

## Esthetician (Nail Technician)

## Esthetician (Common Core)

**Unit:** A1 Structure and Scope of Esthetician

**Level:** One

**Duration:** 12 hours

Theory: 9 hours

Practical: 3 hours

### Overview:

Jobsite learning and teaching have long been fundamental to Esthetician trade-practice, including its safety, health, and environmental implications. The chance to gain maximum benefit from workplace trade learning can be shaped by such complex factors as production schedules and jobsite politics. As adult trade-learners, Esthetician apprentices at all levels of skill-development are encouraged to use their eyes, ears, prior knowledge, and interpersonal skills to encourage journeypersons to teach as well as to supervise them. This requires understanding the trade's dynamics, including the roles and responsibilities that order jobsite activity. Unit content outlines the trade's skill-requirements and long-term career possibilities. It includes suggestions about trade-related learning styles/strategies. It also introduces the concept of skills stewardship, stressing the obligations that trainees incur in learning from journeypersons to 'pay it forward' by assisting other newcomers who will follow them into the trade. The unit's purpose is to provide this essential information about learning to learn as a Manitoba Skilled Labourer trainee. Elsewhere in Technical Training, senior trainees explore the importance of learning to teach in trade workplaces – a central function of Skilled Labourer journeywork.

This unit is designed to provide the esthetician apprentice with an overview of the esthetician trade. Each apprentice should be able to identify sources of information related to various career paths and professional development opportunities. The importance of the apprentice knowing the facilities and services of the trade and the link this has with professional conduct will be explored. The apprentice should also understand the importance of a professional appearance when dealing with clients and the way in which this enhances the image of the salon. This unit is also designed to provide general skills and knowledge required to be current in the esthetician industry. These skills will become the foundation for further learning of new trends.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe the structure and scope of the trade.</b>	<b>34%</b>
a. Historical background, including trainee experiences	
b. Structure/scope of the trade	
• Trade regulation	
• International and national characteristics	
• Important features of practicing the trade in Manitoba	
• Trade and construction industry organizations	
c. Trends	
• Definition	
• Past and current trends	
• Resume/portfolio preparation	
d. Historical background, including trainee experiences	

- Generalists and specialists
- Lead hands and other immediate supervisors
- Geographic mobility
- Job hierarchies and innovations
- Key events
- e. Organizational structure within industry
  - Business structure
  - Resources
  - Marketing options
  - Location of facilities and services
- f. Professional development opportunities in the industry
  - Industry trade periodicals
  - Professional organizations
- g. Personal and professional health
  - Rest
  - Exercise
  - Nutrition
  - Relaxation
  - Personal hygiene
- h. Professional image
  - Physical presentation (awareness of salon policies)
  - Personality
- i. Personal ethics

**2. Describe the Manitoba Esthetician Apprenticeship Program.**

**33%**

- a. Concept and significance of skills stewardship
  - To the trade
  - To trainees
  - To journeypersons
  - To employers
- b. Practical Training: on-site component of program
  - Roles/responsibilities of employer and journeyperson(s)
  - Roles/responsibilities of Apprenticeship Training Coordinator
  - Roles/responsibilities of trainee, including record-keeping re: job experience
- c. Technical Training: off-site component of program
  - Roles/responsibilities of instructors (including Related'-area faculty)
  - Roles/responsibilities of trainees: occupational analysis, task checklist, list of key tasks by area
- d. Professionalism
  - Attitude
  - Work ethic
  - Teamwork
  - Eagerness to learn
- e. Attendance requirements
- f. Progression requirements
- g. Reporting of grades
- h. Other (as may be specified by instructor and by Apprenticeship Manitoba)

**3. Describe special opportunities and challenges re: Skilled Labourer training.**

**33%**

- a. Adapting personal learning goals to program contexts

- Principles of adult learning (including importance of self-direction)
  - Description/recognition of learning and teaching styles
  - Significance of work culture and interpersonal skills re: trade-learning
  - Integrating Technical Training and Practical Training content
  - Possibilities and perils of peer learning
  - Budgeting and other necessary personal arrangements
  - Identifying sources of support (e.g. upgrading trade-related math skills)
- b. On-site learning challenges and opportunities
- Significance of jobsite supervision roles and teaching styles (e.g. journey-level skills-coach vs. mentor)
  - Communication with journeypersons and employers
  - Coverage of prescribed tasks/subtasks that define the scope of trade, and the content of the certification exam administered to apprentices who are completing their program
  - Getting help and fixing mistakes
  - Maintaining personal record of trade-learning challenges/achievements (e.g. a learning journal, and/or a personal training plan, if possible, discussed with employers and others supporting the apprenticeship journey to certification)
  - Significance of jobsite supervision roles and teaching styles (e.g. journey-level skills-coach vs. mentor)
  - Communication with journeypersons and employers
- c. In-school opportunities/challenges
- Personal arrangements that support progress in Technical Training
  - “Baggage-handling” – self-assessing potential impacts of previous experiences (favourable/unfavourable) on current learning; availability of supports
  - Techniques for note-taking, record-keeping, and review
  - Relations with instructors (including ‘Related’-area faculty)
  - College resources (library, support services, etc.)

## Esthetician (Common Core)

**Unit:** A2 Client Service: Pre-service/Post-service

**Duration:** 20 hours

Theory: 15 hours

Practical: 5 hours

### Overview:

This unit is designed to cover the pre-service/post-service provided by an Esthetician (Nail Technician) on clients.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Discuss preparation of client for services.</b>	<b>10%</b>
a. Greeting clients	
• Introduction	
• Assistance (awareness of disabilities)	
b. Client consultation	
• Client's instructions	
• Client's well-being	
• Contra-indications	
c. Removal of personal accessories and/or clothing	
• Safety storage	
• Liability issues	
d. Preparation procedures	
• Seating	
• Removal of accessories	
• Positioning of client	
• Preventing damage to client's clothing	
• Adjusting chair	
e. Client's needs	
• Client's lifestyle preferences, well-being, time and skill required for home maintenance	
• Availability of tools and products for home maintenance and affordability	
• Duration of time for treatment	
• Assess any physical disability problem for home maintenance	
• Ascertain exact nature of service requested by client	
• Inform pregnant and or those on medication of side effects of various chemical products	
f. Analysis of treatment area	
g. Recommendation of treatment or service	
• Results of analyses	
<b>2. Discuss and practice procedures for performing an allergy test.</b>	<b>10%</b>

- a. Types
  - b. Test results
    - Analysis
    - Report
  - c. Recommendation of treatment and products
  - d. Manufacturers' directions to client's results of test
- 3. Examine products used for services. 10%**
- a. Manufacturers' directions
  - b. Suitability of product
- 4. Describe and practice how to sanitize hands. 15%**
- a. Bacteria
    - Water temperature
    - Types of soap (medicated, antibacterial, antifungal, and hand-sanitizer)
    - Paper towels and electric hand dryers
  - b. Inspecting hands
    - Health
    - Free edge of nail
  - c. Antiseptic products
- 5. Demonstrate assembling implements, materials, equipment and products. 10%**
- a. Implements for services
  - b. Arrangement of tools at work station
    - Safety
    - Effectiveness
  - c. Selection according to treatment
- 6. Practice pre-service with client. 10%**
- 7. Discuss the completion of service with client. 10%**
- a. Preparation for departure
  - b. Future service requirement and home maintenance program
  - c. Recording service
    - Record cards and/or computer data file
    - Instructions given to clients for home maintenance program
    - Filing of client information
  - d. Sales/service transaction
    - Book future appointments
    - Retain clients
    - Attitude for generating business growth
- 8. Discuss sanitary measures after releasing the client. 15%**
- a. Supplies
  - b. Equipment
  - c. Implements
  - d. Facility
  - e. Personal
- 9. Practice post-service with client. 10%**
- a. Home care instructions

## Esthetician (Common Core)

**Unit: A3 Retail and Salon Management**

**Duration:** 16 hours

Theory: 8 hours

Practical: 8 hours

### Overview:

This unit is designed to provide the apprentice with knowledge of retail and salon management. Topics covered include retail marketing techniques, booking for a salon, record keeping, telephone etiquette, communication and inventory control.

### Objectives and Content:

**Percent of  
Unit Mark (%)**

**1. Describe retail marketing techniques.**

**15%**

- a. Product and service knowledge
  - Features
  - Benefits
- b. Client needs and wants
  - Special problem
  - Client's lifestyle
  - Special occasion
- c. Product and service presentation
  - Displays
  - Promotional and window dressings
- d. Demonstrating and recommending products and services
- e. Pricing products
  - Pricing system
  - Mark up/mark down
- f. Advertising
- g. Sales trends

**2. Discuss booking for a salon and record keeping.**

**15%**

- a. Personal information
  - The '*Freedom of Information and Protection of Privacy Act*'
- b. Medical information
- c. Record treatment
- d. Signature for verification
  - Release statement
  - Liabilities and insurance limitations
- e. Recording of reaction to treatment

- 3. Describe good human relations and professional attitude. 15%**
- a. Greeting clients
  - b. Offer assistance
  - c. Handle client concerns
- 4. Discuss qualities of effective communications. 15%**
- a. Verbal
    - Telephone etiquette
  - b. Non-verbal
    - Facial expression
    - Body language
    - Gesture
    - Movements
    - Eye contact and distance
  - c. Cross-cultural communication
  - d. Written
    - Record date on record card
    - Computer data file
- 5. Discuss recording of daily intake. 5%**
- a. Working hours
    - Timesheet
  - b. Tally sales slips
- 6. Describe inventory control. 15%**
- a. Order supplies and products
  - b. Count/check delivery slips and verify invoices
  - c. Receive stock
  - d. Delete products sold
  - e. Restock new products
  - f. Rotate/expire date
- 7. Demonstrates retail and salon management skills. 20%**



## Esthetician (Common Core)

**Unit:** A4 Introduction to Anatomy and Physiology

**Duration:** 30 hours

Theory: 30 hours

Practical: 0 hours

### Overview:

This unit is designed to provide the apprentice with knowledge of anatomy and physiology of the human body. It is important for an Esthetician/Electrologist to understand the function of the systems of the body and to have knowledge of the structures of those areas upon which salon treatments are given.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. Define anatomy and physiology.	5%
2. List and describe the various systems of the body.	5%
3. Describe the skeletal system.	10%
4. Describe the muscular system.	10%
5. Describe the divisions of the nervous system and how they function.	10%
6. Describe the digestive system.	10%
7. Describe the respiratory system.	10%
8. Describe the circulatory (vascular) system.	10%
9. Describe the excretory system, its function and the main diseases of the system.	10%
10. Describe the integumentary system.	10%
11. Describe the glandular system.	10%

## Esthetician (Common Core)

**Unit:** A5 Trade Safety Awareness

**Duration:** 7 hours

Theory: 7 hours

Practical: 0 hours

### Overview:

Safe working procedures and conditions, injury prevention, and the preservation of health are of primary importance to industry in Canada. These responsibilities are shared and require the joint efforts of government, employers, and employees. It is imperative that all parties become aware of circumstances that may lead to injury or harm. Safe learning experiences and environments can be created by controlling the variables and behaviours that may contribute to incidents or injury. It is generally recognized that safety-conscious attitudes and work practices contribute to a healthy, safe, and accident-free working environment. It is imperative to apply and be familiar with the *Workplace Safety and Health Act* and Regulations. As well, it's essential to determine workplace hazards and take measures to protect oneself, co-workers, the public, and the environment. Safety education is an integral part of Insulator apprenticeship training both in school and on-the-job. Unit content is supplemented throughout Technical Training by trade-specific information about Insulator safety hazards and precautions presented in the appropriate contexts of discussion and study.

**Note: No percentage-weightings for test purposes are prescribed for this unit's objectives. Instead, a 'Pass/Fail' grade will be recorded for the unit in its entirety.**

### Objectives and Content:

**Percent of  
Unit Mark (%)**

#### 1. Identify safety and health requirements.

- a. Overview of *The Workplace Safety and Health Act*
  - Rights and responsibilities of employees under the Act
  - Rights and responsibilities of employers under the Act
  - Rights and responsibilities of supervisors under the Act
- b. Fourteen (14) regulations
- c. Codes of practice
- d. Guidelines
- e. Right to refuse
  - Explanation of right to refuse process
  - Rights and responsibilities of employees
  - Rights and responsibilities of employers
  - Rights and responsibilities of supervisors under the Act

#### 2. Identify personal protective equipment (PPE) and procedures.

- a. Employer and employee responsibilities as related to personal protective equipment.
- b. Standards: ANSI (U.S.A. standards), etc.
- c. Work protective clothing and danger if it fits poorly.
- d. Gloves – Importance of proper glove selection (when handling chemicals, cold items,

- slivers, etc.)
- e. Headwear – appropriate protective headwear when required and the approved type of headwear.
- f. Eye protection – comparison and distinction of everyday eyeglasses, industrial safety glasses and safety goggles
- g. Foot protection – when required according to safety standards
- h. Hearing protection
  - Hazards of various noise levels (hearing protection must be worn)
  - Laws
  - Types of hearing protection
- i. Respiratory protection – types, overview of proper selection
- j. Fall protection – Manitoba requirements standards guidelines
  - ANSI (U.S.A. standards), etc.
- k. Ladders and scaffolding
- l. Safety principles for working with or around industrial trucks site-specific (forklifts, pallet trucks, etc.)

**3. Identify regulations pertinent to care and cleanliness in the working area.**

**4. Identify the regulations relevant to the safe use of chemicals.**

**5. Identify regulations governing the use of ladders and related equipment.**

**6. Identify ergonomics.**

- a. Definition of ergonomics and conditions that may affect the body
  - Working postures
  - Repetition
  - Force
  - Lifting
  - Tools
  - Identify tool and safety equipment
  - Causes of hand tool accidents
  - equipment

**7. Hazard recognition and control.**

- a. Safe work practices
- b. Basic risk assessment
- c. Injury prevention and control measures
- d. Identification of hazards involved in pneumatic tool use and explanation of how to guard against them
- e. Refrigerants
- f. Toxic chemical (non-refrigerant)
- g. High pressure fluids

**8. Hazard of confined space entry.**

- a. Identification of a confined space
- b. Hazards of a confined space
  - physical
  - biological
- c. Working in a confined space
- d. Emergency response plan
- e. Self-contained breathing apparatus (SCBA)

- 9. Identify first aid/CPR.**
- a. Overview of first aid regulation
  - b. Obligations of employers regarding first aid
    - Who is certified to provide first aid?
    - What to do while waiting for help?
    - Where is first aid kit?
  - c. Describe basic first aid requirements and techniques
    - Scope and limits of first aid intervention
    - Specific interventions (cuts, burns, abrasions, fractures, suffocation, shock, electrical shock, etc.)
    - What is it?
    - Interface with other services and agencies (eg. Workers Compensation claims)
  - d. Describe basic CPR requirements and techniques
    - How do you get certified?
    - Scope and limits of CPR intervention (include varieties of CPR certification)
- 10. Identify the current safety requirements as they apply to WHMIS with emphasis on:**
- a. WHMIS is a system
  - b. Provincial regulation under the Safety and Health Act
    - Each province has a WHMIS regulation
  - c. Federal Hazardous Products Act
  - d. WHMIS generic training:
    - WHMIS defined and the format used to convey information about hazardous materials in the workplace
    - Information found on supplier and workplace labeling using WHMIS
    - Hazardous materials in accordance with WHMIS
    - Compliance with government safety standards and regulations
  - e. Description of WHMIS (include varieties of WHMIS Certification)
    - Typology of WHMIS labels, symbols, and classifications
    - Scope and use of Materials Safety Data Sheets (MSDS)
- 11. Identifying and controlling hazards.**
- a. Basic control measures (injury prevention)
  - b. Safe work procedures
  - c. Explanation on the importance of industrial housekeeping
  - d. Employer responsibilities
  - e. How and where to store materials
  - f. Safety measures related to walkways, stairs and floor openings
  - g. Explanation of how to protect the worker and others when working in traffic paths

## Esthetician (Common Core)

**Unit:** A6 Safety in the Workplace

**Duration:** 14 hours

Theory: 10 hours

Practical: 4 hours

### Overview:

This unit is designed to cover an understanding of the principles of safety in the workplace. This will provide the apprentice with further skills and knowledge to work safely in a salon.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Discuss safety regulations and health standards.</b>	<b>25%</b>
a. National regulations	
b. Provincial regulations	
• Public hygiene	
• Special needs	
c. Local regulations	
<b>2. Discuss occupational health hazards for estheticians and clients and methods of prevention.</b>	<b>25%</b>
a. Accidents	
• Falls	
• Cuts	
• Electric shocks	
• Toxic fumes and spills	
• Infectious diseases	
• Burns	
• Eye wash station	
b. Emergency and planning procedures	
• Emergency contacts	
• Emergency equipment	
c. Posture	
• Standing	
• Stooping	
• Sitting	
• Lifting	
d. Environmental contamination	
• Disposal of waste products	
• Recycling	
• Cleaning products	
• Chemical products and waste	

- Sustainability
- e. Equipment and implements
  - Table and chair operation
  - Canadian Standards Association
  - Maintenance
- f. Personal Protective clothing
  - Eye and hand protection
  - Vapour/fume mask
  - Draping clients
- g. Warning signage
- h. Safety committees
  - Workshops and seminars
  - Safety related documents
  - Promotion
  - Manitoba Workplace Health and Safety website:  
<http://www.gov.mb.ca/labour/safety/>
- i. Storage of implements and products
- j. Safety inspections and reporting of accidents
- k. Level of noise
- l. Food and beverages
- m. Ventilation

**3. Discuss potential hazards in working in a salon. 25%**

**4. Discuss and practice fire prevention and fire fighting procedures. 15%**

- a. Classes of fires and fire extinguishers (A, B, and C)
- b. Location of fire extinguishers and fire exits
- c. Clothing ignition
- d. Sprinkler systems
- e. Storage and handling of flammable liquids and materials, gases and dusts
  - Chemical products
- f. Evacuation procedures
  - Fire alarms and drills
  - Obstacle-free emergency exit
  - Emergency evacuation plan and procedure
- g. Safety devices
  - Fire detectors
- h. Fire safety records

**5. Discuss drug and alcohol safety regulations. 10%**

- a. Rights and obligations of worker
- b. Effects of drugs and alcohol on human performance
- c. Reporting of deviant behaviour
- d. Handling clients under the influence of drugs and alcohol

## Esthetician (Common Core)

**Unit: A7 Hygiene, Bacteriology and Sterilization**

**Duration:** 30 hours

Theory: 20 hours

Practical: 10 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge of hygiene, bacteriology and sterilization and the ability to control infection and disease in a salon. Housekeeping duties will also be covered.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe good hygiene practices.</b>	<b>10%</b>
<b>2. Identify bacteriology and the related diseases and disorders.</b>	<b>10%</b>
a. Infectious agents	
• Parasite	
• Virus	
• Fungus	
b. Active and inactive stages	
c. Condition favourable to the growth of bacteria	
d. Methods of prevention	
e. Defense system	
<b>3. Describe the procedure for sanitizing hands.</b>	<b>10%</b>
<b>4. Describe methods of sterilization and sanitation.</b>	<b>20%</b>
a. Physical agents	
• Moist heat	
• Dry heat	
• Ultraviolet rays	
• Autoclave	
b. Chemical agents	
• Antiseptics	
• Disinfectants	
• Fumigants	
<b>5. Discuss sanitation and sterilization process of implements and equipment.</b>	<b>20%</b>

- 6. Describe guidelines to maintain a clean and orderly work area. 10%**
- a. Tasks
- Waste disposal
  - Sharps disposal
  - Sort waste products for recycling
  - Floor clean, dry and free from obstacles
  - Storing implements and products
  - Sanitize chair, counter, trays, tables
  - Sanitizing towels, capes, smocks
  - Implements disinfected
  - Inspection of workstation
  - Inspection of implements and equipment
- b. Sanitizing products and equipment
- 7. Practice sanitizing and sterilizing implements, equipment and other supplies. 20%**



## Esthetician (Common Core)

**Unit:** A8 Orientation II: The Job of Journeywork

**Level:** One

**Duration:** 7 hours

Theory: 7 hours

Practical: 0 Hours

### Overview:

Esthetician Technical Training offers an entry-level orientation to the challenges of apprenticeship learning. The present unit introduces senior apprentices to the responsibilities of workplace *teaching* that they will assume as supervising journeypersons. Tradeworkers have a particularly rich tradition of refreshing and sharing their skills from one generation of practitioners to the next. This unit orients senior apprentices to some of the practical and conceptual tools that can enable them to contribute to this trade heritage when they themselves become certified journeypersons. The journeyperson's obligation to assist trade learners to develop skills and knowledge is complex and challenging. It involves safety considerations, employer expectations, provincial regulations, as well as the tradition of skills stewardship that links modern practice with the long history of workplace teaching and learning that defines the apprenticeable trades. The ability to offer timely, appropriate support to apprentices is itself an important area of trade learning. This unit presents material intended to help refine this ability through reflection and discussion by senior apprentices, and dialogue with their instructor. The detailed descriptors under each unit objective reflect Manitoba and Canadian standards prescribed for journey-level supervisory capabilities, as well as key topics in current research on the importance of workplace teaching and learning in trades-apprenticeship systems. Thus, descriptors represent suggested focal points or guidelines for potentially-worthwhile exploration. Delivery of this content will vary with the discretion of individual instructors, and with the experiences senior apprentices bring forward for group/individual reflection on the skills-stewardship dimension of their own future practice as journeypersons.

### Objectives and Content:

**Percent of  
Unit Mark (%)**

- |   |            |
|---|------------|
| <b>1. Describe the scope, substance, and significance of journey-level status.</b>  | <b>20%</b> |
| <ul style="list-style-type: none"> <li>a. Historical background, including trainee experiences           <ul style="list-style-type: none"> <li>• Origin, definition, and examples of journey-level status</li> <li>• Obligations to employers, trade clients, and apprentices</li> <li>• Concept of skills stewardship, and its rationale</li> <li>• Customary responsibilities of journeyperson as workplace trainer/supervisor</li> <li>• Overview development of formal systems for regulating/recognizing journey-level competence in designated apprenticeable trades</li> <li>• Contributions of 'unticketed journeymen' and other informally-qualified Estheticians to workplace trade-learning</li> <li>• Achievements/limitations of informal systems for workplace training</li> <li>• Trends (e.g. succession planning in the trades; recognition of credentials and prior learning; defined standards for on-the-job trades education and training)</li> </ul> </li> <li>b. Regulatory/legal dimensions of journey-level status in designated trades           <ul style="list-style-type: none"> <li>• Manitoba provincial requirements [e.g. <i>Apprenticeship and Certification Act</i>;</li> </ul> </li> </ul> |            |

- *General Regulation; the Esthetician Trade Regulation; relevant policies of the Apprenticeship and Certification Board of Manitoba]*
  - Trade-specific requirements re: Practical Training supervision and documentation; importance of quality assurance and broad-scope coverage of prescribed task-content; ratios, etc.
- c. Other (as may be specified by instructor)

**2. Compare/contrast role-options and responsibilities of the supervising journeyperson. 20%**

- a. Recognizing the variability of supervision assignments, situations, and roles
- b. Source and specification of the supervision assignment
- c. Formal vs. informal roles (e.g. mandated by an employer's succession plan)
- d. Implicit vs. explicit standards and content: training goals are/are not codified; assessment measures are/are not used,
- e. Accountability for results: subject/not subject to third-party notification; completion of supervision assignment itself is/is not assessed by third party; journeyperson is/is not required to prepare performance evaluation that could affect apprentice's employability or wage-rate, etc.
- f. General vs. task- or job-specific supervision assignments: e.g. scope of expectations re: content of supervisory task(s)
- g. Long-term vs. short-run supervision assignments – e.g., considerable latitude/little latitude for apprentice to learn from mistakes
- h. Formally vs. informally structured – e.g. supervision assignment is part of a prescribed cycle of assignments involving coordination among multiple journeypersons; apprentice is trained according to an individual Training Plan negotiated with employer
- i. Typology of common supervisory role-options and what is implied by each:
  - Coach role: is often initiated by someone other than apprentice, and limited to a particular skill set, task, or production requirement
  - Mentor role : often initiated by apprentice, and relatively open-ended regarding content, duration, etc.
  - Peer role: typically involves individual upgrading or cross-training of one journeyperson by another; can include senior apprentice assisting less-experienced trade learner
  - Managerial role(s): can shade over into hire/fire issues as lead-hand or site-boss
  - Coordinator role: often a senior-level journeyperson appointed by an organization to assume responsibilities for monitoring progression of groups of apprentices
  - Other roles: may be improvised by journeyperson
- j. Possibilities, perils, and likelihood of role-overlap in 'real-life' trade practice
- k. Importance of clarifying all roles, expectations, and implications involved in accepting a supervision assignment
- l. Role of Apprenticeship Training Coordinator (ATC), Apprenticeship Manitoba
- m. Resources for developing skills and knowledge re: providing journey-level supervision
  - Books and journals (not always trade-specific)
  - Websites
  - Conversation with trade instructors, journeypersons, and peers
  - Workshops
- n. Other (as may be specified by instructor)

**3. Describe/demonstrate common requirements re: providing journey-level supervision. 20%**

- a. Review Unit A1 content re: challenges/opportunities opportunities of Apprenticeship learning adapted to journey-level supervision assignments and a journey-level standpoint
  - Application of adult education concepts to trades teaching/learning (e.g. responsibilities and expectations of adult learners)

- Practical significance of ‘styles’ of adult learning and teaching
  - Helping apprentices to integrate Technical Training (in school) and Practical Training (on-the-job) learning experiences
  - Providing help and guidance re: new tasks and skills
  - Providing help and guidance re: fixing mistakes
  - Learning/teaching “the ropes” – socialization of learner within a community of trade practice (e.g. how to borrow a tool, interrupt a journeyperson, ‘recruit’ an advisor )
  - Coverage/documentation of prescribed tasks, including responsibility re: logbook sign-off (where applicable)
  - Consultation with Apprenticeship Training Coordinator (ATC), Apprenticeship Manitoba
  - Communicating with apprentices and employers about supervision assignments and assignment specifications, including the limits of the trainers’ own responsibilities and competence (e.g. substance-abuse intervention)
  - Benefits of maintaining a personal record of achievements, ideas, and needs as a workplace trainer
- b. Individual reflection and guided group discussion re: personal experiences of workplace learning as an apprentice
- Identification of best and worst practices of supervising journeypersons
  - Assessment of personal experiences (if any) to date in supervising, coaching, or guiding other people to learn or improve their skills (e.g. entry-level apprentices, members of athletic team, younger family members, etc.), and how this might compare/contrast with the journey-level support of apprenticeship learning
  - Identification of workplace and other factors that can contribute to good and bad trades teaching/learning experiences
  - Development of personal standards re: responsibility to share one’s knowledge and skill with others in the workplace (e.g., use/misuse of humour, rigour, discretion, craft-pride, etc.)
- c. Comparison/contrast of discussion results with current knowledge/resources re: workplace skills coaching methods as applicable to journey-level supervision assignments
- Qualities of a good workplace coach
  - Components of workplace skills coaching
  - Processes and recommended practices re: workplace coaching
  - Troubleshooting problems re: supervision assignments
- d. Other (as may be specified by instructor)

**4. Complete Modules 1 to 3, *Workplace Coaching Skills* (or equivalent).**

**20%**

- a. Identifying purpose of the lesson
- Explaining the point of the lesson
  - Role of the coach in specific coaching situation
  - Other (specified by instructor)
- b. Linking the lesson
- Learner needs
  - Lesson sequence
  - Focus on learner
  - Selection/timing of coaching opportunities
- c. Demonstration of skill/task to be learned
- Starting the coaching session
  - Demonstration
  - Hands-on trial
  - Recap for learner

**5. Complete Modules 4 to 6, *Workplace Coaching Skills* (or equivalent).**

**20%**

- a. Practice of skill/task to be learned

- Nature and importance of practice
- Setting up for learner practice
- Types of practice
- Recycling and reinforcing skill/task learning
- b. Providing feedback to the learner
  - Value of feedback
  - Kinds of feedback
  - Guidelines and tips
- c. Assessment
  - Value of assessing learner progress
  - Assessing level of skill
  - Planning further steps toward skill/task mastery

## Nail Technician

**Unit: B1 Introduction to Nail Technician**

**Duration:** 10 hours

Theory: 10 hours

Practical: 0 hours

### Overview:

This unit is designed to cover an understanding of key concepts in the nail industry including a brief history of nail care. The apprentice will be introduced to the basic skills and requirements performed by a Nail Technician and examine career opportunities as well as the skills and knowledge required to be current in the industry. Also, the services performed by a Nail Technician and the time evaluation for various treatments will be discussed.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<p><b>1. Discuss the history of nail care.</b></p> <ul style="list-style-type: none"> <li>a. Ancient people and appearance</li> <li>b. Materials used for lengthening and covering the nails</li> <li>c. Trends from past and present</li> <li>d. Trend-setting roles of movie films, TV and news media</li> </ul>	<b>5%</b>
<p><b>2. Describe the basic skills and requirements performed by the Nail Technician.</b></p> <ul style="list-style-type: none"> <li>a. Skills               <ul style="list-style-type: none"> <li>• Application techniques</li> <li>• Hand and nail analysis – Client Record Card</li> <li>• Application of nail enhancements</li> <li>• Application of nail art</li> <li>• Manicures</li> <li>• Pedicures</li> <li>• Treatments</li> <li>• Client consultations</li> </ul> </li> <li>b. Requirements               <ul style="list-style-type: none"> <li>• Preventive care for operators (hand maneuver technique)</li> </ul> </li> <li>c. Describe side effects of drugs on skin</li> </ul>	<b>25%</b>
<p><b>3. Describe nail technician career opportunities.</b></p> <ul style="list-style-type: none"> <li>a. Skin care technicians, hair stylists as partners</li> <li>b. Self employment (opening or managing a business)</li> <li>c. Education opportunities</li> <li>d. Beauty-related occupations</li> </ul>	<b>5%</b>
<p><b>4. Describe the services performed by a nail technician</b></p>	<b>30%</b>

- 5. Describe time evaluation for various treatments. 30%**
- a. Manicures
  - b. Pedicures
  - c. Artificial nails
- 6. Attend the industry/manufacturers trade show or an industry-related educational class and discuss new trends in manicures, pedicures and artificial nails. 5%**

## Nail Technician

**Unit: B2 Implements, Equipment and Chemistry**

**Duration:** 10 hours

Theory: 8 hours

Practical: 2 hours

### Overview:

This unit is designed to cover an understanding of implements and equipment used by the Nail Technician. The apprentice will practice using the implements and equipment safely and describe their basic use and maintenance requirements. The apprentice will also be introduced to the basic chemistry of nail products as well as the safety precautions required when using nail products.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. List and describe the purpose of implements and equipment needed to perform and manicure, pedicure, and artificial nails services.	5%
2. Identify and describe the purpose of supplies required to perform manicures, pedicures and treatments for artificial nails.	5%
3. Describe the basic care and maintenance requirements for implements and equipment.	10%
a. Inspection for defects	
b. Tagging defective equipment	
4. Discuss the purpose of sharp-edged objects and use of sharp containers for disposal.	5%
5. Explain general and specific safety practices for implements and equipment.	10%
6. Discuss the process of sanitizing equipment.	10%
a. Washing implements	
b. Sanitizing products	
7. Discuss the process of sterilizing metal equipment.	10%
a. Techniques	
b. Storage	
c. Sterilizing equipment	
• Dry heat	
• Autoclave	

- |   |            |
|---|------------|
| <b>8. Discuss chemical reactions.</b>                             | <b>10%</b> |
| a. Catalyst   |            |
| b. Solvents and solutes   |            |
| <b>9. Discuss safety precautions when using nail products.</b>    | <b>5%</b>  |
| <b>10. Explain basics of chemistry.</b>                           | <b>10%</b> |
| a. Matter and energy  |            |
| b. Molecules and elements   |            |
| c. Forms of matter  |            |
| <b>11. Demonstrate the operation of implements and equipment.</b> | <b>20%</b> |
| a. Manufacturer's instructions                                    |            |



## Nail Technician

**Unit:** B3 Nail Structure and Function

**Duration:** 10 hours

Theory: 10 hours

Practical: 0 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge of the structure and function of nails. The compositions of nails, parts of nails, structures beneath the nail and the skin surrounding the nail will be also covered.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. Describe healthy nails.	10%
2. Explain the composition of nails.	20%
3. Describe the function and growth of nails.	10%
4. List the parts of the nail. a. Nail body b. Nail root c. Free edge	20%
5. Explain the structures beneath the nail. a. Nail bed b. Matrix c. Lunula	20%
6. Describe the skin surrounding the nail. a. Cuticle b. Nail fold or mantle c. Nail grooves d. Nail walls e. Eponychium f. Perionychium g. Hyponychium	20%

## Nail Technician

**Unit:** C1 Anatomy and Physiology (Nail)

**Duration:** 10 hours

Theory: 10 hours

Practical: 0 hours

### Overview:

This unit is designed to cover the scientific background of the nail services provided by the Nail Technician on the arms, hands, nails, feet and legs.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. Describe and identify bone structure of the arm, wrist, hand, ankle, foot and leg.	30%
2. Describe and identify muscles of the arm, hand, fingers, foot and leg.	30%
3. Describe and identify the parts of the muscle.	5%
4. Describe and identify the nerves (sensory/motor) of the arm, hand, foot and leg.	30%
5. Describe and identify blood supply to the arm, hand, foot and leg.	5%

## Nail Technician

**Unit:** C2 Hand and Arm Massage

**Duration:** 15 hours

Theory: 5 hours

Practical: 10 hours

### Overview:

This unit is designed to cover the knowledge and ability of the hand and arm massage service. This service is provided with all types of manicures and with most clients.

### Objectives and Content:

**Percent of  
Unit Mark (%)**

- |   |            |
|---|------------|
| <b>1. Discuss benefits of hand and arm massage.</b>   | <b>20%</b> |
| a. Contra-indication  |            |
| b. Reflexology  |            |
| <b>2. Describe massage techniques.</b>  | <b>20%</b> |
| a. Effleurage (stroking)  |            |
| b. Petrissage (kneading)  |            |
| c. Deep rubbing (friction)  |            |
| d. Tapotement (percussion)  |            |
| <b>3. Discuss massage products.</b>   | <b>10%</b> |
| a. Product application  |            |
| <b>4. Demonstrate and complete a minimum of ten hand and arm massages using various massage techniques.</b> | <b>50%</b> |

## Nail Technician

**Unit: C3 Diseases and Disorders of Skin and Nails**

**Duration:** 10 hours

Theory: 10 hours

Practical: 0 hours

### Overview:

This unit is designed to provide the apprentice with knowledge of nail, skin, and foot diseases and nail disorders. It is important for the Nail Technician to know when it is safe to work on a client.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. Review the structure of healthy skin and nails.	20%
2. Explain the functions of skin.	10%
3. Explain and define the difference between disorders and diseases of skin and nails.	10%
4. Discuss the purpose of studying diseases and disorders of skin and nails.	10%
5. Describe and identify skin and nail diseases and disorders that can be treated by the Nail Technician.	20%
6. Describe and identify skin and nail diseases and disorders that cannot be treated by the Nail Technician.	20%
7. Discuss and identify corns, calluses, warts and fungus.	5%
8. Describe treatments to corns, calluses, warts and fungus.	5%

## Nail Technician

**Unit: C4 Basic Manicure**

**Duration:** 25 hours

Theory: 5 hours

Practical: 20 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge and practical skills in performing a basic manicure on natural nails.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe and list supplies needed to perform a manicure.</b>	<b>20%</b>
a. Equipment	
b. Implements	
c. Materials	
d. Professional products	
<b>2. Explain the steps and procedures in performing a basic manicure.</b>	<b>20%</b>
a. Pre-service	
• Arrange and sanitize implements and tables	
• Table set up	
b. Service	
• Technician wash/sanitize hands	
• Client wash/sanitizes hands	
• Client consultation	
• Complete record card	
• Nail enamel removal	
• Appropriate nail shape for client	
• Cuticle work	
• Massage	
• Nail enamel application	
c. Post-service	
• Rebook client	
• Advise on home care	
<b>3. Demonstrate and complete a minimum of fifteen basic manicures.</b>	<b>60%</b>

## Nail Technician

**Unit: C5 Manicure Treatments**

**Duration:** 10 hours

Theory: 3 hours

Practical: 7 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge and skills in providing various manicure treatments.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Discuss the purpose of manicure treatments</b> a. Nail and skin analysis	<b>20%</b>
<b>2. Discuss types of manicure treatments.</b> a. Spa manicure b. Hot oil manicure c. Paraffin treatment d. Treatment trends	<b>20%</b>
<b>3. Discuss the procedure for a man's manicure.</b> a. Buffing b. Callous removal	<b>10%</b>
<b>4. Describe products used for various manicure treatments.</b> a. Manufacturer's instructions b. Techniques	<b>20%</b>
<b>5. Demonstrate and complete a minimum of 2 each of the following manicure treatments:</b> a. Spa manicure b. Hot oil manicure c. Paraffin treatment d. Treatment trends	<b>30%</b>

## Nail Technician

**Unit: C6 Foot Massage**

**Duration:** 15 hours

Theory: 5 hours

Practical: 10 hours

### Overview:

This unit is designed to cover the knowledge and ability of the foot and massage service. The service is provided with all types of pedicures with most clients.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Discuss the benefits of foot and leg massage.</b> a. Contra-indication b. Reflexology	<b>20%</b>
<b>2. Describe and identify various foot massage techniques.</b> a. Effleurage (stroking) b. Petrissage (kneading) c. Deep rubbing (friction) d. Tapotement (percussion)	<b>20%</b>
<b>3. Describe massage products.</b> a. Product application	<b>10%</b>
<b>4. Demonstrate and complete a minimum of ten foot massages using various massage techniques.</b>	<b>50%</b>

## Nail Technician

**Unit: C7 Basic Pedicure**

**Duration:** 25 hours

Theory: 5 hours

Practical: 20 hours

### Overview:

This unit is designed to provide the apprentice with knowledge and practical skills in performing a basic pedicure.

<b>Objectives and Content:</b>	<b>Percent of Unit Mark (%)</b>
<b>1. Describe, discuss and list supplies needed to perform a basic pedicure.</b>	<b>20%</b>
a. Equipment	
b. Implements/equipment	
c. Materials	
d. Professional products	
e. Electric file	
<b>2. Explain the procedure and precautions before performing a pedicure.</b>	<b>10%</b>
a. Safety	
<b>3. Explain the steps and procedures in performing a basic pedicure.</b>	<b>20%</b>
a. Pre-service	
• Arrange and sanitize implements and tables	
• Table set-up	
b. Service	
• Technician wash/sanitize hands	
• Client consultation	
• Prepare water and basin to soak	
• Complete record call	
• Nail enamel removal	
• Nail shaping and filing	
• Identify and perform required cuticle work	
• Callous removal	
• Massage foot and leg	
• Nail enamel application	
<b>4. Demonstrate and complete a minimum of fifteen basic pedicures.</b>	<b>50%</b>



## Nail Technician

**Unit: D1 Basic Tip Application**

**Duration:** 20 hours

Theory: 5 hours

Practical: 15 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge and ability to apply the nail tip service to the client. It is important that the Nail Technician demonstrates proper procedures and precautions when applying nail tips.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe nail tips.</b> <ul style="list-style-type: none"><li>a. Adhesives</li><li>b. Types</li><li>c. Parts of the nail tip</li><li>d. Nail tip styles</li></ul>	<b>10%</b>
<b>2. Discuss supplies used for nail tip applications.</b> <ul style="list-style-type: none"><li>a. Basic manicure supplies</li><li>b. Various files (grit)</li><li>c. Block buffer</li><li>d. Nail adhesive<ul style="list-style-type: none"><li>• Primers</li></ul></li><li>e. Nail tips<ul style="list-style-type: none"><li>• Sizes</li><li>• Shapes</li><li>• Tip cutter</li></ul></li></ul>	<b>10%</b>
<b>3. Discuss nail tip application pre-service</b> <ul style="list-style-type: none"><li>a. Client consultation</li></ul>	<b>10%</b>
<b>4. Discuss the nail tip application procedure.</b> <ul style="list-style-type: none"><li>a. Removal of nail enamel</li><li>b. Pushing back cuticle</li><li>c. Buffing nail (etching)</li><li>d. Sizing tips<ul style="list-style-type: none"><li>• Positioning</li></ul></li><li>e. Nail antiseptic</li><li>f. Adhesive</li><li>g. Tip application</li></ul>	<b>20%</b>

- h. Trimming nail tip
  - i. Blending tip
  - j. Buffing tip
  - k. Shaping nail
- 5. Discuss nail tip post-service** **10%**
- a. Temporary service
- 6. Demonstrate and complete a minimum of four sets of basic tip applications.** **40%**

## Nail Technician

**Unit:** D2 Overlay (Gels/Acrylic/Fiberglass)

**Duration:** 40 hours

Theory: 10 hours

Practical: 30 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge and ability to perform the overlay service to clients. Gels, acrylic and fiberglass products will be used to create overlays on nails.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe gel nails</b>	<b>10%</b>
a. Chemistry	
• Chemical reaction	
• Monomers and polymers	
• Light and heat energy	
b. Types	
• Light-cured gel	
• No-light cured gel	
• Self-leveling gel	
• Building gel	
c. Purpose	
d. Products	
<b>2. List supplies needed for light-gel application.</b>	<b>5%</b>
<b>3. Describe acrylic nails.</b>	<b>10%</b>
a. Types	
• Traditional	
• Light-cured	
• Odourless acrylics	
b. Products	
• Powders	
• Types of monomers	
• Colours	
• Choice of products	
c. Chemistry	
• Polymer	
• Monomer	
• Catalyst	

4. **List supplies needed for application of acrylic nails.** **5%**
  
5. **Describe fiberglass nails.** **10%**
  - a. Compare fiberglass with acrylic nail removal
    - Benefits of gel nails
    - Client recommendation of type of artificial enhancement beneficial to client
  
6. **List supplies needed for the application of fiberglass nails.** **5%**
  
7. **Discuss pre-service, service, and post-service for overlays.** **10%**
  
8. **Demonstrate and complete a minimum of two sets of each of the following overlays:** **45%**
  - a. Gel
  - b. Acrylic
  - c. Fiberglass

## Nail Technician

**Unit: D3 Sculptured Nails**

**Duration:** 30 hours

Theory: 10 hours

Practical: 20 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge and ability to perform the sculptured nail service on a client. Gels, acrylic and fiberglass products will be used to create overlays on nails.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe sculptured nails.</b>	<b>5%</b>
<b>2. Describe and demonstrate sculptured pre-service and post-service.</b>	<b>15%</b>
a. Client consultation	
b. Etching/dusting	
c. Application of primer	
d. Common problems and cautions	
<b>3. Describe sculptured application.</b>	<b>20%</b>
a. Acrylic method	
• Demonstrate sculptured application	
• C curve	
• Stress lines	
• Concave/convex	
• Sidewalls	
• Acrylic applications brushes	
• Smile line	
• Base line	
b. Gel method	
• Demonstrate and describe gel application technique.	
• C curve	
• Stress lines	
• Concave/convex	
• Sidewalls	
• Application (gel) brushes	
• Smile line	
• Base line	

4. **Demonstrate and complete a minimum of one set of French tip acrylic sculptured nails.** 20%
5. **Demonstrate and complete a minimum of two sets of gel sculptured nails.** 20%
6. **Demonstrate and complete a minimum of one set of French gel sculptured nails.** 20%

## Nail Technician

**Unit: D4 Modified Nails**

**Duration:** 10 hours

Theory: 3 hours

Practical: 7 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge and ability to perform modified nails on the client. The application and techniques of fabric wraps and artificial toenails will be covered.

<b>Objectives and Content:</b>	<b>Percent of <u>Unit Mark (%)</u></b>
1. <b>Describe a fabric wrap.</b> a. Purpose b. Supplies needed	<b>10%</b>
2. <b>Discuss fabric wrap pre-service and post-service.</b>	<b>10%</b>
3. <b>Discuss creative nail design.</b> a. Colour theory b. Air brushing c. Embellishments d. 3D nail art	<b>10%</b>
4. <b>Discuss the purpose of artificial toenails and products.</b>	<b>10%</b>
5. <b>Demonstrate a fabric wrap application.</b>	<b>20%</b>
6. <b>Demonstrate creative nail designs.</b>	<b>20%</b>
7. <b>Demonstrate the application technique of artificial toenails.</b>	<b>20%</b>

## Nail Technician

**Unit: D5 Artificial Nail Maintenance**

**Duration:** 10 hours

Theory: 3 hours

Practical: 7 hours

### Overview:

This unit is designed to provide the apprentice with the knowledge and ability to perform artificial nail maintenance on clients.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. Discuss artificial nail maintenance.	10%
2. Describe fills and back-fills.	10%
3. Describe artificial nail repair techniques.	10%
4. Describe artificial nail removal.	10%
5. Demonstrate and complete the application of fills and back-fills.	20%
6. Demonstrate and complete an artificial nail repair.	20%
7. Demonstrate and complete an artificial nail removal.	20%



## Nail Technician

**Unit: E1 Pre-Provincial Certification Exam Review**

**Duration:** 7 hours

Theory: 7 hours

Practical: 0 hours

### Overview:

This unit offers apprentices a review of skills and knowledge required to pass the Provincial Nail Technician Practical Examination and Theory Examination.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<p><b>1. Discuss format and general content of Nail Technician Provincial Examinations.</b></p> <p>a. Provincial Occupational Analysis</p> <ul style="list-style-type: none"> <li>• POA “Pie Chart” and its relationship to content distribution of Examination items</li> <li>• Task Profile Chart</li> </ul> <p>b. Review criteria of Provincial Practical Nail Technician examination</p> <ul style="list-style-type: none"> <li>• Manitoba Nail Technician Practical Examination Information (Apprenticeship)</li> <li>• Perform, at minimum a practical Nail Technician pre-exam</li> </ul>	<b>15%</b>
<p><b>2. Identify resources, strategies and other consideration for maximizing successful completion of written exams.</b></p> <p>a. Personal preparedness</p> <ul style="list-style-type: none"> <li>• Rest</li> <li>• Nutrition</li> <li>• Personal study regimen</li> <li>• Discuss prior experience in test situations (e.g. Unit Test)</li> </ul> <p>b. Self assessment, consultation and personal study plan</p> <ul style="list-style-type: none"> <li>• Self-assessment of individual strengths/weaknesses in trade-related skills and knowledge</li> <li>• Approved textbooks (Thomson Delmar Learning, Miladys Nail Technician Standard, Munroe Allen Publishers (Guide to Manicuring and Advanced Nail Technology)</li> <li>• Study Groups</li> </ul>	<b>15%</b>
<p><b>3. Discuss and review program content regarding Esthetician.</b></p>	<b>15%</b>
<p><b>4. Discuss and review program content regarding basic nail Technician skills.</b></p>	<b>15%</b>
<p><b>5. Discuss and review program content regarding manicures and pedicures.</b></p>	<b>15%</b>
<p><b>6. Discuss and review program content regarding artificial nails.</b></p>	<b>15%</b>
<p><b>7. Develop a review plan.</b></p>	<b>10%</b>

## **Nail Technician**

**Unit:** E2 Nail Technician Practical Exam

**Duration:** 7 hours

Theory: 0 hours

Practical: 7 hours

**Overview:**

This final unit comprises the Manitoba Nail Technician Practical Examination.

**Objectives and Content:**

**Percent of  
Unit Mark (%)**

1. Practical Exam format and content is described in the document  
“Manitoba Nail Technician Practical Examination Information.”

**100%**