

# Hairstylist Level 1

## **Hairstylist**

**Unit: A1 Orientation I: Structure and Scope of Hairstylist**

**Level:** One

**Duration:** 30 hours

Theory: 20 hours

Practical: 10 hours

### **Overview:**

This unit is designed to provide the Hairstylist apprentice with an overview of the Hairstylist trade.

<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>25%</b>
a. Historical background, including trainee experiences <ul style="list-style-type: none"><li>• Generalists and specialists</li><li>• Immediate supervisors</li><li>• Geographic mobility</li><li>• Job hierarchies and innovations</li><li>• Key events</li></ul>	
b. Structure/scope of the trade <ul style="list-style-type: none"><li>• Trade regulation: Hairstylist 104/2006</li><li>• International and national characteristics</li><li>• Important features of practicing the trade in Manitoba</li><li>• Trade organizations</li></ul>	
c. Trends <ul style="list-style-type: none"><li>• Definition</li><li>• Past and current trends</li><li>• Resume/portfolio preparation</li></ul>	
d. Organizational structure within industry <ul style="list-style-type: none"><li>• Business structure</li><li>• Resources</li><li>• Marketing options</li><li>• Location of facilities and services</li></ul>	
e. Professional development opportunities in the industry <ul style="list-style-type: none"><li>• Industry trade periodicals</li><li>• Professional organizations</li><li>• Continuing Education</li></ul>	
f. Personal and professional health <ul style="list-style-type: none"><li>• Rest</li><li>• Exercise</li><li>• Nutrition</li><li>• Relaxation</li></ul>	

- Personal hygiene
- Personal grooming and proper salon attire
- g. Professional image
  - Physical presentation (awareness of salon policies)
  - Personality
  - Physical, mental and emotional health
  - Good human relations and professional attitude (greeting clients, offer assistance)
- h. Personal ethics and legal standards
- i. Effective communication
  - Verbal
  - Non-verbal (facial expression, body language, gesture, movements, eye contact)
  - Written
- j. Customer service
  - Children
  - Teens
  - Adults
  - Elderly
  - Disabled (physical, mental, emotional)
  - Cross-cultural communication

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

**25%**

- 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
  - Roles/responsibilities of Training Coordinator
  - Roles/responsibilities of trainee, including record-keeping re: job experience
- c. Technical Training: off-site component of program
  - Roles/responsibilities of instructors
  - 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. Certificate requirements
- g. Progression requirements
- h. Reporting of grades
- i. Accessing online Apprenticeship MB information/documents

**3. Describe special opportunities and challenges re: Skilled Labourer training as applicable to trade.**

**25%**

- 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
  - College resources (library, support services, etc.)

**4. Create a resume/portfolio.**

**25%**

## **Hairstylist**

**Unit:**        **A2 Hair and Scalp Analysis**

**Level:**       One

**Duration:** 30 hours

      Theory:        24    hours

      Practical:      6    hours

### **Overview:**

This unit of instruction is designed to provide the knowledge and ability to analyze hair and the scalp.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe the composition and structure of hair.</b>	<b>25%</b>
a. Hair chemistry	
<b>2. Describe hair analysis.</b>	<b>25%</b>
a. Favourable condition using visual and tactile approaches	
• Sight	
• Touch	
• Hearing	
• Smell	
b. Qualities	
• Texture (coarse or fine)	
• Porosity (good, moderate or poor)	
• Elasticity	
• Quantity	
• Length	
• Formation (Wave pattern)	
c. Existing hair colour	
d. Hair history	
e. Record results	
<b>3. Discuss scalp analysis.</b>	<b>25%</b>
a. Examination of scalp	
• Abrasions and cuts	
• Dandruff	
• Dryness	
• Oiliness	
• Types of alopecia	

- b. Skin diseases and disorders
  - Infectious and non-infectious diseases
- c. Skin anatomy
- d. Record and file results

**4. Perform hair and scalp analysis on models.**

**25%**

## Hairstylist

**Unit:** A3 Consultation, Pre-Service and Post-Service

**Level:** One

**Duration:** 65 hours

Theory: 30 hours

Practical: 35 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to perform a consultation and to provide pre-service and post-service to clients.

### Objectives and Content:

### Percent of Unit Mark (%)

#### 1. Discuss consultation and pre-service procedures.

5%

- a. Greeting clients
  - Introductions
  - Assistance
- b. Removal of personal accessories and/or clothing
  - Safe storage
  - Liability issues
- c. Preparation procedures
  - Seating
  - Adjusting chair
  - Positioning of client
  - Draping
  - Concern for care and comfort of client
- d. Client's needs
  - Climate of trust
  - Client's lifestyle, preferences, and health
  - Home maintenance and affordability
  - Duration of time for service
  - Correct interpretation of client's needs/desires
  - Inform clients of possible side effects of various chemical products
- e. Face and head shape analysis
- f. Hair analysis
- g. Scalp analysis
- h. Recommendation of service
- i. Record results

#### 2. Discuss procedures for performing an allergy test.

5%

- a. Allergy test
- b. Identify test results and record

- c. Recommendation of treatment and products
  - d. Manufacturers' directions
- 3. Discuss procedures for performing a strand test. 5%**
  - a. Monitor strand test and hair's integrity
  - b. Recommendation to clients results of test
- 4. Examine products used for hair services. 5%**
  - a. Manufacturers' directions
  - b. Suitability of product
- 5. Recognize liabilities and insurance limitations. 5%**
- 6. Discuss post-service with client. 5%**
  - a. Client free of hair
  - b. Drape removal
  - c. Record and file service
  - d. Sales/service transaction
    - Closing a sale
    - Programs for retaining clients and generating business growth
    - Future service requirement
    - Home maintenance program
- 7. Discuss sanitary measures after releasing the client. 5%**
  - a. Post-service sanitation
- 8. Demonstrate assembling tools, materials, equipment and products. 25%**
  - a. Selection according to service
- 9. Demonstrate sanitizing hands before and after client services. 5%**
- 10. Demonstrate allergy and strand tests. 15%**
- 11. Demonstrate preparation of clients for services. 20%**



## Hairstylist

**Unit:** A4 Shampoos, Conditioners and Treatments

**Level:** One

**Duration:** 20 hours

Theory: 8 hours

Practical: 12 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to understand shampoos, including spa shampoos, conditioners and treatments.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Discuss procedures for shampooing hair.</b>	<b>5%</b>
a. Preparing client	
b. Brushing hair	
c. Types of shampoo	
• Selection of product according to analysis and service	
• Manufacturer's instructions	
• Distribution of shampoo	
• pH range	
d. Safety	
• Positioning of client	
• Eyes and ears	
• Posture	
• Neck injuries	
• Water temperature	
e. Manipulation	
• Anatomy	
• Technique	
f. Rinsing	
g. Removing tangles	
h. Drying	
<b>2. Describe procedures for using hair conditioners.</b>	<b>5%</b>
a. Preparation	
b. Application	
• Manufacturer's directions	
c. Types	
• Rinse-out	
• Leave-in	
d. Treatments	

- |  |                |
|--|----------------|
| <b>3. Describe scalp treatments.</b>   | <b>20%</b>     |
| a. Client's hair/scalp analysis  |                |
| b. Types   |                |
| • Dandruff treatment   |                |
| • Mechanical treatment   |                |
| • Manual treatment   |                |
| • Dry scalp treatment  |                |
| • Light therapy treatment  |                |
| • Oily scalp treatment   |                |
| • Prescribed treatment   |                |
| • Spa shampoos   |                |
| c. Determination of treatment using scalp analysis                                   |                |
| d. Selection of equipment, tools and products according to treatment                 |                |
| e. Manufacturer's directions   |                |
| <br><b>4. Describe treating hair and scalp using various conditioning agents.</b>    | <br><b>20%</b> |
| a. Brush hair  |                |
| b. Residue removal   |                |
| c. Hair and scalp analysis   |                |
| d. Section   |                |
| e. Product application   |                |
| f. Massage   |                |
| • Technique  |                |
| g. Heat  |                |
| • Operating equipment to manufacturer's instructions                                 |                |
| • Timing   |                |
| <br><b>5. Demonstrate shampooing and conditioning hair on model.</b>                 | <br><b>30%</b> |
| <br><b>6. Demonstrate scalp treatments on model.</b>                                 | <br><b>10%</b> |
| <br><b>7. Demonstrate treating hair and scalp using various conditioning agents.</b> | <br><b>10%</b> |

## Hairstylist

**Unit:** A5 Retail and Salon Management

**Level:** One

**Duration:** 25 hours

Theory: 10 hours

Practical: 15 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to understand retail and salon management functions.

### Objectives and Content:

**Percent of  
Unit Mark (%)**

#### 1. Discuss reception duties.

20%

- a. Telephone
  - Professional communication
  - Accessing and using telephone answering service
  - Tact
  - Proficiency under pressure
  - Empathy
- b. Scheduling appointments
  - Recording appointments (hard copy or electronic)
  - Appointment calendar
  - Time estimates for services requested
  - Matching service requested with availability of stylist
  - Filing client's record
- c. Directs clients (check-in/check-out)
- d. Client complaints
  - Initiative, tact and courtesy
  - Listening skills
  - Analysis (facts from non-facts)
  - Company policies
- e. Special needs
  - Company policies
- f. Office and waiting area
  - Temperature
  - Attractive clean and comfortable
  - Reading materials
  - Music
  - Proper lighting
  - Ventilation
  - Refreshments

- Supplies

2. **Discuss salon management functions.** **15%**
  - a. Daily intake
    - Individual stylist intake
    - Tally tickets and recording results
    - Compute manually and/or using electronic aids
  - b. Working hours
    - Time sheets
    - Time clocks
  - c. Inventory control
    - Check inventory
    - Order supplies
    - Count, organize, stock, restock
    - Report missing or outstanding products
    - Sales trends
    - Reorder point
    - Schedule purchases and deliveries
    - Delivery receipts and invoices
  - d. Staffing
    - Advertising
    - Interview
    - Resume
    - Portfolio
  - e. Finances
    - Salaries
    - Rental charges
    - Commission
    - Retail sales
    - Vacation pay
    - Net monthly profit
  
3. **Discuss retail sales.** **15%**
  - a. Product displays
    - Balance and aesthetics
    - Housekeeping routines
    - Window dressing
    - Accessible to client
  - b. Pricing
    - Price tags on products
    - Monitoring mark-ups and mark-downs
  - c. Marketing
    - Ethics in advertising
    - Product knowledge
    - Promoting sales
    - Need for clients
    - Up-selling
  
4. **Demonstrate reception duties and salon management functions.** **50%**

## Hairstylist

**Unit:** A6 New Trends

**Level:** One

**Duration:** 17 hours

Theory: 7 hours

Practical: 10 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to be current in the hairstylist industry.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. Define trends.	5%
2. Discuss trends from the past.	20%
3. Identify new trends in the hairstylist industry.	25%
a. Media	
• Newspapers	
• Television	
• Magazines	
• Movies	
• Internet/social media	
4. Using instructor guidelines, complete a project on new trends in the hairstylist industry.	20%
5. Demonstrate new trends in the hairstylist industry on model.	30%

## **Hairstylist – Work Practicum**

**Unit:**           **A7 Work Practicum**  
                    **(at discretion of school/instructor)**

**Level:**           n/a

**Duration:**    35 practical hours max. (1 week maximum, consecutive or non-consecutive; at the discretion of the school/instructor.)

### **Overview:**

This optional unit of instruction is designed to provide Hairstylist Apprentices with increased exposure to their industry while they are completing in-school technical training. At the discretion of instructors, up to 35 practical hours maximum of hands-on salon work experience may substitute for in-school technical training practical hours from the following Units only: A1, A2, A3, A4, A5 and A6.

Individuals from public and private trade schools may participate. Individuals/schools who choose to implement a work practicum must follow the guidelines related to hours and content as indicated in this description. Individuals and schools who do not choose to implement a work practicum must follow the standard curriculum guidelines.

### **Note:**

1.       Work Practicum hours cannot be counted towards Apprenticeship on-the-job practical work experience ('bluebook') hours.

## Hairstylist

**Unit:** B1 Safety in the Workplace

**Level:** One

**Duration:** 30 hours

Theory: 30 hours

Practical: 0 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to understand the principles of safety in the workplace.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Discuss safety regulations and health standards.</b>	<b>20%</b>
a. National regulations	
b. Provincial regulations	
• Public hygiene	
• Special needs	
c. Local regulations	
• Building codes	
d. MSDS	
<b>2. Discuss occupational health hazards for stylist and client and methods of prevention.</b>	<b>25%</b>
a. Accidents	
• Falls	
• Cuts	
• Electric shocks	
• Toxic fumes and spills	
• Infectious diseases	
• Burns	
b. Emergency and planning procedures	
• Emergency contacts	
• Emergency equipment	
• Signage	
• Salon safety manual	
c. Posture and ergonomics	
d. Environmental contamination	
• Disposal of waste products	
• Recycling	
• Cleaning products	
e. Equipment and tools	
• Chair operation	

- Canadian Standards Association (or equivalent)
- Maintenance
- f. Personal protective clothing
  - Eye and hand protection
  - Vapour/fume mask
  - Draping clients
- g. Warning signs
- h. Safety designate
  - Workshops and seminars
  - Safety-related documents
  - Promotion
  - Safety inspections and reporting of accidents
- i. Storage of tools and products
- j. Hazards to children in salon
- k. Levels of noise
- l. Food and beverages
- m. Ventilation

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

**4. Discuss and practice fire prevention and fire-fighting procedures. 25%**

- 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. 5%**

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



## Hairstylist

**Unit: B2 Sanitation and Decontamination**

**Level:** One

**Duration:** 35 hours

Theory: 20 Hours

Practical: 15 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to understand sanitation and decontamination processes.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe the use of sanitation and decontamination products and equipment.</b>	<b>5%</b>
<b>2. Describe guidelines to maintain a clean and orderly work area.</b>	<b>10%</b>
a. Daily sanitation tasks <ul style="list-style-type: none"> <li>• Waste disposal</li> <li>• Sort waste products for recycling</li> <li>• Floor clean, dry and free from obstacles</li> <li>• Storing tools and products</li> <li>• Clean windows and washrooms</li> <li>• Clean sinks and mirrors</li> <li>• Sanitize furnishings</li> <li>• Sanitize workstation</li> <li>• Sanitize tools and implements</li> </ul>	
b. Universal sanitation tasks <ul style="list-style-type: none"> <li>• Clean walls and other public areas</li> <li>• Clean light fixtures</li> <li>• Clean general salon</li> </ul>	
<b>3. Describe spread of infectious diseases and methods of prevention.</b>	<b>10%</b>
a. Identify favourable conditions for growth and reproduction of bacteria	
b. Disinfectants and antiseptics	
c. Water temperature	
<b>4. Describe good hygiene practices.</b>	<b>5%</b>
a. Designated area for eating and drinking	
<b>5. Describe the procedure for sanitizing hands.</b>	<b>5%</b>
a. Action of types of soaps and water temperature on bacteria <ul style="list-style-type: none"> <li>• Hand medicated</li> <li>• Antibacterial</li> </ul>	

- Antifungal
  - b. Inspection of hands for healthiness and cleanliness
  - c. Dry hands
    - Paper towels
    - Electric hand dryers
- 6. Discuss sanitation process of implements, tools and equipment. 10%**
- a. Wet sanitizer on implements including combs, brushes, perm rods and rollers
    - Follow manufacturer's instructions
    - Safety
  - b. Sanitize metal implements
    - Follow manufacturer's instructions
    - Safety
  - c. Sanitize implements using ultraviolet equipment
    - Follow manufacturer's instructions
    - Safety
  - d. Sanitize electric tools and equipment
    - Follow manufacturer's instructions
    - Safety
  - e. Autoclave or other options
    - Follow manufacturer's instructions
    - Safety
- 7. Discuss methods of sanitizing towels, capes and smocks. 5%**
- 8. Demonstrate sanitizing implements, tools, equipment and other supplies. 50%**

## Hairstylist

**Unit: B3 Trade Safety Awareness**

**Level:** One

**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. **There is no testing prescribed for this instructional unit per se. Instead, a Pass/Fail" grade must be awarded upon completion of the unit. Instructors must still submit a 70% mark for this unit to Apprenticeship Branch clerks for units passed.**

### Objectives and Content:

#### 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 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

## Hairstylist

**Unit:** C1 Introduction to Male and Female Haircutting

**Level:** One

**Duration:** 40 hours

Theory: 40 hours

Practical: 0 hours

### Overview:

This unit of instruction is designed to introduce the theory of male and female haircutting.

<b>Objectives and Content:</b>	<b>Percent of Unit Mark (%)</b>
<b>1. Explain the correct use and application of basic haircutting implements.</b> <ul style="list-style-type: none"> <li>a. Scissors (shears)</li> <li>b. Combs</li> <li>c. Clippers</li> <li>d. Razor</li> <li>e. Texturizing/thinning shears</li> </ul>	<b>10%</b>
<b>2. Describe natural direction, texture and density of hair.</b> <ul style="list-style-type: none"> <li>a. Straight</li> <li>b. Wavy</li> <li>c. Curly</li> <li>d. Over curly</li> <li>e. Fine/coarse</li> <li>f. Thin/thick</li> </ul>	<b>15%</b>
<b>3. Describe how to find the natural parting.</b>	<b>10%</b>
<b>4. Discuss cutting hair following the low-elevation, zero-degree, basic, and increased (over-directed) layered guidelines.</b>	<b>25%</b>
<b>5. Explain the difference between a basic and increased (over-directed) layered haircut.</b>	<b>25%</b>
<b>6. Describe how to examine hair for evenness.</b>	<b>15%</b>

## Hairstylist

**Unit:** C2 Shear/Scissor Cutting

**Level:** One

**Duration:** 120 hours

Theory: 10 hours

Practical: 110 hours

### Overview:

This unit of instruction is designed to cover the knowledge and ability to perform haircuts using shears or scissors on male and female models.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Explain the correct use and application of basic haircutting implements.</b>	<b>5%</b>
a. All lengths of shears or scissors	
b. Appropriate combs	
<b>2. Describe natural direction, texture, and density of hair.</b>	<b>5%</b>
a. Straight	
b. Wavy	
c. Curly	
d. Over curly	
e. Fine/coarse	
f. Thin/thick	
<b>3. Describe direction of natural growth patterns.</b>	<b>5%</b>
<b>4. Discuss cutting hair using a comb and either shears or scissors.</b>	<b>5%</b>
<b>5. Practice shear/scissor cuts on model.</b>	<b>5%</b>
a. Zero degree	
b. Low elevation	
c. Basic layered	
d. Increased layered	
e. Taper (scissor over comb)	
<b>6. Describe and practice trimming and outlining sideburns.</b>	<b>5%</b>
a. Sideburn shapes	
b. Edging with shears or scissors	
<b>7. Describe and practice trimming nose, ear and eyebrow hair safely.</b>	<b>5%</b>

- |   |            |
|---|------------|
| <b>8. Describe and practice texturizing and customizing hair with regular shears.</b> | <b>5%</b>  |
| a. Point cutting  |            |
| b. Slide cutting  |            |
| <b>9. Describe and practice shear/scissor cuts.</b>                                   | <b>5%</b>  |
| <b>10. Demonstrate shear/scissor cut.s</b>  | <b>55%</b> |



## Hairstylist

**Unit:** C3 Razor Cutting /Neck Shaving

**Level:** One

**Duration:** 70 hours

Theory: 10 hours

Practical: 60 hours

### Overview:

This unit of instruction is designed to cover the knowledge and ability to perform haircuts using a razor on male and female models.

Objectives and Content:	Percent of Unit Mark (%)
<b>1. Explain the correct use and types of razors.</b> <ol style="list-style-type: none"> <li>Folding straight razor (with or without guard, or notched blade)</li> <li>Straight handled razor (with or without guard, or notched blade)</li> <li>Appropriate combs</li> <li>Safety               <ul style="list-style-type: none"> <li>Changing blade</li> <li>Sharps disposal</li> <li>First aid</li> </ul> </li> </ol>	5%
<b>2. Describe the procedures for using razors for haircutting.</b> <ol style="list-style-type: none"> <li>Holding the razor and comb</li> <li>Cutting hair with razor               <ul style="list-style-type: none"> <li>Wet hair</li> <li>Controlled razor strokes</li> <li>Safety</li> </ul> </li> <li>Shaping hair with a razor</li> </ol>	10%
<b>3. Describe the technique and application of shaving excess hair below the perimeter of the cut.</b> <ol style="list-style-type: none"> <li>Holding the razor and comb</li> <li>Application of shaving cream</li> <li>Shaving               <ul style="list-style-type: none"> <li>Razor on skin</li> <li>Free hand and reverse back hand (sideburns, around and behind ear to nape)</li> </ul> </li> <li>Safety</li> </ol>	15%
<b>4. Describe and practice examining hair for evenness.</b>	5%
<b>5. Describe and practice texturizing and customizing hair with razor.</b>	5%

- |    |   |     |
|----|---|-----|
| 6. | Describe and practice razor cutting on hair and skin. | 5%  |
| 7. | Demonstrate razor cutting on hair and skin.           | 55% |

## Hairstylist

**Unit:** C4 Clipper Cutting

**Level:** One

**Duration:** 90 hours

Theory: 10 hours

Practical: 80 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to perform clipper cuts on male and female models.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Explain the correct use of clippers.</b>	<b>10%</b>
a. Clippers	
b. Clipper maintenance	
c. Appropriate Combs	
d. Edgers/trimmers	
<b>2. Describe natural direction, texture, and density of hair.</b>	<b>5%</b>
a. Straight	
b. Wavy	
c. Curly	
d. Over curly	
e. Fine/coarse	
f. Thin/thick	
<b>3. Discuss cutting hair using electric clippers.</b>	<b>15%</b>
a. Removing excess length	
b. Taper (clipper over comb)	
c. Detailing and customizing	
<b>4. Describe and practice trimming and outlining sideburns using edgers/trimmers.</b>	<b>10%</b>
<b>5. Describe and practice clipper cuts on models.</b>	<b>5%</b>
<b>6. Demonstrate clipper cuts on models.</b>	<b>55%</b>

## Hairstylist

**Unit:** C5 Texturizing/Thinning Shear Cutting

**Level:** One

**Duration:** 45 hours

Theory: 10 hours

Practical: 35 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to use texturizing and thinning shears on male and female models.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. Explain the correct use and application of texturizing and thinning shears.	10%
2. Describe and practice customizing and texturizing. a. Removing bulk b. Creating volume	35%
3. Demonstrate customizing and texturizing on models.	55%

## Hairstylist

**Unit:** D1 Chemical Texture Waves

**Level:** One

**Duration:** 70 hours

Theory: 25 hours

Practical: 45 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to create texture waves in hair.

Objectives and Content:	Percent of Unit Mark (%)
1. Describe texture waves.	5%
2. Explain the correct use and application of texture wave tools, equipment and products.	5%
a. Tools and equipment <ul style="list-style-type: none"> <li>• Combs</li> <li>• Spatula</li> <li>• Cotton</li> <li>• Spray bottle</li> <li>• End papers (book-end, double-flat, and single flat)</li> <li>• Perm rods and texture tools (different lengths and diameter)</li> <li>• Tension sticks</li> <li>• Towels</li> <li>• Gloves</li> <li>• Plastic cap</li> </ul> b. Products <ul style="list-style-type: none"> <li>• Clarifying shampoo</li> <li>• Pre-wrap</li> <li>• Barrier cream</li> <li>• Wave solution</li> <li>• Neutralizer</li> </ul>	
3. Describe the steps in preparing hair for texture waves.	5%
a. Consultation b. Drape client c. Hair analysis d. Determine rod size/technique and product selection e. Shampoo hair f. Section, block and wrap hair	

- g. Hairline protection
    - Protective cream or base around hairline
    - Strip of cotton around hairline
  - h. Equalize porosity of wrapped hair
    - Mist with water
  - i. Ensure drape
  - j. Follow manufacturer's instructions
- 4. Describe the chemicals used for texture waves. 5%**
- a. Cold wave (alkaline buffered)
  - b. Heat wave
    - Acid (endothermic/exothermic)
  - c. Neutralizer
- 5. Describe the effects of chemicals on different types of hair. 5%**
- 6. Describe the steps in finishing a texture wave. 10%**
- a. Time
  - b. Test curl
  - c. Rinse
    - Safe practices
  - d. Towel blot
  - e. Air neutralizer (where applicable)
  - f. Neutralizer
    - Manufacturers' specifications
    - Safe practices
  - g. Rod removal
  - h. Finishing operations
    - Comb out curls
- 7. Discuss safety and sanitation concerns when giving texture waves. 10%**
- a. Eye protection
  - b. Safe practices to prevent tissue damage
  - c. Sanitation of equipment
- 8. Demonstrate different types of texture waves on models. 55%**

## Hairstylist

**Unit:** D2 Wrapping Design

**Level:** One

**Duration:** 40 hours

Theory: 5 hours

Practical: 35 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability in wrapping designs for chemically waving hair.

<b>Objectives and Content:</b>	<b>Percent of Unit Mark (%)</b>
<b>1. Describe wrapping patterns.</b>	<b>30%</b>
a. Single halo	
b. Double halo (double horseshoe)	
c. Straight back	
d. Dropped crown	
e. Spiral wrap	
f. Stack perm	
g. Specialty design	
<b>2. Describe the basic directions in which hair can be wrapped.</b>	<b>15%</b>
<b>3. Demonstrate specific designs using wrapping patterns on models.</b>	<b>55%</b>

## Hairstylist

**Unit:** D3 Chemical Smoothing and Relaxing Hair

**Level:** One

**Duration:** 45 hours

Theory: 15 hours

Practical: 30 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to chemically smooth, relax, and give soft curls for over-curly hair.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. Describe and compare chemical relaxing and chemical smoothing systems.	10%
2. Describe giving soft curls for over-curly hair.	10%
3. Describe the steps in preparing hair for chemical relaxing, smoothing, and giving soft curls for over-curly hair, according to manufacturer's instructions. <ul style="list-style-type: none"> <li>a. Analyze hair</li> <li>b. Prepare the hair</li> <li>c. Apply the product</li> <li>d. Time the product</li> <li>c. Rinse the product</li> </ul>	10%
4. Describe effects of chemicals on different types of hair.	10%
5. Discuss safety and sanitation concerns when giving chemical waves. <ul style="list-style-type: none"> <li>a. Eye protection</li> <li>b. Safe practices to prevent tissue damage</li> <li>c. Sanitation of equipment</li> </ul>	5%
6. Demonstrate chemical smoothing, relaxing, and giving soft curls to hair on models.	55%



## Hairstylist

**Unit:** E1 Wigs, Hairpieces and Hair Extensions

**Level:** One

**Duration:** 35 hours

Theory: 10 hours

Practical: 25 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to work with wigs, hairpieces, and hair extensions for men and women.

Objectives and Content:	Percent of Unit Mark (%)
<b>1. Describe the different types of wigs, hairpieces and hair extensions.</b> <ol style="list-style-type: none"> <li>a. Styles and types               <ul style="list-style-type: none"> <li>• Synthetic</li> <li>• Human and animal hair</li> <li>• Hand made and machine made</li> </ul> </li> </ol>	5%
<b>2. Describe considerations in selecting wigs, hairpieces and hair extensions.</b> <ol style="list-style-type: none"> <li>a. Cost estimates               <ul style="list-style-type: none"> <li>• Purchasing</li> <li>• Securing</li> </ul> </li> <li>b. Styles of hair extensions</li> <li>c. Types of hair extensions</li> <li>d. Ordering</li> </ol>	5%
<b>3. Describe the consultation process when selecting wigs, hairpieces and hair extensions.</b> <ol style="list-style-type: none"> <li>a. Record service               <ul style="list-style-type: none"> <li>• Date</li> <li>• Size</li> <li>• Type</li> <li>• Colour</li> <li>• Brand</li> <li>• Other relevant information</li> </ul> </li> <li>b. Cost estimates for ordering               <ul style="list-style-type: none"> <li>• Purchasing</li> <li>• Fitting</li> <li>• Shaping</li> <li>• Styling</li> <li>• Tinting</li> <li>• Maintenance</li> </ul> </li> </ol>	5%

- |  |            |
|--|------------|
| <b>4. Describe how to measure a head form.</b>   | <b>5%</b>  |
| a. Tasks   |            |
| <ul style="list-style-type: none"><li>• Circumference</li><li>• Middle of front hairline to nape</li><li>• Ear to ear</li><li>• Temple to temple</li><li>• Width of nape</li></ul>                             |            |
| b. Record  |            |
| <ul style="list-style-type: none"><li>• Measurement (imperial and metric)</li><li>• Hair shade</li><li>• Quality of hair</li><li>• Length of hair</li><li>• Type of hair</li><li>• Part and patterns</li></ul> |            |
| <b>5. Describe how to fit a wig and/or hairpiece.</b>  | <b>5%</b>  |
| <b>6. Describe how to condition, style, colour, clean, and repair wigs, hairpieces and hair extensions.</b>  | <b>10%</b> |
| <b>7. Describe how to apply and remove hair extensions.</b>  | <b>10%</b> |
| a. Manufacturer's instructions   |            |
| b. Technique   |            |
| <ul style="list-style-type: none"><li>• Glue/Fusion</li><li>• Wax</li><li>• Braid</li><li>• Sew and weave</li><li>• Clip-in</li><li>• Tape-in</li><li>• Loop and lock</li></ul>                                |            |
| <b>8. Demonstrate conditioning, styling, colouring, cleaning, and repairing wigs, hairpieces and hair extensions.</b>  | <b>35%</b> |
| <b>9. Demonstrate applying and removing hair extensions.</b>   | <b>20%</b> |

## Hairstylist

**Unit:** E2 Thermal Styling

**Level:** One

**Duration:** 55 hours

Theory: 10 hours

Practical: 45 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to perform thermal styling using a variety of tools.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe styles, styling aids (product) and styling tools.</b>	<b>45%</b>
a. Styles	
b. Styling aids (product)	
c. Tools	
• Hot rollers	
• Thermal irons (marcel)	
• Blow dryer	
• Flat iron	
• Appropriate brushes and combs	
• Other	
d. Techniques	
e. Care and maintenance of thermal tools	
f. Safety	
<b>2. Demonstrate thermal styling on models.</b>	<b>55%</b>

## Hairstylist

**Unit:** E3 Roller Setting

**Level:** One

**Duration:** 50 hours

Theory: 10 hours

Practical: 40 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to use rollers and/or pins or clips.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe styles using rollers.</b>	<b>35%</b>
a. Tools	
• Combs	
• Rollers	
• Pins	
• Clips	
b. Roller patterns and placement for particular styles	
• Roller type (shapes, size)	
• Sectioning and partings	
• Roller placement	
• On-base	
• Half base	
• Off-base	
• Indentation	
<b>2. Describe roller effect on different hair types.</b>	<b>10%</b>
<b>3. Demonstrate roller setting on models.</b>	<b>55%</b>

## Hairstylist

**Unit:** E4 Pin Curls

**Level:** One

**Duration:** 30 hours

Theory: 10 hours

Practical: 20 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to create pin curls.

### Objectives and Content:

**Percent of  
Unit Mark (%)**

1. **Describe pin curls.**
  - a. Tools
    - Combs
    - Pins
    - Clips
  - b. Types of pin curls
  - c. Pin curl patterns for particular styles
  - d. Techniques
    - Carving
    - Ribboning
    - Rolling
    - Clipping
  - e. Safety when using clips
2. **Demonstrate pin curls on models.**

45%

55%

## Hairstylist

**Unit:** E5 Finger Waves/Molding

**Level:** One

**Duration:** 30 hours

Theory: 5 hours

Practical: 25 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to create finger waves/moldings.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Name parts of the finger wave.</b>	<b>15%</b>
<b>2. Describe styles using finger waves and moldings.</b>	<b>30%</b>
a. Tools	
• Combs	
• Brush	
• Pins	
• Net	
b. Finger wave or curl patterns for particular styles	
• Shaping	
• Movement	
• Direction	
c. Technique	
• Finger wave	
• Molding	
d. Safety	
<b>3. Demonstrate finger waves/molding on models.</b>	<b>55%</b>

## Hairstylist

**Unit:** E6 Braiding

**Level:** One

**Duration:** 20 hours

Theory: 2 hours

Practical: 18 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to braid hair.

### Objectives and Content:

#### **Percent of Unit Mark (%)**

**1. Describe braiding.**

**45%**

a. Tools

- Combs
- Brush
- Hair pins/bobby pins
- Elastics

b. Types of braiding

- Braid
- Plait
- Cornrow
- French (visible/invisible)

c. Technique

**2. Demonstrate braiding hair on models.**

**55%**

## Hairstylist

**Unit:** E7 Formal (Up Do) Hair

**Level:** One

**Duration:** 40 hours

Theory: 10 hours

Practical: 30 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to create formal (Up Do) hair.

Objectives and Content:	Percent of Unit Mark (%)
<b>1. Describe styles for formal (Up Do) hair.</b> <ol style="list-style-type: none"> <li>a. Tools and equipment               <ul style="list-style-type: none"> <li>• Combs</li> <li>• Brush</li> <li>• Thermal styling tools</li> <li>• Rollers</li> <li>• Clips</li> <li>• Hair/bobby pins/elastics</li> <li>• Hair dryer</li> <li>• Hairpieces</li> <li>• Ornaments</li> </ul> </li> <li>b. Types of formal (Up Do) hair</li> <li>c. Technique               <ul style="list-style-type: none"> <li>• Shape</li> <li>• Mold</li> <li>• Curl</li> </ul> </li> </ol>	35%
<b>2. Discuss consultation process with client to determine desired style.</b> <ol style="list-style-type: none"> <li>a. Client's:               <ul style="list-style-type: none"> <li>• Occasion</li> <li>• Preference</li> <li>• Affordability</li> <li>• Required duration time of styling</li> </ul> </li> </ol>	10%
<b>3. Demonstrate creating formal (Up Do) hair on models.</b>	55%



## Hairstylist

**Unit:** F1 Preparation for Colouring and Colour Theory

**Level:** One

**Duration:** 60 hours

Theory: 55 hours

Practical: 5 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to prepare hair for colouring.

Objectives and Content:	Percent of Unit Mark (%)
<b>1. Discuss colour theory.</b> a. Colour wheel b. Primary, secondary, tertiary c. Complementary	25%
<b>2. Describe and analyze hair colouring.</b> a. Colouring products <ul style="list-style-type: none"> <li>• Categories of tints/colours</li> </ul> b. Level, tone and intensity c. Structural factors <ul style="list-style-type: none"> <li>• Pigmentation (natural or artificial)</li> <li>• Texture</li> <li>• Porosity</li> <li>• Density</li> <li>• Hair length</li> <li>• Effects of formation on hair colour</li> </ul> d. Condition of hair <ul style="list-style-type: none"> <li>• Prior chemical treatments</li> <li>• Client's hair colour</li> <li>• Percentage of white</li> <li>• Texture</li> <li>• Desired results</li> </ul> e. Condition of scalp <ul style="list-style-type: none"> <li>• Skin sensitivity/patch test</li> <li>• Scalp abrasions, irritations or eruptions</li> <li>• Contagious scalp disorders</li> </ul>	25%

- |   |            |
|---|------------|
| <b>3. Discuss consultation process with client to determine desired colour.</b> | <b>15%</b> |
| a. Observation of previous haircolouring service                                |            |
| • Colour level  |            |
| • Colour tone   |            |
| • Eye colour  |            |
| • Skin tone   |            |
| • Length  |            |
| • Porosity  |            |
| • Density   |            |
| • Texture   |            |
| • Form  |            |
| • Percentage of unpigmented hair  |            |
| b. Hair and scalp analysis  |            |
| c. Release statements for services  |            |
| • Client record card  |            |
| <b>4. Describe how to section hair.</b>   | <b>5%</b>  |
| <b>5. Describe how to prepare colour mixture.</b>                               | <b>5%</b>  |
| a. Selection of colour, shade and colour blending                               |            |
| b. Manufacturer's instructions  |            |
| c. Mixing colour shades   |            |
| d. Types of hair colouring products   |            |
| <b>6. Discuss safety procedures when handling chemical products.</b>            | <b>5%</b>  |
| <b>7. Demonstrate preparing colour mixture.</b>                                 | <b>20%</b> |

## **Hairstylist**

**Unit:** F2 Temporary Colour

**Level:** One

**Duration:** 10 hours

Theory: 5 hours

Practical: 5 hours

### **Overview:**

This unit of instruction is designed to provide the knowledge and ability to apply temporary colour.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe effect of temporary colour.</b>	<b>15%</b>
a. Uses	
b. Advantages and disadvantages	
<b>2. Discuss types of temporary colour products.</b>	<b>20%</b>
a. Colouring crayons and mascara	
b. Colouring mousses, gels and creams	
c. Colouring sprays	
d. Colour enhancing shampoos	
e. Temporary colour rinses	
<b>3. Describe the application of temporary colour.</b>	<b>10%</b>
a. Colour selection	
b. Preparation of colour	
c. Colour application	
d. Coverage	
e. Manufacturer's instructions	
f. Safe practices	
<b>4. Demonstrate colouring hair on models using a variety of different temporary colour products.</b>	<b>55%</b>

## Hairstylist

**Unit:** F3 Semi-Permanent Colouring

**Level:** One

**Duration:** 20 hours

Theory: 5 hours

Practical: 15 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to apply semi-permanent (non-oxidizing) colour.

Objectives and Content:	Percent of Unit Mark (%)
<b>1. Describe effect of semi-permanent colour.</b> a. Uses b. Advantages and disadvantages	15%
<b>2. Identify the implements and materials needed for applying semi-permanent colour to hair.</b>	5%
<b>3. Describe the types of semi-permanent colour products.</b>	10%
<b>4. Describe the application of semi-permanent colour.</b> a. Section hair b. Application <ul style="list-style-type: none"> <li>• Effects of chemicals on different types of hair</li> <li>• Manufacturer's instructions</li> <li>• Selection of colour, shade and colour blending</li> <li>• Mix colour shade or select pre-mixed colour</li> <li>• Strand test</li> <li>• Monitor time for colour development</li> <li>• Rinse according to manufacturer's instructions</li> </ul>	15%
<b>5. Demonstrate colouring hair on models using a variety of semi-permanent colour products.</b>	55%

## Hairstylist

**Unit:** F4 Demi-Permanent Colouring

**Level:** One

**Duration:** 30 hours

Theory: 5 hours

Practical: 25 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to apply demi-permanent (oxidative deposit-only) colour.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
1. Describe the effect of demi-permanent hair colour.	5%
a. Uses	
b. Advantages/disadvantages	
2. Identify the composition and action of demi-permanents.	5%
3. Identify the implements and materials needed for applying demi-permanent colour.	5%
4. Describe the types of demi-permanent colour products.	15%
5. Describe the application of demi-permanent colour.	15%
a. Section hair	
b. Application	
• Effects of chemicals on different types of hair	
• Manufacturer's instructions	
• Selection of colour, shade and colour blending	
• Mix colour shade or select pre-mixed colour	
• Strand test	
• Monitor time for colour development	
• Rinse according to manufacturer's instructions	
6. Demonstrate colouring hair on a model using demi-permanent colour products.	55%

## Hairstylist

**Unit:** F5 Permanent Colouring

**Level:** One

**Duration:** 75 hours

Theory: 20 hours

Practical: 55 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to use permanent colour.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe the effect of permanent colour.</b> a. Uses b. Advantages/disadvantages	<b>5%</b>
<b>2. Describe the types of permanent colours.</b> a. Liquid b. Cream c. Gel	<b>5%</b>
<b>3. Identify tools and equipment needed for applying permanent colour.</b>	<b>5%</b>
<b>4. Describe the application of permanent colour.</b> a. Section hair b. Application <ul style="list-style-type: none"> <li>• Effects of chemicals on different types of hair</li> <li>• Manufacturer's instructions</li> <li>• Selection of colour, shade and colour blending</li> <li>• Mixing colour</li> <li>• Strand test</li> <li>• Monitor time</li> <li>• Rinse off chemical solution</li> <li>• Shampoo and conditioner</li> </ul> c. Safety <ul style="list-style-type: none"> <li>• Practices for clients and stylists</li> <li>• Personal protective products</li> <li>• Handling chemical products</li> <li>• Eye</li> </ul>	<b>15%</b>

- 5. Describe a retouch of permanent hair colour to new growth. 15%**
- a. Sections
  - b. Application
    - Sub-divide hair and apply colour to new growth only
    - Repeat operation
    - Monitor processing time
    - Restore colour from end of new growth to ends if required
    - Manufacturer's directions
    - Rinse
    - Shampoo
  - c. Safety
    - Eye
    - Personal protective products
    - Handling chemical products
- 6. Demonstrate colouring hair on models using permanent colour. 55%**
- a. New growth
  - b. Virgin
  - c. Corrective

## Hairstylist

**Unit: F6 Hair Lightening, Colour Removers and Toning**

**Level:** One

**Duration:** 75 hours

Theory: 25 hours

Practical: 50 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to remove colour, lighten, and tone.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe the effect of lightening.</b> a. Uses b. Advantages/disadvantages	<b>5%</b>
<b>2. Describe the process for lightening and toning virgin hair.</b> a. Preparation <ul style="list-style-type: none"> <li>• Section</li> </ul> b. Application and processing of lightener <ul style="list-style-type: none"> <li>• Desired distance from scalp</li> <li>• Time lightener for processing</li> <li>• Rinse</li> <li>• Shampoo</li> <li>• Dry hair to product requirements</li> </ul> c. Types of lighteners <ul style="list-style-type: none"> <li>• Oil bleaches</li> <li>• Cream lighteners</li> <li>• Powder bleaches</li> </ul> d. Application and processing of toner <ul style="list-style-type: none"> <li>• Technique for application</li> <li>• Rinse</li> <li>• Shampoo</li> </ul> e. Safety	<b>10%</b>
<b>3. Describe the process for lightening and toning new growth.</b> a. Preparation <ul style="list-style-type: none"> <li>• Section</li> </ul> b. Application and processing of lightener <ul style="list-style-type: none"> <li>• Lightener applied to new growth</li> <li>• Time lightener for processing</li> <li>• Rinse</li> </ul>	<b>10%</b>



- Shampoo
  - Dry hair to product requirements
  - c. Application and processing of toner
    - Mix toner
    - Toner application
    - Time required for process
    - Rinse
    - Shampoo
  - d. Safety eye safety
    - Eye safety
    - Protective devices
    - Handling chemicals
- 4. Describe the effect of colour removers. 5%**
- a. Uses
  - b. Advantages/disadvantages
- 5. Describe the process for using colour removers on artificial hair colour. 15%**
- a. Selection of colour remover
  - b. Application of colour remover
    - Manufacturer's instructions
    - Decolourize hair to desired shade
    - Test for colour development
  - c. Processes hair
    - Rinse colour remover
    - Manufacturer's instructions
  - d. Normalizes hair
    - Conditioner
  - e. Neutralize the undesirable cast and off-shades
  - f. Safety
    - Effects of pungent fumes
    - Eye safety
    - Safe practices
    - Damages to mucous membranes and respiratory system
- 6. Demonstrate lightening and toning hair on a model with virgin hair. 20%**
- 7. Demonstrate lightening and toning hair on a model with new growth. 20%**
- 8. Demonstrate colour removal on a model with artificial hair colour. 15%**

## Hairstylist

**Unit:** F7 Special Effects

**Level:** One

**Duration:** 40 hours

Theory: 10 hours

Practical: 30 hours

**Overview:**

This unit of instruction is designed to provide the knowledge and ability to apply special effects techniques.

<b>Objectives and Content:</b>	<b><u>Percent of Unit Mark (%)</u></b>
<b>1. Describe special effects techniques.</b>	<b>15%</b>
a. Uses	
b. Advantages/disadvantages	
<b>2. Describe the various methods used for special effects.</b>	<b>30%</b>
a. Amount and location	
b. Methods	
• Cap	
• Foil	
• Freehand technique	
c. Client preparation	
d. Application and processing	
<b>3. Demonstrate creating special effects techniques on models.</b>	<b>55%</b>

## Hairstylist

**Unit:** G1 Specialized Services

**Level:** One

**Duration:** 30 hours

Theory: 10 hours

Practical: 20 hours

### Overview:

This unit of instruction is designed to provide the knowledge and ability to perform additional services chosen at the discretion of the school/instructor. These services are not “common core” skills, i.e., they will not be tested on the Interprovincial examination. **There is no testing for this instructional unit. Instead, a “Pass/Fail” grade must be awarded upon completion of the unit. Instructors must submit a 70% mark for this unit to Apprenticeship Branch clerks for units passed.**

### Objectives and Content:

**Percent of  
Unit Mark (%)**

1. **Describe tools and equipment used in chosen additional services.**
  - a. Manicure (natural nails only)
  - b. Facial hair removal (not including waxing)
  - c. Facial hair shaving
  - d. Makeup
  - e. Ear-piercing
2. **Describe the steps in performing chosen additional services.**
  - a. Manicure (natural nails only)
  - b. Facial hair removal (not including waxing)
  - c. Facial hair shaving
  - d. Makeup
  - e. Ear-piercing
3. **Describe and practice safety and sanitation for chosen additional services.**
  - a. Manicure (natural nails only)
  - b. Facial hair removal (not including waxing)
  - c. Facial hair shaving
  - d. Makeup
  - e. Ear-piercing
4. **Demonstrate abilities in chosen additional services.**

## Hairstylist

**Unit:** H1 Orientation II: The Job of Journeywork

**Level:** One

**Duration:** 7 hours

Theory: 7 hours

Practical: 0 Hours

### Overview:

This unit introduces senior apprentices to the responsibilities of workplace *teaching* that they will assume as supervising journeypersons. This unit orients senior apprentices to some of the 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 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 trade. 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 on the importance of workplace teaching and learning in trades-apprenticeship systems. 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 of their own future practice as journeypersons.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
<ol style="list-style-type: none"> <li>1. <b>Describe the scope, substance, and significance of journey-level status.</b> <ol 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 Hairstylists 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 Trades Qualifications Act</i>; <i>General Regulation</i>; the <i>Hairstylist Trade Regulation</i>; relevant policies of the Apprenticeship and Trades Qualifications Board of Manitoba]</li> <li>• Trade-specific requirements re: Practical Training supervision and documentation; importance of quality assurance and broad-scope coverage of prescribed task-content; ratios, etc.</li> </ul> </li> </ol> </li> </ol>	20%

- 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
  - d. Implicit vs. explicit standards and content
  - e. Accountability for results: subject/not subject to third-party notification; completion of supervision assignment itself is/is not assessed by third party; journey person 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. Common supervisory role-options:
    - Coach role: is often initiated by someone other than apprentice, and limited to a particular skill set or task
    - Mentor role : often initiated by apprentice:open-ended regarding content, duration
    - Peer role: typically involves individual upgrading or cross-training of one journey person 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 journey person appointed by an organization to assume responsibilities for monitoring progression of groups of apprentices
  - j. '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), Manitoba Apprenticeship Branch
  - 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
- 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 trade community
    - Coverage/documentation of prescribed tasks, including responsibility re: logbook sign-off (where applicable)
    - Consultation with Apprenticeship Training Coordinator (ATC), Manitoba Apprenticeship Branch
    - Communicating with apprentices and employers about supervision assignments

- and assignment specifications, including the limits of the trainers' own responsibilities and competence
    - 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 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
  - c. Comparison/contrast of discussion results with current knowledge/resources re: workplace skills coaching methods as applicable to journey-level supervision
    - Qualities of a good workplace coach
    - Components of workplace skills coaching
    - Processes and recommended practices re: workplace coaching
    - Troubleshooting problems re: supervision assignments
4. **Complete Modules 1 to 3, *Workplace Coaching Skills* (or equivalent). (The training provider needs to access this book (or a similar resource) on his/her own in order to teach this unit. *Workplace Coaching Skills* is published in Burnaby, BC. ISBN number: 1-55139-030-2.)** **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). (See info in #4 above.)** **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

## Hairstylist

**Unit:** H2 Inter-Provincial Certification Exam Review

**Duration:** 7 hours

Theory: 7 hours

Practical: 0 hours

### Overview:

This unit offers apprentices a review of the skills and knowledge required to pass the Inter-Provincial Hairstylist Theory Examination and Practical Examination.

<b>Objectives and Content:</b>	<b>Percent of Unit Mark (%)</b>
<b>1. Discuss format and general content of the Hairstylist certification exam.</b> a. National Occupational Analysis <ul style="list-style-type: none"> <li>• NOA "Pie Chart" and its relationship to content distribution of examination items</li> </ul>	<b>10%</b>
<b>2. Identify resources, strategies and other considerations for maximizing successful completion of written exams.</b> a. Personal preparedness <ul style="list-style-type: none"> <li>• Self assessment of individual strengths/weaknesses in trade-related skills and knowledge</li> <li>• Approved textbooks</li> <li>• Study groups</li> </ul>	<b>10%</b>
<b>3. Review program content in <i>Occupational Skills</i>.</b>	<b>10%</b>
<b>4. Review program content in <i>Safety and Sanitation</i>.</b>	<b>10%</b>
<b>5. Review program content in <i>Hair Cutting</i>.</b>	<b>10%</b>
<b>6. Review program content in <i>Chemically Waving and Relaxing Hair</i>.</b>	<b>10%</b>
<b>7. Review program content in <i>Hair Styling</i>.</b>	<b>10%</b>
<b>8. Review program content in <i>Hair Colouring</i>.</b>	<b>10%</b>
<b>9. Review program content in <i>Related Services</i>.</b>	<b>10%</b>
<b>10. Develop a review plan.</b>	<b>10%</b>

## **Hairstylist**

**Unit:** H3 Manitoba Hairstylist Practical Exam

**Duration:** 7 hours

Theory: 0 hours

Practical: 7 hours

### **Overview:**

This final unit comprises the Manitoba Hairstylist Practical Examination.

### **Objectives and Content:**

#### **Percent of Unit Mark (%)**

1. Practical Exam format and content is described in the document  
"Manitoba Hairstylist Practical Examination Information."

**100%**