
- Hair and scalp conditions
- Technique decisions
 - Styling
 - Cutting
 - Colouring
 - Texturizing
- Time
- Cost
- Maintenance required
- Supplies
 - Tools
 - Products
 - Equipment
- Time
 - Schedule organization
 - Coordinate multiple clients
- Tools
- Products
- Equipment

LEARNING TASKS

4. Respond to hair and scalp condition

CONTENT

- Ring worm
- Psoriasis
- Alopecia
- Abrasions
- Dandruff
- Eczema

- Client advised of next steps according to jurisdictional regulations, and salon policies and procedures

Line (GAC): F SHAMPOO AND CONDITION HAIR AND SCALP
Competency: F1 Prepare hair for shampoo

Objectives

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

- Prepare hair for shampoo service.

LEARNING TASKS

1. Prepare hair

CONTENT

- Brush hair
 - Brush selection and usage
 - Tangle removal
 - Brush movement

Line (GAC): F **SHAMPOO AND CONDITION HAIR AND SCALP**
Competency: F2 **Manipulate hair and scalp using shampoo and conditioner**

Objectives

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

- Shampoo according to client’s hair and scalp needs, and service to be performed.
- Condition according to client’s hair and scalp needs, and service to be performed.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Control flow and temperature of water 2. Perform shampoo service 3. Perform conditioning service 4. Finish shampoo and conditioner service | <ul style="list-style-type: none"> • Water pressure • Water temperature • Direction control • Shampoo selection • Shampoo distribution onto palm • Shampoo emulsified before application to scalp and hair • Shampoo application • Shampoo lathered and manipulations performed • Rinse • Excess water removal • Conditioner selection • Conditioner distributed onto palm • Conditioner application • Hair and scalp manipulation • Rinse • Excess water removal • Wrap and secure damp hair in towel |
|--|---|

Line (GAC): **G CUT DIVERSE TEXTURES OF HAIR USING CUTTING TOOLS**
Competency: **G1 Cut hair with elevation**

Objectives

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

- Define haircut with elevation.
- Perform haircut with elevation.

LEARNING TASKS

1. Define haircut with elevation

2. Perform haircut with elevation

CONTENT

- Form
- Shape
- Design lines
 - Head shape
 - Horizontal
 - Diagonal
 - Vertical
- Elevation
 - Projection
 - Natural fall
 - Weight
 - Volume
 - Distribution
 - Tension
 - Client head position
- Suitability
 - Face shape analysis
 - Hair characteristics analysis
- Technical considerations
- Cutting tool selection
 - Shears
 - Combs
 - Clips
- Hair Sections
 - Sub-sections
- Guideline
 - Travelling/mobile
 - Stationary
 - Interior
 - Perimeter
- Consistency of
 - Guidelines
 - Tension

LEARNING TASKS

CONTENT

- Elevation
- Moisture
- Client head position
- Body stance
 - Ergonomics
 - Position in relation to client
- Hair cut assessment
 - Cross-check
 - Balance
 - Accuracy

Line (GAC): **G** **CUT DIVERSE TEXTURES OF HAIR USING CUTTING TOOLS**
Competency: **G2** **Cut hair without elevation**

Objectives

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

- Define haircut without elevation.
- Perform haircut without elevation.

LEARNING TASKS

1. Define elements of haircut without elevation

2. Perform haircut without elevation

CONTENT

- Form
- Shape
- Design lines
 - Head shape
 - Horizontal
 - Diagonal
- Zero-degree elevation
 - Projection
 - Natural fall
 - Weight
 - Volume
 - Distribution
 - Tension
 - Client head and body position
- Suitability
 - Face shape analysis
 - Hair characteristics analysis
- Technical considerations
 - Under bevel
- Cutting tool selection
 - Shears
 - Combs
 - Clips
- Hair sections
 - Sub-sections
- Guideline
 - Stationary
 - Interior
 - Perimeter
- Consistency of
 - Guideline
 - Tension
 - Elevation

LEARNING TASKS

CONTENT

- Moisture
- Client head position
- Body stance
 - Ergonomics
 - Position in relation to client
- Hair cut assessment
 - Cross-check
 - Balance
 - Accuracy

LEARNING TASKS

CONTENT

3. Perform texturizing techniques

- Combs
- Clips
- Hair Sections
 - Sub-sections
- Guideline
 - Travelling/mobile
 - Stationary
 - Interior
 - Perimeter
- Consistency of
 - Guidelines
 - Tension
 - Elevation
 - Moisture
 - Client head position
- Body stance
 - Ergonomics
 - Position in relation to client
- Haircut assessment
 - Cross-check
 - Balance
 - Accuracy
- Tools
 - Shears
 - Texturizing shears
- Techniques
 - Bulk removal

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 hairstyling products, tools and equipment
 - multiple clients with a variety of hairstyling service requirements

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:

- A pre-cut analysis is conducted before the haircut
- Determine procedure to cut hair with elevation, without elevation, and customized haircuts
- Appropriate tools are used for cutting hair:
 - Hair is prepared for cutting service

**Program Content
Level 1**

- 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 desired shape and style is completed according to client requirements

Line (GAC): **H** **CUT FACIAL AND NAPE HAIR**
Competency: **H1** **Trim and remove nape hair**

Objectives

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

- Describe principles involved in cutting nape hair.
- Describe tools and techniques used.
- Perform procedure to trim nape hair.
- Perform procedure to remove nape hair with guarded razor.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>1. Describe principles involved in cutting nape hair</p> | <ul style="list-style-type: none"> • Analysis <ul style="list-style-type: none"> ○ Skin growths ○ Blemishes ○ In-grown hairs ○ Scarring ○ Sensitivity • Style analysis <ul style="list-style-type: none"> ○ Head shape ○ Growth patterns ○ Nape |
| <p>2. Describe tools and techniques used</p> | <ul style="list-style-type: none"> • Tool selection <ul style="list-style-type: none"> ○ Shears ○ Clippers ○ Trimmers ○ Guards ○ Guarded razor ○ Combs • Detailing techniques <ul style="list-style-type: none"> ○ Clipper over comb ○ Scissor over comb ○ Inverted ○ Rocking ○ Angled |
| <p>3. Perform procedure to trim nape hair</p> | <ul style="list-style-type: none"> • Tool selection <ul style="list-style-type: none"> ○ Trimmer ○ Clipper ○ Shears ○ Comb |
| <p>4. Perform procedure to remove nape hair with guarded razor</p> | <ul style="list-style-type: none"> • Tool selection <ul style="list-style-type: none"> ○ Guarded razor ○ Trimmer |

LEARNING TASKS

CONTENT

- Comb
- Lubricants
 - Cream
 - Oil
 - Foam
- Visual inspection
- Aftercare

LEARNING TASKS

CONTENT

- Comb

Achievement Criteria

Performance The learner will cut unwanted facial and nape 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 hairstyling products, tools and equipment
 - multiple clients with a variety of hairstyling service requirements

Criteria The learner will score 70% 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 and techniques are used for cutting:
 - Hair is prepared for cutting service
 - Hair is positioned to ensure even distribution and balance
 - A guideline is established to give a starting point and a line to follow throughout the design
 - The required length of hair is removed using the cutting tool
 - The desired shape and style is completed according to client requirements

| | | |
|--------------------|-----------|-----------------------------------|
| Line (GAC): | I | STYLE WET HAIR |
| Competency: | II | Prepare and style wet hair |

Objectives

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

- Use styling aids for wet hair.
- Dry hair.
- Place hair using freestyle techniques.

LEARNING TASKS

1. Use styling aids for wet hair

2. Dry hair

CONTENT

- Excess moisture removal
- Styling aids selection
 - Mousse
 - Serums
 - Gel
 - Thermal protectors
 - Setting lotions
- Styling aids distribution
 - As per manufacturers' specifications and directions
 - Desired results
 - Volume
 - Texture
 - Direction
- Pre-drying technique selection
- Drying equipment selection
 - Blow dryer
 - Concentrator
 - Diffuser
 - Hood dryer
- Styling tool selection
 - Rollers
 - Brushes
 - Combs
 - Clips
- Styling tool placement
 - Base control
- Dryer placement
 - Distance
 - Temperature
 - Speed
 - Direction

LEARNING TASKS

3. Place hair using freestyle techniques

CONTENT

- Hair test for dryness
- Hair arrangement
 - Air form with fingers

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
 - 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 70% or better on a rating sheet that reflects the following criteria:

- Appropriate tools and techniques are used for preparing and styling hair
- The determined tools and procedure are used to style hair:
 - Prepare hair for styling service
 - Place tools according to base control
 - Use drying tools and equipment
 - Finish according to style requirements

| | | |
|--------------------|-----------|-----------------------|
| Line (GAC): | I | STYLE WET HAIR |
| Competency: | I2 | Set wet hair |

Objectives

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

- Set wet hair in style pattern using setting tools.
- Style hair using finger waves.
- Style hair using pin curls.

LEARNING TASKS

1. Set wet hair in style pattern using setting tools

2. Style hair using finger waves

CONTENT

- Tool selection
 - Rollers
 - Magnetic
 - Velcro
 - Wire mesh
 - Size and shape
 - Roller clips
 - Comb
- Product selection
- Set pattern
 - Sectioning
 - Distribution
 - Molding
- Curl placement
 - On-base
 - Half-off base
 - Off-base
 - Over-directed
 - Under-directed
 - Indentation
- Hair manipulation
 - Smooth ends
 - Tension
 - Even distribution
- Finish
- Style selection
 - Starting point
 - Direction
 - Movement
 - Volume
 - Natural growth

LEARNING TASKS

3. Style hair using pin curls

CONTENT

- Product selection
- Tools
 - Combs
- Hair manipulation
 - Fingers
 - Combs
 - Shaping
 - Ridge connectrion
- Finish
- Style selection
 - Starting point
 - Direction
 - Movement
 - Volume
 - Natural growth
- Product selection
- Tools
 - Clips
 - Comb
 - Brush
- Hair manipulation
 - Smooth ends
 - Tension
 - Even distribution
- Pin curl types
 - Flat
 - Volume
 - Stand-up
- Finish

Achievement Criteria

Performance The learner will prepare and style hair using finger waves and pin curls.

Conditions The learner will be given:

- Access to:
 - a fully equipped salon or simulated salon environment
 - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturers' 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 70% or better on a rating sheet that reflects the following criteria:

- Appropriate techniques are used
- The determined procedure is used to style hair:
 - Prepare hair for styling service
 - Place hair according to desired result
 - Finish according to style requirements

LEARNING TASKS

CONTENT

3. Finish style

- Movement
- Smooth ends
- Tool manipulation
 - Pressure
 - Tension
 - Fluidity
- Comb out
 - Using fingers
 - Using tools
 - Brushes
 - Combs
 - Hair smoothing

Achievement Criteria

Performance The learner will finish 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 hairstyling products, tools and equipment
 - 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 finishing requirements

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:

- Appropriate tools and techniques are used for finishing hair
- The procedure is performed according to desired finish
- An accurate result is produced that is free of obvious imperfections

Line (GAC): **K PERFORM CHEMICAL TEXTURE SERVICES ON HAIR**
Competency: **K1 Chemically wave hair**

Objectives

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

- Wrap hair.
- Process hair with waving solution.
- Process hair with neutralizing solution.

LEARNING TASKS

1. Wrap hair

CONTENT

- Client consultations
 - Records
 - Style decisions
- Hair preparation
 - Chelating shampoo
 - According to manufacturers' specifications
- Tools and accessories
 - Chemical cape
 - Perm rods
 - Size
 - Concave
 - Straight
 - Specialty
 - Product
 - Perm lotion
 - Neutralizer
 - Protective cream
 - End papers
 - Tail comb
 - Spray bottle
 - Drip tray
 - Processing cap
 - Cotton coil
- Wrapping patterns
 - 9-section (6-panel)
 - Spiral
 - Brick lay
 - Specialty
- Sections
 - Sub-sections
 - Base size

LEARNING TASKS

2. Process hair with waving solution

3. Process hair with neutralizing solution

CONTENT

- Wrapping procedures
 - Tool position
 - Distribution
 - Tension
 - Smooth ends
 - End papers
 - Bookend
 - Double-wrap
- Tool secured
- Tool position
- Base control
- Safety practices
 - Protective cream application
 - Cotton at hairline
- Waving solution application
 - Process according to manufacturers' directions
 - Test curl
 - Processing time
 - Heat
 - No heat
- Rinse according to manufacturers' directions
 - Water temperature
 - Time
- Excess moisture removal
 - Blotting
 - Air oxidizing
- Safety practices
 - Protective cream application
 - Cotton at hairline
- Application and removal of neutralizer according to manufacturers' directions
 - Time
 - Tool removal

| | | |
|--------------------|-----------|-------------------------------|
| Line (GAC): | L | COLOUR HAIR |
| Competency: | L1 | Describe Colour Theory |

Objectives

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

- Explain colour theory.

LEARNING TASKS

1. Explain colour theory

CONTENT

- Law of Colour
 - Colour wheel
- International level systems
- Formulations of colour
 - Natural level
 - Underlying pigment
 - Target colour
 - Percentage of grey
 - Pre-softening
- Product selection
 - Oxidative
 - Non-oxidative
 - Developers

Line (GAC): L COLOUR HAIR
Competency: L2 Colour virgin hair and regrowth

Objectives

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

- Prepare for colouring hair.
- Colour virgin hair.
- Apply colour to regrowth.

LEARNING TASKS

1. Prepare for colouring hair

2. Apply colour to virgin hair

3. Apply colour to regrowth

CONTENT

- Client consultations
 - Records
 - Target colour
 - Patch test
 - Strand test
 - Hair and scalp analysis
- Colour formula selection
- Application technique selection
 - Sectioning
 - Sub-sections
- Tool selection and accessories
 - Combs
 - Swatch book
 - Colour charts
 - Non-metallic bowls
 - Gloves
 - Barrier cream
 - Chemical cape
 - Application brush
 - Application bottle
 - Towels
- Hair preparation
 - According to manufacturers' directions
- Product application
- Processing time
- Monitor colouring process and client observation
- Product removal as per manufacturers' directions
- Product application
- Processing time

LEARNING TASKS

CONTENT

- Monitor colouring process and client observation
- Product removal as per manufacturers' directions

LEARNING TASKS

CONTENT

- Colour blending
- Balayage (hand painting)
- Ombré
- Shadow root
- Drop root

Achievement Criteria

Performance The learner will colour virgin hair, regrowth, and grey hair

Conditions The learner will be given:

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

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:

- A hair analysis is performed to determine suitability
- Application method is determined according to desired result
- Appropriate tools and techniques are used for colouring hair
- An accurate colour result is produced that is free of obvious imperfections.

Line (GAC): M LIGHTEN HAIR
Competency: M1 Describe colour theory in relation to lightening

Objectives

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

- Describe colour theory in relation to lightening.

LEARNING TASKS

1. Describe colour theory in relation to lightening

CONTENT

- Stages of decolourization
- Interaction with natural and artificial pigment
- Interaction with colour or lightener
- Lightening formula and developer selection

Line (GAC): M LIGHTEN HAIR
Competency: M2 Lighten virgin hair and regrowth

Objectives

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

- Prepare lightener application, with guidance.
- Perform lightener application, with guidance.

LEARNING TASKS

1. Prepare lightener application, with guidance

2. Perform lightener application with guidance

CONTENT

- Client consultations
 - Records
 - Target level
 - Patch test
 - Strand test
 - Hair and scalp analysis
- Lightener formula selection
 - On-scalp
 - Off-scalp
- Application technique selection
 - Sectioning
 - Sub-sections
- Tool selection and accessories
 - Combs
 - Swatch book
 - Non-metallic bowls
 - Gloves
 - Barrier cream
 - Chemical cape
 - Application brush
 - Towels
 - Cotton coil
- Hair preparation
 - According to manufacturers' directions
- Product application
 - Virgin
 - Regrowth
- Processing time
- Monitor
 - Decolourization
 - Hair integrity
 - Scalp reaction
- Product removal as per manufacturers' directions
 - Water temperature

Line (GAC): M **LIGHTEN HAIR**
Competency: M3 **Lighten hair using customized placement and techniques**

Objectives

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

- Perform foiling with lightener.
- Perform guided specialized placement and techniques.

LEARNING TASKS

1. Perform foiling with lightener

CONTENT

- Client consultations
 - Records
 - Target level
 - Strand test
 - Hair and scalp analysis
- Lightener formula and placement selection
 - Highlights
 - Full head
 - Partial head
- Application technique selection
 - Sectioning
 - Sub-sections
 - Weaves
 - Slices
- Tools for application
 - Chemical cape
 - Foiling comb
 - Swatches
 - Brushes
 - Non-metallic bowls
 - Foils
 - Foil alternatives
 - Towels
- Processing time
- Monitoring of colouring process and client observation
- Product removal

2. Perform guided specialized placement and

- Trends: application and placement

LEARNING TASKS
techniques

CONTENT

selection

- Freehand
- Blending
- Balayage (hand painting)
- Ombré
- Shadow root
- Drop root

LEARNING TASKS

CONTENT

- Bowl
- Bottle
- Toner application
 - According to manufacturers' directions
 - Neutralize
 - Enhance
- Processing time
 - Monitoring
 - Strand test
- Product removal according to manufacturers' directions
 - Water temperature
 - Hair condition verification
- Aftercare

Achievement Criteria

Performance The learner will lighten virgin hair and regrowth, and tone pre-lightened hair.

Conditions The learner will be given:

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

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:

- A hair analysis is performed to determine suitability
- Application method is determined according to desired result
- Appropriate tools and techniques are used for colouring hair
- An accurate colour result is produced that is free of obvious imperfections

Line (GAC): N **PERFORM COLOUR CORRECTION**
Competency: N1 **Explain colour correction**

Objectives

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

- Determine process.

LEARNING TASKS

1. Determine process

CONTENT

- Range of factors
 - Level
 - Tone
 - Hair integrity
 - Desired results
- Determination of technique
 - Tint-back
 - Filler
 - Decolourization
 - Colour remover
 - Shampoo cocktail
- Determination of formula
 - Multiple formulas
 - Multiple applications
 - Pre-pigmentation
 - Decolourizer
 - Processing time
 - Product sequencing

- Line (GAC):** **O** **PERFORM SERVICES FOR HAIR EXTENSIONS, WIGS AND HAIRPIECES**
- Competency:** **O1** **Select hair extensions, wigs and hairpieces**

Objectives

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

- Select hair extensions, wigs and hairpieces.
- Match extensions, wigs and hairpieces.
- Determine fastening method.

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <p>1. Select hair extensions, wigs and hairpieces</p> | <ul style="list-style-type: none"> • Types of extension, wig or hairpiece <ul style="list-style-type: none"> ○ Coverage requirement ○ Length ○ Density ○ Material <ul style="list-style-type: none"> – Synthetic – Human – Animal – Mixed ○ Construction <ul style="list-style-type: none"> – Hand-made – Machine-made |
| <p>2. Match extensions, wigs and hairpieces</p> | <ul style="list-style-type: none"> • Colour • Texture • Density |
| <p>3. Determine fastening method</p> | <ul style="list-style-type: none"> • Clip-in • Glue • Tape • Sewn • Weaving • Bonded • Beaded • Fusion |

- Line (GAC):** O **PERFORM SERVICES FOR HAIR EXTENSIONS, WIGS AND HAIRPIECES**
- Competency:** O2 **Customize and maintain hair extensions, wigs and hairpieces**

Objectives

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

- Identify tools.
- Apply extensions, wigs and hairpieces.
- Maintain extensions, wigs and hairpieces.

LEARNING TASKS

1. Identify tools
2. Apply extensions, wigs and hairpieces
3. Maintain extensions, wigs and hairpieces

CONTENT

- Tools
 - Block
 - Desk clamp
 - T-pins
 - Measuring tape
 - Fastener
 - Plastic wrap
 - Tape
 - Thread and needle
 - Hair cap
- Cutting tools
- Styling tools
- Application
- Alterations
 - Tool use
 - Length
 - Density
 - Style
 - Texture
 - Range of alterations
 - Colour
 - Texture
 - Sizing
 - Fasteners
- Removal
- Cleaning
- Re-positioning
- Blocking

Line (GAC): P PRACTICE BUSINESS FUNDAMENTALS
Competency: P1 Perform front-end responsibilities

Objectives

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

- Present guided professionalism.
- Perform communication duties.
- Schedule appointments.
- Interact with clients.
- Complete financial transactions.
- Use office equipment.

LEARNING TASKS

1. Present guided professionalism

2. Perform communication duties

3. Schedule appointments

CONTENT

- Image
 - Appearance and presentation
 - Etiquette
 - Online identities
 - Histories
 - Workplace behaviours
 - Face-to-face
 - Online
- Professional communication
 - Verbal
 - Non-verbal
 - Active
 - Reflective
- Tasks
 - Messages
 - Follow-up communication
 - Closing
 - Records
 - Freedom of Information and Protection of Privacy Act (FIPPA)
- Analog (paper-based)
- Digital/electronic
- Procedure
 - Services required
 - Time required
- Client record management
- Confirmation

LEARNING TASKS

- 4. Interact with clients

- 5. Complete financial transactions

- 6. Use office equipment

CONTENT

- Greeting
- Interpersonal communication skills
 - Reflective listening
- Calculations
 - Fractions
 - Percentages
 - Commissions
 - Taxes
 - Discounts
- Payment methods
 - Point-of-sale (POS)
 - Cash register
 - Debit machine
 - Computer
 - Electronic payment
- Computers
- Printers
- Scanners
- POS
- Phones

Line (GAC): P **PRACTICE BUSINESS FUNDAMENTALS**
Competency: P2 **Control inventory and merchandise**

Objectives

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

- Maintain inventory.
- Price retail products.
- Maintain retail displays.

LEARNING TASKS

CONTENT

- | | |
|-----------------------------|--|
| 1. Maintain inventory | <ul style="list-style-type: none"> • Inventory count • Stock levels • Product orders <ul style="list-style-type: none"> ○ Tracking • Sales tracking • Retail sales management |
| 2. Price retail products | <ul style="list-style-type: none"> • Markups and markdowns • Pricing equipment • Profit margin • Research |
| 3. Maintain retail displays | <ul style="list-style-type: none"> • Retail products and displays • Promotional materials |

Level 2 Hairstylist

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B1 Use and maintain manual tools

Objectives

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

- Use and maintain manual tools and accessories.

LEARNING TASKS

1. Use manual tools

2. Maintain manual tools

CONTENT

- Single-use tools and accessories
 - Adhesive tape
 - End papers
 - Thread
 - Cotton
- Perming tools
 - Perm rods
 - Tail comb
 - Clips and clamps
 - Drip tray
- Extension Needles
- Health and safety
- Communicable diseases
- Sanitizing tools
- Disinfecting tools
- Disposal requirements
- Storage techniques
- Component replacement as needed

Line (GAC): D USE COMMUNICATION AND MENTORING TECHNIQUES
Competency: D1 Use communication techniques

Objectives

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

- Interact with clients.

LEARNING TASKS

1. Interact with clients

CONTENT

- Client concerns
 - Problem solving
 - Conflict resolution
 - Salon policies
 - Follow-up

Line (GAC): D USE COMMUNICATION AND MENTORING TECHNIQUES
Competency: D2 Use mentoring techniques

Objectives

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

- Identify learning objectives.
- Communicate learning objectives.
- Demonstrate learning objectives.
- Provide constructive feedback.

LEARNING TASKS

1. Identify and communicate learning objectives and point of lesson

CONTENT

- Industry expectations
- Demonstration of skill stages to an apprentice or learner
 - Explain
 - Identify who, what, when, where, and why
 - Show
 - Encourage
 - Observe
 - Follow up
- Conditions for skill practice
 - Guided
 - Limited independence
 - Full independence
- Constructive feedback
 - Supportive
 - Corrective
 - Reflective
- Continuous learning

Line (GAC): G CUT DIVERSE TEXTURES OF HAIR USING CUTTING TOOLS

Competency: G1 Cut hair with elevation

Objectives

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

- Define variations of haircut with elevation.
- Perform variations of haircut with elevation.

LEARNING TASKS

1. Define variations of haircut with elevation

2. Perform variations of haircut with elevation without guidance

CONTENT

- Form
- Shape
- Design lines
 - Head shape
 - Horizontal
 - Vertical
 - Diagonal
 - Curved
 - Asymmetric
 - Disconnection
- Elevation
 - Projection
 - Natural fall
 - Weight
 - Volume
 - Distribution
 - Tension
 - Client head and body position
- Suitability
 - Face shape analysis
 - hair characteristics analysis
- Technical considerations
- Cutting tools selection
 - Shears
 - Clippers
 - Razors
 - Combs
 - Clips
- Hair sections
 - Sub-sections
- Guideline
 - Travelling/mobile
 - Stationary

LEARNING TASKS

CONTENT

- Interior
- Perimeter
- Consistency of:
 - Guideline
 - Tension
 - Elevation
 - Moisture
 - Client head and body position
- Body stance
 - Ergonomics
 - Position in relation to client
- Hair cut assessment
 - Cross-check
 - Balance
 - Accuracy

Line (GAC): **G** **CUT DIVERSE TEXTURES OF HAIR USING CUTTING TOOLS**
Competency: **G2** **Cut hair without elevation**

Objectives

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

- Define variations of haircut without elevation.
- Perform variations of haircut without elevation.

LEARNING TASKS

1. Define variations of haircut without elevation

2. Perform variations of haircut without elevation

CONTENT

- Form
- Shape
- Design lines
 - Head shape
 - Horizontal
 - Diagonal
 - Curved
 - Asymmetric
 - Disconnection
- Zero-degree elevation
 - Projection
 - Natural fall
 - Weight
 - Volume
 - Distribution
 - Tension
 - Client head and body position
- Suitability
 - Face shape analysis
 - hair characteristics analysis
- Technical considerations
 - Under bevel
- Cutting tools selection
 - Shears
 - Clippers
 - Razors
 - Combs
 - Clips
- Hair sectioning
- Guideline
 - Stationary
 - Interior
 - Perimeter

LEARNING TASKS

CONTENT

- Consistency of:
 - Guidelines
 - Tension
 - Elevation
 - Moisture
 - Client head and body position
- Body stance
 - Ergonomics
 - Position in relation to client
- Hair cut assessment
 - Cross-check
 - Balance
 - Accuracy

Line (GAC): **G** **CUT DIVERSE TEXTURES OF HAIR USING CUTTING TOOLS**
Competency: **G3** **Customize hair**

Objectives

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

- Select customization of hair.
- Perform advanced combination form haircuts.
- Perform advanced texturizing techniques.

LEARNING TASKS

1. Select customization of hair

CONTENT

- Combination forms
 - Shape
 - Design lines
 - Head shape
 - Horizontal
 - Diagonal
 - Vertical
 - Elevation
 - Projection
 - Natural fall
 - Weight
 - Volume
 - Distribution
 - Tension
 - Client head and body position
- Texturizing techniques
 - Tool selection
 - Shears
 - Texturizing shears
 - Razors
 - Clippers
 - Tool use
 - Bulk removal
 - Blending
 - Slide cutting
 - Chunking
 - Point cutting
 - Slithering

2. Perform advanced combination form haircuts

- Suitability

LEARNING TASKS

CONTENT

3. Perform advanced texturizing techniques

- Face shape analysis
- Hair characteristics analysis
- Technical considerations
 - Form
 - Shape
- Cutting tools selection
 - Shears
 - Texturizing shears
 - Clippers
 - Razors
 - Combs
 - Clips
- Hair Sections
 - Sub-sections
- Guideline
 - Travelling/mobile
 - Stationary
 - Interior
 - Perimeter
- Consistency of:
 - Guidelines
 - Tension
 - Elevation
 - Moisture
 - Client head and body position
- Body stance
 - Ergonomics
 - Position in relation to client
- Hair cut assessment
 - Cross-check
 - Balance
 - Accuracy
- Tools
 - Shears
 - Texturizing shears
 - Razors
 - Clippers
- Techniques
 - Volume
 - Increase
 - Decrease
 - Accentuated effects

LEARNING TASKS

CONTENT

- Movement
- Visual texture

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 hairstyling products, tools and equipment
 - multiple clients with a variety of hairstyling service requirements

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:

- A pre-cut analysis is conducted before the haircut
- Determine procedure to cut hair with elevation, without elevation, and customized haircuts
- Appropriate tools are used for cutting hair:
 - 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 desired shape and style is completed according to client requirements
 - A result is produced that is limited in imperfections
- Self-assessment procedures are demonstrated

Line (GAC): H CUT FACIAL AND NAPE HAIR
Competency: H1 Trim and remove nape hair

Objectives

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

- Implement principles involved in removing nape hair.
- Use tools and techniques.
- Perform procedure to outline hair cut.
- Perform procedure to remove nape hair with straight razor.

LEARNING TASKS

1. Implement principles involved in removing nape hair

2. Use tools and techniques

3. Perform procedure to outline haircut

4. Perform procedure to remove nape hair with straight razor

CONTENT

- Analysis
 - Skin growths
 - Blemishes
 - In-grown hairs
 - Scarring
 - Sensitivity
- Style analysis
 - Head shape
 - Growth patterns
 - Nape
- Tool selection
 - Trimmer
 - Straight razor
 - Combs
- Detailing techniques
 - Straight razor
 - Strokes
 - Angled
 - Trimmer position
 - Inverted
 - Flat
 - Angled
- Tool selection
 - Trimmer
 - Comb
- Visual inspection
- Tool selection
 - Straight razor
- Skin preparation
 - Lubricants

LEARNING TASKS

CONTENT

- Cream
- Oil
- Foam
- Visual inspection
- After shave

LEARNING TASKS

4. Perform procedure to remove facial hair with straight razor

CONTENT

- Facial hair perimeter established
- Pre-shave client consultation
 - Medical history
- Tool and accessory selection
 - Shaving brush
 - Drip stand
 - Straight razor
 - Single-use blades
 - Hot towels
- Products
 - Pre-shave
 - Shaving creams
 - Foam
 - Soap
 - Lotions
 - Gel
 - Aftershave
- Execution
 - Pre-shave application
 - Hot towel application
 - Pre-shave removal
 - Shaving cream application
 - Skin pulled taut
 - Straight razor use
 - Angle to contour
 - Pressure on blade
 - Moisture maintained throughout shave
- Shaving cream removal
- Aftercare
 - Aftershave
 - Moisturizer
 - Styptic powder
 - Applicator
- Aftercare benefits
 - Tighten/refine pores
 - Infection prevention
 - Hydration

Achievement Criteria

- Performance** The learner will cut unwanted facial 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 hairstyling products, tools and equipment
 - multiple clients with a variety of hairstyling service requirements
- Criteria** The learner will score 70% or better on a rating sheet that reflects the following criteria:
- A pre-service analysis is conducted before removal of unwanted facial hair
 - Appropriate tools and techniques are used for hair removal:
 - Client is prepared for cutting service
 - Facial hair is prepared to ensure even results
 - Correct procedure is followed
 - The desired shape is produced according to client requirements
 - The result is limited in imperfections

| | | |
|--------------------|-----------|------------------------------------|
| Line (GAC): | J | STYLE DRY HAIR |
| Competency: | J2 | Style updos and finish hair |

Objectives

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

- Style updos.
- Finish hair.

LEARNING TASKS

1. Style updos

CONTENT

- Preparation
 - Design
 - Set
 - Movement
 - Direction
- Tool selection
 - Bobby pins
 - Hair pins
 - Elastics
 - Support
 - Hair rat
 - Donut
 - Hair net
- Support techniques
 - Pinning
 - Braiding
 - Ponytails
- Foundation support
 - Back-combing
 - Back-brushing
- Accessories
 - Hair additions
 - Feathers
 - Ornamentation
 - Flowers
- Design secured
 - Pin
 - Sew
 - Clip
- Finished design assessment
 - Design principles
 - Form
 - Shape

LEARNING TASKS

CONTENT

2. Finish hair

- Balance
- Line
- Colour
- Rhythm
- Movement
- Emphasis

- Comb out
 - Break up set pattern
 - Blend
 - Relax
 - Smooth
- Tools
 - Brushes
 - Combs
 - Pins
- Finishing products
 - Sprays
 - Serums
 - Waxes
 - Pomade

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 hairstyling products, tools and equipment
 - multiple clients with a variety of hairstyling service requirements
 - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturers' product safety data sheets

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:

- Appropriate tools and techniques are used for styling up-dos
 - Hair is prepared for up-do
 - Foundation and support is created
 - Correct technique is used to style hair
 - Pins are inserted discreetly to secure the up-do
 - A result is produced that is free of obvious imperfections
- Self-assessment procedures are demonstrated

Line (GAC): **K PERFORM CHEMICAL TEXTURE SERVICES ON HAIR**
Competency: **K2 Chemically relax and smooth hair**

Objectives

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

- Process hair with chemical relaxers and smoothing systems.
- Process hair with neutralizing agent.

LEARNING TASKS

1. Process hair with chemical relaxers and smoothing systems

CONTENT

- Client consultations
 - Records
 - Style decisions
- Hair preparation
 - According to manufacturers' directions
- Tools and accessories
 - Chemical cape
 - Non-metallic bowl
 - Applicator brush
 - Spatula
 - Comb
 - Clips
 - Brush
 - Flat iron
 - Blow dryer
 - Product
 - Relaxer
 - Sodium hydroxide
 - Ammonium thioglycolate
 - No-lye relaxers
 - Smoothing systems
 - Re-forming systems
 - Protective cream
 - Cotton coil
- Application of chemical relaxing product or smoothing system according to manufacturers' directions
 - Hair sections
 - Distance from scalp
 - Timing
 - Heat
 - Comb testing
 - Rinsing

LEARNING TASKS

2. Process hair with neutralizing agent

CONTENT

- Application of neutralizing agent according to manufacturers' directions
 - Hair sections
 - Distance from scalp
 - Timing
 - Rinsing

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 hairstyling products, tools and equipment
 - multiple clients with a variety of hairstyling service requirements
 - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:

- A hair and scalp analysis is conducted
- 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 to ensure balanced perm wrap
 - The sub-section size is selected in relation to tool
 - Demonstrates base control to achieve desired result
 - Demonstrates tension according to manufacturer's directions
 - Demonstrates application of solutions and test curl procedure
 - Results reflect client's requirements

| | | |
|--------------------|-----------|--|
| Line (GAC): | L | COLOUR HAIR |
| Competency: | L3 | Colour hair using colour placement and techniques |

Objectives

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

- Perform independent specialized colour placement and techniques.

LEARNING TASKS

1. Perform independent specialized colour placement and techniques

CONTENT

- Client consultations
 - Records
 - Target colour
 - Strand test
 - Hair and scalp analysis
- Colour Trends: application and placement selection
 - Freehand
 - Colour blending
 - Balayage (hand painting)
 - Ombré
 - Shadow root
 - Drop root
- Colour formulation
 - Colour trends
 - Fashion colours
- Tools selection
- Processing time according to manufacturers' directions
- Monitoring of colouring process and client observation
- Product removal according to manufacturers' directions

Achievement Criteria

| | |
|-------------|---|
| Performance | The learner will independently perform colour placement and techniques |
| Conditions | The learner will be given: <ul style="list-style-type: none">• Access to:<ul style="list-style-type: none">○ a fully equipped salon or simulated salon environment○ a range of hairstyling products, tools and equipment○ multiple clients with a variety of hairstyling service requirements○ relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets |
| Criteria | The learner will score 70% or better on a rating sheet that reflects the following criteria: <ul style="list-style-type: none">• A hair analysis is performed to determine suitability• Application method is determined according to desired result• Appropriate tools and techniques are used for colouring hair• An accurate colour result is produced that is free of obvious imperfections. |

Line (GAC): **M LIGHTEN HAIR**
Competency: **M2 Lighten virgin hair and regrowth**

Objectives

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

- Prepare lightener application without guidance.
- Perform lightener application without guidance.

LEARNING TASKS

1. Prepare lightener application without guidance

CONTENT

- Client consultations
 - Records
 - Target level
 - Patch test
 - Strand test
 - Hair and scalp analysis
- Lightener formula selection
 - On-scalp
 - Off-scalp
- Application technique selection
 - Sectioning
 - Sub-sections
- Tool selection and accessories
 - Combs
 - Swatch book
 - Non-metallic bowls
 - Gloves
 - Plastic wrap
 - Barrier cream
 - Chemical cape
 - Application brush
 - Towels
 - Cotton coil
- Hair preparation
 - According to manufacturers' directions
- Product application
 - Virgin
 - Regrowth
- Processing time
- Monitor
 - Decolourization
 - Hair integrity
 - Scalp reaction
- Product removal as per manufacturers' directions
 - Water temperature

2. Perform lightener application without guidance

Line (GAC): M LIGHTENING
Competency: M3 Lighten hair using customized placement and techniques

Objectives

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

- Perform customized placement and techniques without guidance.

LEARNING TASKS

1. Perform customized placement and techniques without guidance.

CONTENT

- Client consultations
 - Records
 - Target level
 - Strand test
 - Hair and scalp analysis
- Trends: application and placement selection
 - Freehand
 - Blending
 - Balayage (hand painting)
 - Ombré
 - Shadow root
 - Drop root
- Lightener formulation
 - On-scalp
 - Off-scalp
 - Trends
- Tool selection
- Processing time according to manufacturers' directions
- Monitor
 - Decolourization
 - Hair integrity
 - Scalp reaction
- Product removal according to manufacturers' directions
 - Water temperature

Line (GAC): M LIGHTEN HAIR
Competency: M4 Tone pre-lightened hair

Objectives

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

- Perform analysis of pre-lightened hair without guidance.
- Perform toner application without guidance.

LEARNING TASKS

1. Perform analysis of pre-lightened hair without guidance

2. Perform toner application without guidance

CONTENT

- Level of pre-lightened hair
- Degree of contributing pigment
- Toning formula selection
 - Neutralized
 - Enhanced
- Toning placement selection
 - Porosity
 - Residual pigment
- Hair integrity
 - Oxidative
 - Non-oxidative
 - Trends
- Tool selection
 - Brush
 - Bowl
 - Bottle
- Toner application
 - According to manufacturers' directions
 - Neutralize
 - Enhance
- Processing time
 - Monitoring
 - Strand test
- Product removal according to manufacturers' directions
 - Water temperature
 - Hair condition verification
- Aftercare

Achievement Criteria

| | |
|-------------|---|
| Performance | The learner will tone pre-lightened hair. |
| Conditions | The learner will be given: <ul style="list-style-type: none">• Access to:<ul style="list-style-type: none">○ a fully equipped salon or simulated salon environment○ a range of hairstyling products, tools and equipment○ multiple clients with a variety of hairstyling service requirements○ relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets |
| Criteria | The learner will score 70% or better on a rating sheet that reflects the following criteria: <ul style="list-style-type: none">• A hair analysis is performed to determine suitability• Application method is determined according to desired result• Appropriate tools and techniques are used for colouring hair• An accurate colour result is produced that is free of obvious imperfections |

Line (GAC): N PERFORM COLOUR CORRECTION

Competency: N2 Apply Colour Correction

Objectives

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

- Prepare for colour correction.
- Execute colour correction.

LEARNING TASKS

1. Prepare for colour correction

2. Execute colour correction

CONTENT

- Client consultations
 - Records
 - Target colour
 - Strand test
 - Hair and scalp analysis
- Colour formula
 - Multiple
 - Filler
 - Pre-pigmentation
 - Porosity
 - Decolourization
 - Lightener
 - Colour remover
 - Oxidative
 - Non-oxidative
- Tool selection
- Product application
 - Multiple
- Processing time
 - Desired results
- Monitoring
 - Deposit
 - Decolourization
 - Hair integrity
 - Scalp reaction
- Product removal according to manufacturers' directions
 - Water temperature
- Results analysis
 - Re-assess
 - Re-formulate as needed
- Aftercare

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 hairstyling products, tools and equipment
 - multiple clients with a variety of hairstyling service requirements
 - relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets

Criteria The learner will score 70% 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 correction service
- The appropriate procedure is used to adjust undesirable colour when:
 - Colour is too light
 - Colour is too cool (drab)
 - Colour is too dark
 - Colour is too warm (brassy)
- An accurate and complementary colour result is produced that is free of obvious imperfections

Line (GAC): **P** **PRACTICE BUSINESS FUNDAMENTALS**
Competency: **P3** **Explore business essentials**

Objectives

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

- Identify business models.
- Market products and services.

LEARNING TASKS

1. Identify business models

2. Market products and services

CONTENT

- Business ownership models
 - Sole-proprietorship
 - Independent contractor
 - Booth or chair rental
 - Partnership
 - Corporation
 - Franchise
- Regulations
- Market analysis
 - Client demographics
 - Client needs and preferences
- Pricing policies and variables
- Advertising strategies
 - Local
 - Regional
- Promotional techniques
 - Social media
 - Speciality publications

Section 4

ASSESSMENT GUIDELINES

Assessment Guidelines – Level 1
Level 1 Grading Sheet: Subject Competency and Weightings

| PROGRAM: IN-SCHOOL TRAINING: | | HAIRSTYLIST LEVEL 1 | |
|--|--|------------------------|------------------------|
| LINE | TRAINING TOPICS | THEORY WEIGHTING | PRACTICAL WEIGHTING |
| A | Perform Safety-Related and Hygienic Functions | 3% | 3% |
| B | Use Tools and Equipment | 3% | 3% |
| C | Client Service | 4% | 4% |
| D | Use Communication and Mentoring Techniques | 2% | 2% |
| E | Analyze and Respond to Hair and Scalp Conditions | 3% | 3% |
| F | Shampoo and Condition Hair and Scalp | 2% | 2% |
| G | Cut Diverse Textures of Hair Using Cutting Tools | 18% | 18% |
| H | Cut Facial and Nape Hair | 1% | 1% |
| I | Style Wet Hair | 10% | 10% |
| J | Style Dry Hair | 10% | 10% |
| K | Chemically Wave Hair | 10% | 10% |
| L | Colour Hair | 15% | 15% |
| M | Lighten Hair | 11% | 11% |
| N | Perform Colour Correction | 3% | 3% |
| O | Perform Services for Hair Extensions, Wigs and Hair Pieces | 1% | 1% |
| P | Practice Business Fundamentals | 4% | 4% |
| | Total | 100% | 100% |
| In-school theory / practical subject competency weighting | | 50% | 50% |
| Final in-school percentage score | | IN-SCHOOL% | |

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

Assessment Guidelines – Level 2

Level 2 Grading Sheet: Subject Competency and Weightings

| PROGRAM: IN-SCHOOL TRAINING: | | HAIRSTYLIST LEVEL 2 | |
|--|--|------------------------|------------------------|
| LINE | TRAINING TOPICS | THEORY WEIGHTING | PRACTICAL WEIGHTING |
| B | Use Tools and Equipment | 2% | 2% |
| D | Use Communication and Mentoring Techniques | 3% | 3% |
| G | Cut Diverse Textures of Hair Using Cutting Tools | 15% | 15% |
| H | Cut Facial and Nape Hair | 10% | 10% |
| J | Style Dry Hair | 10% | 10% |
| K | Perform Chemical Texture Services on Hair | 20% | 20% |
| L | Colour Hair | 10% | 10% |
| M | Lighten Hair | 10% | 10% |
| N | Perform Colour Correction | 12% | 12% |
| P | Practice Business Fundamentals | 8% | 8% |
| | Total | 100% | 100% |
| In-school theory / practical subject competency weighting | | 50% | 50% |

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

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.

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

After passing the Interprovincial Red Seal examination and practical exam, the apprentice will be granted the Interprovincial Red Seal endorsement on their Certificate of Qualification.

Section 5

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 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/SDS

Recommended

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

Shop (Salon) (Facility) Tools

Standard Tools

- Hairstyling Single-Use Tools and Accessories
 - adhesives
 - bobby pins
 - cotton
 - end papers
 - extension needles
 - 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
 - colour swatch book
 - foil board
 - foil dispenser
 - highlight hook
 - highlighting cap
 - measuring cups

- combs
- whisk
- timer
- measuring beaker
- 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

- N/A

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

- N/A

Student Tools (supplied by student)

Required

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

Recommended

- N/A

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, SkilledTradesBC 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
<https://www.jobbank.gc.ca/marketreport/skills/16452/BC>
- Red Seal Trades - Hairstylist
<http://www.red-seal.ca/trades/h.1.3rstyl.3st-eng.html>
- Trade National Occupation Analysis
<http://www.red-seal.ca/tr.1.d.2n.4al.3st@-eng.jsp?tid=98&nid=1>
- Hand Washing Video
<https://www.worksafebc.com/en/resources/health-safety/slide-shows/washing-hands-saves-lives?lang=en>
- 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
- Labour Canada
<https://www.canada.ca/en/employment-social-development/corporate/portfolio/labour.html>
- Occupational Health and Safety - Hand Washing
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

| | |
|--|---|
| 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 |
| finger wave | 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.