![Ontario logo]

Hairstyling Program Standard

The approved program standard for all Hairstyling programs of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 53400)

Ministry of Training, Colleges and Universities
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I.   Introduction

This document is the Program Standard for the Hairstyling programs of instruction leading to an Ontario College Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 53400).

Development of System-Wide Program Standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards and Evaluation Unit of the Ministry of Training, Colleges and Universities have responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario colleges of applied arts and technology.

Program Standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program of instruction in question),

- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and

- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual colleges of applied arts and technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The Expression of Program Standards as Vocational Learning Outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges curriculum matters such as the specific program structure and delivery methods.

The Presentation of the Vocational Learning Outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of the performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of the performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The Development of a Program Standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the Program Standard

The Ministry of Training, Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Hairstyling Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, please contact the Ministry of Training, Colleges and Universities at the address or telephone number noted on the inside cover page.

II. Vocational Standard

All graduates of Hairstyling programs must have achieved the twelve vocational learning outcomes listed in the following pages, in addition to achieving the essential employability skills learning outcomes and meeting the general education requirement.

Preamble

Graduates of the Hairstyling program will have attained a solid basis in the theory, principles and practices needed to enter this personal service profession. At all times, learners in the Hairstyling program will act in compliance with the pertinent legislation and established standards, policies and procedures in their roles and responsibilities as a hairstylist.

The Vocational Learning Outcomes in this Program Standard derive from a common core of Vocational Learning Outcomes which also applies to programs delivered by Private Career Colleges Hairstylist and Apprenticeship Hairstylist[1] programs.

Graduates will be able to apply their skills to support successful salon operation, enhance work performance and further their career opportunities, while keeping pace with changing industry trends. In their work hairstylists will meet and adapt to client needs and expectations in the provision of haircutting and hairstyling services. Graduates will competently use a range of specialized tools and products in providing chemical texture, chemical waving and colour and lightening services, and working with hair additions.

Being able to effectively communicate verbally, electronically and in writing is a key requirement of graduates. In addition, graduates will contribute to the operation of a hair salon by performing work that requires high levels of accuracy and responsibility, including the legal and technical management of serving the public.

Graduates of CAAT programs are awarded an Ontario College Diploma following the successful completion of the Hairstyling program. Graduates, who have completed Ontario College Diploma programs of at least 1,500 vocational (i.e. non general education, see Appendix B) hours, who sign an apprenticeship contract with an employer, may begin a 2,000 hour practicum leading to a Certificate of Apprenticeship. They will not be required to write exemption tests.

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[1] In the Apprenticeship and Private Career College standards each element of the performance consists of performance objectives which are concise statements that further describe the element of performance.

Graduates of programs of less than 1,500 vocational hours will be required to write exemption tests and achieve a minimum of 70% for each of the in-school levels, and complete a 3,020 hour practicum in the pursuit of a Certificate of Apprenticeship.

In the Province of Ontario, hairstylists have employment opportunities in practice settings, such as local salons. In addition, they may find employment opportunities within other organizations and agencies that require the knowledge and expertise of a hairstylist, such as suppliers and manufacturers.

Synopsis of the Vocational Learning Outcomes
Hairstyling (Ontario College Diploma)

1.   **Ethics, Regulation and Policy**
      The graduate has reliably demonstrated the ability to **complete all work in adherence to professional ethics, government regulations, workplace standards and policies, and according to manufacturer's specifications as applicable.**

2.   **Health and Safety**
      The graduate has reliably demonstrated the ability to **facilitate the provision of healthy and safe working environments and perform sanitization procedures in accordance with related health regulations and legislation.**

3.   **Entrepreneurial Skills**
      The graduate has reliably demonstrated the ability to **apply entrepreneurial skills to the operation and administration of a hair stylist business.**

4.   **Professional Development**
      The graduate has reliably demonstrated the ability to **adapt to various and changing technologies, applications and procedures in the hair styling industry, and develop and present a plan outlining future professional development.**

5.   **Client Service**
      The graduate has reliably demonstrated the ability to **develop and use client service strategies that meet and adapt to individual client needs and expectations**.

6.   **Preparatory Procedures and Treatments**
      The graduate has reliably demonstrated the ability to **select and administer preparatory procedures and/or treatments to the hair and scalp using individually selected products to meet the expectations of the client.**

7.   **Cut Hair**
      The graduate has reliably demonstrated the ability to **identify, select and use a variety of tools to cut hair according to the needs and expectations of the client.**

8.   **Style Hair**
      The graduate has reliably demonstrated the ability to **select and use standard and specialized techniques to effectively style wet and dry hair.**

9. **Permanent Wave**
The graduate has reliably demonstrated the ability to **perform a permanent wave using current and relevant methods according to hair type and style.**

10. **Chemically Relax Hair**
The graduate has reliably demonstrated the ability to **chemically relax hair by selecting and applying relevant knowledge of, and skills with, chemical products and techniques in order to meet the needs and expectation of the client.**

11. **Colour and Lighten Hair**
The graduate has reliably demonstrated the ability to **colour, lighten, tone, highlight and lowlight hair, and/or remove pigment to the level of colour desired.**

12. **Hair Additions**
The graduate has reliably demonstrated the ability to **compare and contrast fibre types, application procedures, specialized tools, and maintenance procedures when working with hair additions.**

Note: The learning outcomes have been numbered as a point of reference; they will allow for quick links to Performance Objectives in the Apprenticeship Curriculum Standards.

The Vocational Learning Outcomes

Learning Outcome – Ethics, Regulation and Policy

The graduate has reliably demonstrated the ability to

1.   complete all work in adherence to professional ethics, government regulations, workplace standards and policies, and according to manufacturer's specifications as applicable.

Elements of the Performance

1.1   Adhere to professional ethics in the workplace.

1.2   Comply with *Occupational Health and Safety Act (OHSA)* regulations, Workplace Hazardous Materials Information Systems (WHIMIS) regulations, Material Safety Data Sheet (MSDS) information and manufacturer's safe use specifications.

1.3   Respect clients and colleagues without discrimination.

1.4   Apply ethical practices to all professional relationships.

Learning Outcome – Health and Safety

The graduate has reliably demonstrated the ability to

2.   Facilitate the provision of healthy and safe working environments and perform sanitization procedures in accordance with related health regulations and legislation.

Elements of the Performance

2.1   Comply with *Occupational Health and Safety Act (OHSA)* regulations, Workplace Hazardous Materials Information Systems (WHIMIS) regulations, Material Safety Data Sheet (MSDS) information and manufacturer's safe use specifications.

2.2   Describe the characteristics and classifications of bacteria and viruses to protect self and others in the workplace.

2.3   Implement methods of sanitation, disinfection, infection control and materials disposal to maintain a safe, organized and sanitary workplace.

2.4   Identify and assess an emergency situation and apply safety equipment for the protection of self and others.

2.5   Assess and demonstrate the fundamentals of electrical safety within the workplace.

2.6   Maintain hygiene, health and well-being.

2.7   Maintain effective body posture and positioning during service.

2.8   Operate and maintain equipment in accordance with manufacturers' specifications.

Learning Outcome – Entrepreneurial Skills

The graduate has reliably demonstrated the ability to

3.   apply entrepreneurial skills to the operation and administration of a hair stylist business.

Elements of the Performance

3.1   Describe the fundamentals of salon business operation and organization.

3.2   Describe roles and responsibilities associated with employees and apprentices.

3.3   Perform customer service duties including greeting, reception duties, appointment management and financial transactions.

3.4   Develop marketing, promotional and sales strategies for salon products and services.

3.5   Describe the features, advantages and benefits of products and services to be rendered for hair and scalp.

3.6   Apply effective communication skills to establish professional rapport with client and co-workers.

3.7   Apply conflict resolution techniques to the operation and administration of a hairstyling business.

3.8   Apply effective time management and organizational skills.

3.9   Adhere to professional ethics in the workplace.

Learning Outcome – Professional Development

The graduate has reliably demonstrated the ability to

4.   adapt to various and changing technologies, applications and procedures in the hair styling industry, and develop and present a plan outlining future professional development.

Elements of the Performance

4.1   Cultivate a professional image to comply with client and employer expectations.

4.2.   Develop career goals and success strategies.

4.3   Identify learning resources and opportunities to promote professional competence and skill development.

4.4   Identify areas for professional growth and development by assessing constructive feedback relating to one's own performance, strengths and limitations

4.5   Use effective time management skills to prioritize services.

4.6   Research, recognize and reproduce current trends for cutting and styling hair, permanent wave services, chemical texture services, colour and lightening services and hair additions.

Learning Outcome – Client Service

The graduate has reliably demonstrated the ability to

5.   develop and use client service strategies that meet and adapt to individual client needs and expectations.

Elements of the Performance

5.1   Conduct an efficient and effective client consultation.

5.2   Apply relevant knowledge of anatomy to the design and performance of client services.

5.3   Describe the properties of the hair and scalp.

Learning Outcome – Preparatory Procedures and Treatments

The graduate has reliably demonstrated the ability to

6. select and administer preparatory procedures and/or treatments to the hair and scalp using individually selected products to meet the expectations of the client.

Elements of the Performance

6.1   Explain the basic chemical properties of products.

6.2   Identify types, conditions and disorders of hair and scalp, and make recommendations and referral to physicians as required.

6.3   Analyze hair and scalp using predisposition, hair porosity, hair elasticity and various strand tests.

6.4   Perform preliminary hair and scalp services.

6.5   Select and recommend products and services based on function and composition.

Learning Outcome – Cut Hair

The graduate has reliably demonstrated the ability to

7.   identify, select and use a variety of tools to cut hair according to the needs and expectations of the client.

Elements of the Performance

7.1   Interpret consultation results to determine type of cutting design to be performed.

7.2   Describe the purpose of elevations and angles used in cutting hair.

7.3   Compare the results achieved from the use of stationary and traveling guides.

7.4   Select tools and apply techniques to achieve desired cutting results.

7.5   Describe procedures for non-elevated and elevated haircuts on wet and dry hair.

7.6   Trim facial hair and cut superfluous hair.

7.7   Perform elevated and non-elevated haircuts on wet and dry hair.

7.8   Customize cuts using detailing and texturing techniques on wet and dry hair.

Learning Outcome – Style Hair

The graduate has reliably demonstrated the ability to

8. select and use standard and specialized techniques to effectively style wet and dry hair.

Elements of the Performance

8.1 Interpret consultation results to determine type of styling design to be performed.

8.2 Describe the use of the various tools for wet, thermal and dry hairstyling.

8.3 Define the foundational elements of design.

8.4 Select and use hair styling products for wet, thermal and dry hairstyling.

8.5 Determine and demonstrate base control of tool placement for desired outcome.

8.6 Style wet hair using blow dryers, brushes, finger methods, diffuser, hood dryer, rollers, pin curls, braiding and finger waves.

8.7 Thermal-set hair using blow dryers, hood dryers, curling irons, flat irons, and rollers.

8.8 Perform formal hair styling service on medium to long hair.

Learning Outcome – Permanent Wave Hair

The graduate has reliably demonstrated the ability to

9.   perform a permanent wave using current and relevant methods according to hair type and style.

Elements of the Performance

9.1   Describe the effect of each of the permanent wave processes on all layers of the hair.

9.2   Perform preparatory steps for permanent wave service procedure.

9.3   Interpret consultation results to determine type of permanent wave service to be performed.

9.4   Explain and apply the relevant knowledge for the selection of permanent wave solutions, wave tools and application methods.

9.5   Use permanent wave tools and perform application methods.

9.6   Perform procedural steps to complete permanent wave service.

Learning Outcome – Chemically Relax Hair

The graduate has reliably demonstrated the ability to

10.   chemically relax hair by selecting and applying relevant knowledge of, and skills with, chemical products and techniques in order to meet the needs and expectation of the client.

Elements of the Performance

10.1   Describe the effect of each of the chemical texture processes on all layers of the hair.

10.2   Perform preparatory steps for chemical texture service procedure.

10.3   Interpret consultation results to determine type of chemical texture service to be performed.

10.4   Explain and apply the relevant knowledge for the selection of chemical relaxing products, tools and application methods.

10.5   Identify the tools and equipment required for a chemical relaxing procedure.

10.6   Perform procedural steps to complete chemical texture services.

Learning Outcome – Colour and Lighten Hair

The graduate has reliably demonstrated the ability to

11.   colour, lighten, tone, highlight and lowlight hair, and/or remove pigment to the level of colour desired.

Elements of the Performance

11.1   Explain the principles and inter-relationship between colours.

11.2   Explain the composition and chemical action of products used to alter hair colour.

11.3   Differentiate among all categories of colour and lightening products.

11.4   Differentiate each stage of decolourization.

11.5   Explain the influence of pigmentation in hair when formulating colour products.

11.6   Interpret client consultation information for selection of colour and lightening products.

11.7   Select colour and lightening products, tools and application methods.

11.8   Describe and apply the methods and procedural steps for a retouch application.

11.9   Demonstrate procedural steps for colouring virgin hair lighter.

11.10   Demonstrate procedural steps for colouring virgin hair darker.

11.11   Determine procedural steps for corrective service.

11.12   Demonstrate procedural steps for double process.

11.13   Demonstrate and apply procedural steps for highlight or low light application techniques.

Learning Outcome – Hair Additions

The graduate has reliably demonstrated the ability to

12.   Compare and contrast fibre types, application procedures, specialized tools, and maintenance procedures when working with hair additions.

Elements of the Performance

12.1   Describe function, performance and uses of various fibre types.

12.2   Interpret consultation results to determine type of hair addition service to be performed.

12.3   Perform procedural steps to fit and apply selected hair additions such as wig, hair piece, weft or extensions.

12.4   Describe and perform the procedural steps to colour hair additions.

12.5   Cut and blend hair additions to desired shape, length and thickness.

12.6   Perform the procedural steps to style additions.

12.7   Describe maintenance and home care procedures of additions.

12.8   Remove hair additions to maintain the integrity of the natural hair.

III. Essential Employability Skills

All graduates of the Hairstyling program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education requirement.

Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's colleges of applied arts and technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

Skill Categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

    Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

Application and Implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
COMMUNICATION	• Reading • Writing • Speaking • Listening • Presenting • Visual literacy	1. *communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.* 2. *respond to written, spoken or visual messages in a manner that ensures effective communication.*
NUMERACY	• Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data • Conceptualizing	3. *execute mathematical operations accurately.*
CRITICAL THINKING & PROBLEM SOLVING	• Analyzing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking	4. *apply a systematic approach to solve problems.* 5. *use a variety of thinking skills to anticipate and solve problems.*

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
INFORMATION MANAGEMENT	• Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills	*6. locate, select, organize and document information using appropriate technology and information systems.* *7. analyze, evaluate and apply relevant information from a variety of sources.*
INTERPERSONAL	• Teamwork • Relationship management • Conflict resolution • Leadership • Networking •	*8. show respect for the diverse opinions, values, belief systems and contributions of others.* *9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.*
PERSONAL	• Managing self • Managing change and being flexible and adaptable • Engaging in reflective practices • Demonstrating personal responsibility	*10. manage the use of time and other resources to complete projects.* *11. take responsibility for one's own actions, decisions and their consequences.*

IV. General Education Requirement

All graduates of the Hairstyling program must have met the general education requirement described on the following pages, in addition to achieving the vocational and essential employability skills learning outcomes.

Requirement

The General Education Requirement for programs of instruction is stipulated in the Credentials Framework (Appendix A in the Minister's Binding Policy Directive *Framework for Programs of Instruction*).

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

Themes

The themes listed below will be used to provide direction to colleges in the development and identification of courses that are designed to fulfill the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall goals of General Education.

1. Arts in Society:

Rationale:
The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:
Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

2. Civic Life:

Rationale:
In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

3. Social and Cultural Understanding:

Rationale:
Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:
Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

4. Personal Understanding:

Rationale:
Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

Content:
Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

5. Science and Technology:

Rationale:
Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

Content:
Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.

Appendix A

Key Industry Terms

The following terms are commonly used in the Hairstylist programs outlined in this document. The list is not exhaustive.

Acidity – The state of being acidic, i.e. having a pH of below 7.0.

Activator – Chemical agent employed to start the action of chemical products on hair; an additive used to quicken the action or progress of a chemical. Another word for booster, accelerator, protenator or catalyst.

Adhere – To join together or unite two or more surfaces.

Alkaline – Having a pH of greater than 7.0.

Alopecia – Loss of hair, especially from the head, which either happens naturally or is caused by a disease.

Balayage (Baliage) – Freehand application of colour and/or lightener.

Barrier Cream – See "protective cream".

Base Control – The position of the tool in relation to the base.

Base Cream – Oily cream used to protect the scalp during chemical relaxing services.

Bleach (Lightener) – Chemical product used to remove pigment from the hair.

Chemical Hair Relaxer – Also called straightener. Chemical hair relaxing is a process that rearranges the structure of curly hair into a straight or smoother form.

Chemical Service – Service which alters the structure of hair using chemicals; e.g. as in permanent wave, hair colouring, hair straightening.

Chemical texture service – Process using chemicals for services such as straightening, smoothing, relaxing or curling the hair.

Chemical waving – Process using chemicals to alter the structure of straight hair to curly hair.

Client Consultation – Visual and tactile assessment of the client's hair followed by a verbal or written communication to determine and confirm desired result of styling service.

Client Record – A particular form used to record client and service information.

Colour Chart – Resource produced by manufacturers of hair colouring products used to select colour options.

Colour Contouring – Process used to shade or highlight the contours of a hairstyle with hair colour.

Colour Deposit – The effect of a colour product in terms of its ability to add colour pigment to the hair.

Colour Formulation – Process of selecting colour and/or hydrogen peroxide to achieve desired colour, based on assessment.

Colour remover – Chemical product used to remove artificial colour from the hair.

Conditioning – Task of applying a product to hair to temporarily replenish hair condition.

Contour of Hairstyle – Outline of the finished hairstyle.

CPR – Cardio Pulmonary Resuscitation; the combined basic life support procedures of artificial circulation and respiration applied to sustain life in a person, who has stopped breathing and whose heart has stopped beating.

Curl Pattern – Movement of hair that is either natural or created.

Custom Colour – Combination of two or more colours, used to customize desired shade or tint.

Demarcation line – Boundary between hair that has been chemically altered and hair that has not been chemically altered.

Developer – Oxidizing agent used to create a change in hair colour.

Directional – Action of directing the hair forward or backward, to create a specific style.

Disinfect salon surfaces – Destroying or killing bacteria and a broad spectrum of fungi and viruses on salon surfaces; may be less effective with destroying spores.

Distribution – Process of dispersing hair over an area; or arranging and distributing hair directionally, in relation to its base parting.

Edging Technique – Cutting technique used to outline the sideburn and hairline area.

Elasticity – Ability of the hair to stretch and return to its original length.

Elevation – Term employed in hair cutting and styling, to indicate the angle or degree hair is held from the head.

Emulsifier – A thickening agent and/or binding agent added to products to change their physical composition (joins two or more ingredients together); e.g. for changing a lotion into a cream.

Filler – Preparation used to equalize porosity, or replace missing pigment in the hair.

Finger Wave – Loose wave made by dampening and shaping the hair without heat, using only fingers and comb.

Graduation – Haircut in which sub-sections of hair are cut in layers longer from the inner layer to the outer layer; a haircut displaying up-angle cutting.

Guideline – Hair strand used for a general shaping or cutting pattern; hair cut to a specific length, to serve as a guide for determining the length of the rest of the sections.

Hair Additions – May include wigs, hair pieces and extensions. Intended to disguise hair loss or enhance natural hair.

Hair Analysis – Examination of the general conditions of the hair: type, texture, density, breakage, oiliness, dryness, elasticity, porosity, quantity, wave pattern, growth pattern, length, colour, and chemical and medical history.

Hair Colour Level – The degree of lightness or darkness of hair colour.

Hair Cuticle – Outer layer of the hair, consisting of a single overlapping layer of transparent scale-like cells.

Hair Density – Number of hair strands in a given area; density may be thin, medium or thick.

Hair Ornamentation – Addition meant to enhance the hairstyle. May include a tiara, veil, flower, barrette or pin.

Hair texture – Thickness or diameter of the individual hair strands.

Hair type – Means of classifying hair; i.e. straight, wavy, curly and super curly.

Hair Volume – Amount or quantity of hair (e.g., bulk or mass); the lift, elevation, and height created by the formation of curls or waves in the hair.

Highlighting – Lightening or removing pigment in some hair strands to create lighter pieces of hair in relation to the base colour.

Highlighting or Low lighting Cap – Plastic or rubber head covering with punctured holes.

Lift – Process of lightening existing colour.

Lightening – Chemical process involving the lightening of natural pigment or artificial colour from the hair.

Manufacturer's Specifications – Directions and requirements outlined by a manufacturer in the product literature.

Moisture Level – Amount of hydration in the scalp or hair.

MSDS – Material Safety Data Sheet. A form outlining the properties of a particular substance. It provides workers with procedures for handling or working with a substance in a safe manner.

Natural fall – Natural movement of hair determined by the growth pattern.

Natural Level – The client's original hair colour.

New Growth – Part of the hair shaft between the scalp and the area of the hair that has previously received chemical treatment.

OHSA – Occupational Health and Safety Act.

On-scalp Bleach (Lightener) – Application using a liquid, cream, powder or gel form of lightener (bleach) that can be used directly on the scalp.

Overlapping – Applying a chemical solution beyond the limits of the new growth of hair.

Painted Method – Technique in hair colouring, in which the hair is darkened or lightened in thin strands with a brush.

Patch or Predisposition Test – Required test for determining allergy to a specific substance.

Pattern – Design layout to achieve desired result.

Perimeter – Outer line of a hairstyle or haircut; the silhouette line.

Permanent Colour – A product formulated to change the natural hair colour (may fade over a period of time).

pH (Potential of Hydrogen) – pH is a scale that measures the acidity or alkalinity of a substance. One through seven is acidic, seven through fourteen is alkaline.

Porosity – Ability of the hair to absorb moisture.

Preliminary strand test – Test to determine how hair will react to a formula and how long formula should be left on hair.

Pre-softening – Treating grey or resistant hair to allow for better penetration in chemical services.

Processing (hair) – Action of a chemical solution in permanent waving, hair straightening, or hair colouring.

Protective cream – Cream applied to the skin, to protect it against chemicals used during a perm, colour or straightening treatment.

Re-touch Application – Application of hair colour, lightener, or chemical hair relaxer to new growth hair.

Sanitize Salon facilities, tools and equipment – Cleaning and disinfecting salon facilities, tools and equipment to aid in preventing the growth of microbes and reducing the number of pathogens.

Section – Divide the hair by parting into separate areas for control.

Self-Activating Wave – Permanent wave using chemicals that release heat to create curls.

Semi-permanent Colour – A product formulated to temporarily change hair colour (4 to 6 weeks).

Sharps – Disposable cutting blades.

Slicing – Cutting technique to remove bulk or colouring technique used during foiling.

Smooth hair – A non-reactive chemical service to temporarily remove natural curl and seal the cuticle of the hair.

Soft Curl – Hairstyle using products or tools to change curly hair or straight hair into loose curls.

Stationary Guide – A hair cutting guideline to which other hair is directed.

Structure – Inter-related composition or arrangement of a finished hair design.

Sub-section – A smaller section within a larger section of hair, used to maintain control of the hair during a haircut or product application.

Superfluous Hair – Unwanted or excessive hair.

Tactile Inspection – Inspecting by touching.

Temporary Colour – Non-permanent colour made from preformed dyes that may be removed by shampooing.

Tension – Stress caused by stretching or pulling.

Test Curl – Method to pre-determine how the client's hair will react to permanent waving solution and neutralizer; process of testing the hair to determine curl formation during the permanent wave.

Texturizing – Cut for effect within the hair length.

Tint Back – Restoration of the hair to its original colour, or replacement of missing pigment in the hair before colouring to a darker shade.

Tone (noun) – The look of warmth or coolness of a colour.

Tone (verb) – To alter the warmth or coolness of a colour.

Towel-Blotting – Technique of gently pressing a towel over the hair to remove excess moisture or lotion.

Virgin Application – First application of a chemical process to natural hair.

Visual Inspection – Inspection by looking or observing.

Weaving Method – Technique accomplished by weaving separate strands of hair, to achieve an accented effect.

Weft – An amount of hair or fibre which is doubled over and Machine-Sewn along the top to create a long strand of hair; often used for hair extensions and weaving.

WHMIS – Workplace Hazardous Materials Information System.

Work Station – Area where the hairstylist performs related hairstyling functions.

Appendix B

Typical program duration is 1500 hours. The suggested breakdown of the 1500 hours of training is 510 hours of theory and 990 hours of practical training, as per the following table:

Vocational Learning Outcome	THEORY HOURS	PRACTICAL HOURS	TOTAL
Ethics, Regulation and Policy	15	0	15
Health and Safety	30	30	60
Entrepreneurial Skills	45	45	90
Professional Development	15	0	15
Client Service	20	10	30
Preparatory Procedures and Treatments	25	65	90
Cut Hair	60	195	255
Style Hair	60	195	255
Permanent Wave Hair	45	120	165
Chemically Relax Hair	45	75	120
Colour and Lighten Hair	120	210	330
Hair Additions	30	45	75
Total	**510**	**990**	**1500**