ABSTRACT
        This Alberta curriculum guide defines competencies that help
students build daily living skills, investigate career options in
cosmetology, use technology in the cosmetology field effectively and
efficiently, and prepare for entry into the workplace or related
postsecondary programs in the field. The first section provides a program
rationale and philosophy for career and technology studies, general learner
expectations, program organization information, curriculum and assessment
standards, and types of competencies. The second section contains a rationale
and philosophy for the cosmetology strand, strand organization, and planning
for instruction. The 58 modules are organized into introductory,
intermediate, and advanced levels that cover a comprehensive set of
competencies in the field of cosmetology in these areas: hair care and
cutting, skin care, make up, manicuring, theatrical makeup, and sales and
service. The modules define exit-level competencies, specify prerequisites,
and outline specific learner expectations. Other sections of the guide
contain the following: module curriculum and assessment standards; assessment
tools; linkages and transitions with other strands, other educational
programs, and to the community, the workplace and the credentialing process;
a learning resource guide listing 35 resources keyed to modules, plus sources
for further information; and sample student learning guides. (KC)

CAREER & TECHNOLOGY STUDIES

COSMETOLOGY STUDIES

GUIDE TO STANDARDS AND IMPLEMENTATION

1997

Alberta
EDUCATION
Curriculum Standards Branch

This document was prepared for:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

Program/Level: Career and Technology Studies/Secondary

This document supersedes all previous versions of the *Career & Technology Studies Guide to Standards and Implementation.*

This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Program of Studies. The Program of Studies—a prescriptive description of the expectations of student learning, focusing on what students are expected to know and be able to do—is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988. Chapter S–3.1 as amended, and is required for implementation. **Within this document, the Program of Studies is shaded so that the reader may readily identify all prescriptive statements or segments.**

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CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students* in CTS *will*:

* develop skills that can be applied in their daily lives, now and in the future
* refine career-planning skills
* develop technology-related skills
* enhance employability skills
* apply and reinforce learnings developed in other subject areas.

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In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.
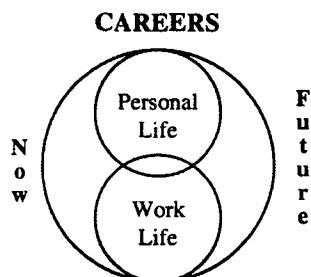
CAREERS

A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

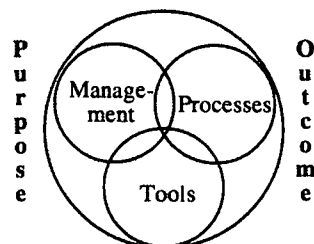- a decision regarding which processes and procedures best suit the task at hand

- the appropriate selection and skilled use of the tools and/or resources available

- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.

TECHNOLOGY

Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

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GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS *will*:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life

- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements

- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome

- develop basic competencies (employability skills), by:

  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)

  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)

  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)

  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)

  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

  - maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **modules**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites. Recommendations for module parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations; i.e., who have the designated competencies, will qualify for one credit toward their high school diploma.

Specific learner expectations provide a more detailed framework for instruction. Within the context of module learner expectations, the specific learner expectations further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	33
2. Career Transitions	28
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	19
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

Modules are organized into three levels of achievement: **introductory, intermediate** and **advanced.** As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.

Introductory Level   Intermediate Level   Advanced Level

■ Personal Use
▨ Career Awareness/Exploration
▨ Preparation for the Workplace or Further Education
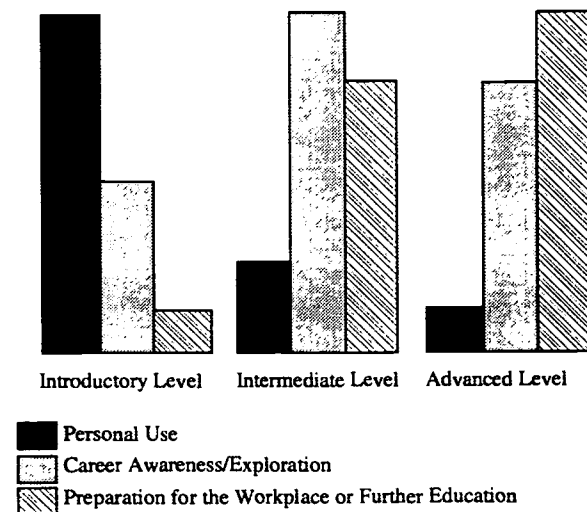
CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies of each module learner expectation. To receive credit for a module, students must demonstrate competency at the level specified by the conditions and criteria defined for each module learner expectation.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources

- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.

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BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength

- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	Stage 2— *The student:*	Stage 3— *The student:*	Stage 4— *The student:*
Managing Learning ☐ comes to class prepared for learning ☐ follows basic instructions, as directed ☐ acquires specialized knowledge, skills and attitudes ☐ identifies criteria for evaluating choices and making decisions ☐ uses a variety of learning strategies	☐ ————————▶ ☐ follows instructions, with limited direction ☐ sets goals and establishes steps to achieve them, with direction ☐ applies specialized knowledge, skills and attitudes in practical situations ☐ identifies and applies a range of effective strategies for solving problems and making decisions ☐ explores and uses a variety of learning strategies, with limited direction	☐ ————————▶ ☐ follows detailed instructions on an independent basis ☐ sets clear goals and establishes steps to achieve them ☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations ☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions ☐ selects and uses effective learning strategies ☐ cooperates with others in the effective use of learning strategies	☐ ————————▶ ☐ ————————▶ ☐ demonstrates self-direction in learning, goal setting and goal achievement ☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning ☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions ☐ ————————▶ ☐ provides leadership in the effective use of learning strategies
Managing Resources ☐ adheres to established timelines; uses time/schedules/planners effectively ☐ uses information (material and human resources), as directed ☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service ☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively ☐ accesses and uses a range of relevant information (material and human resources), with limited direction ☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision ☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively ☐ accesses a range of information (material and human resources), and recognizes when additional resources are required ☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis ☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis ☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement ☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies) ☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation ☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches ☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints ☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ thinks critically and acts logically in the context of problem solving ☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and resolves problems efficiently and effectively ☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— *The student:*	Stage 2— *The student:*	Stage 3— *The student:*	Stage 4— *The student:*
Communicating Effectively ☐ uses communication skills; e.g., reading, writing, illustrating, speaking ☐ uses language in appropriate context ☐ listens to understand and learn ☐ demonstrates positive interpersonal skills in selected contexts	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means ☐ uses technical language appropriately ☐ listens and responds to understand and learn ☐ demonstrates positive interpersonal skills in many contexts	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments ☐ encourages, persuades, convinces or otherwise motivates individuals ☐ listens and responds to understand, learn and teach ☐ demonstrates positive interpersonal skills in most contexts	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests ☐ negotiates and works toward a consensus ☐ listens and responds to understand, learn, teach and evaluate ☐ promotes positive interpersonal skills among others

Working with Others
☐ fulfills responsibility in a group project
 	
☐ works collaboratively in structured situations with peer members
☐ acknowledges the opinions and contributions of others in the group
	☐ ───────────►
	
	☐ cooperates to achieve group results
	
	☐ maintains a balance between speaking, listening and responding in group discussions
	☐ respects the feelings and views of others
		☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload
		☐ works in a team or group:
		  – encourages and supports team members
		  – helps others in a positive manner
		  – provides leadership/ followership as required
		  – negotiates and works toward consensus as required
			☐ leads, where appropriate, mobilizing the group for high performance
			
			☐ understands and works within the context of the group
			
			☐ prepares, validates and implements plans that reveal new possibilities

Demonstrating Responsibility **Attendance** ☐ demonstrates responsibility in attendance, punctuality and task completion **Safety** ☐ follows personal and environmental health and safety procedures ☐ identifies immediate hazards and their impact on self, others and the environment ☐ follows appropriate/emergency response procedures **Ethics** ☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ ───────────► ☐ recognizes and follows personal and environmental health and safety procedures ☐ identifies immediate and potential hazards and their impact on self, others and the environment ☐ ───────────► ☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ ───────────► ☐ establishes and follows personal and environmental health and safety procedures ☐ ───────────► ☐ ───────────► ☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ ───────────► ☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations ☐ ───────────► ☐ ───────────► ☐ demonstrates accountability for actions taken to address immediate and potential hazards ☐ analyzes the implications of personal/group actions within the global context ☐ states and defends a personal code of ethics as required
★ **Developmental Framework** • *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

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(1997)

COSMETOLOGY STUDIES

B. STRAND RATIONALE AND PHILOSOPHY

Throughout history, people have practised various forms of body care, grooming and enhancement for personal, social, cultural and religious reasons. Some practitioners have applied their abilities in the workplace by providing professional cosmetology services to clients. The personal and professional care, grooming and enhancement of the human body is supported by an array of industries including those that manufacture cosmetics and related equipment, tools and supplies for personal and/or professional use, and those that provide professional cosmetology services. Each of these industries provides career opportunities for suitably qualified people.

Cosmetology Studies, a strand in Career and Technology Studies, focuses on personal and professional grooming, body care and enhancement practices, and provides students with opportunities to explore and prepare for cosmetology-related career options.

Cosmetology Studies encourages the student-centred process approach, which combines the development of thinking processes and practiced skills in concrete, realistic learning situations. Throughout Cosmetology Studies, students are encouraged to solve problems, make decisions and develop the abilities and flexibility needed to adapt quickly to new situations, including changes in career paths.

The emerging workplace requires that new entrants be lifelong learners who are able to access information and use technology to help solve problems and make decisions. Within the philosophy of Career and Technology Studies, *students* in Cosmetology Studies *will*:

- become responsible citizens

- appreciate and understand why personal appearance is significant in the home, at school and in the workplace

- identify and access career opportunities in cosmetology and appreciate the preparation needed to enter and progress in related fields

- develop confidence and flexibility as they assume adult roles and responsibilities and move into the workplace and/or further education and training programs

- achieve personal wellness by learning about personal and professional body care and grooming

- study, practise and achieve competencies in personal and professional grooming practices

- identify, practise and maintain high standards of safety and sanitation in personal and professional grooming activities.

In order to achieve these competencies, *the student will*:

- apply knowledge, skills and attitudes from other disciplines in contexts related to self, family and workplace

- develop basic and career-specific skills that have applications for personal use and specific applications in the world of work

- develop positive attitudes toward work through participation in realistic learning activities in varied learning environments

- develop a more positive self-concept as he or she assumes increasingly complex roles and responsibilities

- develop a greater awareness of the role of cosmetology-related businesses and industries in society, and the potential for enterprise and innovation within the cosmetology industry.

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STRAND ORGANIZATION

DEVELOPMENT MODEL

The Cosmetology Studies model below identifies the major dimensions of the program:

- knowledge, skills and attitudes
- themes
- integrating concepts
- learning contexts.

These dimensions are included in each Cosmetology Studies module.

KNOWLEDGE, SKILLS AND ATTITUDES

This dimension of the program contains the learner expectations specified in introductory, intermediate and advanced level modules.

Each module contains learner expectations identifying the basic and career-specific competencies that students are expected to develop.

- **Basic competencies** include self-management, social and academic knowledge, skills and attitudes.

KNOWLEDGE, SKILLS AND ATTITUDES

BASIC

CAREER-SPECIFIC

INTRODUCTORY   INTERMEDIATE   ADVANCED

PROFESSIONAL

PERSONAL

HAIR CARE
NAIL CARE
SKIN CARE

SPECIAL EFFECTS/SERVICES

- Hair Goods
- Theatrical Makeup
- Adornments

ENTERPRISE

- Design
- Service and Sales
- Management
- Ownership
- Competition Cosmetology

SANITATION

SAFETY

SCIENCE

COMMUNICATION

RELATIONSHIPS

COMPUTATION

ETHICS

LEGAL ISSUES

TECHNOLOGY

LEARNING CONTEXTS

THEMES   INTEGRATING
                CONCEPTS

- **Career-specific competencies** include the knowledge, skills and attitudes that support transition to the workplace and/or post-secondary cosmetology-related activities.

THEMES AND INTEGRATING CONCEPTS

Themes link learner expectations to meaningful activities. They describe the settings in which the learner expectations relating to hair, nail and skin care, the use of special effects and services for enhancing the body, and enterprise, are achieved.

Integrating concepts describe learning elements addressed in each theme, and provide linkages among the modules and relevance for student learning.

LEARNING CONTEXTS

The personal learning context focuses on the development of competencies appropriate to personal body care, grooming and enhancement.

The professional learning context focuses on the development of competencies required to pursue work and/or further education or training in cosmetology.

LEVELS

Introductory level modules within Cosmetology Studies encourage exploration and establish a foundation of related knowledge, skills and attitudes. Learning experiences begin at a concrete level, and help students to recognize the significance of personal and professional grooming practices. Intermediate level modules emphasize career awareness and job opportunities and provide opportunities for students to further develop their ability to provide grooming services to themselves and others. Advanced level modules emphasize preparation and empowerment and provide opportunities for students to develop more specialized knowledge, skills and attitudes relevant to careers in cosmetology and related areas, and to further education and training.

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INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Personal Images ● COS1010		Professional Practices ● ● ◆ COS3010	Images and Practices
Hair Graphics 1 COS1020	Hair Graphics 2 ◆ COS2010	Long Hair Graphics ◆ COS3020	Hair and Scalp Care
Hair & Scalp Care 1 COS1030	Hair & Scalp Care 2 ◆ COS2020	Hair & Scalp Care 3 ◆ COS3030	
Forming & Finishing 1 ◆ COS1040	Forming & Finishing 2 ◆ COS2030	Hair & Scalp Care 4 (Client Services) COS3040	
	Haircutting 1 ◆ COS2040	Haircutting 2 ◆ COS3050	Haircutting
		Haircutting 3 ◆ (Client Services) COS3060	
	Hair Care & Cutting 1 ◆ (Client Services) COS2050	Hair Care & Cutting 2 ◆ (Client Services) COS3070	
Permanent Waving 1 ◆ (The Physical Process) COS1050	Permanent Waving 2 ◆ (Cold Waving) COS2060	Permanent Waving 5 ◆ (Designer) COS3080	Chemical Services: Permanent Waving
	Permanent Waving 3 ◆ (Heat-assisted) COS2070	Relax/Straighten Hair ◆ COS3090	
	Permanent Waving 4 ◆ (Client Services) COS2080	Wave, Relax & Straighten Hair ◆ (Client Services) COS3100	
	Colouring 1 ◆ COS2090	Colouring 2 (Permanent) ◆ COS3110	Chemical Services: Haircolouring
	Colour Removal 1 ◆ COS2100	Colour Removal 2 ◆ COS3120	
	Colouring & Removal 1 ◆ (Client Services) COS2110	Colouring & Removal 2 ◆ (Client Services) COS3130	
Skin Care 1 (Basic Practices) COS1060	Facials & Makeup 1 ◆ COS2120	Body Therapy ◆ COS3140	Skin Care
	Facials & Makeup 2 ◆ (Client Services) COS2130	Hair Removal ◆ COS3150	
	Skin Care 2 (Client Services) ◆ COS2140	Skin Care 3 (Client Services) ◆ COS3160	

——— Prerequisite   - - - - Recommended sequence

● Prerequisite to all introductory modules in this strand.
● ● Prerequisite to all advanced modules in this strand.
◆ Refer to specific modules for additional prerequisites.

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
		Male Facial Grooming 1◆ COS3170	Male Facial Grooming
		Male Facial Grooming 2◆ (Client Services) COS3180	
Manicuring 1◆ COS1070	Manicuring 2◆ COS2150	Nail Technology◆ COS3190	Nail Care
	Nail Art◆ COS2160		
		Pedicuring◆ COS3200	
	Manicuring 3 (Client Services)◆ COS2170	Nail Care (Client Services) ◆ COS3210	
	Hairpieces & Extensions◆ COS2180	Wigs & Toupees◆ COS3220	Special Effects/ Services
		Hair Goods (Client Services)◆ COS3230	
Theatrical Makeup 1 (Basic Principles) COS1080	Theatrical Makeup 2◆ (Planning the Images) COS2190	Theatrical Makeup 3◆ (Changing Images) COS3240	
		Theatrical Makeup 4◆ (Client Services) COS3250	
		Facial & Body Adornment◆ COS3260	
	Historical Cosmetology◆ COS2200	Creative Cosmetology◆ COS3270	Enterprise and Competition
	Sales & Service 1 (Principles & Practices) COS2210	Sales & Service 2◆ (Effectiveness) COS3280	
		Competition Cosmetology◆ COS3290	

——— Prerequisite   - - - - Recommended sequence

◆ Refer to specific modules for additional prerequisites.

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MODULE DESCRIPTIONS

Module COS1010: Personal Images
Students develop increased appreciation for the significance of personal grooming in various life situations, as well as the knowledge and skills required to perform basic grooming practices.

Module COS1020: Hair Graphics 1
Students handle hair confidently; brush, comb and part hair correctly; and create ropes, knots and two- or three-strand braids.

Module COS1030: Hair & Scalp Care 1
Students analyze and describe the structure and condition of hair and scalp, as well as identify and use basic cleansing and surface conditioning products.

Module COS1040: Forming & Finishing 1
Students wave, curl and style hair, using a variety of equipment, tools and supply items.

Module COS1050: Permanent Waving 1 (The Physical Process)
Students section, block and wind hair for a basic permanent wave, using conventional waving rods and supplies.

Module COS1060: Skin Care 1 (Basic Practices)
Students identify the basic structures and functions of the skin, analyze skin and perform basic skin care practices, including cleansing, toning, nourishing and protecting.

Module COS1070: Manicuring 1
Students identify the functions, shapes and basic structure of fingernails, conditions of hands and fingernails, and perform a plain manicure.

Module COS1080: Theatrical Makeup 1 (Basic Principles)
Students describe the purpose and scope of theatrical makeup, identify elements related to designing theatrical makeup, and use appropriate materials to perform basic theatrical makeup techniques.

Module COS2010: Hair Graphics 2
Students use photo or other images as guides to recreate a variety of ropes, braids, knots, rolls and twists to produce finished hairstyles.

Module COS2020: Hair & Scalp Care 2
Students analyze the histology and condition of hair and the relationship of hair to the scalp, and select and use appropriate hair and scalp cleansing and conditioning products.

Module COS2030: Forming & Finishing 2
Students analyze head and facial features, determine suitable hairstyles, and form and finish hairstyles.

Module COS2040: Haircutting 1
Students demonstrate safe handling of haircutting and hairthinning tools, and describe and demonstrate basic cutting methods.

Module COS2050: Hair Care & Cutting 1 (Client Services)
Students analyze a client's need for hair and scalp care and perform the necessary services.

Module COS2060: Permanent Waving 2 (Cold Waving)
Students identify types of chemicals used to permanently wave hair and the relationship between the chemical process and the physical process. Students also analyze hair and combine the two processes to perform complete cold waves.

Module COS2070: Permanent Waving 3 (Heat-assisted)
Students use appropriate physical and chemical processes and products to perform heat-assisted permanent waves, and analyze the quality of the waves.

Module COS2080: Permanent Waving 4 (Client Services)
Students analyze the condition of hair, identify and describe available types of permanent waves, and recommend and perform permanent waving services appropriate to the client's needs and wants.

Module COS2090: Colouring 1

Students describe the basic principles of colour and haircolouring, describe and perform patch/ predisposition and strand tests, and prepare and apply temporary and semipermanent haircolours.

Module COS2100: Colour Removal 1

Students describe the basic principles of colour removal, levels of colour, colour removal chemicals and application procedures, and prepare and apply a variety of products to remove natural and artificial haircolour.

Module COS2110: Colouring & Removal 1 (Client Services)

Students analyze the condition of a client's hair and scalp, and prepare for and perform colouring and colour removal services.

Module COS2120: Facials & Makeup 1

Students describe the anatomy, physiology and histology of the skin and the effect of pathogenic organisms on the body. Students also analyze facial shapes and conditions, and perform facial care and corrective makeup techniques.

Module COS2130: Facials & Makeup 2 (Client Services)

Students consult with and analyze a client's skin care needs, and perform a variety of facial services, including surface cleansing and corrective makeup techniques.

Module COS2140: Skin Care 2 (Client Services)

Students consult with and analyze the client's skin care needs, and recommend and perform client-approved services, including cleansing, toning (manual and electrical massage), nourishing and protecting.

Module COS2150: Manicuring 2

Students describe the anatomy of the arm and hand, identify diseases and disorders of the hands and nails and hand and nail conditions that may be treated by a manicurist, and recommend and perform services for treatable conditions.

Module COS2160: Nail Art

Students describe nail art techniques used to enhance the appearance of fingernails, as well as design and produce simple nail art.

Module COS2170: Manicuring 3 (Client Services)

Students analyze hands and nails to determine manicure needs and the presence of treatable and nontreatable conditions, as well as select and perform appropriate manicure and related services.

Module COS2180: Hairpieces & Extensions

Students describe the purpose of hairpieces and extensions and types of hair and fibres used in constructing hair goods, and analyze and service hair goods.

Module COS2190: Theatrical Makeup 2 (Planning the Images)

Students design, select and apply makeup to create images of selected characters and to enhance personal appearances for theatrical purposes.

Module COS2200: Historical Cosmetology

Students, in addition to recreating historical hairstyles and facial images, describe the historical trends in hairstyles and makeup, and the relationship between historical changes in cosmetology to other changes in society.

Module COS2210: Sales & Service 1 (Principles & Practices)

Students describe and demonstrate basic principles of selling and service in the various sectors of the cosmetology industry.

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Module COS3010: Professional Practices
Students describe the sectors of the cosmetology industry, as well as current and projected trends, needs, career opportunities, trade ethics and qualifications required for entry into each sector.

Module COS3020: Long Hair Graphics
Students design and produce symmetrical and asymmetrical hairstyles to create long hair graphics.

Module COS3030: Hair & Scalp Care 3
Students analyze the condition of the hair and scalp, make treatment decisions and recommendations, and clean and condition the hair and scalp, using available technology.

Module COS3040: Hair & Scalp Care 4 (Client Services)
Students analyze a client's hair and scalp, make treatment decisions and recommend services, and perform client-approved hair and scalp care services to a client's satisfaction.

Module COS3050: Haircutting 2
Students demonstrate the ability to design and follow cutting patterns, and safely use haircutting and thinning shears, razors and electric clippers.

Module COS3060: Haircutting 3 (Client Services)
Students analyze hair, scalp, face, haircuts and styles, recommend hairstyles, prepare clients and perform haircutting services.

Module COS3070: Hair Care & Cutting 2 (Client Services)
Students consult with the client to determine services desired, analyze a client's hair and scalp, face and facial features, and recommend and perform client-approved services and treatments to create finished hairstyles.

Module COS3080: Permanent Waving 5 (Designer)
Students identify and describe designer techniques, processes and implements used to permanently wave hair, complete a chemical process for each designer technique, and describe the advantages and disadvantages of each technique.

Module COS3090: Relax/Straighten Hair
Students describe the purposes and products available to physically and chemically relax and straighten hair, and identify, describe and practise safe relaxing and straightening techniques.

Module COS3100: Wave, Relax & Straighten Hair (Client Services)
Students analyze a client's hair and scalp, and recommend appropriate waving, relaxing and straightening services.

Module COS3110: Colouring 2 (Permanent)
Students describe the purposes and principles of permanent haircolouring, identify permanent colouring products, their active ingredients and their effects on the hair and possible effects on the body, and demonstrate skin and strand testing and retouch and whole head colour applications.

Module COS3120: Colour Removal 2
Students analyze the condition of the hair and scalp and the nature of colour in/on hair, and prepare and apply various colour removal products to regrowths and whole heads of hair.

Module COS3130: Colouring & Removal 2 (Client Services)
Students analyze the condition of a client's hair and scalp, consult with the client, and recommend, prepare for, and perform colouring and colour removal services.

Module COS3140: Body Therapy
Students apply available technology to provide therapies (heat, electrical and light), apply principles and practices of body therapy, and apply skin care products to body surfaces.

Module COS3150: Hair Removal

Students describe temporary and permanent hair removal methods, classify each method as a physical, chemical or electrical procedure, and identify and describe safety and sanitary practices for each procedure.

Module COS3160: Skin Care 3 (Client Services)

Students analyze a client's skin and determine skin care needs, consult with the client, and recommend, prepare for, and perform approved skin care services.

Module COS3170: Male Facial Grooming 1

Students describe principles and demonstrate practices for male facial grooming, including basic skin care, shaving, moustache/beard shaping, trimming and waxing, and nasal and aural hair removal.

Module COS3180: Male Facial Grooming 2 (Client Services)

Students analyze a client's face to determine facial grooming needs, consult with the client, and recommend and perform male facial grooming services, as required.

Module COS3190: Nail Technology

Students describe causes of nail breakage and damage, demonstrate techniques used to repair damaged nails and apply artificial nails, and describe effects of artificial/sculptured nails on natural nails.

Module COS3200: Pedicuring

Students describe relationships between a manicure and pedicure, and identify and demonstrate a pedicuring procedure, including foot massage.

Module COS3210: Nail Care (Client Services)

Students analyze client's hands, feet and nails and determine manicure/pedicure needs, consult with the client and recommend services and products to enhance the condition and appearance of nails, and use available technology to perform manicures/pedicures and related services.

Module COS3220: Wigs & Toupees

Students identify the purpose of wigs and toupees, and factors affecting the quality of wigs and toupees, and demonstrate safe and sanitary procedures used to clean, colour, cut, fit, repair and style wigs and toupees, as well as take head measurements and samples.

Module COS3230: Hair Goods (Client Services)

Students analyze hair goods, make decisions relating to services needed, perform client-approved services to hair goods, and take a client's head measurements in preparation for ordering a custom-made hair good.

Module COS3240: Theatrical Makeup 3 (Changing Images)

Students identify materials and describe procedures used to construct and apply two- and three-dimensional makeup and prostheses, analyze images of characters and design, and plan and apply theatrical makeup to recreate images of characters.

Module COS3250: Theatrical Makeup 4 (Client Services)

Students provide a client or client group with the theatrical makeup services to create images that are appropriate to different lighting and portrayal conditions.

Module COS3260: Facial & Body Adornment

Students identify adornments available to enhance or change appearances, describe effects of different adornments, demonstrate safe and sanitary service procedures, and explore alternative forms of body adornment.

Module COS3270: Creative Cosmetology

Students describe current cosmetology-related fashions, fads and trends, and apply design principles to create skin, hair and nail stylings that may become fads or trends.

Module COS3280: Sales & Service 2
Students distinguish between sales and service techniques that encourage positive client responses and those that evoke negative responses, demonstrate effective sales and service techniques, and identify and demonstrate duties performed by salon receptionists.

Module COS3290: Competition Cosmetology
Students identify opportunities to participate in competitions relating to cosmetology, describe the qualities needed to be competitive and the judging systems used at various levels of competitions, and demonstrate ability to be competitive in one or more areas of cosmetology.

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RECOMMENDED LINKAGE MODULES IN THE CONTEXT OF COSMETOLOGY STUDIES

See Section H (Linkages/Transitions) for further details on the following modules.

Module DES1020: The Design Process
Students identify the elements of design and basic design processes and creates and/or change body images with the aid of cosmetics and other related materials. See Design Studies Guide to Standards and Implementation.

Module ENT1010: Challenge & Opportunity
Students apply strategies and develop competencies associated with being enterprising and innovative, describe the process and parts of a venture plan, and assess a variety of venture opportunities related to cosmetology. See Enterprise and Innovation Guide to Standards and Implementation.

Module ENT1020: Planning a Venture
Students demonstrate qualities that initiate change, and selects, plans and assess a cosmetology-related venture. See Enterprise and Innovation Guide to Standards and Implementation.

Module ENT2010: Analyzing Ventures
Students describe methods for analyzing and evaluating ventures, examine criteria important to a venture's success in a cosmetology-related area, conduct market research and analyzes data, and use data to assess ventures. See Enterprise and Innovation Guide to Standards and Implementation.

Module ENT2040: Implementing the Venture
Students determine the start-up requirements for a cosmetology-related venture, establish management procedures required to start the venture, and demonstrate leadership qualities in implementing the venture. See Enterprise and Innovation Guide to Standards and Implementation.

Module ENT3010: Managing the Venture
Students manage the cosmetology-related venture by establishing a variety of management procedures, examine critical risks and develop contingency procedures, and monitor the venture plan and revise as necessary. See Enterprise and Innovation Guide to Standards and Implementation.

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SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Cosmetology Studies strand, or the *CTS Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two or more strands. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for more information on course names and course codes.

Module selection and sequencing should consider:

- prerequisite(s)
- supporting module(s) (other CTS modules that may enhance the learning opportunity if offered with the module)
- module parameters
  - instructional qualifications, if specialized
  - equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible time-tabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and are within each module.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each MLE and student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 12) for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to noncommercial or government agencies that offer resources that may be of assistance in this strand.

Sample Student Learning Guides

In addition to the resources, Sample Student Learning Guides are available for some modules in Cosmetology Studies (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the time lines?
- How will the final mark be calculated?

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PLANNING FOR COSMETOLOGY

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Cosmetology Studies strand.

Selecting Modules

The scope and sequence chart in Section B provides an overview of the Cosmetology Studies modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

At the junior high level, a basic Cosmetology Studies course might comprise the following modules:

- Personal Images
- Skin Care
- Manicuring 1.

Additional modules to consider, at the junior high level, are:

- Hair Graphics 1
- Hair & Scalp Care 1.

Please consult Section D of this Guide for module parameters required for these two modules.

At the high school level, Cosmetology Studies modules may be offered by schools as courses that combine 3, 4 or 5 modules for 3, 4 or 5 credits, respectively.

Courses may be designed using only Cosmetology Studies modules or by combining these modules with modules from other CTS strands; e.g., Enterprise and Innovation, and Design Studies.

Cosmetology Studies will benefit from interaction and partnership with community members as well as access to up-to-date information sources.

Special Considerations

Module COS3260 Facial & Body Adornment— The school jurisdiction should be consulted to ensure that optional areas of instruction in this module are acceptable.
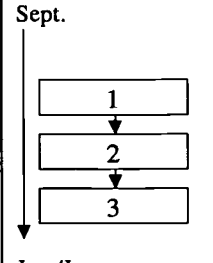
The following is a sample of a 3-credit course.

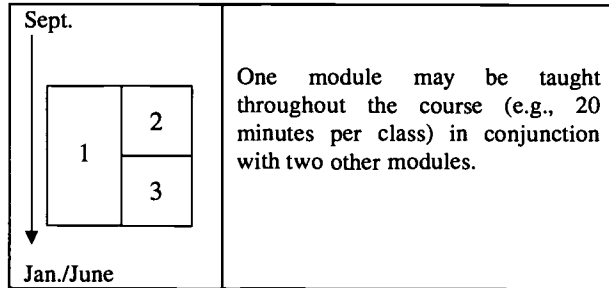| MODULES |
|---|
| Personal Images (COS1010)
 Skin Care (COS1060)
 Manicuring 1 (COS1070) |
| RATIONALE/LEARNINGS |
| Students develop an increased appreciation for the significance of personal grooming in various life situations. As well, they develop the ability to analyze personal grooming needs and perform basic grooming practices (including skin, scalp, hair and nail cleansing and care) on themselves and others.

 This course complements other CTS strands, including Tourism Studies and Foods, and other core programs such as science and social studies. The course also provides students with opportunities to identify, use and compare personal and professional grooming practices, equipment, tools and materials. |

Organizing for Learning

Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of this Guide).
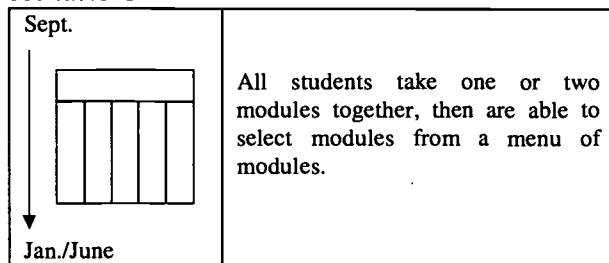
Scenario A

Sept. 1 ↓ 2 ↓ 3 Jan./June	Modules may be taught sequentially.

Scenario B

Sept. 1 2 3 Jan./June	One module may be taught throughout the course (e.g., 20 minutes per class) in conjunction with two other modules.

Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C

Sept. Jan./June	All students take one or two modules together, then are able to select modules from a menu of modules.

Scenario D

Sept. Jan./June	From a list of modules defined by the teacher, the students select which ones they will work on and, in consultation with the teacher, establish timelines for completion and submission of assignments, etc.
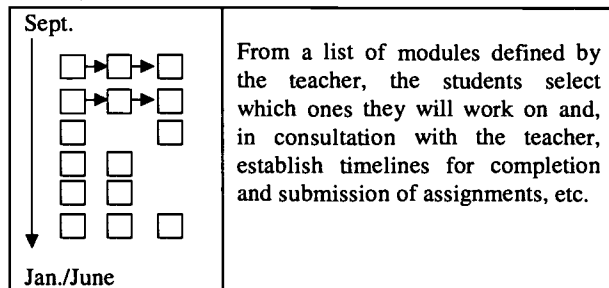
Identifying Linkages

Specific modules from other strands have been included in Section H (Linkages/Transitions). Their inclusion indicates that the content of these modules is integral to the Cosmetology Studies strand as well as to their strand of origin.

Modules from other strands included in this document are:

Design Studies strand:

DES1020   The Design Process

Enterprise and Innovation strand:

ENT1010   Challenge & Opportunity
ENT2020   Planning a Venture
ENT2010   Analyzing Ventures
ENT2040   Implementing the Venture
ENT3010   Managing the Venture

Section H of this Guide describes additional linkages within CTS and with core and complementary programs. Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

Note that project, leadership and other modules from the Career Transitions strand may be combined with modules from Cosmetology Studies to provide increased opportunity for students to develop expertise and refine their competencies.

Improving Smooth Transitions to the Workplace and/or Post-secondary Programs

Section H of this Guide describes potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

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MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Cosmetology Studies.

> Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.
>
> Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.
>
> Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

MODULE COS1010: PERSONAL IMAGES

Level: Introductory

Theme: Images and Practices

Prerequisite: None

Module Description: Students develop increased appreciation for the significance of personal grooming in various life situations, as well as the knowledge and skills required to perform basic grooming practices.

Module Parameters: Access to a personal grooming facility and related equipment and materials.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• appreciate that one's appearance is a mode of communication with others	• **Process** in which the student will: – given personal grooming performance criteria and resources relating to personal grooming, list preferred grooming practices and products and give reasons for choices.	25
• describe the relationship between a well-groomed appearance and a positive self-concept and develop a personal grooming plan	*Assessment Tool* *Board Exam Review for Cosmetology:* *– Your Professional Image* • **Applied Problem Solving** in which the student will: – develop a personal grooming plan.	25
• identify, compare, apply and assess personal grooming practices and products that contribute to healthfulness	• **Product** in which the student will: – demonstrate the application of his or her personal grooming plan consistently – demonstrate the safe and sanitary handling and use of personal grooming materials. *Assessment Tool* *COSTAT1010: Personal Images* *COSSAT1010: Personal Images*	35 15
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes

Grooming Defined/ Described	*The student should:*
	• define the term grooming and describe it from different points of view:
	   – cultural
	   – personal
	   – classmates
	   – world of work.
		Reference current grooming, teen magazines and newspapers.

Grooming as Communication	• identify grooming practices/conditions that affect verbal/non-verbal communication:
	   – to self
	   – to others.	

Healthfulness and Well-being	• list and describe grooming practices that contribute to healthfulness and a sense of well-being in various situations; e.g., school, home, workplace • describe how appearance and, thus, grooming may influence self-confidence and interpersonal relationships.	

Hygiene and Sanitation	• identify, define and describe practices relating to:
	   – personal hygiene
	   – public hygiene
	   – sanitation
	   – sterilization of tools and equipment.	

Introductory

Concept	Specific Learner Expectations	Notes

Components of Grooming	*The student should:*
	
	• identify and describe personal hygiene components of grooming:
	  – skin care
	  – hair care
	  – facial care
	  – hand and nail care
	
	• identify and describe other components of grooming that contribute to healthfulness and well-being including:
	  – posture
	  – exercise
	  – rest
	  – nutrition.
		Doctor or nurse may be consulted.

Factors Affecting Grooming	• describe factors affecting grooming choices and practices.	

Grooming Products and Implements	• investigate and describe grooming products and implements available for:
	  – personal use
	  – professional use
	
	• apply informed decision-making skills in the selection and use of grooming products and appliances and describe the impact these decisions may have on the environment.
		Contact cosmeticians in local department stores and pharmacies.
		
		Consult information items published by Health and Welfare Canada.

Grooming Practices	• demonstrate practices contributing to his or her personal grooming including:
	  – hair care; e.g., forming, finishing
	  – facial care; e.g., cleansing, toning, nourishing
	  – hand and nail care; e.g., cleansing, filing
	
	• apply knowledge of grooming to make effective decisions, solve problems and evaluate practices associated with grooming.	

MODULE COS1020: HAIR GRAPHICS 1

Level: Introductory

Theme: Hair and Scalp Care

Prerequisite: COS1010 Personal Images

Module Description: Students handle hair confidently; brush, comb and part hair correctly; and create ropes, knots and two- or three-strand braids.

Module Parameters: Access to a personal or professional grooming facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• distinguish among and name different techniques used to create hair graphics	• **Concept Testing** in which the student will: – prepare and present a report distinguishing among different hair graphics and the technique used to create them. *Assessment Tool* *CTS Rubric: Presentation/Reports*	10 10
• identify and describe safety and sanitation practices used when creating hair graphics		
• handle hair confidently while using a variety of implements to control, direct and part hair	• **Process** in which the student will: – handle brushes and combs in a sanitary manner, to control, direct and part hair without causing damage to hair or discomfort or injury to the scalp.	30
• create and properly secure hair graphics including ropes, knots and two- and three-strand braids	• **Product** in which the student will: – produce and secure correctly each of the following graphics: • rope graphics • knot graphics • two-strand braids • three-strand braids. *Assessment Tool* *COSTAT1020: Hair Graphics 1*	50
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Implements and Materials	*The student should:* • identify and describe the implements and materials used to control, direct and part hair.	
Controlling, Directing and Parting Hair	• describe and demonstrate the use of hands to control, direct and part hair • demonstrate correct handling of implements to control, direct and part hair • create straight, curved and diagonal partings.	
Hair Graphics: Techniques	• define and describe the term hair graphics • distinguish among ropes, knots and braids.	Observe hair graphics worn by people of various cultural groups.

Creating Hair Graphics	• create and secure a variety of hair roping effects:
	  – single-strand ropes
	  – double-strand ropes
	  – triple-strand ropes
	
	• create and secure a variety of braids:
	  – two-strand braids; e.g., ponytail, fishtail effect
	  – three-strand braids; e.g., visible braiding, invisible braiding
	
	• create a secure hairstyle by combining two or more different hair graphic techniques.
		Shoe laces or similar materials may be used to practise basic roping, braiding and knotting techniques.

Safety and Sanitation	• identify and follow safe and sanitary practices when using materials to rope, knot and braid hair • maintain a clean, safe work area • clean and return implements and materials to proper storage areas after use.	

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MODULE COS1030: HAIR & SCALP CARE 1

Level: Introductory

Theme: Hair and Scalp Care

Prerequisite: COS1010 Personal Images

Module Description: Students analyze and describe the structure and condition of hair and scalp, as well as identify and use basic cleansing and surface conditioning products.

Module Parameters: Access to a personal and professional grooming facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the structure, functions and conditions of the hair and scalp	• **Concept Testing** in which the student will: – given 30 questions relating to hair and scalp care, answer a minimum of 25 questions correctly.	20
• describe internal and external factors that may affect the hair and scalp	*Assessment Tool* *Board Exam Review for Cosmetology:* – *Draping* – *Shampooing, Rinsing and Conditioning*	
• select and use a variety of hair and scalp care products and implements to perform hair and scalp care treatments including brushing, combing, cleansing and conditioning	• **Process** in which the student will: – analyze a minimum of six hair and scalps and record the analyses on a record chart.	20
	• **Product** in which the student will: – perform brushing, combing, cleansing and conditioning treatments to quality standards indicated on a hair and scalp care performance chart	40
• perform hair and scalp care treatments in a safe and sanitary manner	– follow safe and sanitary industry practices as indicated on a hair and scalp care performance chart.	20
	Assessment Tool *COSTAT1030: Hair & Scalp Care 1* *COSSAT1030: Hair & Scalp Care 1*	
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process.	Integrated throughout
	Assessment Tool *Basic Competencies Reference Guide and any assessment tools noted above*	

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Concept	Specific Learner Expectations	Notes

Hair Structure and Functions	*The student should:*
	
	• identify and describe basic structures of hair:
	   – cuticle
	   – cortex
	   – medulla
	
	• describe the functions of hair.
		Access to and use of a good microscope will facilitate learning.

Hair and Scalp Conditions	• identify and describe basic conditions of hair:
	   – normal
	   – oily
	   – dry
	   – chemically processed
	
	• identify and describe basic conditions of the scalp:
	   – normal
	   – oily
	   – dry
	   – flaky
	
	• describe factors affecting the condition of the hair and scalp:
	   – physical
	   – chemical
	   – health
	   – wellness.	

Cleansing and Conditioning Products	• identify products available to cleanse and condition hair and scalp for:
	   – personal use
	   – professional use.
		Contact manufacturers, jobbers, drug and department stores.

Hair Brushing and Combing	• handle hair brushes and combs correctly to remove tangles, control and direct hair • section hair and handle a hair brush correctly to release excess scalp tissue and help remove unwanted hair coatings; e.g., hair spray, grit.	

Concept	Specific Learner Expectations	Notes
Draping	*The student should:* • describe the purpose and materials used to drape a client • drape client for a wet service • remove draping after completing the wet service.	
Shampooing	• identify steps in the shampooing procedure • drape and protect the client • analyze the basic condition of the hair and scalp • select a shampoo appropriate to the condition of the hair and scalp • perform each step in the shampooing procedure in the correct order including: – wetting – applying and distributing shampoo – massaging the scalp – rinsing – checking – towel drying.	
Conditioning	• analyze the basic condition of the hair and scalp and determine the need for conditioning • select an instant conditioner appropriate to the needs of the hair and scalp • read and interpret the manufacturer's instructions for using the selected conditioner • apply conditioner according to manufacturer's instructions • allow conditioner to process, if necessary • complete conditioning process as instructed.	

Concept	Specific Learner Expectations	Notes
Safety and Sanitation	*The student should:* • identify and follow safe and sanitary practices • protect client and client's property while providing services • maintain a clean, safe work area • sanitize and return equipment and materials to proper storage/laundry areas after use.	Obtain local and provincial health and safety regulations.

MODULE COS1040: FORMING & FINISHING 1

Level: Introductory

Theme: Hair and Scalp Care

Prerequisites: COS1010 Personal Images
COS1030 Hair & Scalp Care 1

Module Description: Students wave, curl and style hair, using a variety of equipment, tools and supply items.

Module Parameters: Access to a personal or professional grooming facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe techniques available for forming and finishing hair	• **Concept Testing** in which the student will: – given 30 questions relating to forming and finishing, answer a minimum of 25 questions correctly.	25
• select and use appropriate equipment, implements and materials for forming and finishing hair into selected hair effects and hairstyles • perform all forming and finishing activities in a safe and sanitary manner	*Assessment Tool* *Board Exam Review for Cosmetology:* – *Finger Waving* – *Wet Hairstyling* – *Thermal Hairstyling* • **Product** in which the student will: – perform forming and finishing techniques suited to selected hairstyles and hair effects to quality, safety and sanitation standards. *Assessment Tool* *COSTAT1040: Forming & Finishing 1*	75
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any* *assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes

Forming Hair (Theory)	*The student should:*
	
	• define and describe the term forming hair
	
	• describe techniques used to form hair:
	  – blow-drying/blow waving
	  – ironing
	  – waving
	  – pin curling
	  – hand shaping
	
	• identify and describe implements used to form hair:
	  – blow-dryers
	  – curling irons
	  – rollers
	  – clips
	  – setting combs
	  – brushes
	  – combs.	

Materials	• identify and describe materials used to assist forming of hair:
	  – mousse
	  – gels
	  – lotions.	

Draping	• drape client for a dry service • remove draping after completing the dry service.	

Forming Hair (Applications)
 	
• Blow-Drying/Blow Waving
	• describe and demonstrate safe handling of hair forming implements to protect:
	  – self
	  – clients
	  – others
	
	• identify and safely operate blow-dryer controls
	
	• demonstrate use of blow-dryer in combination with a comb or brush to:
	  – dry and control hair
	  – direct hair
	  – shape hair
		Have students read manufacturer's instructions before use.

Concept	Specific Learner Expectations	Notes
• Iron Curling	*The student should:* • identify and safely operate electrical curling iron controls and manipulate the iron • distinguish between different types and sizes of curling irons • manipulate the iron in combination with a comb to section and curl short to medium (5 cm to 15 cm) lengths of hair: – on-base – off-base	
• Roller Setting	• identify and describe different types and sizes of rollers and devices used to secure them • section, hold hair strand, wind, position and secure rollers in on-base positions	
• Finger Waving	• describe and distinguish between a shaping and a finger wave • use a wave comb to create simple shapings • use a wave comb to form a strip/section of finger waves.	
Finishing Hair	• define and describe the term finishing hair • describe techniques used to finish hair: – brushing/back brushing – combing/back combing – shaping/styling.	
Finishing Implements	• identify and describe implements used to finish hair: – brushes (e.g., straight, curved, round) – combs – picks – rakes.	

Concept	Specific Learner Expectations	Notes

Finishing Techniques	*The student should:*
	
	• describe techniques used to finish hair:
	  − hand shaping/styling
	  − brushing/back brushing
	  − combing/back combing
	  − picking
	
	• identify, describe and apply finishing cosmetics.	

Forming and Finishing a Preferred Style	• select and use appropriate forming and finishing techniques to create a preferred style.	
Safety and Sanitation	• identify and follow safe and sanitary practices when using finishing implements and materials • protect client and client's property while providing services • maintain a clean, safe work area • sanitize and return implements and materials to proper storage areas after use.	Review local and provincial health and safety regulations.

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MODULE COS1050: PERMANENT WAVING 1 (THE PHYSICAL PROCESS)

Level: Introductory

Theme: Chemical Services: Permanent Waving

Prerequisites: COS1010 Personal Images
COS1030 Hair & Scalp Care 1

Module Description: Students section, block and wind hair for a basic permanent wave, using conventional waving rods and supplies.

Module Parameters: Access to personal or professional grooming facility.

Note: Journeyman hairstylist qualification desirable.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the history of permanent waving	• **Concept Testing** in which the student will: — present a verbal, written or other description of the history of permanent waving	10
• distinguish between the physical and chemical processes involved in the permanent waving of hair	— given 20 questions relating to permanent waving—the physical process, answer all questions correctly.	20
• perform basic sectioning, blocking and winding techniques	*Assessment Tool* *Board Exam Review for Cosmetology:* — *Permanent Waving*	

• demonstrate alternative sectioning, blocking and winding techniques	• **Process and Product** in which the student will:
	— perform techniques related to the physical process including:
	  • basic technique/pattern
	  • a minimum of two alternative techniques/patterns.
		30
		 40

• identify and follow safe and sanitary practices		
• maintain records of processes used	*Assessment Tool* *COSTAT1050: Permanent Waving 1 (The Physical Process)* *COSSAT1050: Permanent Waving 1 (The Physical Process)*	
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process.	Integrated throughout
	Assessment Tool *Basic Competencies Reference Guide and any assessment tools noted above*	

Concept	Specific Learner Expectations	Notes

Permanent Waving: History	*The student should:*
	
	• research and describe the major developments in permanent waving:
	  – equipment/tools
	  – chemicals
	
	• identify and describe permanent waving technology currently available.	

Permanent Waving: Processes	• identify and describe the major processes involved in permanent waving:
	  – physical process
	  – chemical process.	

Permanent Waving: Physical Process
 	
• Steps
	• identify and describe the steps in the physical process of permanently waving hair:
	  – sectioning
	  – blocking
	  – wrapping
	  – winding
	  – securing	

• Rods and Wraps	• identify shapes and sizes of conventional permanent waving rods • describe the uses and effects of rods with different shapes and sizes • demonstrate methods of securing conventional rods • describe purposes of permanent wave wraps	
• Sectioning	• part hair and secure each section to create a basic sectioning pattern • identify order in which sections should be blocked, wrapped and wound	
• Blocking	• part sections into blocks to correspond to the diameter and length of rods to be wound and in relation to hair length and density • hold hair perpendicular to the block	

Concept	Specific Learner Expectations	Notes

• Wrapping
 	
• Winding and Securing
	The student should:
	
	• wrap blocks using acceptable wrapping techniques:
	  – single wrap
	  – double wrap
	  – envelope wrap
	
	• discuss the advantages/disadvantages of different wrapping techniques
	
	• wind rods to sit on-base, half-base, off-base
	
	• ensure rods are wound with proper tension
	
	• secure each rod without causing marks or damage to other hair.	

Keeping Records	• record details of procedure used on a permanent wave record card; e.g., pattern, rods.	
Safety and Sanitation	• identify and follow the safe and sanitary practices when using permanent waving materials • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of all waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS1060: SKIN CARE 1 (BASIC PRACTICES)

Level: Introductory

Theme: Skin Care

Prerequisite: COS1010 Personal Images

Module Description: Students identify the basic structures and functions of the skin, analyze skin and perform basic skin care practices, including cleansing, toning, nourishing and protecting.

Module Parameters: Access to a personal or professional personal grooming facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• describe the functions of skin and identify the basic structure of skin, types of skin and factors that affect the condition of skin	• **Concept Testing** in which the student will:
	– given 30 questions relating to skin care, answer a minimum of 25 questions correctly.
	
	Assessment Tool
	    Board Exam Review for Cosmetology:
	    – Theory of Massage
	    – Facials
	    – Facials and Makeup
		40

• analyze skin, determine skin types and perform basic skin care, including safe and sanitary:
    – cleansing
    – toning
    – nourishing
    – protecting
	• **Professional Product** in which the student will:
	– perform six skin analysis and six skin care procedures including:
	    • skin analysis
	    • skin care.
	
	Assessment Tool
	    COSTAT1060: Skin Care
	    COSSAT1060: Skin Care
		30
		30

• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	Assessment Tool
	    Basic Competencies Reference Guide and any
	        assessment tools noted above
		Integrated throughout

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Concept	Specific Learner Expectations	Notes
Anatomy, Physiology, Histology	*The student should:* • define the terms anatomy, physiology and histology.	
Physiology of Skin	• describe functions of skin • identify and describe skin functions that may be affected by a cosmetologist.	

Anatomy/Histology of Skin	• identify and describe the basic structure and function of:
	   – major areas of the skin
	   – appendages of the skin:
	     • hair, nails
	     • glands.
		Consult with teachers of science courses; e.g., biology, Science 10.

Keratinization	• define the terms protein and keratin and describe their relationship to skin • describe the basic principles of keratinization • explain how keratinization helps ensure healthy skin.	

Skin Types and Conditions	• identify and describe the appearance of healthy skin
	
	• identify and describe basic skin types:
	   – normal
	   – dry
	   – oily
	   – combination
	
	• describe factors that may affect skin condition:
	   – heredity
	   – environment
	   – chemicals
	   – health
	   – wellness
	
	• describe lesions, disorders and diseases of skin.	

Concept	Specific Learner Expectations	Notes
Skin Care Cosmetics	*The student should:* • identify and describe the use of cosmetics available to cleanse, tone, nourish and protect the skin.	
Skin Care Procedures • Cleansing • Toning • Nourishing • Protecting	• define and describe procedures used to care for skin: – cleansing – toning – nourishing – protecting • identify products and materials available to care for skin • surface cleanse the face • apply toning cosmetics to close pores of the face • apply moisturizing agent to the face • apply makeup and/or other suitable cosmetics to protect various areas of the face.	Have students read manufacturer's instructions before use.
Safety and Sanitation	• identify and follow safe and sanitary practices when using skin care materials • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS1070: MANICURING 1

Level: Introductory

Theme: Nail Care

Prerequisite: COS1010 Personal Images

Module Description: Students identify the functions, shapes and basic structure of fingernails, conditions of hands and fingernails, and perform a plain manicure.

Module Parameters: Access to a personal or professional personal grooming facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the functions and identify and describe the: − basic structure of fingernails − common fingernail shapes − factors affecting the conditions of fingernails	• **Concept Testing** in which the student will: − given a 30-item test relating to manicuring, answer a minimum of 25 items correctly. *Assessment Tool* *Board Exam Review for Cosmetology:* − *Manicuring and Pedicuring*	40
• identify resources used to perform a plain manicure • analyze hands and nails, perform plain manicures and follow safe and sanitary practices	• **Process and Product** in which the student will: − perform, using safe and sanitary practices, six manicures including: • hand and nail analyses • plain manicures. *Assessment Tool* *COSTAT1070: Manicuring 1*	30 30
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Manicure Defined	*The student should:* • define the following terms: − manicure − manicurist.	

Concept	Specific Learner Expectations	Notes
Nail Physiology	*The student should:* • identify and describe the functions of nails.	
Nail Anatomy	• identify and describe the basic structure of nails and surrounding tissues • describe parts of the nail that may be enhanced by a manicurist.	
Nail Conditions, Disorders, Diseases	• describe factors affecting nail condition: – heredity – environment – chemicals – health – wellness • recognize common disorders and diseases of nails and surrounding tissues • describe conditions that may be treated by a manicurist or cosmetologist.	Consult doctor (e.g., dermatologist) or nurse.
Nail Shapes	• identify common nail shapes.	
Manicuring • Procedure • Resources • Performing a Plain Manicure	• list the steps in a plain manicure procedure • identify, describe and list equipment, tools and other materials required to perform a plain manicure • follow an established procedure to complete a plain manicure including: – client preparation – hand and nail analysis – nail filing and shaping – nail cleansing – cuticle shaping – protective/cosmetic applications.	
Safety and Sanitation	• identify and follow safe and sanitary practices when using manicuring equipment, tools and supplies • treat minor cuts • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS1080: THEATRICAL MAKEUP 1 (BASIC PRINCIPLES)

Level: Introductory

Theme: Special Effects/Services

Prerequisites: COS1010 Personal Images
COS1060 Skin Care 1 (Basic Practices)

Module Description: Students describe the purpose and scope of theatrical makeup, identify elements related to designing theatrical makeup, and use appropriate materials to perform basic theatrical makeup techniques.

Module Parameters: Access to a theatrical makeup facility and supplies.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the purpose and scope of theatrical makeup and describe the basic principles of colour and theatrical makeup	• **Concept Testing** in which the student will: – given 30 test items relating to theatrical makeup, answer a minimum of 25 items correctly. *Assessment Tool* *Board Exam Review for Cosmetology:* *– Facial Makeup*	25
• design, plan and create, in a safe and sanitary manner, basic theatrical makeup	• **Process and Product** in which the student will: – design, plan and create a minimum of three basic theatrical makeups including: • design • plan • execute. *Assessment Tool* *COSTAT1080: Theatrical Makeup 1 (Basic Principles)*	25 25 25
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes

Purpose of Theatrical Makeup	*The student should:*
	
	• identify and describe the purpose of theatrical makeup
	
	• analyze and describe the effect of theatrical makeup on:
	  − performers
	  − photographic images
	  − viewers.
		Consult with drama teacher, local theatrical performers and theatrical makeup artists.

Basic Principles • Anatomy and Physiology	 • relate knowledge of human anatomy and physiology to the design and use of theatrical makeup • identify and locate major bones of the head and face • identify and locate major bones of the arm and hand	

• Light and Shade	• describe the effect of light and shade in creating/changing images
	
	• describe methods that use the principle of light and shade to create/change images
	
	• demonstrate the use of the light and shade principle to:
	  − create a new image
	  − change an image	

• Characteristics of Colour	• identify primary, secondary, tertiary and complementary colours and their relationship on a colour wheel
	
	• define and describe the following characteristics of colour:
	  − pigment
	  − tints
	  − hue
	  − tones
	  − intensity
	  − shades
	  − value
	
	• describe the relationship between colour characteristics	

Concept	Specific Learner Expectations	Notes

• Makeup Colour Systems
 	
• Light and Lighting
	The student should:
	
	• describe the purpose and value of using a system for numbering colours of theatrical makeup
	
	• identify and describe numbering and other systems used to identify colours and types of theatrical makeup
	
	• identify sources and different types of light
	
	• describe the relationship between light rays and colour
	
	• describe the effect of different lighting on pigment:
	  – natural light
	  – artificial light
	  – colour bulbs or filters.	

Theatrical Makeup
 	
• Materials
 	
• Application Techniques
 	
• Design Procedure
	• identify and describe the various items and materials (equipment, tools and supplies) usually found in a theatrical makeup kit
	
	• identify and describe the purpose of various types of theatrical makeup; e.g.:
	  – cake
	  – dry
	  – cream
	  – greasepaint
	
	• define the term prosthesis
	
	• describe various prosthetics used by theatrical makeup artists
	
	• identify, list and describe makeup application techniques and implements and materials needed for each technique
	
	• identify and describe a design procedure that may be used to plan a theatrical makeup not requiring prostheses
	
	• shows sketches, drawings, models and worksheets that characterize the images to be created
		
		Reference The Design Process (DES1020) module.

Concept	Specific Learner Expectations	Notes
• Planning Procedure • Creating the Images	*The student should:* • identify and record types and colours of makeup required to create the images and record the information on worksheets • identify implements and materials needed to apply makeup recorded on worksheets • use the products of the design and planning procedures as a guide to create: – new facial images – new hand images.	
Safety and Sanitation	• identify and follow safe and sanitary practices when using theatrical makeup • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

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MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Cosmetology Studies.

> Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

MODULE COS2010: HAIR GRAPHICS 2

Level: Intermediate

Theme: Hair and Scalp Care

Prerequisites: COS1010 Personal Images
                      COS1020 Hair Graphics 1

Module Description: Students use photo or other images as guides to recreate a variety of ropes, braids, knots, rolls and twists to produce finished hairstyles.

Module Parameters: Access to a personal or professional personal grooming facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate understanding of the principles of symmetry and asymmetry as applied to hairstyling	• **Concept Testing** in which the student will: – present a verbal, written or other explanation of symmetry and asymmetry as applied to hairstyling. *Assessment Tool* *CTS Rubric: Presentation/Reports*	25
• select and recreate images of ropes, braids, knots, rolls and twists to produce secure finished hairstyles and hair graphics	• **Process and Product** in which the student will: – select and recreate a variety of eight hair graphics. *Assessment Tool* *COSTAT2010: Hair Graphics 2*	75
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes

Symmetry and Asymmetry	*The student should:*
	• define and describe the principles of symmetry and asymmetry
	• describe how these principles apply to:
	  – hairstyling in general
	  – roping, braiding, knotting, rolling and twisting.	

Hair Graphics	• identify, create and secure a variety of hair roping effects • create and secure a variety of hair graphics that include multiple strand braids; e.g., four, six, eight strands • create symmetrical hairstyles by combining three or more different hair graphic techniques • remove graphics from hair without damaging hair.	
Safety and Sanitation	• follow safe and sanitary practices • maintain a clean, safe work area • sanitize and return implements and materials to proper storage areas after use.	Review local and provincial health and safety regulations.

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MODULE COS2020: HAIR & SCALP CARE 2

Level: Intermediate

Theme: Hair and Scalp Care

Prerequisites: COS1010 Personal Images
                      COS1030 Hair & Scalp Care 1
                      COS1040 Forming & Finishing 1

Module Description: Students analyze the histology and condition of hair and the relationship of hair to the scalp, and select and use appropriate hair and scalp cleansing and conditioning products.

Module Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the relationships among: – hair condition – scalp condition – safe and sanitary hair care practices	• **Concept Testing** in which the student will: – given 40 questions relating to hair and scalp care, answer a minimum of 30 questions correctly. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Shampooing, Rinsing and Conditioning* – *Properties of Hair and Scalp*	15
• identify and describe the purpose and application of various hair and scalp care products and technologies	• **Applied Problem Solving** in which the student will: – present a written, verbal, graphic or other description of hair and scalp care products and technologies, and their uses. *Assessment Tool* *CTS Rubric Presentation/Reports*	20
• perform hair and scalp care services including client analysis and preparation, hair and scalp analysis, product and technology selection, shampooing and conditioning	• **Process and Production** in which the student will: – perform a variety of hair and scalp care services, including: • six hair care services • six scalp care services. *Assessment Tool* *COSTAT2020: Hair & Scalp Care 2*	35 30
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes

Histology	*The student should:*
	
	• analyze and describe the histology of different types of hair and heads of hair
	
	• define and describe factors that identify the condition of hair including:
	  – elasticity
	  – porosity
	  – texture
	  – density
	  – colour
	
	• identify and describe the effect of other skin tissues that surround the hair and hair follicles and affect hair growth.	

Hair and Scalp Relationships	• describe the relationship between the hair and the scalp • describe the process of keratinization as it affects both the hair and the scalp • propose effects of caring/not caring for the hair and scalp and the effects of caring for one without caring for the other.	
Hair and Scalp Cleansing Products	• identify and describe the advantages/ disadvantages of different hair and scalp cleansing products • describe the action of different cleansing products on the hair and scalp • match cleansing products to the needs of different hair and scalp conditions.	
Hair and Scalp Conditioning Products and Technologies	• identify and describe the advantages/ disadvantages of different types of hair and scalp conditioning products • describe the action of different conditioning products and technologies on the hair and scalp • match conditioning products and technologies to the needs of different hair and scalp conditions.	

Concept	Specific Learner Expectations	Notes
Client Preparation and Analysis	*The student should:* • greet and seat client courteously • drape client for a wet service • analyze client's hair and scalp to determine condition and service needs • advise client of services and products recommended • consult with client about services and products recommended.	

Shampooing	• direct and assist client to shampoo area
	
	• seat client comfortably
	
	• ensure that cape and towel(s) are appropriately positioned to protect client's clothing and salon equipment
	
	• select a shampoo appropriate to the condition of the hair and scalp
	
	• perform a complete shampoo including:
	  – checking water temperature
	  – wetting hair
	  – applying appropriate amount of shampoo to scalp and hair
	  – distributing shampoo over scalp and throughout hair
	  – massaging the scalp
	  – rinsing
	  – checking
	  – towel drying
	  – head draping
	
	• assist client to return to setting area (when appropriate)
	
	• follow safe and sanitary shampooing practices.	

Concept	Specific Learner Expectations	Notes
Conditioning	*The student should:* • obtain client's consent for service recommended • prepare products, materials and technology needed to perform the service • prepare the client for wet/dry service, as appropriate • perform a surface conditioning treatment • perform a penetrating conditioning treatment • use available technology to perform scalp treatments • complete each conditioning treatment according to directions provided by teacher and/or product/technology manufacturer • re-drape client as necessary and assist client's return to setting area.	
Safety and Sanitation	• follow safe and sanitary practices including the use and basic maintenance of conditioning technology • maintain a clean, safe work area • sanitize and return implements and materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

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MODULE COS2030: FORMING & FINISHING 2

Level: Intermediate

Theme: Hair and Scalp Care

Prerequisites: COS1010 Personal Images
                    COS1030 Hair & Scalp Care 1
                    COS1040 Forming & Finishing 1
                    COS2020 Hair & Scalp Care 2

Module Description: Students analyze head and facial features, determine suitable hairstyles, and form and finish hairstyles.

Module Parameters: Access to a professional hairstyling facility.

                        Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• form hair by shaping, constructing and securing a variety of pin curls	• **Concept Testing** in which the student will: – present a written, verbal, graphic or other description of factors to be considered when selecting a hairstyle and the forming and finishing techniques needed to create the hairstyle.	15

• finish hair by combing out constructed and dried pin curls	*Assessment Tool*
	  Board Exam Review for Cosmetology:
	    – *Finger Waving*
	    – *Wet Hairstyling*
	    – *Thermal Hairstyling*	

• identify, describe and analyze factors that affect the selection of a hairstyle and the forming and finishing techniques suited to achieving the selected hairstyle	• **Process and Product** in which the student will: – follow the teacher's directions to form and finish a minimum of two heads of hair that have been formed using pin curls and/or rollers – analyze client's needs and perform a minimum of three combinations of forming and finishing techniques.	40 45

• wave and curl hair using a combination of forming and finishing techniques including:
  – pin curling
  – roller setting
  – iron setting
  – finger waving
  – blow waving/styling
	Assessment Tool
	  COSTAT2030: Forming & Finishing 2	

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis

The student will:
 	
 • demonstrate basic competencies.
	Assessment of student achievement should be based on:
	
	 • **Observations** of individual effort and interpersonal interaction during the learning process.
	
	 Assessment Tool
	    Basic Competencies Reference Guide and any
	    assessment tools noted above
		Integrated throughout

Concept	Specific Learner Expectations	Notes

 Pin Curling
 	
 • Types
 	
 • Purpose
 	
 • Parts
 	
 • Techniques
 	
 • Fastening
	The student should:
	
	 • identify and describe types of pin curls; e.g.:
	   – sculpture
	   – stand-up/cascade
	   – skip waves
	   – barrel
	
	 • describe the purpose of each type of pin curl
	
	 • describe the advantages/disadvantages of using pin curls
	
	 • describe the different parts of a pin curl:
	   – base
	   – stem
	   – circle
	
	 • describe the effects of various pin curling techniques including using:
	   – base shapes
	   – long-stem, half-stem, no-stem pin curls
	   – different sized circles
	   – clockwise/counterclockwise
	
	 • use clips or other fasteners to properly secure each type of pin curl
	
	 • form pin curls on various parts of the scalp; e.g.:
	   – side
	   – front
	   – crown
	   – back
	   – nape
	
	 • create a variety of partial and whole head effects using pin curls	

Concept	Specific Learner Expectations	Notes
• Sanitation and Safety	*The student should:* • describe and demonstrate appropriate sanitation and safety practices followed before, during and after using pin curl fasteners.	
Roller Setting • Techniques	• prepare, section, hold hair strand, wind, position and secure rollers to sit: − on-base − half-base − off-base • relate the base position of rollers to the following types of roller winding techniques: − no-stem − half-stem − full stem • relate how roller placements affect style outcomes; e.g.: − circle − half circle − rectangle − square	
• Advantages/ Disadvantages	• describe the advantages/disadvantages of using rollers to form hair	
• Forming and Finishing	• form and finish a variety of sets using suitable roller forming techniques	
• Sanitation and Safety	• describe and demonstrate appropriate sanitation and safety practices followed before, during and after using rollers.	
Iron Setting • Operating and Manipulating	• safely operate and handle a variety of curling irons • manipulate the irons to form hair of varying lengths into curl and wave formations including the use of the "two-loop" technique on long hair	
• Advantages/ Disadvantages	• describe the advantages/disadvantages of using a curling iron to form hair	

Concept	Specific Learner Expectations	Notes

• Forming and Finishing
 	
• Sanitation and Safety
	The student should:
	
	• form and finish a variety of sets using a curling iron including:
	  – right-going waves
	  – left-going waves
	  – connecting waves
	
	• describe and demonstrate appropriate sanitation and safety practices followed before, during and after using a curling iron.	

Finger Waving • Forming • Finishing	• apply setting lotion, shape hair and form horizontal, diagonal, circular and vertical finger waves • describe the advantages/disadvantages of finger waving hair • form and finish selected finger wave hairstyles.	
Blow Waving/ Styling • Forming • Finishing	• form and finish, blow wave/style hair into preferred hairstyles • describe the advantages/disadvantages of blow waving/styling hair.	

Hairstyling	• identify and describe basic:
	  – head shapes
	  – facial shapes
	  – facial features
	• describe how hairstyles can affect head and facial appearance
	• describe and demonstrate hair forming and finishing techniques that can change the appearance of head shapes, facial shapes and facial features
	• design and create setting patterns suited to specific head and facial characteristics
	• use combinations of forming tools and techniques to form hair to each pattern
	• use appropriate finishing techniques and tools to create hairstyles suited to different head and facial characteristics
	• describe and demonstrate sanitation and safety practices followed before, during and after using finishing tools.	

MODULE COS2040: HAIRCUTTING 1

Level:	Intermediate
Theme:	Haircutting
Prerequisites:	COS1010 Personal Images
	COS1030 Hair & Scalp Care 1
	COS1040 Forming & Finishing 1
	COS2020 Hair & Scalp Care 2
	COS2030 Forming & Finishing 2

Module Description: Students demonstrate safe handling of haircutting and hairthinning tools, and describe and demonstrate basic cutting methods.

Module Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• define and describe terms related to professional haircutting and explain why professional haircutting is the foundation for hairstyling, other hair services and a feature of personal grooming	• **Concept Testing** in which the student will:
	 – given 30 test items relating to haircutting, respond correctly to a minimum of 20 items.
	
	 Assessment Tool
	    Board Exam Review for Cosmetology:
	    – Haircutting
		20

• describe and demonstrate safe handling of haircutting and hairthinning tools	• **Process and Product** in which the student will: – handle haircutting and hairthinning tools safely and in a sanitary manner.	30

• interpret and follow cutting patterns to:
 – section
 – cut
 – follow guidelines
 – section and cut hair to predetermined shapes, lengths and styles
	– follow cutting patterns and use a variety of haircutting/thinning tools to create two blunt and two layer cuts.
	
	 Assessment Tool
	    COSTAT2040: Haircutting 1
	    COSSAT2040: Haircutting 1
		50

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis

The student will:
 	
• demonstrate basic competencies.
	Assessment of student achievement should be based on:
	
	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	Assessment Tool
	    Basic Competencies Reference Guide and any
	    assessment tools noted above
		Integrated throughout

Concept	Specific Learner Expectations	Notes
Principles and Practices of Haircutting	*The student should:* • explain the purpose and basic principles of haircutting and hairthinning • identify and describe types of haircuts/cutting techniques including: – blunt – taper – layer – shingle • explain and describe the principle of elevation as it applies to haircutting • describe and demonstrate haircutting sanitation and safety practices.	
Implements	• identify and describe implements used to cut and thin hair; e.g., – shears (cutting, thinning) – razors (replaceable blade, straight) – clippers • demonstrate proper handling, use and maintenance of each cutting implement including: – in-use positions – at-rest positions – holding cutting implement and comb together.	

Concept	Specific Learner Expectations	Notes
Planning a Haircut	*The student should:* • read, interpret and follow a cutting pattern • select and prepare necessary implements and draping supplies • identify and describe uses of different sectioning patterns • identify cutting technique(s) to be used for each section • determine length to be removed and elevation of cut in different areas of the head.	
Cutting with Shears • Techniques	• demonstrate a variety of haircutting techniques including: – blunt cutting – tape cutting – slither cutting – layer cutting – shingling – thinning	
• Sectioning	• section hair appropriate to each cut	
• Guidelines	• cut guidelines • follow guidelines to complete each section of a haircutting pattern	
• Thinning	• thin hair in appropriate areas using: – slithering techniques – thinning shears	
• Cutting	• perform a blunt cut • perform a layer cut • check each cut for shape, balance, even and blended strands • work safely and with confidence when cutting with shears.	

Concept	Specific Learner Expectations	Notes

Using Razors
 	
 • Handling
 	
 • Cutting
	The student should:
	
	 • demonstrate safe handling and confidence:
	   – holding a razor
	   – manipulating the razor
	   – removing and replacing razor blades
	   – disposing of used blades
	
	 • blunt cut hair using a razor
	
	 • taper cut hair using a razor
	
	 • thin hair using a razor
	
	 • perform a complete haircut using a razor including:
	   – following a cutting pattern
	   – sectioning the hair
	   – parting and holding strands at proper elevations
	   – removing hair length
	   – reducing hair density (thinning)
	   – checking the cut for shape, balance, even and blended strands.	

Safety and Sanitation	• follow safe and sanitary procedures • describe first aid for minor cuts • maintain a clean, safe work area • sanitize cutting implements and other tools after each use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS2050: HAIR CARE & CUTTING 1 (CLIENT SERVICES)

Level: Intermediate

Theme: Haircutting

Prerequisites: COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2040 Haircutting 1

Module Description: Students analyze a client's need for hair and scalp care and perform the necessary services.

Module Parameters: Access to a professional hairstyling facility.

                          Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• meet, greet and make a client feel welcome and comfortable, and prepare the client for selected services	• **Process** in which the student will: – perform client orientation, preparation, analysis and consultation procedures to standards indicated on a client services performance chart.	50
• consult with and analyze a client's needs for hair and scalp care and haircutting services, and recommend suitable services		
• perform hair and scalp care and haircutting services agreed to by a client in a safe and sanitary manner, and record information on services performed	• **Product** in which the student will: – perform a variety of client services to a minimum of six clients' satisfaction.	50

• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	Assessment Tool
	   Basic Competencies Reference Guide and any
	    assessment tools noted above
		Integrated throughout

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Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting client with coats, hats and personal belongings • direct and assist client to be seated at work area • describe client's need for hairstyling services • consult with client to determine required services.	
Client Preparation	• analyze client's hair and scalp • recommend hairstyling services and hairstyle based on analysis • advise client of cost of each service • drape client for wet/dry service • remove hair ornaments, if present • request client to remove facial adornments, if necessary, and have client put them in safe place • brush hair thoroughly (before and after analysis) as needed • establish a data base (e.g., record card) for each client • complete record card for each service provided.	
Client Services • Shampooing	• check that client is properly draped for a wet service • direct and assist client to the shampoo area • position client and ensure client's neck is placed properly on shampoo sink • ensure that cape and towel(s) are appropriately positioned to protect client's clothing • select a shampoo appropriate to condition of the hair and scalp • perform a complete shampoo	

Concept	Specific Learner Expectations	Notes
• Shampooing (continued) • Conditioning	*The student should:* • towel dry hair • wrap hair in towel and assist client to return to setting area if conditioning service has not been requested • select the conditioner appropriate to client's needs and agreed to by client • apply conditioner and allow to process according to manufacturer's instructions • rinse excess conditioner from hair and scalp, if necessary • wrap hair in towel and assist client to return to setting area	
• Haircutting • Forming and Finishing	• re-drape client for dry service • perform haircutting/hairthinning services following consultation with client • form hair using appropriate forming implements to produce the desired hairstyle • dry the hair, and use appropriate finishing implements to create a clean and suitable hairstyle.	
Safety and Sanitation	• follow safe and sanitary procedures for each service • maintain a safe, clean work area • sanitize and return implements and materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS2060: PERMANENT WAVING 2 (COLD WAVING)

Level: Intermediate

Theme: Chemical Services: Permanent Waving

Prerequisites: COS1010 Personal Images
        COS1030 Hair & Scalp Care 1
        COS1040 Forming & Finishing 1
        COS1050 Permanent Waving 1 (The Physical Process)
        COS2020 Hair & Scalp Care 2
        COS2030 Forming & Finishing 2

Module Description: Students identify types of chemicals used to permanently wave hair and the relationship between the chemical process and the physical process. Students also analyze hair and combine the two processes to perform complete cold waves.

Module Parameters: Access to a professional hairstyling facility.

        Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• distinguish between techniques used to curl hair temporarily and permanently; describe the chemistry of cold waving, and the effects of cold waving chemicals on the hair and scalp	• **Concept Testing** in which the student will:
	  – given 30 test items relating to cold waving, respond correctly to a minimum of 25 items.
	  – determine pH of acid and alkaline permanent waving solution
	  – describe effects of different pH levels on the hair and scalp.
	
	Assessment Tool
	  Board Exam Review for Cosmetology:
	  – *Permanent Waving*
		25
		
		15
		
		20

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• prepare and protect the client, self and others and perform basic physical and chemical cold waving processes in a safe and sanitary manner, and maintain records of materials used and results attained	• **Process and Product** in which the student will:
	– prepare clients, analyze hair and scalp and perform one or more basic cold waves, including:
	  • personal and workstation preparation
	  • client preparation
	  • hair and scalp analysis
	  • wrap and process cold waves.
	
	Assessment Tool
	  COSTAT2060: Permanent Waving 2 (Cold Waving)
	  COSSAT2060: Permanent Waving 2 (Cold Waving)
		40

• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Permanent Waving Techniques	*The student should:* • define and describe the term permanent waving • identify techniques used to permanently wave hair • distinguish between cold waving and heat waving • identify and describe similarities among permanent waving techniques.	

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Concept	Specific Learner Expectations	Notes

Cold Waving Processes	*The student should:*
	
	• describe the historical changes in permanent waving techniques
	
	• explain the relationships between the two processes used to cold wave hair:
	  – physical process
	  – chemical process
	
	• describe and demonstrate steps associated with each process.	

Chemistry of Cold Waving	• identify types of products/chemicals used to permanently wave hair
	
	• explain the chemistry of permanent waving chemicals
	
	• identify and describe the chemical and physical actions of acid and alkali permanent waving chemicals and neutralizers on the hair and scalp
	
	• describe why the structure and condition of the hair and the scalp affects choices of:
	  – permanent waving chemicals
	  – neutralizing chemicals
	
	• describe the safety practices that must be followed:
	  – before performing a cold wave
	  – when using cold waving chemicals.	

Curl Quality and Degree of Curl	• describe and demonstrate the relationship among size of section, diameter of permanent waving rods and degree of curl
	
	• identify and describe factors that may affect the quality and degree of curl including:
	  – hair length
	  – hair porosity
	  – hair density
	  – hair elasticity
	  – chemically treated hair
	  – sectioning, blocking, wrapping, winding, securing.	

Concept	Specific Learner Expectations	Notes
Curl Quality and Degree of Curl (continued)	*The student should:* • describe and demonstrate varying degrees of curl • identify and describe the differences among cold waved hair that is: — under-processed — properly processed — over-processed • identify factors that determine the processing time of a waving lotion.	
Selecting Cold Waving Lotions and Rods	• identify and describe the effects of different cold waving lotions • analyze hair and scalp and select suitable cold waving lotion • analyze hair and select rods of suitable type, length and diameter to achieve preferred degree of curl.	
Performing a Cold Wave • Preparation • The Physical Process	• list the steps to be performed before giving cold wave • describe and demonstrate procedures used to determine suitability of scalp and hair for cold waving • describe and demonstrate hair and scalp preparation and cleansing activities necessary before giving a cold wave • describe and demonstrate procedures used in selecting cold waving rods and chemicals • section, block, wrap, wind and secure hair to achieve preferred waving effects	Read manufacturer's instructions before use.

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Concept	Specific Learner Expectations	Notes

• The Chemical Process
 	
• Completing the Cold Wave
	The student should:
	
	• apply cold waving chemical to hair wound on rods
	
	• assess processing time
	
	• take test curls to assess degree of curl
	
	• determine when desired degree of curl is achieved
	
	• neutralize processed hair; e.g.:
	  – rinse
	  – blot
	  – air dry
	  – apply neutralizer
	  – remove neutralizer
	
	• protect the client from improper contact with cold waving chemicals at each stage of the chemical process
	
	• remove rods from hair without putting tension on hair
	
	• assess the quality and degree of curl achieved
	
	• apply finishing/conditioning rinse (if required)
	
	• prepare hair for forming and finishing.	

Keeping Records	• record details of client, client's hair and scalp condition • record details of sectioning pattern, rods and products used and quality and degree of curl achieved.	

Safety and Sanitation	• identify and follow safe and sanitary practices including:
	  – responding to allergic and sensitivity reactions
	  – preventing chemical burns
	
	• maintain a clean, safe work area
	
	• sanitize and return materials to proper storage areas after use
	
	• dispose of unused chemicals and other waste materials in an environmentally safe manner.
		Review local and provincial health and safety regulations.

MODULE COS2070: PERMANENT WAVING 3 (HEAT-ASSISTED)

Level: Intermediate

Theme: Chemical Services: Permanent Waving

Prerequisites: COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS1050 Permanent Waving 1 (The Physical Process)
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2060 Permanent Waving 2 (Cold Waving)

Module Description: Students use appropriate physical and chemical processes and products to perform heat-assisted permanent waves, and analyze the quality of the waves.

Module Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • distinguish between: – procedures, technologies and effects of heat-assisted and cold permanent waving on the hair and scalp – technology and techniques used in heat-assisted waving and cold waving	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – given 25 test items relating to heat-assisted permanent waving, respond correctly to a minimum of 20 items. *Assessment Tool* *Board Exam Review for Cosmetology:* – *Permanent Waving*	20

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• section, block, wrap, wind and process hair, using available heat-assisted waving techniques, and protect the health and safety of a client, self and others	• **Process and Product** in which the student will: – perform one or more heat-assisted permanent waves: • section • block • wrap • wind • lotion application • process check • neutralize • finish. *Assessment Tool* *COSTAT2070: Permanent Waving 3 (Heat-assisted)*	5 5 10 20 5 10 15 10
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Heat-assisted Permanent Waving Processes	*The student should:* • define the terms heat-assisted permanent waving and exothermic waving • describe the advantages/disadvantages of heat waving • compare heat-assisted waving with cold waving.	
Origin and Development	• identify and describe the origin of heat-assisted waving • describe the historical and contemporary use of heat-assisted permanent waving and machineless methods of permanent waving.	

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Concept	Specific Learner Expectations	Notes
Chemistry of Heat-assisted Permanent Waving	*The student should:* • distinguish among acid, acid balanced and alkali permanent waving lotions and their effects on hair structure • identify and describe how acid, acid balanced and alkali waving lotions are neutralized • identify the pH of waving chemicals that require external heat for processing • identify and describe heat sources used to activate waving lotions • describe the effects of alkali and acidic waving chemicals on the structure of hair.	
The Physical Process	• identify and describe alternative physical processes used with heat-assisted waving technology • distinguish between the physical process used in heat-assisted permanent waving procedures and the physical process used when cold waving hair.	
Performing a Heat-assisted Permanent Wave • Preparation	• list the steps to be performed before giving a heat-assisted wave • describe and demonstrate procedures used to determine suitability of scalp and hair for heat-assisted waving • describe and demonstrate hair brushing and cleansing activities required before giving a machine wave • describe and demonstrate procedures used in selecting heat-assisted waving rods and chemicals	
• The Physical Process	• section, block, wrap, wind and secure hair to achieve preferred waving effects	

Concept	Specific Learner Expectations	Notes
• The Chemical Process • Completing the Heat-assisted Permanent Wave	*The student should:* • apply heat waving chemical to hair wound on rods • determine processing time (fixed/variable) • take test curl to assess degree and quality of curl • complete the chemical process as directed by the chemical manufacturer • protect the client from improper contact with heat-assisted waving chemicals at each stage of the chemical process • remove rods from hair without putting tension on hair • assess the quality and degree of curl achieved • apply finishing/conditioning rinse (if required) • prepare hair for forming and finishing.	
Keeping Records	• establish a data base (e.g., record card) for each client • record details of sectioning pattern, rods and chemicals used and quality and degree of curl achieved when service is completed.	
Safety and Sanitation	• identify and follow safe and sanitary practices including preventing scalp burns resulting from heat clamps, chemicals and improper winding • maintain a clean, safe work area • sanitize and return materials and technology to proper storage areas after use • dispose of unused chemicals and other waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

Intermediate
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MODULE COS2080: PERMANENT WAVING 4 (CLIENT SERVICES)

Level: Intermediate

Theme: Chemical Services: Permanent Waving

Prerequisites:
COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS1050 Permanent Waving 1 (The Physical Process)
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2060 Permanent Waving 2 (Cold Waving)
COS2070 Permanent Waving 3 (Heat-assisted)

Module Description: Students analyze the condition of hair, identify and describe available types of permanent waves, and recommend and perform permanent waving services appropriate to the client's needs and wants.

Module Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • meet, greet, welcome and orient a client to available permanent waving services • consult with and analyze a client's needs, hair and scalp condition and suitability for permanent waving services, and recommend suitable services	*Assessment of student achievement should be based on:* • **Process** in which the student will: − perform client orientation, preparation, analysis and consultation procedures to standard indicated on a client services performance chart: • orientation • preparation • analysis • consultation/recommendation.	 10 5 5 10

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• perform permanent waving services agreed to by a client in a safe and sanitary manner, and record information or services performed	• **Product** in which the student will: – perform permanent waving and related services, including: • sectioning • blocking • wrapping • winding • applying lotion • checking process • neutralizing • finishing. *Assessment Tool* *COSTAT2080: Permanent Waving 4 (Client Services)*	 5 10 5 20 5 10 10 5
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting client with coats, hats and personal belongings • direct and assist client to be seated at work area • discuss client's needs and wants for permanent waving.	
Keeping Records	• establish a data base (e.g., record card) for each client • record details of sectioning pattern, rods and products used and quality and degree of curl achieved when service is completed.	

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Concept	Specific Learner Expectations	Notes
Client Preparation	*The student should:* • analyze client's hair and scalp; assess suitability for permanent waving • identify suitable alternatives and recommend permanent waving and other services based on analysis • determine preferred style • advise client of cost of each service • drape client for wet/dry service • remove hair ornaments, if present • request client to remove facial adornments, if necessary, and have client put them in safe place • brush hair gently (before and after analysis) as needed • shampoo/prepare hair as recommended by manufacturer of permanent waving chemicals.	Read and follow manufacturer's instructions.
Equipment, Material Preparation	• prepare the work area for a permanent wave • access and arrange all items required for the service.	
Test Curls	• take test curls to assess degree of curl and curl quality, when necessary • make changes to rod selection, blocking, lotion, as necessary.	

Concept	Specific Learner Expectations	Notes
Performing a Permanent Wave	*The student should:* • drape client appropriately for each stage of permanent waving process • select chemicals and rods appropriate to client's degree of curl requirement • section hair appropriate to predetermined style • block, wrap, wind and secure hair to provide foundation to predetermined style • protect client from chemical leakage • apply waving chemical to hair that has been wound • allow chemical to process with or without aid of an external heat source • take test curls to assess degree of curl, if necessary • neutralize hair when desired degree of curl is achieved • remove rods from hair without putting tension on hair • assess quality and degree of curl achieved • apply finishing/conditioning rinse (if required) • prepare hair for forming and finishing.	
Safety and Sanitation	• demonstrate safe and sanitary permanent waving practices • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of unused chemicals and other waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

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MODULE COS2090: COLOURING 1

Level:	Intermediate
Theme:	Chemical Services: Haircolouring
Prerequisites:	COS1010 Personal Images COS1030 Hair & Scalp Care 1 COS1040 Forming & Finishing 1

Module Description: Students describe the basic principles of colour and haircolouring, describe and perform patch/ predisposition and strand tests, and prepare and apply temporary and semipermanent haircolours.

Module Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe and explain principles and practices of colouring hair; identify and describe the different types of haircolouring agents, their chemistry and effects on the hair and scalp	• **Concept Testing** in which the student will: – given 50 test items relating to temporary and semipermanent haircolouring, respond correctly to a minimum of 40 items. *Assessment Tool* *Board Exam Review for Cosmetology:* *– Haircolouring*	20
• analyze hair and scalp; determine their suitability for different types of haircolouring; perform safe and sanitary, temporary and semipermanent haircolouring practices	• **Process and Product** in which the student will: – perform hair and scalp analysis and predisposition tests; perform a minimum of three temporary and three semipermanent haircolouring procedures, including: • analyses • predisposition tests (skin/patch) • strand test • temporary colour applications • semipermanent colour processes. *Assessment Tool* *COSTAT2090: Colouring 1* *COSSAT2090: Colouring 1*	 20 20 10 15 15
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any* *assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Haircolouring: Definition and Purpose	*The student should:* • define the term haircolouring • identify and describe the reasons for colouring hair • describe potential haircolouring clientele.	
Principles of Colour and Haircolouring	• describe the relationship between light and colour • describe the colour spectrum and its relationship to haircolouring • identify and describe the relationships among primary, secondary, tertiary and complementary colours • define related terms (e.g., tone, shade, level, virgin hair) • distinguish between adding colour to hair and removing colour from hair.	Have students produce and explain a colour wheel.

Types of Haircolouring	• identify and distinguish among forms of haircolouring:
	  – temporary
	  – semipermanent
	  – permanent
	• list examples of colouring agents for each form of haircolour
	• describe and distinguish among the action and effect of each form of haircolouring on the scalp and on different types and colours of hair.	

Chemistry of Colouring Agents	• identify and describe the chemistry and active ingredients of haircolouring agents • explain the advantages/disadvantages of different types of haircolouring agents used as temporary/semipermanent forms of haircolour • describe the use of aniline derivative colouring agents.	

Concept	Specific Learner Expectations	Notes
Hair and Scalp Analysis	*The student should:* • identify and describe factors that may prohibit applications of some or all forms of haircolouring • analyze hair and scalp to determine their suitability for different forms of colour applications • describe why a test for allergic reactions should be given before each application of certain colouring agents.	

Patch/Predisposition Test	• describe the importance of testing the skin for allergic reactions
	
	• perform a skin test:
	  – prepare colouring agent
	  – apply mixture to selected test area
	  – allow test to proceed for required testing period
	  – analyze effect of agent on the skin
	
	• describe positive and negative results from a predisposition test
	
	• state informed decisions based on results of predisposition tests and other hair and scalp analysis factors.	

Strand Test	• describe the purpose of a strand test • mix (if necessary) and apply temporary/semipermanent haircolouring agents to a strand and assess its effects • state decisions about changing colour or colour mixture to achieve suitable shade or tone.	
Temporary Colour Applications	• access and arrange necessary products and application implements • drape and prepare the client • prepare hair, as required	

Concept	Specific Learner Expectations	Notes
Temporary Colour Applications (continued)	*The student should:* • mix (if necessary) and apply colour according to manufacturer's instructions • prepare hair for forming and finishing.	
Semipermanent Colour Applications	• access and arrange necessary products and application implements • ensure that patch test, if given, has a negative reaction • drape client and prepare hair for colour application • prepare and apply the colouring agent according to manufacturer's instructions • apply and process colour according to manufacturer's instructions • take test strands to assess colour development • remove excess colouring agent from hair and scalp, following manufacturer's instructions, when colour has developed to desired level, shade or tone • apply finishing/conditioning rinse, if required • prepare hair for forming and finishing.	
Keeping Records	• establish a data base (e.g., record card) for each client receiving a colour service • update the data base for each successive colour application.	
Safety and Sanitation	• identify and follow safe and sanitary haircolouring practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS2100:   COLOUR REMOVAL 1

Level:	Intermediate
Theme:	Chemical Services: Haircolouring
Prerequisites:	COS1010 Personal Images COS1030 Hair & Scalp Care 1 COS1040 Forming & Finishing 1 COS2090 Colouring 1
Module Description:	Students describe the basic principles of colour removal, levels of colour, colour removal chemicals and application procedures, and prepare and apply a variety of products to remove natural and artificial haircolour.
Module Parameters:	Access to a professional hairstyling facility.
	Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• define terms and explain practices related to removal of colour from hair, and explain the chemistry and action of hydrogen peroxide in the highlighting and colour removal process	• **Concept Testing** in which the student will:
	– given 30 test items relating to colour removal, respond correctly to a minimum of 25 items.
	
	Assessment Tool
	   Board Exam Review for Cosmetology:
	   – Haircolouring
		30

• analyze hair and scalp, determine suitability for a colour removal procedure, prepare, apply and process selected colour removal agents, and follow safe and sanitary practices	• **Process and Product** in which the student will:
	– perform hair and scalp analyses and predisposition tests as necessary; perform a minimum of four selected colour removal procedures, including:
	  • hair and scalp analyses
	  • predisposition tests
	  • colour removal procedures
	  • finish.
	
	Assessment Tool
	   COSTAT2100: Colour Removal 1
	   COSSAT2100: Colour Removal 1
		10
		10
		40
		10

• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	Assessment Tool
	   Basic Competencies Reference Guide and any
	   assessment tools noted above
		Integrated throughout

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Concept	Specific Learner Expectations	Notes
Principles, Products and Practices	*The student should:* • define the terms colour removal, bleaching and colour reduction • identify colour removal products/agents • describe the uses, advantages/disadvantages of available colour removal products • describe the principle of colour removal levels • describe the meaning of related terms; e.g.: − pigment − tone − shade − hue • distinguish among colour addition, colour reduction and colour removal processes • distinguish between the use of hair lighteners as single-process colouring agents and their use as a part of the double process.	
Chemistry of Colour Removal	• distinguish between products used to remove natural colour from hair and artificial haircolouring • identify and describe the major chemicals used to remove natural and artificial colour from hair • describe the action of hydrogen peroxide in colour removal processes • describe the action of hair lighteners on the hair and scalp.	
Hair and Scalp Analysis	• explain how colour removal agents may damage the hair and damage or irritate the scalp • identify and describe factors that may prohibit the application of bleaches or colour reducing agents • analyze hair and scalp to determine their suitability for applications of colour removal agents or bleaches.	

Concept	Specific Learner Expectations	Notes
Strand Test	*The student should:* • describe the purpose of a strand test • mix and apply colour removal agent or bleach to one or more strands; facilitate the agent's processing • identify informed decisions about the suitability of the agent/bleach based on results of strand test • describe the effects of overbleaching hair.	Haircuttings from client services may be saved and used for strand testing.

Hair Lightening (Bleaching) Applications	• access and arrange necessary products and application tools
	
	• prepare different types of bleaches according to manufacturer's instructions
	
	• drape and prepare client for a wet service
	
	• section and part hair appropriately to perform:
	  − virgin head bleach
	  − retouch bleach
	  − spot/sector lightening
	  − single-process highlighting
	
	• use technology to accelerate lightening action, where needed
	
	• take strand tests to assess degree of lightening and level of colour achieved
	
	• rinse/shampoo lightening agent from hair
	
	• apply finishing/conditioning rinse or treatment, where necessary
	
	• prepare hair for forming and finishing.	

Highlighting/ Streaking/ Frosting	• define and describe processes used to highlight, streak or frost hair • analyze preferred style and make decisions about locating highlight(s) or streak(s)	

MODULE COS2100: COLOUR REMOVAL 1 (continued)

Concept	Specific Learner Expectations	Notes
Highlighting/ Streaking/ Frosting (continued)	*The student should:* • perform highlighting, streaking and frosting processes: – select and prepare lightening agent – prepare client's hair and protect the scalp – apply lightener to selected areas – process hair to desired level; use technology where necessary – test strands for lightening achieved • remove protective/processing hair coverings and rinse/shampoo the hair • apply finishing/conditioning rinse or colour treatment, where necessary • prepare hair for forming and finishing.	
Removing Artificial Colour	• access and arrange necessary products and application tools • prepare colour removal product according to manufacturer's instructions • drape and prepare client for a wet service • apply product to hair according to manufacturer's instructions • take test strands to assess degree of colour removal achieved • remove lightening agent from hair and scalp according to manufacturer's instructions • apply finishing/conditioning/toning rinse, where necessary • prepare hair for forming and finishing.	
Keeping Records	• establish a data base (e.g., record card) for each client receiving a colour removal service • update the data base for each successive colour removal service.	
Safety and Sanitation	• identify and follow safe and sanitary colour removal practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS2110: COLOURING & REMOVAL 1 (CLIENT SERVICES)

Level: Intermediate

Theme: Chemical Services: Haircolouring

Prerequisites:
COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2090 Colouring 1
COS2100 Colour Removal 1

Module Description: Students analyze the condition of a client's hair and scalp, and prepare for and perform colouring and colour removal services.

Module Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• meet, greet, welcome and orient a client to haircolouring and colour removal services	• **Process** in which the student will: – perform a minimum of four client orientation and preparation procedures to standards indicated on a client services performance chart	20
• consult with and analyze a client's needs, hair and scalp condition and suitability for haircolouring or colour removal services, and recommend suitable services	– perform a minimum of four client consultation and client analysis procedures and recommend services.	30
• perform colouring or decolouring services agreed to by a client in a safe and sanitary manner, and record information on services performed and chemicals used	• **Product** in which the student will: – perform a minimum of two colouring and two colour removal services. *Assessment Tool* *COSTAT2110: Colour and Removal 1 (Client Services)*	50
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist client to be seated at work area • identify and describe client's needs and wants for haircolouring services.	
Client Preparation	• analyze client's hair and scalp; assess suitability for colouring, colour removal services • identify suitable alternatives and recommend haircolouring and other services based on analysis • consult client and determine preferred style and desired colour service • advise client of cost of each service • drape client for wet/dry service • remove hair ornaments, if present • request client to remove facial adornments, if necessary, and have client put them in safe place • prepare hair (e.g., brush, section, cover), as necessary.	
Patch/Predisposition Test	• perform a skin test 24 to 48 hours before intended date of colour application (if an aniline derivative colouring agent is to be used) • check the effects of the patch test; proceed if a positive reaction is not indicated; i.e., no adverse effect on skin is indicated.	
Equipment, Material Preparation	• prepare the work area for specific haircolouring service • access and arrange all items required.	

Concept	Specific Learner Expectations	Notes
Strand Test	*The student should:* • mix a small quantity of haircolouring or colour removal agent according to manufacturer's instructions • apply the mixture to one or more strands of hair and process the colouring agent • make changes to mixture/application, as necessary.	
Performing Haircolouring Services	• drape client appropriately for each stage of the haircolouring service • ensure that a patch/predisposition test is performed when necessary and that results are negative • prepare and apply colouring/colour removal agent according to manufacturer's instructions • allow agent to process with/without aid of technology, where necessary • rinse/shampoo agent from hair, where necessary • apply finishing/conditioning rinse (if required) • prepare hair for forming and finishing.	
Sequencing Services	• state informed decisions about sequencing/ scheduling chemical services; e.g., permanent waving, haircolouring, colour removal, highlighting.	
Keeping Records	• establish a data base (e.g., record card) for each client • record details of hair and scalp condition, services provided, chemicals used and client satisfaction with results.	

Concept	Specific Learner Expectations	Notes
Safety and Sanitation	*The student should:* • identify and follow safe and sanitary colouring and colour removal practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

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MODULE COS2120: FACIALS & MAKEUP 1

Level: Intermediate

Theme: Skin Care

Prerequisites: COS1010 Personal Images
COS1060 Skin Care 1 (Basic Practices)

Module Description: Students describe the anatomy, physiology and histology of the skin and the effect of pathogenic organisms on the body. Students also analyze facial shapes and conditions, and perform facial care and corrective makeup techniques.

Module Parameters: Access to a professional esthetology facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• relate knowledge about bacteriology and human anatomy, physiology and histology to the service and practice of cosmetology	• **Concept Testing** in which the student will:
	– given 40 questions relating to skin care, answer a minimum of 30 questions correctly.
	
	Assessment Tool
	  Board Exam Review for Cosmetology:
	  – *Facials*
	  – *Facials and Makeup*
		30

• analyze facial shapes, features and conditions; identify and describe conditions that may/may not be treated by a cosmetologist	• **Process and Product** in which the student will: – perform a minimum of three facial analyses and be able to identify and describe treatable and non-treatable skin conditions – perform a minimum of three facial and makeup procedures.	40 30

• perform basic facial care and corrective makeup services in a safe and sanitary manner	*Assessment Tool*
	  COSTAT2120: Facials & Makeup 1
	  COSSAT2120: Facials & Makeup 1	

• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	Assessment Tool
	  Basic Competencies Reference Guide and any
	    assessment tools noted above
		Integrated throughout

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Concept	Specific Learner Expectations	Notes
Anatomy, Physiology, Histology	*The student should:* • define the terms cell, tissue, organ and system, and explain the relationship among them • identify and describe systems of the human body and explain the relationship among them • explain why knowledge related to anatomy and physiology is important to professional cosmetologists.	
Bacteriology, Pathology and Sanitation	• define the terms bacteriology, pathogenic and non-pathogenic • identify and distinguish between pathogenic and non-pathogenic organisms (e.g., bacteria, viruses, fungi) • identify and describe types of pathogenic bacteria and explain their growth, reproduction and effect on body health • describe personal and public hygiene practices taken to control the spread of infections and diseases • demonstrate practices used in cosmetology to control the spread of infections and diseases in the workplace.	
Facial Conditions, Disorders, Analysis	• identify and distinguish among lesions of the skin • analyze the face to determine condition of the skin • describe and identify conditions and disorders of the face • identify the conditions and disorders that may be treated/should not be treated by a professional cosmetologist.	

MODULE COS2120: FACIALS & MAKEUP 1 (continued)

Concept	Specific Learner Expectations	Notes
Facial Shapes and Features	*The student should:* • identify and describe different facial shapes and facial features • describe makeup, surgical and other techniques that may be used to correct/change the appearance of facial shapes and facial features.	
Facial Care	• describe the physical and psychological effects of regular facial care • identify, describe and demonstrate procedures, cosmetics and implements used to perform facial care services including: – surface and deep cleansing – massage manipulations – nourishing and moisturizing – protecting various facial areas • identify, describe and demonstrate the safe and sanitary use of available esthetic technology.	
Corrective Makeup	• define the term corrective makeup • distinguish between regular and corrective makeup techniques • explain factors that may determine the client's need/want for corrective makeup services • identify and describe currently available corrective makeup techniques and technology • describe and demonstrate makeup appropriate to day and evening lighting conditions • demonstrate the proper application of makeup cosmetics • apply appropriate cosmetics to enhance or minimize facial shapes and features.	
Keeping Records	• establish a data base (e.g., record card) for each facial care client • update the data base following each facial service.	

Concept	Specific Learner Expectations	Notes
Safety and Sanitation	*The student should:* • identify and follow safe and sanitary practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS2130: FACIALS & MAKEUP 2 (CLIENT SERVICES)

Level: Intermediate

Theme: Skin Care

Prerequisites: COS1010 Personal Images
COS1060 Skin Care 1 (Basic Practices)
COS2120 Facials & Makeup 1

Module Description: Students consult with and analyze a client's skin care needs, and perform a variety of facial services, including surface cleansing and corrective makeup techniques.

Module Parameters: Access to a professional esthetology facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• meet, greet, welcome and orient client to facials and makeup services	• **Process and Product** in which the student will: – perform a minimum of three client orientation and preparation procedures – perform a minimum of three client services relating to facial care and makeup.	30 70
• consult with and analyze a client's needs for facial and makeup services, and perform facials and basic and corrective makeup services in a safe and sanitary manner	*Assessment Tool* *COSTAT2130: Facials & Makeup 2 (Client Services)*	
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • identify client's needs and wants for facial care services.	

Client Preparation and Analysis	• prepare client for facial care services:
	  – gowning/draping
	  – head draping
	  – removing adornments
	
	• analyze client's facial shape, features and skin condition
	
	• consult with client to determine:
	  – preferred facial stylings and colourings
	  – presence of skin allergies or special skin conditions
	  – scope of services preferred
	
	• recommend facial care services, special products and related services
	
	• advise client of cost of each service
	
	• obtain client's consent before performing facial services.	

Equipment, Materials, Implements	• assemble all necessary equipment, materials and implements • prepare the work area for facial care services.	

Performing Facial Care Services	• perform facial care procedures to include:
	  – surface cleansing
	  – deep cleansing
	  – toning, manual massage manipulations
	  – nourishing
	  – protecting
	
	• design and create daytime makeup stylings	

Concept	Specific Learner Expectations	Notes
Performing Facial Care Services (continued)	*The student should:* • apply the principles of corrective makeup to change the appearance of facial shapes and features • remove draping and assist in refinishing the client's hairstyle • direct client to dressing room if change of clothing is necessary.	
Keeping Records	• establish a data base (e.g., record card) for each facial care client • update the data base after completing each facial service.	
Safety and Sanitation	• identify safe and sanitary facial care and makeup practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS2140: SKIN CARE 2 (CLIENT SERVICES)

Level: Intermediate

Theme: Skin Care

Prerequisite: COS1010 Personal Images
COS1060 Skin Care 1 (Basic Practices)
COS2120 Facials & Makeup 1
COS2130 Facials and Makeup 2 (Client Services)

Module Description: Students consult with and analyze the client's skin care needs, and recommend and perform client-approved services, including cleansing, toning (manual and electrical massage), nourishing and protecting.

Module Parameters: Access to a professional esthetology facility and use of current skin care technology.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• meet, greet, welcome and orient a client to available skin care services including available skin care technology	• **Process and Product** in which the student will: – perform a minimum of three client orientation and preparation procedures – perform a minimum of three client services related to skin care including the use of available technology. *Assessment Tool* *COSTAT2140: Skin Care 1 (Client Services)*	30 70
• consult with and analyze a client's skin care condition and needs, recommend appropriate services and technology-based treatments, and perform skin care services and treatments in a safe and sanitary manner		

• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	Assessment Tool
	   Basic Competencies Reference Guide and any
	      assessment tools noted above
		Integrated throughout

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Concept	Specific Learner Expectations	Notes

Skin Care Technology	*The student should:*
	
	• describe the basic principles of electricity and electrical safety related to skin care technology
	
	• describe the purpose and demonstrate the safe and sanitary use of:
	  − skin analysis technology
	  − surface and deep cleansing technology
	  − toning technology
	  − nourishing technology
	
	• sanitize and check the safety of each item of technology after use.	

Client Orientation	• greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist client to be seated at consultation area.	
Client Consultation and Analysis	• consult with clients to determine their skin care needs and wants • advise clients of the scope of skin care services including technology available and the purpose of each service • analyze client's skin and recommend services for treatable conditions • advise clients of the advantages/disadvantages of treating/not treating skin conditions • advise client of cost of each skin care service • obtain client's consent before performing skin care services.	
Equipment, Materials and Implements	• assemble all necessary equipment, materials and implements • prepare the work area for skin care services.	

Concept	Specific Learner Expectations	Notes

Performing Skin Care Services	*The student should:*
	
	• drape client as appropriate for service(s)
	
	• perform skin care procedures with the aid of available technology in each of the following service areas:
	  – skin analysis
	  – surface and deep cleansing
	  – toning including electrical massage
	  – nourishing
	
	• complete the skin care service by applying protective and adornment cosmetics (if required) to the skin
	
	• remove draping and assist in refinishing the client's hairstyle
	
	• direct client to dressing room if change of clothing is necessary.	

Keeping Records	• establish a data base (e.g., record card) for each facial care client • update the data base after completing each skin care service.	
Safety and Sanitation	• demonstrate safe and sanitary skin care practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS2150: MANICURING 2

Level: Intermediate

Theme: Nail Care

Prerequisites: COS1010 Personal Images
COS1070 Manicuring 1

Module Description: Students describe the anatomy of the arm and hand, identify diseases and disorders of the hands and nails and hand and nail conditions that may be treated by a manicurist, and recommend and perform services for treatable conditions.

Module Parameters: Access to a professional esthetology facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
● recognize conditions, disorders and diseases of the hands and nails, describe conditions and disorders that may be treated by a manicurist, and suggest treatments for each condition or disorder	● **Concept Testing** in which the student will: – given 30 test items relating to manicuring, respond correctly to a minimum of 25 items. *Assessment Tool* *Board Exam Review for Cosmetology:* *– Manicuring and Pedicuring* *– The Nail and Its Disorders*	25
● analyze treatable hand and nail conditions, perform a variety of manicuring services including plain and oil manicures, and hand and arm massage	● **Process and Product** in which the student will: – analyze a minimum of three hands and nails select and perform suitable manicuring services. *Assessment Tool* *COSTAT2150: Manicuring 2* *COSSAT2150: Manicuring 2*	75
● demonstrate basic competencies.	● **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Anatomy and Physiology	*The student should:* • identify and describe the basic structure of the arm and hand • explain the relationships among the various parts of nails and their surrounding tissues • describe how nails grow • describe the major muscles, nerves and bones that control/coordinate the workings of the shoulders, arms and hands.	
Hand and Nail Disorders and Diseases	• explain how manicure-related muscles, nerves, bones and other tissues may be affected by: – disease – improper care – diet – chemicals • identify the technical terms used to describe specific nail disorders and diseases • list and describe disorders that may be treated by a cosmetologist/manicurist • describe services that may be used to treat nail and nail-related disorders.	
Equipment, Cosmetics and Implements	• identify equipment, manicure cosmetics and implements required to perform manicure services including: – plain manicures – oil manicures – electric manicures • describe materials required to perform hand and arm massage.	

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Concept	Specific Learner Expectations	Notes

Hand and Nail Analysis	*The student should:*
	
	• analyze the condition of hands and nails to determine:
	  − treatable/non-treatable conditions
	  − appropriate manicure-related services
	
	• analyze the shape of hands, fingers and nails to determine appropriate shapes for fingernails
	
	• describe the effects of different nail shapes on the appearance of hands/fingers
	
	• distinguish between male and female hand shapes and preferred nail shapes.	

Special Manicure Services • Oil Manicures • Electric Manicures • Treatable Disorders	• describe the purpose of an oil manicure • access and prepare equipment, cosmetics and implements needed to perform an oil manicure • list and describe the procedure used to perform an oil manicure • list and describe safety and sanitation precautions followed when performing oil manicures • perform an oil manicure • describe the advantages/disadvantages of using electric manicure machines • list and describe the procedure used to perform an electric manicure • list and describe safety and sanitation precautions followed when performing an electric manicure • demonstrate techniques/procedures used to treat treatable disorders of the nail and surrounding tissues	

Concept	Specific Learner Expectations	Notes
• Hand and Arm Massage • Related Services*	*The student should:* • describe the purpose of hand and arm massage • describe the types of manipulations used when performing hand and arm massage • list the procedure used to perform hand and arm massage • perform hand and arm massage • identify related services used to enhance the condition and appearance of nails	
Safety and Sanitation	• identify and follow safe and sanitary practices for each manicure service • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

*Related services are addressed in the Nail Art (COS2160) and Nail Technology (COS3190) modules.

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MODULE COS2160: NAIL ART

Level:	Intermediate
Theme:	Nail Care
Prerequisites:	COS1010 Personal Images
	COS1070 Manicuring 1
	COS2150 Manicuring 2

Module Description: Students describe nail art techniques used to enhance the appearance of fingernails, as well as design and produce simple nail art.

Module Parameters: Access to a professional esthetology facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• define and describe nail art, and identify and describe materials and cosmetics available to create various nail art procedures and create basic nail art designs	• **Concept Testing** in which the student will: – present a report defining and describing nail art and the procedures used to perform basic nail art. *Assessment Tool* *CTS Rubric: Presentation/Reports*	10
• design a variety of nail art images using appropriate nail art materials and cosmetics	• **Process and Product** in which the student will: – design and create a minimum of three nail art designs suited to finger and nail shapes. *Assessment Tool* *COSTAT2160: Nail Art*	90
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Principles and Practices	*The student should:* • define the term nail art • describe the relationship between nail art and basic hand and nail care • explain when and why nail art may be worn	

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MODULE COS2160: NAIL ART (continued)

Concept	Specific Learner Expectations	Notes
Principles and Practices (continued)	*The student should:* • identify and describe nail art services including the following techniques: − creative polishing (e.g., French manicure) − nail painting − applications (e.g., tape, gems, feathers, gold leaf) • explain why nail art should be performed on hands and nails that are properly manicured.	
Nail Art Materials and Cosmetics	• identify and describe equipment, materials and cosmetics that may be used in nail art services • explain the advantages/disadvantages of using different nail art materials and cosmetics.	
Designing Nail Art	• identify and describe factors that help determine suitable nail art • identify the principles of design that may be used to design nail art.	
Nail Art Procedures	• list and describe the procedures used to design and create various nail art effects including: − French manicure − nail painting, marbling, striping − tape, gem, feather, foil applications − combination effects • demonstrate the use of technology (e.g., air brush) to create nail art • describe and demonstrate how nail art can be used to coordinate with other adornments worn by clients • describe and demonstrate how nail art may be protected.	
Safety and Sanitation	• identify and follow safe and sanitary practices related to performing nail art • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS2170: MANICURING 3 (CLIENT SERVICES)

Level: Intermediate

Theme: Nail Care

Prerequisites: COS1010 Personal Images
COS1070 Manicuring 1
COS2150 Manicuring 2
COS2160 Nail Art

Module Description: Students analyze hands and nails to determine manicure needs and the presence of treatable and nontreatable conditions, as well as select and perform appropriate manicure and related services.

Module Parameters: Access to a professional esthetology facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• meet, greet and orient a client to available manicure services	• **Process and Product** in which the student will: – perform a minimum of three client orientation and preparation procedures to standards indicated on a client services performance chart.	30
• consult with and analyze a client's hands, nails and manicure needs, and perform services in a safe and sanitary manner	– perform a minimum of three client services related to manicure. *Assessment Tool* *COS2170: Manicuring 3 (Client Services)*	70
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist client to be seated at work area • discuss client's preferred nail services.	

Concept	Specific Learner Expectations	Notes
Client Consultation and Analysis	*The student should:* • analyze client's hands and nails and assess their suitability for nail art services • identify alternative services and recommend specific nail art and related services based on analysis • consult with client to determine preferred services and nail art design • advise client of cost of each service • ask client to remove rings and other hand adornments and have client put them in a safe place • perform basic manicure procedures, if necessary, to prepare nail(s) for nail art applications.	
Equipment, Cosmetics and Implements Preparation	• prepare the work area for client-approved service(s) • access and arrange all items required for the service(s).	
Performing Nail Art Services	• perform manicure and related services including: – plain manicures – oil manicures – hand and arm massage – nail art • use available technology to perform manicure, massage and nail art services • advise clients how they may maintain the groomed appearance of their hands, nails and nail art.	
Keeping Records	• establish a data base (e.g., record card) for each manicure and related service client • update the data base after completing each manicure-related service.	
Safety and Sanitation	• identify and follow safe and sanitary manicure and related service practices • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS2180: HAIRPIECES & EXTENSIONS

Level: Intermediate

Theme: Special Effects/Services

Prerequisites: COS1010 Personal Images
     COS1040 Forming & Finishing 1
     COS2030 Forming & Finishing 2

Module Description: Students describe the purpose of hairpieces and extensions and types of hair and fibres used in constructing hair goods, and analyze and service hair goods.

Module Parameters: Access to a hairstyling or hair goods facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• describe the uses of hair goods and distinguish among the types of hair and fibres used in constructing hair goods	• **Concept Testing** in which the student will:
	 – given 40 test items relating to hair goods, respond correctly to a minimum of 30 items.
	
	 Assessment Tool
	      Board Exam Review for Cosmetology:
	      – *The Artistry of Artificial Hair*
		30

• analyze hair goods, perform appropriate cleansing, conditioning, forming and finishing procedures on hairpieces and extensions, and attach hairpieces and extensions	• **Process and Product** in which the student will: – service and attach a minimum of three hairpieces and extensions. *Assessment Tool* *COSTAT2180: Hairpieces & Extensions*	70

• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	 Assessment Tool
	      Basic Competencies Reference Guide and any
	        assessment tools noted above
		Integrated throughout

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Concept	Specific Learner Expectations	Notes
Uses of Hair Goods	*The student should:* • explain why hairpieces and extensions are worn • list factors that may influence the wearing of hair goods; e.g.: − fashion − fad − trend − hair loss • describe other commercial uses for hair goods.	
Types of Hairpieces and Extensions	• distinguish among different types of hairpieces, hair replacements, wefts and extensions; e.g.: − wiglets − toupees − falls − bandeaus − cascades − braids − switches − chignons − crown curls • describe the advantages/disadvantages of each type of hairpiece and extension.	
Types of Hair and Fibre	• describe and distinguish among the different types of natural hair and synthetic fibres used to construct hairpieces and extensions; e.g.: − human hair − animal hair − synthetic fibres • explain the advantages/disadvantages of each type of hair and fibre used to construct hair goods • analyze hair goods to identify hair or fibre content.	

Concept	Specific Learner Expectations	Notes
Types of Construction	*The student should:* • distinguish between the construction of machine-made and hand-tied hairpieces • explain the advantages/disadvantages of hand-tied and machine-made hairpieces • analyze hairpieces and identify their method of construction.	

Safe Handling of Hair Goods	• identify and describe safe handling and safe care and maintenance techniques for:
	  – machine-made/hand-tied hair goods
	  – natural hair/synthetic fibre hair goods.	

Care and Maintenance • Conditioning • Forming	• explain why regular care and maintenance of hairpieces and extensions improves the appearance and longevity of hair goods • identify and describe methods of cleaning natural hair and synthetic fibre hairpieces and extensions • identify chemicals used to clean different types of hair goods • explain why dry cleaning fluids are used to clean hand-tied hair goods • clean a variety of hairpieces and extensions using appropriate chemicals and cleaning and drying techniques • describe the purpose of conditioning hair goods • identify and describe conditioning methods and products used on different types of hair goods • condition different types of hair goods • distinguish between hairpieces that require/do not require forming • explain the advantages/disadvantages of owning hairpieces that require/do not require forming • distinguish between hair goods that may be/must not be formed with the aid of a curling iron	

Concept	Specific Learner Expectations	Notes

• Forming (continued)
 	
• Finishing
	The student should:
	
	• plan forming patterns for different types of hairpieces and extensions
	
	• form hairpieces and extensions using a variety of forming implements:
	  – rollers
	  – curling irons
	  – pin curls
	
	• use a variety of finishing implements (e.g., combs, brushes, picks) to dress a hairpiece into a preferred style.	

Attaching Hairpieces and Extensions	• securely attach hairpieces and extensions • dress hair goods into the hair to create preferred styles.	
Safety and Sanitation	• identify and follow safe and sanitary hair goods handling, care and maintenance procedures • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS2190: THEATRICAL MAKEUP 2 (PLANNING THE IMAGES)

Level: Intermediate

Theme: Special Effects/Services

Prerequisites: COS1010 Personal Images
COS1060 Skin Care 1 (Basic Practices)
COS1080 Theatrical Makeup 1 (Basic Principles)
DES1020 The Design Process [Design Studies Strand]
COS2120 Facials & Makeup 1

Module Description: Students design, select and apply makeup to create images of selected characters and to enhance personal appearances for theatrical purposes.

Module Parameters: Access to a professional makeup studio or drama workshop.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• develop a plan to change physical images by applying design principles to the use of theatrical makeup	• **Process and Product** in which the student will: – develop a minimum of three theatrical makeup plans – execute a minimum of three theatrical makeup plans to standards indicated on a theatrical makeup performance chart.	50 50
• execute theatrical makeup plans to create, change and enhance physical images	*Assessment Tool* *COSTAT2190: Theatrical Makeup 2 (Planning the Images)*	
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Relationships between Basic Makeup Practices and Theatrical Makeup Practices	*The student should:* • describe theatrical makeup practices used to enhance or change images; e.g.: – hairstyling – corrective makeup – character makeup – adornments, prostheses • explain the relationship between basic cosmetology practices and theatrical makeup practices • distinguish between corrective makeup and character makeup • describe the purpose and identify examples of non-realistic makeup • explain the professional relationship between the performer and the theatrical makeup artist.	
Identifying Characters	• identify characters to be created in the context of a theatrical production or event • list features that may distinguish one theatrical character from others; e.g.: – body shape/structure – facial shape/features – haircolour/length/style – genetic characteristics – age – health – disfigurements – historical period • explain possible relationships between a theatrical character's personality and appearance.	
Designing Theatrical Makeup	• apply principles of design to prepare sketches, drawings and/or models to represent each character to be created • describe and identify factors that help determine the use of corrective or character makeup techniques	

Concept	Specific Learner Expectations	Notes

Designing Theatrical Makeup (continued)	*The student should:*
	
	• prepare a worksheet for each character to include information about the makeup to be applied including:
	  – type, colour, location
	  – corrective or character makeup
	  – hairstyle (use of hairpiece/wig)
	  – distinguishing features/marks.	

Makeup Materials and Implements	• access all required materials and implements and prepare the work area • form and finish hair goods, when necessary.	
Applications	• use the worksheets as guides to create identified character images.	
Safety and Sanitation	• demonstrate safe and sanitary practices • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS2200: HISTORICAL COSMETOLOGY

Level: Intermediate

Theme: Enterprise and Competition

Prerequisites: COS1010 Personal Images
COS1020 Hair Graphics 1
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS1060 Skin Care 1 (Basic Practices)
COS2010 Hair Graphics 2
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2120 Facials & Makeup 1
DES1020 The Design Process [Design Studies strand]

Module Description: Students, in addition to recreating historical hairstyles and facial images, describe the historical trends in hairstyles and makeup, and the relationship between historical changes in cosmetology to other changes in society.

Module Parameters: Access to a professional hairstyling/esthetology facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• identify and describe:
    – historical, period-related trends in hair and makeup stylings
    – career options available to cosmetologists skilled in recreating historical hair and makeup stylings
	• **Concept Testing** in which the student will:
	    – given 40 test items relating to historical stylings, respond correctly to a minimum of 30 items.
		30

• apply principles and practices of cosmetology and design to design and create historical hair and facial stylings	• **Applied Problem Solving** in which the student will:
	    – design, plan and create a minimum of three historical hair and facial stylings.
	
	 Assessment Tool
	    COSTAT2200: Historical Cosmetology
		70

• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Intermediate

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Concept	Specific Learner Expectations	Notes
Historical Trends	*The student should:* • categorize major trends in personal appearance and grooming according to their historical occurrence • produce/develop a scrapbook, video, report or collage to show historical trends in hair and facial stylings • explain possible relationships between historical trends in fashions, hair and facial stylings and other changes in society during the same periods • describe possible relationships between hair and facial stylings and lifestyles • distinguish between the role of cosmetologists as creators of hair and makeup trends and as followers of trends created by others.	
Career Options	• explain career options available to cosmetologists skilled in recreating historical hair and facial stylings.	
Planning Historical Stylings	• identify historical images to be recreated • prepare worksheets to identify resources, required forming and finishing techniques needed to recreate the images.	
Creating Historical Stylings	• access and prepare resources needed to create a historical hair and facial styling • drape and prepare the client appropriately for each service • form and finish hair to recreate the historical hairstyle • perform facial services on client to recreate the historical facial styling.	
Safety and Sanitation	• demonstrate safe and sanitary practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS2210: SALES & SERVICE 1 (PRINCIPLES & PRACTICES)*

Level:	Intermediate
Theme:	Enterprise and Competition
Prerequisite:	COS1010 Personal Images
Module Description:	Students describe and demonstrate basic principles of selling and service in the various sectors of the cosmetology industry.
Module Parameters:	Access to a professional cosmetology-related retail facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe ethical principles and practices of professional cosmetologists	• **Concept Testing** in which the student will: – prepare and present a verbal, written or other descriptions of desirable ethics of professional cosmetologists. *Assessment Tool* *CTS Rubric: Presentation/Reports*	20
• define, describe and demonstrate the attention, interest, desire, action (AIDA) and courtesy, attention, receptivity/respect, efficiency/effectiveness (CARE) principles, and apply these principles to personal selling, and display merchandising within the cosmetology industry	• **Process** in which the student will: – define, describe and demonstrate the use of the AIDA and CARE principles in cosmetology-related selling and merchandising. *Assessment Tool* *COSTAT2210: Sales and Service 1 (Principles and Practices)*	80
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

★ For additional modules related to salesmanship and retailing see:
  • Management and Marketing Guide to Standards and Implementation.

Concept	Specific Learner Expectations	Notes
Sales and Service Relationships	*The student should:* • define the terms selling, personal service and personal selling • describe goods and services generally available in hairstyling/esthetology salons • explain why service is important in the cosmetology industry • distinguish between sales ability and the ability to provide service • define and describe the CARE principle (i.e., Courtesy, Attention, Receptivity/Respect, Efficiency/Effectiveness) • define and describe the AIDA principle (i.e., Attention, Interest, Desire, Action).	
Professional Ethics and Practices	• define the term professional ethics • describe and demonstrate ethical behaviours expected of professional cosmetologists • explain why effective communications and interpersonal skills are important to a successful worker.	
Sales and Service Practices	• identify and describe sales and service practices performed by salon managers, cosmetologists and support personnel; e.g.: – salon assistants – apprentices – receptionists • distinguish among personal selling, retail selling and display merchandising • describe and demonstrate promotional strategies that may be used by cosmetology businesses • apply the AIDA principle and demonstrate personal selling, retail selling and display merchandising strategies.	

Concept	Specific Learner Expectations	Notes

Management Roles and Responsibilities	*The student should:*
	
	• identify and describe the roles and responsibilities of management personnel in cosmetology-related businesses; e.g.:
	  – hairdressing salons
	  – esthetology salons
	  – cosmetology supplies retail outlets
	  – cosmetology supplies wholesalers
	
	• explain the role of salon management personnel including owners, operators, management staff and receptionists in promoting sales and providing service.	

Client Satisfaction	• explain the importance of client satisfaction to the success of a business • describe and demonstrate strategies designed to promote and achieve client satisfaction.	
Keeping Records	• explain the importance of record keeping to individual cosmetologists and to salon managers/operators • identify and describe types of records maintained by cosmetology businesses • maintain a current and simple set of records for a cosmetology business.	

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Cosmetology Studies.

> Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

MODULE COS3010: PROFESSIONAL PRACTICES

Level: Advanced

Theme: Images and Practices

Prerequisites: COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS1060 Skin Care 1 (Basic Practices)
COS1070 Manicuring 1
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2

Module Description: Students describe the sectors of the cosmetology industry, as well as current and projected trends, needs, career opportunities, trade ethics and qualifications required for entry into each sector.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• identify sectors of the cosmetology industry and the work performed in each sector
 	
 • identify and describe the qualifications required for entry into each sector of the industry
 	
 • identify and report on current and projected trends in the industry
	• **Concept Testing** in which the student will:
	 – prepare and present a report on the sectors of the cosmetology industry, qualifications required for entry into each sector and current and projected trends in the industry.
	
	 Assessment Tool
	    CTS Rubric: Presentation/Reports
	    Board Exam Review for Cosmetology:
	    – *The Salon Business*
		40

• demonstrate ethical, interpersonal and communication skills suited to professional cosmetologists	• **Process and Product** in which the student will: – demonstrate interpersonal and communication skills. *Assessment Tool* *COSTAT3010: Professional Practices*	60

• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	 Assessment Tool
	    Basic Competencies Reference Guide and any
	      assessment tools noted above
		Integrated throughout

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Concept	Specific Learner Expectations	Notes
Sectors of the Cosmetology Industry	*The student should:* • analyze and describe sectors of the industry • list and describe the work performed in each sector.	
Current and Projected Trends	• survey local businesses related to the cosmetology industry and list and describe current and project trends • identify and describe factors that may have led to current trends • predict factors that may lead to projected trends.	
Career Opportunities	• for each sector of the cosmetology industry, list and describe: – current career opportunities – projected career opportunities – entrepreneurial career opportunities.	
Entry-level Qualifications • Interpersonal and Communication Skills • Professional Ethics	• for each sector of the cosmetology industry, list and describe qualifications/abilities required for entry • explain why effective interpersonal and communication skills are required by professional cosmetologists • describe and demonstrate interpersonal and communication skills required by professional cosmetologists • define the term professional ethics • list and describe ethical behaviours expected of professional cosmetologists • suggest possible consequences of ethical and unethical behaviour: – consequences to individual cosmetologist – consequences to the business operation – consequences to the cosmetology industry • project future entry-level qualifications.	

MODULE COS3020: LONG HAIR GRAPHICS

Level: Advanced

Theme: Hair and Scalp Care

Prerequisites: COS1010 Personal Images
                      COS1020 Hair Graphics 1
                      COS2010 Hair Graphics 2
                      COS3010 Professional Practices

Module Description: Students design and produce symmetrical and asymmetrical hairstyles to create long hair graphics.

Module Parameters: Access to professional hairstyling facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select, design and create a variety of long hair graphics to suit different facial, personality and situational needs	• **Process and Product** in which the student will: – design and create a minimum of three long hair graphics to suit various client characteristics and needs, including: • design • execution • finish. *Assessment Tool* *COSTAT3020: Long Hair Graphics*	30 50 20
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Designing Long Hair Graphics	*The student should:* • describe the advantages/disadvantages of wearing a long hair graphic • identify and describe factors that should be considered when designing long hair graphics • identify and describe devices that may be used to enhance and secure long hair graphics • list and describe a procedure used when designing and creating long hair graphics.	

Creating Long Hair Graphics	• demonstrate hair handling, brushing and combing techniques that protect the condition and appearance of long hair
	
	• create a variety of symmetrical and asymmetrical long hair graphics suited to:
	  – day wear
	  – bridal wear
	  – evening wear
	
	• incorporate a variety of devices to enhance the appearance (e.g., shape, volume, density) of selected long hair graphics
	
	• demonstrate a variety of techniques to secure and finish long hair graphics.	

Safety and Sanitation	• follow safe and sanitary practices • maintain a clean, safe work area • sanitize and return implements and materials to proper storage areas after use.	Review local and provincial health and safety regulations.

MODULE COS3030: HAIR & SCALP CARE 3

Level: Advanced

Theme: Hair and Scalp Care

Prerequisites: COS1010 Personal Images
                      COS1030 Hair & Scalp Care 1
                      COS1040 Forming & Finishing 1
                      COS2020 Hair & Scalp Care 2
                      COS2030 Forming & Finishing 2
                      COS3010 Professional Practices

Module Description: Students analyze the condition of the hair and scalp, make treatment decisions and recommendations, and clean and condition the hair and scalp, using available technology.

Module Parameters: Access to professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• analyze the hair and scalp, and identify treatable and non-treatable conditions	• **Process and Product** in which the student will: – analyze a minimum of three heads of hair and identify treatable and non-treatable conditions	40
• make decisions and perform appropriate cleansing and conditioning treatments in a safe and sanitary manner	– perform three cleansing and three conditioning treatments appropriate to each client's needs including: • cleansing treatments • conditioning treatments. *Assessment Tool* COSTAT3030: *Hair and Scalp Care 3*	30 30
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Hair and Scalp Analysis	*The student should:* • analyze hair and scalps, and determine their conditions • determine conditions that may be treated by a cosmetologist • identify conditions that must not be treated by a cosmetologist and recommend courses of action.	
Treatments and Technologies	• select and prepare treatment products and application implements appropriate to the condition of the hair and scalp • select, check and prepare technologies necessary to support and/or enhance each treatment.	
Shampooing	• assist clients and prepare them for shampooing • perform complete shampoos including: – applying appropriate type and quantities of shampoo – distributing the shampoo – massaging the scalp – removing shampoo from the hair and scalp – protecting and assisting clients • following safe and sanitary shampoo practices.	
Conditioning	• assist and prepare clients for conditioning treatments • perform hair and scalp conditioning treatments (using surface conditioners and penetrating conditioners) including: – applying appropriate type and quantity of conditioner – ensuring proper distribution of conditioner – massaging the scalp, when necessary – using technology to support or enhance the treatment, where necessary – protecting and assisting the client.	
Safety and Sanitation	• follow safe and sanitary practices • maintain a safe, clean work area • sanitize and return technology and materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3040: HAIR & SCALP CARE 4 (CLIENT SERVICES)

Level:	Advanced
Theme:	Hair and Scalp Care
Prerequisites:	COS1010 Personal Images
	COS1030 Hair & Scalp Care 1
	COS1040 Forming & Finishing 1
	COS2020 Hair & Scalp Care 2
	COS2030 Forming & Finishing 2
	COS2210 Sales & Service 1 (Principles & Practices)
	COS3010 Professional Practices
	COS3030 Hair & Scalp Care 3

Module Description: Students analyze a client's hair and scalp, make treatment decisions and recommend services, and perform client-approved hair and scalp care services to a client's satisfaction.

Module Parameters: Access to professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• analyze hair and scalp, recommend treatment, promote the sale of related services, and perform client-approved hair and scalp care services to a client's satisfaction	• **Process and Product** in which the student will: – perform applied and related hair and scalp care services to a minimum of three clients.	60
• recommend and promote the sale of hair and scalp care products	– demonstrate ethical sales techniques while introducing and promoting the sale of hair and scalp care products. *Assessment Tool* *COSTAT3040: Hair & Scalp Care 4 (Client Services)*	40
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist clients to be seated at work area • determine each client's needs for hairstyling services • provide clients with style photographs and magazines • consult with each client to determine required services.	
Client Preparation	• analyze each client's hair and scalp • recommend hairstyling services and hairstyle based on analysis and each client's needs • advise clients of cost of each service • drape clients for wet/dry services • remove hair ornaments, if present • request clients to remove facial adornments, if necessary, and have clients put them in a safe place • brush hair thoroughly (before and after analysis) as needed.	
Client Services • Shampooing	• direct and assist clients to the shampoo area • position clients and ensure that they are positioned properly at the shampoo sink • ensure that cape and towel(s) are appropriately positioned to protect each client's clothing • select and recommend a shampoo appropriate to condition of the hair and scalp • suggest to clients the availability of the recommended shampoo for sale and home use • perform complete shampoos • towel dry hair • wrap hair in towel and assist clients to return to setting area unless conditioning service has been requested	

Concept	Specific Learner Expectations	Notes
• Conditioning	*The student should:* • select and recommend conditioners and technology appropriate to clients' needs • apply conditioner and allow to process according to manufacturer's instructions • rinse excess conditioner from hair and scalp, if necessary • wrap hair in towel and assist clients to return to setting area	
• Forming and Finishing	• form hair using appropriate forming implements to produce the desired hairstyle • dry the hair and use appropriate forming and finishing implements to create a suitable hairstyle	
• Client Satisfaction	• enquire about the clients' level of satisfaction with services provided • suggest future services and appointment dates.	
Retailing	• advise clients about the availability of retail products to meet their home hair and scalp care needs • show clients various sizes of available products and provide comparative prices • provide clients with reasons why regular use of recommended products would benefit their hair and scalp.	
Keeping Records	• establish a data base for each client • check the data base before each service • update the data base after each service.	

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Concept	Specific Learner Expectations	Notes
Safety and Sanitation	*The student should:* • follow safe and sanitary procedures for each service • maintain a safe and clean work area • sanitize and return implements and materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3050: HAIRCUTTING 2

Level: Advanced

Theme: Haircutting

Prerequisites: COS1010 Personal Images
        COS1030 Hair & Scalp Care 1
        COS1040 Forming & Finishing 1
        COS2020 Hair & Scalp Care 2
        COS2030 Forming & Finishing 2
        COS2040 Haircutting 1
        COS2050 Hair Care & Cutting 1 (Client Services)
        COS3010 Professional Practices
        COS3030 Hair & Scalp Care 4

Module Description: Students demonstrate the ability to design and follow cutting patterns, and safely use haircutting and thinning shears, razors and electric clippers.

Module Parameters: Access to professional hairstyling facility.

        Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• create a variety of cutting patterns/plans	• **Process** in which the student will: — design and create a minimum of three cutting plans to indicate hair lengths, elevations, guideline(s).	30
• follow cutting patterns, and apply principles of elevation to produce a variety of layered/ tapered haircuts by selecting and using cutting implements appropriate to the task	• **Product** in which the student will: — using appropriate cutting implements and applying appropriate principles of elevation, produce a minimum of one each of the following: • blunt cut • layer cut • clipper cut • child's haircut. *Assessment Tool* *COSTAT3050: Haircutting 2*	70
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any* *assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Implements	*The student should:* • identify and describe the advantages/ disadvantages of different haircutting implements, including: – shears – razors – clippers • describe the uses of different models of haircutting implements; e.g.: – long shears/short shears – safety razors/open razors – mechanical and electrical clippers – adjustable clippers/replaceable head clippers • describe the uses of attachments and related terms for different haircutting implements; e.g.: – finger rests – safety guards – strops/hones – replaceable razor blades.	
Guidelines and Evaluations	• cut guidelines at various areas of head; e.g.: – stationary guidelines – moving guidelines • comb, hold and cut hair at selected angles/ elevations ranging from 0° to 90° and from 90° to 180°.	
Using Clippers	• demonstrate haircutting techniques using hair clippers, including: – outlining (e.g., blocked, tapered, feathered) – arching – cutting length – clipper-over-comb.	

Concept	Specific Learner Expectations	Notes

Combining Implements	*The student should:*
	
	• use a combination of haircutting implements to produce various styles of haircuts on:
	  – straight hair
	  – wavy hair
	  – over-curly hair
	
	• perform special cutting techniques; e.g.:
	  – scissors-over-comb
	  – clipper-over-comb
	  – razor and comb.	

Interpretation and Design	• interpret photographic and other images to determine haircutting techniques • design cutting patterns based on interpretations of images • adapt cutting patterns to meet individual needs.	Review current resources; e.g., videos, magazines. A computer-aided design program may be used, if available.
Cutting Children's Hair	• identify and describe characteristics of children's hair • describe challenges that may be faced when cutting children's hair • demonstrate behaviour appropriate to providing haircutting services to children.	

Individualizing Haircutting Techniques and Styles	• analyze different head and facial shapes and recommend haircuts suited to these shapes
	
	• select implements required to perform recommended haircuts
	
	• perform complete haircutting services, including:
	  – preparing the work area
	  – preparing clients
	  – analyzing hair and scalp conditions, head and facial shapes
	  – designing the cuts
	  – sectioning the hair for desired patterns
	  – using selected cutting implements
	  – checking each cut for balance
	  – removing cut hair
	  – forming and/or finishing the hair
	  – removing drapings
	  – sanitizing the work area.
		Hair should be cut using a combination of blunt, slither or other techniques at various elevations.
		
		To meet assessment standards, a minimum of five haircuts should be performed on live models.

Concept	Specific Learner Expectations	Notes
Safety and Sanitation	*The student should:* • follow safe and sanitary practices • perform first aid for minor cuts • maintain a clean, safe work area • sanitize implements after each use and return to proper storage area • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

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MODULE COS3060: HAIRCUTTING 3 (CLIENT SERVICES)

Level: Advanced

Theme: Haircutting

Prerequisites: COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2040 Haircutting 1
COS2050 Hair Care & Cutting 1 (Client Services)
COS3010 Professional Practices
COS3030 Hair & Scalp Care 3
COS3050 Haircutting 2

Module Description: Students analyze hair, scalp, face, haircuts and styles, recommend hairstyles, prepare clients and perform haircutting services.

Module Parameters: Access to a professional hairstyling facility.

                              Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• consult with a client and interpret haircutting needs	• **Process** in which the student will: – demonstrate consulting skills and the ability to interpret clients' haircutting needs by designing a haircutting pattern/plan.	40
• perform safe and sanitary haircutting services for adults and children to their satisfaction	• **Product** in which the student will: – perform a minimum of three haircuts. *Assessment Tool* *COSTAT3060: Haircutting 3 (Client Services)*	60
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with hats, coats and personal belongings • remove hair ornaments, if present • drape clients (for wet service if hair is to be shampooed).	
Client Consultation	• demonstrate care, concern and tact when consulting with clients • interpret each client's needs and wants in relation to his or her haircut preferences • inform clients of care and maintenance needs of different haircutting styles.	
Client Analysis	• analyze each client's head shape, facial shape and hair and scalp conditions • recommend alternative haircutting styles based on the analysis and consultation • clearly identify each client's preferred haircutting style.	
Designing the Haircut	• design the haircut based on each client's preference; e.g.: – sketch a cutting pattern/diagram – indicate desired lengths of hair in each area of pattern – identify cutting implements needed – note special techniques to be used.	A computer-aided imaging/design program may be used, if available.
Client Preparation	• prepare each client's hair for cutting: – shampoo hair and scalp – condition hair and scalp (if required) • towel dry and comb the hair • redrape for cutting service.	

Concept	Specific Learner Expectations	Notes
Performing Haircuts	*The student should:* • perform haircutting services on various types of hair • perform haircutting services for clients of any age or gender • section the hair according to the cutting pattern • cut guidelines, where necessary • cut hair sections in a predetermined sequence • use appropriate cutting implements on each section • perform special cutting techniques, as required • check for evenness, balance and suitability • observe, listen and respond to each clients' verbal and non-verbal communication throughout haircutting process • remove cut hair from neck, shoulders, etc., as necessary • form and/or finish the hair.	
Safety and Sanitation	• follow safe and sanitary practices • maintain a clean, safe work area • sanitize and return implements and materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3070: HAIR CARE & CUTTING 2 (CLIENT SERVICES)

Level: Advanced

Theme: Haircutting

Prerequisites: COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2040 Haircutting 1
COS2050 Hair Care and Cutting 1 (Client Services)
COS3010 Professional Practices
COS3030 Hair & Scalp Care 3
COS3040 Hair & Scalp Care 4 (Client Services)
COS3060 Haircutting 3 (Client Services)

Module Description: Students consult with the client to determine services desired, analyze a client's hair and scalp, face and facial features, and recommend and perform client-approved services and treatments to create finished hairstyles.

Module Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• present a confident and professional appearance and manner when analyzing and meeting a client's needs and promoting the sale of appropriate services and products	• **Process** in which the student will: – demonstrate professional level competencies when greeting, seating, consulting with clients, analyzing their needs and promoting the sale of appropriate services.	30

• perform a variety of safe and sanitary hair and scalp care and haircutting services agreed to by a client	• **Product** in which the student will:
	– perform a minimum of three integrated hair care, scalp care and haircutting services, including:
	  • hair and scalp care services
	  • haircutting services.
	
	Assessment Tool
	  COSPRAC–3 Practical Experiences: Checklist for Student Performance (Advanced Level)
		20
		50

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis

The student will:
 	
• demonstrate basic competencies.
	Assessment of student achievement should be based on:
	
	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	Assessment Tool
	    Basic Competencies Reference Guide and any
	    assessment tools noted above
		Integrated throughout

Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • develop a plan to improve client orientation procedures • communicate, verbally and non-verbally, to clients that their needs and comfort are primary concerns of the salon/shop management and staff.	

Client Consultation	• identify and use innovative strategies to improve client consultation process; e.g.:
	  – computer-assisted consultations
	  – video and other media resources
	
	• communicate with clients to determine each client's hairstyling needs, wants and desires:
	  – analyze head and facial shapes
	  – analyze hair and scalp conditions
	  – ascertain lifestyles
	  – identify desired image projections
	  – "read" body language
	
	• determine preferred hairstyles
	
	• recommend hair care and haircutting services to achieve preferred hairstyle
	
	• provide clients with cost of each service/total cost, upon request
	
	• reach agreement with client on services to be performed.	

Concept	Specific Learner Expectations	Notes
Client Preparation	*The student should:* • ensure each client's comfort • follow salon/shop policy for assisting with each client's personal belongings • drape each client appropriately for each service.	
Client Services and Satisfaction	• perform hair, scalp, style and related analyses to each client's satisfaction • perform shampooing services to each client's satisfaction • perform conditioning services to each client's satisfaction • perform haircutting services to each client's satisfaction • perform hairstyling (forming and finishing) services to each client's satisfaction • demonstrate related service practices that encourage each client's satisfaction.	
Keeping Records	• establish a data base for each client • check the data base before each service • update the data base after each service.	
Safety and Sanitation	• follow safe and sanitary procedures for each service • maintain a clean, safe work area • sanitize and return implements and materials to proper storage areas • discard all waste materials • demonstrate safety and sanitary behaviours that encourage client satisfaction.	Review local and provincial health and safety regulations.

MODULE COS3080: PERMANENT WAVING 5 (DESIGNER)

Level: Advanced

Theme: Chemical Services: Permanent Waving

Prerequisites:
COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1050 Permanent Waving 1 (The Physical Process)
COS2020 Hair & Scalp Care 2
COS2060 Permanent Waving 2 (Cold Waving)
COS2070 Permanent Waving 3 (Heat-assisted)
COS3010 Professional Practices
COS3030 Hair & Scalp Care 3

Module Description: Students identify and describe designer techniques, processes and implements used to permanently wave hair, complete a chemical process for each designer technique, and describe the advantages and disadvantages of each technique.

Module Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and interpret the purpose and potential use of alternative designer permanent waving techniques	• **Concept Testing** in which the student will: – prepare and present a report on designer permanent waving techniques. *Assessment Tool* 　*CTS Rubric: Presentation/Reports*	25
• analyze each client's permanent waving needs, recommend a pattern/technique and perform a variety of designer permanent waving techniques	• **Process and Product** in which the student will: – determine each client's suitability for designer permanent waving – select appropriate technique – perform a minimum of three different designer permanent waving physical processes and one complete designer wave. *Assessment Tool* 　*COSTAT3080: Permanent Waving 5 (Designer)*	10 20 45
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* 　*Basic Competencies Reference Guide and any* 　　*assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Designer Permanent Waving		
• Definition	• define the term designer permanent waving	
	• distinguish between designer permanent waving and conventional waving patterns and techniques	
• Purpose	• identify and describe the purpose of designer permanent waving	
• Techniques	• identify and describe techniques used to perform designer permanent waves; e.g.: – partial/sectional perms – spiral winding – directional wrapping	
• Implements	• identify and describe implements that may be used to create designer permanent waves; e.g.: – spiral rods – clamps – square rods.	
Planning and Designing the Designer Permanent Wave	• analyze each client's hair and scalp • identify preferred hairstyles • describe how to support each style with aid of a designer permanent wave • design sectioning, blocking and winding patterns to achieve desired support and waves/curls • select implements appropriate to achieving the desired support and waves/curls • select appropriate chemical waving and neutralizing chemicals.	
Performing the Designer Permanent Wave	• drape and prepare each client • section, block and wind hair on waving implements • apply waving lotions according to manufacturer's instructions • facilitate the softening/curling processes according to manufacturer's instructions	

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Concept	Specific Learner Expectations	Notes
Performing the Designer Permanent Wave (continued)	*The student should:* • take test curls • neutralize processed hair and assess quality and degree of curl achieved • prepare hair for forming and finishing.	
Record Keeping	• establish a data base to include details of each client's hair and scalp condition, physical and chemical processes used and the quality of finished permanent wave.	
Safety and Sanitation	• demonstrate safe and sanitary permanent waving practices • demonstrate safe and sanitary first-aid practices (e.g., treat chemical burns) • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of unused chemical and other waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3090: RELAX/STRAIGHTEN HAIR

Level: Advanced

Theme: Chemical Services: Permanent Waving

Prerequisites: COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS1050 Permanent Waving 1 (The Physical Process)
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2060 Permanent Waving 2 (Cold Waving)
COS2070 Permanent Waving 3 (Heat-assisted)
COS3010 Professional Practices
COS3030 Hair & Scalp Care 3
COS3080 Permanent Waving 5 (Designer)

Module Description: Students describe the purposes and products available to physically and chemically relax and straighten hair, and identify, describe and practise safe relaxing and straightening techniques.

Module Parameters: Access to a professional hairstyling facility.

                        Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis

The student will:
 	
 • identify and describe methods, technology, chemicals and other products used to relax or straighten hair and the effect of these services on the hair and scalp
	Assessment of student achievement should be based on:
	
	 • **Concept Testing** in which the student will:
	 – prepare and present a report on hair relaxing and straightening including methods, products and effects to standards indicated on a presentation performance chart
	 – given 25 questions of hair relaxing and straightening, respond correctly to 20.
	
	 Assessment Tool
	   Board Exam Review for Cosmetology:
	   – *Chemical Hair Relaxing*
	   – *Thermal Hair Straightening*
	   CTS Rubric: Presentation/Reports
		20

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• analyze the hair and scalp to determine their suitability for straightening or relaxing services, determine type of service to offer and products to use, and perform safe and sanitary hair relaxing and straightening procedures	• **Process and Product** in which the student will:
	– perform a minimum of one hair relaxing and one hair straightening procedure including:
	  • hair and scalp analysis
	  • client preparation
	  • sanitary practices
	  • safe practices and procedures
	to standards indicated on a hair relaxing and straightening performance chart.
		20
		10
		10
		40

• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Relaxing and Straightening		
• Definitions	• define the terms hair relaxing, hair straightening, thermal pressing/combing/brushing and soft curl permanent wave	
• Methods	• describe the physical and chemical-assisted methods available to relax and/or straighten hair	
	• explain the advantages/disadvantages of available hair relaxing and hair strengthening methods	
• Implements	• describe and demonstrate safe use of implements used when relaxing and straightening hair	

Concept	Specific Learner Expectations	Notes
• Chemicals	*The student should:* • identify chemicals that may be used to relax or straighten hair; e.g.: − ammonium thioglycolate − sodium hydroxide − acid-based chemicals • describe the advantages/disadvantages of each chemical used in a chemical hair relaxing or hair straightening process • compare chemical-assisted waving methods with chemical-assisted relaxing/straightening methods.	
Personal and Client Safety • Hair and Scalp Safety • Personal Safety	• identify and describe the potential damage and injuries that may result from improper use of hair relaxing/hair straightening implements and chemicals • describe and demonstrate precautions taken before, during and after a hair relaxing or straightening service to protect the scalp, facial skin and different types of hair from damage or injury • demonstrate precautions taken and emergency procedures in-place to protect clients and the cosmetologist.	
Relaxing/ Straightening Methods • Physical Methods	• demonstrate a procedure using physical methods to relax/straighten curly hair; e.g.: − thermal pressing/combing/brushing • distinguish among physical thermal methods used on fine, medium and coarse textured hair • describe the purpose and demonstrate the use of pressing oil or cream	

Concept	Specific Learner Expectations	Notes

• Chemically Assisted Methods	*The student should:*
	
	• demonstrate a procedure using chemically assisted methods to relax/straighten hair including:
	  – hair and scalp analysis
	  – hair and scalp preparation and protection
	  – chemical selection
	  – chemical application
	  – physical processing
	  – strand testing
	  – rinsing
	  – neutralizing, shampooing, conditioning.	

Retouching	• explain why hair relaxing and straightening retouches may be required and their usual frequency
	
	• demonstrate retouching:
	  – physically relaxed head of hair
	  – regrowth on chemically assisted relaxed or straightened hair
	
	• demonstrate how previously treated hair may be protected during a chemically assisted retouch.	

Safety and Sanitation	• follow safe and sanitary practices • maintain a clean, safe work area • sanitize and return implements and materials to proper storage areas after use • dispose of waste materials in an environmentally appropriate manner.	Review local and provincial health and safety regulations.

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MODULE COS3100: WAVE, RELAX & STRAIGHTEN HAIR (CLIENT SERVICES)

Level: Advanced

Theme: Chemical Services: Permanent Waving

Prerequisites:
COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS1050 Permanent Waving 1 (The Physical Process)
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2060 Permanent Waving 2 (Cold Waving)
COS2070 Permanent Waving 3 (Heat-assisted)
COS3010 Professional Practices
COS3030 Hair & Scalp Care 3
COS3080 Permanent Waving 5 (Designer)
COS3090 Relax/Straighten Hair

Module Description: Students analyze a client's hair and scalp, and recommend appropriate waving, relaxing and straightening services.

Module Parameters: Access to a professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • consult with and analyze a client's waving, relaxing and straightening needs • recommend and promote appropriate services and treatments • perform client-approved services to a client's satisfaction	*Assessment of student achievement should be based on:* • **Process and Product** in which the student will: – determine clients' waving, relaxing or straightening needs and perform a minimum of one waving, relaxing and straightening procedures including: • client consultation and analysis • client preparation • pre-conditioning, where necessary • waving, relaxing or straightening service • post-conditioning • forming and finishing. *Assessment Tool* *COSTAT3100: Wave, Relax & Straighten (Client Services)*	 20 10 10 45 5 10

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with hats, coats and other personal belongings • drape clients appropriately • remove hair ornaments, if present.	
Client Consultation and Analysis	• demonstrate care, concern and tact during the consultation process • analyze each client's hair and scalp to determine waving, relaxing or straightening needs • advise each client of advantages/disadvantages of different services and maintenance needs of each service • recommend waving, relaxing or straightening service • confirm each client's preferred services before starting any service.	
Preparation	• plan the service • design the sectioning and handling patterns • select implements, chemicals and materials required to perform the service • prepare the work area.	

Concept	Specific Learner Expectations	Notes
Performing Services	*The student should:* • prepare the hair and scalp (e.g., shampoo, pre-condition), as necessary • apply protective agents and materials, as necessary • perform waving, relaxing or straightening services as agreed to by clients • take test curls/strands, as necessary • neutralize hair, as necessary and as directed by chemical manufacturer's instructions • form and finish the hair • ensure clients' comfort and safety throughout each service.	
Keeping Records	• establish a data base for each client • check the data base before each service • update the data base following each service.	
Safety and Sanitation	• demonstrate safe and sanitary practices • maintain a clean, safe work area • sanitize and return all items to their proper storage areas • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

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MODULE COS3110: COLOURING 2 (PERMANENT)

Level: Advanced

Theme: Chemical Services: Haircolouring

Prerequisites: COS1010 Personal Images
                      COS1030 Hair & Scalp Care 1
                      COS1040 Forming & Finishing 1
                      COS2020 Hair & Scalp Care 2
                      COS2030 Forming & Finishing 2
                      COS2090 Colouring 1
                      COS2100 Colour Removal 1
                      COS3010 Professional Practices

Module Description: Students describe the purposes and principles of permanent haircolouring, identify permanent colouring products, their active ingredients and their effects on the hair and possible effects on the body, and demonstrate skin and strand testing and retouch and whole head colour applications.

Module Parameters: Access to professional hairstyling facility.

                          Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis

The student will:
 	
• identify and describe:
  – purposes, principles and types of permanent haircolouring
 	
  – products available to permanently colour hair
  – product selection, mixing and preparation processes
  – safety practices that must be followed when using permanent haircolours
	Assessment of student achievement should be based on:
	
	• **Concept Testing** in which the student will:
	  – prepare and present a report on permanent haircolouring (e.g., principles, products, procedures and safety practices).
	
	  Assessment Tool
	  CTS Rubric: Presentation/Reports
	  – given 30 questions relating to permanent haircolouring, answer a minimum of 25 questions correctly.
	
	  Assessment Tool
	  Board Exam Review for Cosmetology:
	    – Haircolouring
		20
		
		25

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MODULE COS3110: COLOURING 2 (PERMANENT) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis

The student will:
 	
• perform a variety of permanent haircolouring procedures including the application of:
– coating dyes
– aniline derivative tints
 	
• demonstrate basic competencies.
	Assessment of student achievement should be based on:
	
	• **Process and Product** in which the student will:
	– demonstrate safe and sanitary practices when performing a minimum of two permanent haircolouring procedures.
	
	Assessment Tool
	  COSTAT3110: Colouring 2 (Permanent)
	
	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	Assessment Tool
	  Basic Competencies Reference Guide and any assessment tools noted above
		55
		
		Integrated throughout

Concept	Specific Learner Expectations	Notes
Permanent Haircolouring Agents	*The student should:* • identify and describe the advantages/ disadvantages among permanent haircolouring agents including: – oxidation tints – vegetable tints – metallic dyes – compound dyes • explain the relationship among terms used to describe oxidation tints; e.g.: – aniline derivative tints – penetrating tints – amino tints – synthetic—organic tints • explain the action of para-phenaline diamine and hydrogen peroxide in permanent haircolouring • compare the purpose of: – penetrating tints – coating dyes – fillers.	

Concept	Specific Learner Expectations	Notes

Permanent Haircolouring Processes	*The student should:*
	
	• describe the chemical and physical actions of tints on the hair structure and its natural colouring pigment, melanin
	
	• describe the purpose of:
	  − a single-process tint
	  − the double process
	
	• describe the major procedures to follow when providing:
	  − a single-process tint
	  − the double process.	

Hair Analysis	• identify and describe the chemical and physical characteristics of hair; e.g.:
	  − virgin hair
	  − white hair
	  − grey hair
	  − chemically treated hair
	  − coloured hair
	  − coated hair
	
	• describe and demonstrate techniques available to determine the suitability of hair for permanent haircolouring; e.g.:
	  − physical tests
	  − observation
	  − strand tests
	
	• distinguish between hair that may/must not be treated with oxidation tints
	
	• explain the consequences of applying oxidation tint to hair coated with metallic or compound dyes
	
	• determine when and describe why a filler may be required.	

Scalp Analysis	• perform scalp analyses to determine their suitability to come into contact with oxidation tints • distinguish between negative (safe) and positive (unsafe) reactions to oxidation tints	

Concept	Specific Learner Expectations	Notes
• Predisposition Tests	*The student should:* • perform a predisposition test before each application of an oxidation tint.	
Client Analysis	• describe factors to be considered when selecting a permanent haircolour appropriate to each client's colouring.	
Formulating Colours	• identify and describe methods used by manufacturers to distinguish among oxidation tints in different colour ranges • describe and distinguish between colour level and base colour of oxidation tints • describe and explain criteria to be considered when selecting and formulating colours using oxidation tints.	

Selecting and Preparing Tints	• describe criteria to be considered when preparing:
	  – fillers
	  – single-process tints
	  – tints used in the double process
	
	• select and mix appropriate tints with appropriate volumes and quantities of hydrogen peroxide to achieve desired colour changes on:
	  – virgin coloured hair
	  – grey hair
	  – white hair
	  – lightened hair (i.e., tint backs).	

Taking Strand Tests	• select appropriate strands, apply tint mixture, process and test for development of desired colour on each strand • check and record development time for hair on different areas of the head.	

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Concept	Specific Learner Expectations	Notes
Tint Applications	*The student should:* • demonstrate safe and sanitary single-process tint application procedures including: — white/grey hair applications — virgin hair applications — short hair applications — long hair applications — retouch applications — tint backs • distinguish among single-process tint applications designed to: — lighten virgin hair — darken virgin hair.	Whenever possible, tint applications should be on live models.
Colouring Shampoos	• describe the purpose of colouring shampoos including: — highlighting shampoo tints — highlighting shampoos — soap caps • analyze and test the hair and scalp before recommending the application of a colouring shampoo • apply, process and strand test colour shampoos.	
The Double Process*	• describe the purpose and action of toners • explain the relationship between lightening and toning in the double process • analyze the hair and scalp to determine their suitability for double process services • determine and describe the foundations (e.g., porosity, colour level) required for selected toners to achieve desired haircolours.	

*These concepts may also/alternatively be addressed in Colour Removal 2 (COS3120).

Concept	Specific Learner Expectations	Notes
Removing Coating Dyes*	*The student should:* • describe and demonstrate techniques and products available to remove coating dyes • explain safeguards required following the removal of coating dyes.	
Keeping Records • Data Base • Release Form	• establish a data base for each "client" • update the data base with information on each service performed • describe the purpose of a release form and its legal significance • demonstrate strategies that encourage clients to sign release forms.	
Safety and Sanitation	• protect self and others by following manufacturer's instructions for each permanent colour service • maintain a clean, safe work area • sanitize and return all implements and materials to their storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

*These concepts may also/alternatively be addressed in Colour Removal 2 (COS3120).

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MODULE COS3120: COLOUR REMOVAL 2

Level: Advanced

Theme: Chemical Services: Haircolouring

Prerequisites: COS1010 Personal Images
                         COS1030 Hair & Scalp Care 1
                         COS1040 Forming & Finishing 1
                         COS2020 Hair & Scalp Care 2
                         COS2030 Forming & Finishing 2
                         COS2090 Colouring 1
                         COS2100 Colour Removal 1
                         COS3010 Professional Practices
                         COS3030 Hair & Scalp Care 3
                         COS3110 Colouring 2 (Permanent)

Module Description: Students analyze the condition of the hair and scalp and the nature of colour in/on hair, and prepare and apply various colour removal products to regrowths and whole heads of hair.

Module Parameters: Access to professional hairstyling facility.

                         Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify and describe the range of colour removal methods, techniques and products available to professional cosmetologists, and the safety and sanitation required before, during and after each colour removal service • analyze the hair and scalp, and determine their suitability to receive colour removal services	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – prepare and present a report on the range of colour removal methods, techniques and products available to professional cosmetologists and the safety and sanitation procedures required when using different products. *Assessment Tool* *CTS Rubric: Presentation/Reports*	20 40

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis

The student will:
 	
• perform a variety of safe and sanitary colour removal procedures including the use of:
– bleaches (oil, cream, powder)
– dye solvents
– other colour removers
 	
• demonstrate basic competencies.
	Assessment of student achievement should be based on:
	
	• **Process and Product** in which the student will:
	– perform a minimum of one of each of the following colour removal procedures:
	• bleaching
	• frosting, highlighting, etc.
	• colour stripping.
	
	Assessment Tool
	  COS3120: Colour Removal 2
	
	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	Assessment Tool
	  Basic Competencies Reference Guide and any
	    assessment tools noted above
		40
		
		Integrated throughout

Concept	Specific Learner Expectations	Notes
Colour Removal Chemicals	*The student should:* • name, describe and differentiate among available colour removal (decolourization) chemicals; e.g.: – bleaches – dye removers • explain the action and effects on the hair and scalp of different bleaching agents including: – oil bleach – cream bleach – powder bleach • explain the purpose and action of protinators/activators • explain the action and distinguish between the uses of: – oil-base colour removers – dye solvents • describe and explain the advantages/ disadvantages of using low, medium and high volume hydrogen peroxide	

Concept	Specific Learner Expectations	Notes
Colour Removal Chemicals (continued)	*The student should:* • increase and decrease the strength of hydrogen peroxide • test the strength of hydrogen peroxide (a hydrometer/peroxometer may be used) • identify the chemicals and describe their purpose in the double-process; i.e., bleach and toner.	

Stages of Lightening	• identify and describe each of the seven stages of lightening
	
	• describe the physical and the chemical changes that occur in hair during the seven stages of lightening
	
	• explain how environmental and personal factors may affect the hair lightening process; e.g.:
	  − time
	  − temperature
	  − external heat
	  − product strength
	  − natural hair colour
	
	• explain similarities/differences among removing colour from:
	  − virgin hair
	  − tinted hair
	  − hair coloured with metallic or compound dyestuffs.	

Hair and Scalp Analysis
 	
• Predisposition Test
	• analyze the hair and scalp prior to the application of any colour or colour removal agent
	
	• analyze the suitability of the hair and scalp to be treated with:
	  − bleaches
	  − dye removers
	
	• perform a predisposition test before using any product containing an aniline derivative tint or toner
	
	• perform a strand test before making complete applications of any colour removal agent.	

Concept	Specific Learner Expectations	Notes
Keeping Records	*The student should:* • establish a data base for each client • update the data base to include details of pre-application tests • request that clients sign release forms before providing colour removal and colouring services.	

Colour Removal Services	• mix and prepare colour removal products and agents
	
	• decolour virgin hair to preferred lightening level
	
	• decolour artificially coloured hair to safe lightening level
	
	• lighten the regrowths to match the lightening level of previously lightened hair
	
	• plan and perform designer lightening services, e.g.:
	  – highlighting
	  – frosting
	  – streaking
	  – single-process lightening
	  – the double process (i.e., lightening).	

Safety and Sanitation	• protect self and others by following chemical manufacturer's instructions for each colour removal service and related services • maintain a clean, safe work area • sanitize and return all implements and materials to their proper storage area • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3130: COLOURING & REMOVAL 2 (CLIENT SERVICES)

Level: Advanced

Theme: Chemical Services: Haircolouring

Prerequisites:
COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2090 Colouring 1
COS2100 Colour Removal 1
COS2110 Colouring & Removal 1 (Client Services)
COS3010 Professional Practices
COS3030 Hair & Scalp Care 3
COS3110 Colouring 2 (Permanent)
COS3120 Colour Removal 2

Module Description: Students analyze the condition of a client's hair and scalp, consult with the client, and recommend, prepare for, and perform colouring and colour removal services.

Module Parameters: Access to professional hairstyling facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate compe-tencies related to current haircolouring and colour removal services, including: − hair and scalp analysis − client consultation − service promotion and sales − client preparation − safe and sanitary colour and colour removal applications	*Assessment of student achievement should be based on:* • **Process and Product** in which the student will: − perform a minimum of one colouring and one colour removal service, each to include: • hair and scalp analysis • client consultation • service(s) promotion • client preparation • safe and sanitary colouring procedures • safe and sanitary colour removal procedures • pre- and post-conditioning treatments, where necessary. *Assessment Tool* *COSTAT3130: Colour & Removal 2 (Client Services)*	 10 10 5 5 30 30 10

MODULE COS3130: COLOURING & REMOVAL 2 (CLIENT SERVICES) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis

The student will:
 	
— pre- and post-conditioning practices, where necessary
— meeting a client's needs
 	
• demonstrate basic competencies.
	Assessment of student achievement should be based on:
	
	• **Observations** of individual effort and interpersonal interaction during the instructional period.
	
	Assessment Tool
	    Basic Competencies Reference Guide and any
	        assessment tools noted above
		
		Integrated throughout

Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • prepare the work area to encourage and support each client's desire for haircolouring services • greet each client by name and introduce self • follow salon/shop policy for assisting clients with hats, coats and personal belongings • drape clients appropriately • remove hair ornaments, if present.	

Client Consultation and Analysis	• describe each client's needs and wants for haircolouring services
	
	• demonstrate care, concern and tact during the consultation process
	
	• analyze each client's hair and scalp to determine their suitability for various colouring and/or colour removal services
	
	• perform and analyze the results of:
	  — predisposition tests
	  — strand tests	

Concept	Specific Learner Expectations	Notes
Client Consultation and Analysis (continued)	*The student should:* • advise each client about the advantages, disadvantages and maintenance of alternate haircolour services • recommend services based on analyses and tests.	
Keeping Records	• establish a data base for each client • update the data base for each service provided and include details and results of predisposition and strand tests • follow salon/shop policy regarding the signing of release forms by clients.	

Performing Services	• drape, prepare and protect clients appropriate to each service
	
	• prepare the work area
	
	• prepare chemicals and arrange application implements for easy access:
	  – sectioning and blocking hair appropriately
	  – applying colouring/decolouring agents
	  – processing and strand testing
	  – removing agents when desired colours are attained
	  – cleansing and conditioning the hair and scalp
	  – applying rinses or toners, as required
	  – removing colouring agent from skin
	  – forming and finishing.	

Safety and Sanitation	• protect clients, self and others by following manufacturer's instructions when working with colouring agents • maintain a clean, safe work area • sanitize and return all implements and materials to their proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3140: BODY THERAPY

Level: Advanced

Theme: Skin Care

Prerequisites:
COS1010 Personal Images
COS1060 Skin Care 1 (Basic Practices)
COS2120 Facials & Makeup 1
COS2130 Facials & Makeup 2 (Client Services)
COS2140 Skin Care 2 (Client Services)
COS3010 Professional Practices

Module Description: Students apply available technology to provide therapies (heat, electrical and light), apply principles and practices of body therapy, and apply skin care products to body surfaces.

Module Parameters: Access to professional esthetology facility, experienced esthetologists and current technology.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the beauty therapist's role and the therapies and technologies used and their effects on body health and appearance	• **Concept Testing** in which the student will: – prepare and present a report on the role of beauty therapists in the cosmetology industry and the therapies and technologies. *Assessment Tool* *CTS Rubric: Presentation/Reports*	40
• apply principles and practices of body therapy and use available technologies to enhance each client's wellness and appearance	• **Process and Product** in which the student will: – demonstrate a minimum of four different body therapies. *Assessment Tool* *COSSAT3140: Body Therapy*	60
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes

Professional Roles and Responsibilities	*The student should:*
	
	• define the terms and distinguish among the services performed by:
	  – body therapists
	  – cosmeticians
	  – estheticians
	  – dermatologists
	
	• name and describe body conditions that:
	  – may be treated by body therapists and estheticians
	  – must not be treated by body therapists
	
	• use and explain terms describing body therapy treatments.	

Body Therapies	• describe the purpose of body therapies
	
	• explain possible relationships among body systems and structures and body therapies
	
	• describe the advantages/disadvantages of selected therapies; e.g.:
	  – electrotherapy
	  – massage therapy
	  – mask therapy
	  – water/steam therapy
	  – aroma therapy
	  – phyto (herbal) therapy.	

Body Therapy Technology	• name and describe the types and purposes of technology used in performing body therapies
	
	• name, describe and demonstrate the safe and sanitary use of technology used to perform body therapy treatments including:
	  – disincrustation
	  – iontopheris
	  – suctioning
	  – spraying/atomizing
	
	• define related terms; e.g.:
	  – phoresis
	  – cataphoresis
	  – anaphoresis	

Concept	Specific Learner Expectations	Notes
• Electro Therapy • Massage Therapies • Mask Therapy • Light Therapy	*The student should:* • explain the effects of electrical skin treatment agents including: – galvanic currents – faradic currents – sinusoidal currents – tesla (high frequency) currents • describe and demonstrate the difference between direct and indirect treatments using electro therapies • name and describe electrical-assisted massage technology • demonstrate safe and sanitary manual and technology-assisted massage techniques • describe the purpose of an electric mask machine • demonstrate the safe and sanitary use of an electric mask machine, if available • explain the purpose of light therapy • distinguish between: – visible rays and non-visible rays – chemical and heat rays – ultraviolet and infra red rays • demonstrate the safe and sanitary use of light therapy technology, if available.	
Body Therapy: Herbs and Chemicals	• name and describe natural, organic substances used in selected beauty therapies • identify active ingredients in chemicals used in selected body therapies • demonstrate the safe and sanitary use of: – mask therapies – aroma therapies.	

MODULE COS3140: BODY THERAPY (continued)

Concept	Specific Learner Expectations	Notes
Consultations, Analyses and Treatments	*The student should:* • analyze each client's skin to determine its condition and other characteristics • select suitable body therapy treatments • recommend body therapies to clients • perform body therapies, as available.	
Safety and Sanitation	• describe and demonstrate electrical safety practices • demonstrate sanitary practices before, during and after providing body therapies • maintain a clean, safe work area.	Review local and provincial health and safety regulations.

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MODULE COS3150: HAIR REMOVAL

Level: Advanced

Theme: Skin Care

Prerequisites: COS1010 Personal Images
COS1060 Skin Care 1 (Basic Practices)
COS3010 Professional Practices

Module Description: Students describe temporary and permanent hair removal methods, classify each method as a physical, chemical or electrical procedure, and identify and describe safety and sanitary practices for each procedure.

Module Parameters: Access to professional esthetology facility and current hair removal technology.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• distinguish between temporary and permanent methods of hair removal and describe the advantages/ disadvantages of each method	• **Concept Testing** in which the student will:
	– given 25 questions relating to hair removal, answer a minimum of 20 questions correctly.
	
	Assessment Tool
	    Board Exam Review for Cosmetology:
	    – *Removing Unwanted Hair*
		40

• distinguish between hairs that may be removed and those that must not be removed		
• analyze skin to determine suitability for hair removal service and use physical methods to remove hair in a safe and sanitary manner	• **Process and Product** in which the student will: – perform a minimum of one each of the following physical hair removal procedures: eyebrow arching, facial hair removal, waxing using available technology and products.	60

• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	Assessment Tool
	    Basic Competencies Reference Guide and any
	      assessment tools noted above
		Integrated throughout

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Concept	Specific Learner Expectations	Notes

Terms and Techniques	*The student should:*
	
	• define terms related to excess hair; e.g.:
	  – hirsute
	  – hypertrichosis
	
	• identify and describe temporary and permanent methods of hair removal
	
	• define the terms epilation and depilation
	
	• describe the advantages/disadvantages of various physical, chemical and electrical methods of hair removal.	

Skin and Hair Analysis	• identify hirsute areas of the body and determine:
	  – suitability for hair removal
	  – suitable hair removal method(s)
	
	• identify and describe body areas/conditions that must not be treated with hair removal methods.	

Temporary Methods of Hair Removal
 	
• Tweezing
 	
• Physical Depilatories
 	
• Chemical Depilatories
	• describe the advantages/disadvantages of selected temporary methods of hair removal including:
	  – physical depilatories; e.g., shaving, tweezing, stringing
	  – chemical depilatories
	
	• identify and describe types of tweezers used to remove hair
	
	• demonstrate safe and sanitary use of equipment and techniques to tweeze hair
	
	• identify and describe types of wax used as depilatories
	
	• demonstrate safe and sanitary use of hot and cold wax equipment and hot and cold wax hair removal techniques
	
	• identify and describe types of chemical depilatories
	
	• describe and demonstrate skin analyses and tests required before using a chemical depilatory.	

Concept	Specific Learner Expectations	Notes
Eyebrow Shaping	*The student should:* • analyze each client's facial shape and eyebrows to determine suitable eyebrow shapings • identify the beginning, end and high point of each brow • use safe and sanitary tweezing and/or waxing procedures to create suitable eyebrow shapings.	
Permanent Methods of Hair Removal	• describe the advantages/disadvantages of electrolysis • identify areas of the body that may/must not be treated by electrolysis • describe and demonstrate an analysis procedure that must precede any electrolysis treatment • describe a safe and sanitary procedure used to perform electrolysis.	
Safety and Sanitation	• describe and demonstrate safe and sanitary practices used when performing temporary and permanent hair removal • maintain a clean, safe work area • sanitize and return all items to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

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MODULE COS3160: SKIN CARE 3 (CLIENT SERVICES)

Level: Advanced

Theme: Skin Care

Prerequisites:
COS1010 Personal Images
COS1060 Skin Care 1 (Basic Practices)
COS2120 Facials & Makeup 1
COS2130 Facials & Makeup 2 (Client Services)
COS2140 Skin Care 2 (Client Services)
COS3010 Professional Practices
COS3140 Body Therapy
COS3150 Hair Removal

Module Description: Students analyze a client's skin and determine skin care needs, consult with the client, and recommend, prepare for, and perform approved skin care services.

Module Parameters: Access to a professional esthetology facility, equipment and materials.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• welcome and orient the client, analyze skin care needs, recommend and promote the sale of services and products relating to these needs	• **Process and Product** in which the student will: – perform client orientation, preparation and consultation procedures – promote, sell and perform client-approved skin care services – promote and sell skin care products related to clients' needs.	25 50 25
• prepare the client and perform client-approved safe and sanitary skin care services	*Assessment Tool* *COSPRAC–3: Practical Experiences: Checklist for Student Performance (Advanced Level)*	
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • prepare the work area to promote skin care services and products • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist clients to be seated at a consultation area.	
Client Consultation and Analysis	• consult with clients to determine their skin care needs and wants • advise clients of the scope of skin care services including technology available and the purpose of each service • analyze each client's skin and recommend services for treatable conditions • advise each client of the advantages/ disadvantages of treating/not treating skin conditions • advise each client of cost of each skin care service • obtain each client's consent before performing skin care services • advise each client of personal skin care procedures and products suitable for use between professional skin care services.	
Equipment, Materials and Implements	• assemble all necessary equipment, materials and implements • prepare the work area for skin care services.	

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Concept	Specific Learner Expectations	Notes

Performing Skin Care Services	*The student should:*
	
	• drape each client as appropriate for service(s)
	
	• perform skin care procedures with the aid of available technology in each of the following service areas:
	  – skin analysis
	  – surface and deep cleansing
	  – hair removal; e.g., eyebrow shaping
	  – toning, including selected body therapies
	  – nourishing
	  – adornment including the application of cosmetics for day, evening, corrective and special occasion wear
	
	• remove draping and assist in refinishing each client's hairstyle
	
	• direct clients to dressing room if change of clothing is necessary.	

Keeping Records	• establish a data base for each skin care client • update the data base after completing each skin care service.	
Safety and Sanitation	• demonstrate safe and sanitary skin care practices • maintain a clean, safe work area • sanitize and return all items to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

Advanced
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MODULE COS3170: MALE FACIAL GROOMING 1

Level: Advanced

Theme: Male Facial Grooming

Prerequisites: COS1010 Personal Images
COS1060 Skin Care 1 (Basic Practices)
COS2040 Haircutting 1
COS3010 Professional Practices

Module Description: Students describe principles and demonstrate practices for male facial grooming, including basic skin care, shaving, moustache/beard shaping, trimming and waxing, and nasal and aural hair removal.

Module Parameters: Access to a professional hairstyling/barber facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the history, purpose and principles of shaving, and the shaping, trimming and waxing of male facial hair	• **Concept Testing** in which the student will: – prepare and present a report on the history, purpose and principles of male facial grooming. *Assessment Tool* *CTS Rubric: Presentation/Reports*	40
• demonstrate the safe and sanitary handling of implements and technology for male facial grooming and male facial grooming procedures	• **Process and Product** in which the student will: – perform a minimum of one each of the following male facial grooming procedures: • shaves (may be performed on a mannequin) • sideburn shaping • moustache shaping/trimming • beard shaping/trimming • moustache waxing. *Assessment Tool* *COSTAT3170: Male Facial Grooming 1*	60
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Male Facial Grooming • Historical Trends • Practices • Implements and Products	*The student should:* • identify and describe historical changes in the: − way in which male facial hair was groomed − technology used to groom male facial hair • identify and describe male facial grooming practices including: − shaving − moustache shaping, trimming and waxing − beard shaping, trimming and waxing − sideburn shaping and trimming − removal of other superfluous facial hair • identify, describe and demonstrate the safe and sanitary use of male facial grooming implements and products including: − razors − scissors − clippers − strops − hones − latherizers − steamers − talc − pre-shave/after-shave lotions − beard and moustache waxes − hot towels.	
Facial Shaving	• list and describe the procedure followed to perform a facial shave • describe the relationship between the facial shaving procedure and the skeletal structure of the face • perform a facial shave adhering to current health and safety regulations concerning the handling of human tissue • describe and demonstrate the use of styptics to stop bleeding of minor.cuts.	Facial shaves should be performed on inflated balloons. The use of styptic powder is recommended.

Concept	Specific Learner Expectations	Notes
Sideburns, Moustaches and Beards	*The student should:* • describe alternate designs for grooming male facial hair • describe how facial shape, structure and features relate to choice of a design for male facial grooming • describe safe and sanitary procedures available to: — wax facial hair — colour facial hair • demonstrate methods to shape and trim sideburns, moustaches and beards to create alternative designs suited to individual facial shapes and features.	 Procedure may be performed on male mannequins.
Safety and Sanitation	• follow safe and sanitary practices and procedures • demonstrate first aid for minor cuts • maintain a clean, safe work area • sanitize implements after each use and return to their proper storage areas • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3180: MALE FACIAL GROOMING 2 (CLIENT SERVICES)

Level: Advanced

Theme: Male Facial Grooming

Prerequisites: COS1010 Personal Images
                        COS1060 Skin Care 1 (Basic Practices)
                        COS2040 Haircutting 1
                        COS3010 Professional Practices
                        COS3170 Male Facial Grooming 1

Module Description: Students analyze a client's face to determine facial grooming needs, consult with the client, and recommend and perform male facial grooming services, as required.

Module Parameters: Access to a professional hairstyling/barber facility.

                        Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• welcome, orient and consult with and analyze a client's needs for male facial grooming services and products, and recommend and promote the sale of these services and products	• **Process and Product** in which the student will: – perform a minimum of one each of the following services: • shaves (may be performed on mannequins) • sideburn shaping/trimming • moustache shaping/trimming • beard shaping/trimming • moustache waxing • removal of other superfluous facial hair.	50 10 15 10 10 5
• perform client-approved safe and sanitary male facial grooming procedures to a client's satisfaction	*Assessment Tool* COSTAT3180: *Male Facial Grooming 2 (Client Services)*	
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • prepare the work area to encourage and support the sale of male facial grooming services and products • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • drape clients appropriately.	
Client Consultation and Analysis	• describe each client's needs for facial grooming services • analyze each client's facial shape, features and skin conditions • select suitable grooming services • recommend services and related products to clients.	

Performing Services	• drape, prepare and protect clients appropriate to each service
	
	• prepare the work area
	
	• perform facial grooming services* agreed to by client including:
	  – shaving
	  – sideburn shaping/trimming
	  – moustache shaping/trimming
	  – beard shaping/trimming
	  – moustache waxing
	  – removal of other superfluous facial hair.
		Facial shaves should be performed on inflated balloons.

Safety and Sanitation	• follow safe and sanitary practices and procedures • perform first aid for minor cuts • maintain a clean, safe work area • sanitize implements after each use and return to their proper storage areas • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

★ Additional services may include facial massage and related treatments, removal of aural and nasal hair, beard/moustache colouring.

MODULE COS3190: NAIL TECHNOLOGY

Level: Advanced

Theme: Nail Care

Prerequisites: COS1010 Personal Images
COS1070 Manicuring 1
COS2150 Manicuring 2
COS3010 Professional Practices

Module Description: Students describe causes of nail breakage and damage, demonstrate techniques used to repair damaged nails and apply artificial nails, and describe effects of artificial/sculptured nails on natural nails.

Module Parameters: Access to a professional esthetology facility and current nail technology.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• define nail technology and describe current nail technology services and their purpose	• **Concept Testing** in which the student will: – prepare and present a report on current trends and practices in nail technology. *Assessment Tool* *CTS Rubric: Presentation/Reports*	10
• identify, describe and demonstrate the safe and sanitary use of materials and implements associated with nail technology services • analyze hands and nails and perform a variety of nail technology services; e.g., applying and maintaining: – nail tips – nail wraps – acrylic nails – fill-ins – gels	• **Process and Product** in which the student will: – perform a minimum of three analyses of hands and nails to determine their suitability for nail technology services and perform a minimum of two nails, from any four of the following nail technology services listed below including the application and maintenance of: • nail tips • nail wraps • acrylic nails • fill-ins • gels. *Assessment Tool* *COSTAT3190: Nail Technology*	90
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Nail Technology • Definition • Types of Services • Materials and Implements	*The student should:* • define the term nail technology • identify and describe materials and implements that may be used to perform each type of nail technology service and the advantages/ disadvantages of each • distinguish between nail technology services and basic manicuring.	
Nail Tipping/Gels • Preparation • Pre-service Procedures • Application • Post-service Procedures • Maintenance and Removal	• prepare materials and implements required to perform a nail tip/gel service • perform a pre-service sanitation procedure • analyze each client's hands and nails, advise clients about the nature of services and post-service maintenance required • select a nail tipping service based on the consultations and analyses • apply the nail tips/gels according to the manufacturer's instructions, complete shaping and offer basic manicuring procedures • perform a post-service procedure including: – follow-up appointment – sale of related products – sanitizing work area and implements • demonstrate procedures to maintain and remove nail tips.	The module learner expectation may be achieved by performing services on one or more nails.
Nail Wrapping • Preparation	• prepare materials and implements required to perform a nail wrap service	

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Concept	Specific Learner Expectations	Notes
• Pre-service Procedures	*The student should:* • perform a pre-service sanitation procedure • analyze each client's hands and nails, advise clients about the nature of service and post-service maintenance required • select a nail wrapping service based on the consultation and analysis	The module learner expectation may be achieved by performing services on one or more nails.
• Applications	• apply nail wraps* where required according to manufacturer's instructions and complete basic manicuring procedures	

• Post-service Procedures	• perform a post-service procedure including:
	  – follow-up appointment
	  – sale of related products
	  – sanitizing work area and implements	

• Maintenance and Removal	• demonstrate procedures to maintain and remove nail wraps.	
Acrylic Nails • Preparation	• prepare materials and implements required to perform a nail extension service	The module learner expectation may be achieved by performing services on one or more nails.
• Pre-service Procedure	• perform a pre-service sanitation procedure • analyze each client's hands and nails, advise clients about need for regular maintenance of nail extensions	
• Preparing the Acrylic Compound	• select an acrylic nail service and the type of extension service to perform (e.g., one tone, two colours) • prepare the compound according to the manufacturer's instructions and prepare client	
• Application	• apply the compound according to the manufacturer's instructions and complete shaping and related manicure procedures	

★ Applications should be made using prepared fibre wrapping materials.

MODULE COS3190: NAIL TECHNOLOGY (continued)

Concept	Specific Learner Expectations	Notes
• Maintenance and Removal	*The student should:* • follow manufacturer's instructions for maintaining and removing nail extensions.	
Safety and Sanitation	• follow safe and sanitary practices and procedures • perform first aid for minor cuts • maintain a clean, safe work area • ensure proper ventilation • sanitize and return all materials to proper storage places after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

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MODULE COS3200: PEDICURING

Level: Advanced

Theme: Nail Care

Prerequisites: COS1010 Personal Images
COS1070 Manicuring 1
COS2150 Manicuring 2
COS3010 Professional Practices

Module Description: Students describe relationships between a manicure and pedicure, and identify and demonstrate a pedicuring procedure, including foot massage.

Module Parameters: Access to a professional esthetology facility and equipment.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the purpose of pedicuring and the relationship between a manicure and pedicure	• **Process and Product** in which the student will: – analyze feet and toe nails – select and perform a minimum of three pedicuring services.	40 60
• identify and describe the basic structure of feet and the diseases and disorders that may affect feet	*Assessment Tool* *COSTAT3200: Pedicuring*	
• analyze feet, determine their suitability for pedicure services, prepare a pedicure work area, and perform pedicure procedures including foot massage		
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Pedicure Defined	*The student should:* • define the terms pedicure and pedicurist • compare manicuring with pedicuring.	
Anatomy and Physiology	• identify and describe the basic structure of the feet, toes and toenails • explain the relationship among the various parts of the nail and surrounding tissues.	
Foot and Nail Disorders, Diseases and Treatments	• list and describe disorders and diseases of the feet and nails that – may be treated by a pedicurist – may not be treated by a pedicurist.	
Foot and Nail Analysis	• analyze the condition of feet and toenails to determine treatable/non-treatable conditions • list and describe the procedure and purpose of services that may be used to treat treatable foot and toenail conditions.	
Equipment, Cosmetics and Implements	• identify, describe and demonstrate safe and sanitary use of pedicure equipment, cosmetics and implements.	
Pedicure Services	• perform pedicure services including: – client analysis and consultation – foot and nail preparation – nail and cuticle shaping – foot massage – conditioning – nail polishing, if required.	The nail-wax/baths/ treatments may be appropriately used to condition feet.
Safety and Sanitation	• identify and follow safe and sanitary pedicure procedures • perform first aid for minor cuts • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3210: NAIL CARE (CLIENT SERVICES)

Level: Advanced

Theme: Nail Care

Prerequisites: COS1010 Personal Images
                        COS1070 Manicuring 1
                        COS2150 Manicuring 2
                        COS2160 Nail Art
                        COS2170 Manicuring 3 (Client Services)
                        COS3010 Professional Practices
                        COS3190 Nail Technology
                        COS3200 Pedicuring

Module Description: Students analyze client's hands, feet and nails and determine manicure/pedicure needs, consult with the client and recommend services and products to enhance the condition and appearance of nails, and use available technology to perform manicures/pedicures and related services.

Module Parameters: Access to a professional esthetology facility and equipment.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• meet, greet and orient a client to available manicure and pedicure services	• **Applied Problem Solving** in which the student will: – perform client orientation and preparation procedures.	25
• consult with a client, analyze tissues of hands and feet, determine nail care needs, and recommend and perform services agreed to by client in a safe and sanitary manner	• **Process and Product** in which the student will: – consult with clients, analyze tissues and needs, perform a minimum of two manicure and two pedicure services appropriate to clients' needs. *Assessment Tool* *COSTAT3210: Nail Care (Client Services)*	75
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Client Orientation	*The student should:* • greet each client by name and introduce self • follow salon/shop policy for assisting clients with coats, hats and personal belongings • direct and assist clients to be seated at work area • discuss clients' preferred nail services.	
Client Consultation and Analysis	• analyze client's hands and nails/feet and toenails and assess their suitability for manicure/pedicure services • identify alternative services and recommend services based on analyses • consult with client to determine preferred services • advise client of cost of each service • ask client to remove rings and other hand or foot adornments and have client put them in a safe place.	
Equipment, Cosmetics and Implements Preparation	• prepare the work area for client-approved service(s) • access and arrange all items required for the service(s).	
Performing Services	• perform manicure and related services including: – plain manicures/pedicures – oil manicures – hand and arm massage/foot massage – nail art • use available technology to perform manicure, pedicure, massage and nail art services • advise clients how they may maintain the health and groomed appearance of their hands, feet, nails and nail art.	

Concept	Specific Learner Expectations	Notes
Keeping Records	*The student should:* • establish a data base (e.g., record card) for each client's manicure, pedicure and related service • update the data base after completing each service.	
Safety and Sanitation	• follow safe and sanitary service practices • perform first aid for minor cuts • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3220: WIGS & TOUPEES

Level:	Advanced
Theme:	Special Effects/Services
Prerequisites:	COS1010 Personal Images
	COS1030 Hair & Scalp Care 1
	COS1040 Forming & Finishing 1
	COS2020 Hair & Scalp Care 2
	COS2030 Forming & Finishing 2
	COS2040 Haircutting 1
	COS2090 Colouring 1
	COS2180 Hairpieces & Extensions
	COS3010 Professional Practices
	COS3050 Haircutting 2
	COS3110 Colouring (Permanent)

Module Description: Students identify the purpose of wigs and toupees, and factors affecting the quality of wigs and toupees, and demonstrate safe and sanitary procedures used to clean, colour, cut, fit, repair and style wigs and toupees, as well as take head measurements and samples.

Module Parameters: Access to an assortment of wigs and toupees.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• explain the reasons why people wear wigs and toupees	• **Concept Testing** in which the student will: – prepare and present a report on wigs and toupees which describes the reasons they may be worn and quality factors that help determine their appearance and cost.	20
• describe different types of wigs and toupees, the advantages/ disadvantages of using natural hair/synthetic fibres and related quality factors	*Assessment Tool* *CTS Rubric: Presentation/Reports*	
• block and secure wigs and hairpieces and perform services (on natural hair and synthetic fibre hair goods) including: – cleaning – conditioning – cutting/shaping – forming and finishing	• **Process and Product** in which the student will: – perform a comprehensive range of wig and toupee services including: • blocking and securing • cleaning • cutting/shaping • forming and finishing • minor repairs • colouring • measuring and sampling • placing and securing on head. *Assessment Tool* *COSTAT3220: Wigs & Toupees*	5 10 15 15 10 10 10 5

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: — minor repairs — colouring (temporary, semi-permanent) — measuring and sampling • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes

Uses of Wigs and Toupees	*The student should:*
	
	• distinguish between wigs and toupees:
	  — hand-tied
	  — wefted
	
	• explain why wigs and toupees are worn
	
	• list factors that may influence the wearing of hair goods; e.g.:
	  — fashion
	  — fad
	  — trend
	  — hair loss
	
	• describe other commercial uses for hair goods (e.g., displays, theatrical).	

Types of Wigs and Toupees	• distinguish among different types of wigs and toupees; e.g.:
	  — full wigs
	  — half wigs
	  — partial wigs
	  — theatrical wigs
	  — fashion wigs
	  — display wigs
	
	• describe the advantages/disadvantages of each type of wig and toupee.	

Concept	Specific Learner Expectations	Notes

Types of Hair and Fibre	*The student should:*
	• analyze wigs and toupees to identify hair or fibre content:
	  – human hair
	  – animal hair
	  – synthetic fibres
	• explain the advantages/disadvantages of using each type of hair and fibre to construct wigs and toupees designed for different uses; e.g.:
	  – theatrical use
	  – display use.	

Types of Construction	• distinguish between the construction of machine-made and hand-tied wigs and toupees
	• explain the advantages/disadvantages of:
	  – hand-tied and machine-made hairpieces
	  – lace-based and nylon-based wigs and toupees
	• analyze hairpieces and identify their method of construction.	

Safe Handling of Hair Goods	• identify and describe safe handling and safe care and maintenance techniques for:
	  – machine-made/hand-tied wigs and toupees
	  – natural hair/synthetic fibre wigs and toupees.	

Equipment, Tools and Supplies	• demonstrate safe and sanitary handling, preparation and use of equipment, tools and supplies (e.g., cleaning chemicals) used to care for and maintain wigs and toupees	
Care and Maintenance • Blocking and Securing	• block and secure wigs and toupees to ensure they retain their shape during servicing	

Concept	Specific Learner Expectations	Notes
	The student should:	
• Cleaning	• identify and describe methods of cleaning natural hair and synthetic fibre wigs and toupees	Cleaning fluid fumes may be harmful. Use only in well-ventilated area.
	• identify chemicals used to clean different types of wigs and toupees	
	• clean a variety of wigs and toupees using appropriate chemicals and cleaning and drying techniques	
• Conditioning	• identify and describe conditioning methods and products used on different types of wigs and toupees	
	• condition natural hair and synthetic fibre wigs and toupees	
• Forming	• distinguish between wigs and toupees that require/do not require forming	
	• distinguish between hair goods that may be/must not be formed with the aid of a curling iron	
	• plan forming patterns for different types and styles of wigs and toupees	
	• form wigs and toupees using a variety of forming techniques and implements: – rollers – curling irons – pin curls – finger wave – blow wave – hot brush	
• Finishing	• finish hair using a variety of finishing implements (e.g., combs, brushes, picks) to dress wigs and toupees into preferred styles.	

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Concept	Specific Learner Expectations	Notes
Cutting, Shaping, Styling	*The student should:* • describe desired shape, style and hair length of hair good • plan the cutting procedure: – blocking, securing – sectioning – length removal – density reduction – tools required • execute the cut and check and confirm correctness and suitability.	
Colouring	• describe desired colour change • analyze hair goods and determine suitability for colour change/enhancement • describe type of colouring that may/may not be used for different types of hair goods; e.g., different hair/fibres, different constructions • perform temporary and semi-permanent colouring procedures on suitable hair goods.	Caution must be exercised when working on clients' hair goods.
Measuring and Sampling	• identify and list measurements required when ordering, remodelling or repairing wigs • take and record required measurements • check accuracy of recorded measurements • describe and demonstrate the procedure for taking samples of a client's hair to send to wig maker together with wig or toupee measurements.	
Repairing and Adjusting	• identify and describe procedures used to perform minor repairs and adjust a wig or toupee including procedures that: – adjust hair good to larger size – adjust hair good to smaller size – repair stitching on a wefted hair good – repair minor tears in the foundation of hair goods.	

Concept	Specific Learner Expectations	Notes
Placing and Securing	*The student should:* • identify and describe alternative methods available to secure a toupee to the scalp • place and secure wigs and toupees on heads.	
Safety and Sanitation	• follow safe and sanitary hair goods handling procedures • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

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MODULE COS3230: HAIR GOODS (CLIENT SERVICES)

Level:	Advanced
Theme:	Special Effects/Services
Prerequisites:	COS1010 Personal Images
	COS1030 Hair & Scalp Care 1
	COS1040 Forming & Finishing 1
	COS2020 Hair & Scalp Care 2
	COS2030 Forming & Finishing 2
	COS2040 Haircutting 1
	COS2090 Colouring 1
	COS2180 Hairpieces & Extensions
	COS3010 Professional Practices
	COS3050 Haircutting 2
	COS3110 Colouring (Permanent)
	COS3220 Wigs & Toupees

Module Description: Students analyze hair goods, make decisions relating to services needed, perform client-approved services to hair goods, and take a client's head measurements in preparation for ordering a custom-made hair good.

Module Parameters: Access to a professional hairstyling or hair goods facility.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• analyze a client's hair goods, recommend care, maintenance and enhancement services, promote the sale of hair goods related care and maintenance products	• **Applied Problem Solving** in which the student will: – analyze a minimum of three different hair goods, recommend services and home care products.	25

• perform a variety of services to hair goods to ensure that they are maintained and enhanced to a client's satisfaction; measure a client's head and take samples of a client's hair in preparation for ordering a wig or toupee	• **Process and Product** in which the student will:
	– perform a variety of services relating to hair goods including:
	  • cleaning
	  • cutting/shaping
	  • forming and finishing
	  • repairing (minor)
	  • colouring
	  • measuring and sampling
	  • placing and securing
	
	Assessment Tool
	  COSTAT3230: Hair Goods (Client Services)
		
		15
		10
		15
		10
		10
		10
		5

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MODULE COS3230: HAIR GOODS (CLIENT SERVICES) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis

The student will:
 	
• demonstrate basic competencies.
	Assessment of student achievement should be based on:
	
	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	Assessment Tool
	    Basic Competencies Reference Guide and any
	    assessment tools noted above
		Integrated throughout

Concept	Specific Learner Expectations	Notes

Hair Goods Analysis and Consultation	*The student should:*
	
	• analyze hair goods to determine:
	  – condition
	  – fibre/hair type and quality
	  – construction
	  – need for repair
	  – areas for enhancement
	
	• recommend services to clients that will help maintain and enhance their hair goods
	
	• suggest and promote the sale of home care hair goods products
	
	• demonstrate sensitivity and concern about each client's needs.	

Hair Goods Services
• Care and Maintenance
 	
• Measuring and Sampling
	• perform services on hair goods agreed to by clients including:
	  – cleaning
	  – forming and finishing
	  – cutting/shaping
	  – repairing (minor)
	  – temporary and semi-permanent colouring
	  – placing and securing
	
	• take and record measurements of a client's head and demonstrate process of taking hair samples from different areas of the head.
		Caution must be exercised when working on clients' hair goods.
		
		Cleaning fluid fumes may be harmful. Use only in well-ventilated area.

Safety and Sanitation	• follow safe and sanitary hair goods handling procedures • maintain a clean, safe work area • sanitize and return items to their proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3240: THEATRICAL MAKEUP 3 (CHANGING IMAGES)

Level:	Advanced
Theme:	Special Effects/Services
Prerequisites:	COS1010 Personal Images
	COS1060 Skin Care 1 (Basic Practices)
	COS1080 Theatrical Makeup 1 (Basic Principles)
	COS2190 Theatrical Makeup 2 (Planning the Images)
	COS3010 Professional Practices
	DES1020 The Design Process [Design Studies strand]

Module Description: Students identify materials and describe procedures used to construct and apply two- and three-dimensional makeup and prostheses, analyze images of characters and design, plan and apply theatrical makeup to recreate images of characters.

Module Parameters: Access to a theatrical makeup facility, equipment and supplies.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe materials and processes used to construct and apply three-dimensional makeup and prostheses	• **Concept Testing** in which the student will: – prepare and present a report on the materials and processes used to construct and apply three-dimensional makeup and prosthesis. *Assessment Tool* *CTS Rubric: Presentation/Reports*	20
• design and execute plans to change body images of self and/or others by using theatrical makeup, two- and three-dimensional makeup materials and hair goods	• **Applied Problem Solving** in which the student will: – prepare worksheets to describe planned changes to a minimum of one body image (including a total head image, nasal and oral image, hand and arm image) with the aid of two- and three-dimensional makeup and hair goods.	30
• maintain a portfolio of designs created, including details about makeup, prostheses and hair goods used	• **Process and Product** in which the student will: – perform a minimum of one each of two- and three-dimensional makeups. *Assessment Tool* *COSTAT3240: Theatrical Makeup 3 (Changing Images)*	50
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Three-dimensional Makeup • Types and Uses • Materials • Theatrical Prostheses • Attaching and Removing	*The student should:* • identify and describe different types and uses of three-dimensional theatrical makeup • describe materials used to create three-dimensional theatrical makeup • describe the purpose, advantages and disadvantages of using prosthetic pieces • describe procedures available to: – construct prosthetic pieces – prepare the client's skin tissues to receive a prosthetic piece – conceal edges of different prosthetic pieces • describe procedures and products used to attach and remove different types of three-dimensional makeups.	Art and drama teachers may be consulted about the design and construction of masks.
Designing and Planning Image Changes	• prepare detailed worksheets for each image change to clearly identify: – specific image changes to be made – images to be created – materials required – recommended procedures.	
Implementing Image Changes	• prepare materials required for each image change • change images using a variety of theatrical makeup techniques including: – two-dimensional makeup – three-dimensional makeup – hair goods.	
Safety and Sanitation	• protect the health and safety of clients while attaching and removing theatrical makeups • maintain a clean, safe work area • sanitize and return materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3250: THEATRICAL MAKEUP 4 (CLIENT SERVICES)

Level: Advanced

Theme: Special Effects/Services

Prerequisites:
COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS1060 Skin Care 1 (Basic Practices)
COS1080 Theatrical Makeup 1 (Basic Principles)
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2120 Facials & Makeup 1
COS2180 Hairpieces & Extensions
COS2190 Theatrical Makeup 2 (Planning the Images)
COS3010 Professional Practices
COS3030 Hair & Scalp Care 3
COS3170 Male Facial Grooming 1
COS3220 Wigs & Toupees
COS3240 Theatrical Makeup 3 (Changing Images)

Module Description: Students provide a client or client group with the theatrical makeup services to create images that are appropriate to different lighting and portrayal conditions.

Module Parameters: Access to a theatrical makeup facility, equipment and supplies.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• consult with and assist in providing theatrical makeup services to a client or client group to enhance and to change body images with the aid of two- and three-dimensional makeup and hair goods	• **Applied Problem Solving** in which the student will: – meet clients' needs for theatrical makeup services by identifying and confirming image changes required.	10
	• **Process and Product** in which the student will: – prepare a worksheet(s) for each client – prepare appropriate materials and prostheses – use appropriate two- and three-dimensional makeup techniques and products to create intended images.	25 25 40
	Assessment Tool *COSTAT3250: Theatrical Makeup 4 (Client Services)*	

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes

Client Consultations	*The student should:*
	
	• describe image changes required by client/client group; e.g.:
	  – individual performer
	  – drama club
	  – theatrical group
	
	• review pictures/photographs of desired image(s) and other information relating to the characters in the production(s)
	
	• draft/design images, share them with client(s) and make changes as required.	

Worksheets	• prepare a worksheet for each client identifying:
	  – materials required
	  – procedures to follow
	  – image(s) to be created
	
	• assess time required to create each makeup.	

Preparation
 	
• Materials
 	
• Clients
	• prepare two- and three-dimensional makeup materials:
	  – makeup products
	  – applicators
	  – prosthetic pieces
	  – hair goods
	
	• advise client(s) of time required to create makeup(s) and when to report to makeup area.	

Concept	Specific Learner Expectations	Notes
Creating the Images	*The student should:* • follow each worksheet to create image desired to each client's satisfaction.	
Safety and Sanitation	• demonstrate safe and sanitary practices • sanitize and return materials to proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3260: FACIAL & BODY ADORNMENT

Level: Advanced

Theme: Special Effects/Services

Prerequisites: COS1010 Personal Images
COS3010 Professional Practices

Module Description: Students identify adornments available to enhance or change appearances, describe effects of different adornments, demonstrate safe and sanitary service procedures, and explore alternative forms of body adornment.

Module Parameters: Access to professional esthetology or other hygiene facility and appropriate equipment and materials.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe current fashions trends and fads in facial and body adornment and their purpose	• **Concept Testing** in which the student will: – prepare and present a report on facial and body adornment identifying and describing: • purpose • types • safe and sanitary use.	30
• describe safe and sanitary facial and body adornment procedures; e.g., – attaching/removing false eyelashes – colouring eyebrows and lashes	*Assessment Tool* *CTS Rubric: Presentation/Reports* • **Process and Product** in which the student will: – perform safe and sanitary facial and body adornment services including: • false eyelash services • colouring brows and lashes • other services currently in fashion.	20 20 30
• demonstrate basic competencies.	*Assessment Tool* *COSTAT3260: Facial & Body Adornment* • **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Adornments*	*The student should:* • define the term adornments • describe their purpose and the various ways available to adorn the face and/or body • classify each adornment identified as a fashion item, a tradition/cultural item or a fad item • identify and describe safety and sanitary practices that must be followed before, during and after adornment processes • identify and describe tools and materials used in adornment processes.	

False Eyelashes
 	
• Types
 	
• Preparation
 	
• Shaping
 	
• Curling
	• describe the different types of false eyelashes available and the advantages/disadvantages of each type
	
	• prepare materials required to trim, feather and apply lashes
	
	• analyze each "client's" facial shape and natural lashes and determine type(s) of false lashes required
	
	• select an adhesive/attach as directed
	
	• test on clients for possible allergic reaction
	
	• trim and feather lashes to create a natural look
	
	• curl lashes:
	  – before application
	  – after application	

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*   School jurisdictions should be consulted to ensure that optional areas of instruction are acceptable.

Note: "All activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools." Refer to *Clarification of Statements Prohibiting the Use of Human Body Substances in the Alberta Science Curriculum*, Alberta Education, 1988.

Concept	Specific Learner Expectations	Notes

• Procedures
   – applying
   – removing
	The student should:
	• list steps in application and removal procedures
	• apply upper lashes
	• apply lower lashes
	• check for balance and suitability
	• demonstrate a procedure to remove false lashes safely.	

Eyelash and
   Eyebrow
   Colouring
 	
• Types
 	
• Purpose
• Preparation
 	
• Procedures
	• describe types of colouring agents that may/may not be used to colour lashes and brows
	• describe purpose of colouring lashes and brows
	• prepare materials required to perform lash and brow colouring
	• prepare clients
	• list steps in lash and brow colouring procedures
	• describe safety and sanitation practices to be taken at each step
	• colour brows
	• colour lashes.
		Manufacturer's instructions must be read and clearly understood before proceeding with eyelash or eyebrow colouring.

MODULE COS3270: CREATIVE COSMETOLOGY

Level: Advanced

Theme: Enterprise and Competition

Prerequisites:
COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1060 Skin Care 1 (Basic Practices)
COS1070 Manicuring 1
COS2020 Hair & Scalp Care 2
COS2040 Haircutting 1
COS2090 Colouring 1
COS2100 Colour Removal 1
COS2120 Facials & Makeup 1
COS2150 Manicuring 2
COS2160 Nail Art
COS2180 Hairpieces & Extensions
COS2200 Historical Cosmetology
COS3010 Professional Practices
COS3030 Hair & Scalp Care 3
COS3050 Haircutting 2
COS3110 Colouring (Permanent)
COS3190 Nail Technology
DES10120 The Design Process [Design Studies Strand]

Module Description: Students describe current cosmetology-related fashions, fads and trends, and apply design principles to create skin, hair and nail stylings that may become fads or trends.

Module Parameters: Access to a professional hairstyling/esthetology facility.

Note: Journeyman hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • produce worksheets that describe: – current fashion, fads or trends for hair, nail and facial stylings – procedures to create each styling	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – prepare plans to guide the reproduction of a current fashion, trend or fad: • hairstyling • makeup styling • nail styling. *Assessment Tool* *CTS Rubric: Presentation/Reports*	 10 10 10

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis

The student will:
 	
• reproduce each styling, using appropriate resources
 	
• apply design principles to:
  – develop worksheets for creative and innovative hair, makeup and nail stylings
  – produce each styling using the worksheets as guides
 	
• demonstrate basic competencies.
	Assessment of student achievement should be based on:
	
	• **Process and Product** in which the student will:
	  – design and create a minimum of two innovative stylings for:
	    • hair
	    • makeup
	    • nails.
	
	Assessment Tool
	   COSTAT3270: Creative Cosmetology
	
	• **Observations** of individual effort and interpersonal interaction during the learning process.
	
	Assessment Tool
	   Basic Competencies Reference Guide and any assessment tools noted above
		
		30
		20
		20
		
		Integrated throughout

Concept	Specific Learner Expectations	Notes
Current Fashions, Fads and Trends • Classify	*The student should:* • identify and describe current fashions, fads and trends in hair, nail and facial stylings • classify each identified styling as a fashion, trend or fad and gives reasons for each categorization	

Concept	Specific Learner Expectations	Notes

• Prepare Graphics
 	
• Prepare Materials
 	
• Reproduce Stylings
	The student should:
	
	• prepare a worksheet for one current fashion, fad or trend for a:
	  – hairstyle
	  – nail styling
	  – facial styling
	
	• access and prepare materials required to produce selected stylings
	
	• reproduce each selected stylings.	

Innovative Creations • Design • Prepare Materials • Reproduce Innovative Stylings	• design and produce worksheets that guide the creation of innovative hair, nail and facial creations, e.g., makeovers • access and prepare materials required to produce each innovative styling • produce each innovative styling.	The use of computer-assisted imaging or design equipment in the community should be investigated.
Safety and Sanitation	• demonstrate safe and sanitary styling practices • sanitize and return materials to their proper storage areas after use • dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.

MODULE COS3280: SALES & SERVICE 2 (EFFECTIVENESS)*

Level:	Advanced
Theme:	Enterprise and Competition
Prerequisites:	COS1010 Personal Images COS2210 Sales & Service 1 (Principles & Practices) COS3010 Professional Practices
Module Description:	Students distinguish between sales and service techniques that encourage positive client responses and those that evoke negative responses, demonstrate effective sales and service techniques, and identify and demonstrate duties performed by salon receptionists.
Module Parameters:	No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• design a client survey and develop a client profile that identifies client demographics and level of satisfaction with the salon	• **Applied Problem Solving** in which the student will:
	– survey and develop a client profile to identify levels of satisfaction and other factors including:
	  • age
	  • gender
	  • occupation
	  • income range
	  • family/marital status
	  • area of residence
	  • type of residence.
		30

• develop and implement a plan to enhance client satisfaction and increase the sale of services and cosmetics and products for personal grooming, and evaluate outcomes of the plan	• **Process and Product** in which the student will: – develop a plan to enhance client satisfaction and increase sales of services and products – implement one or more parts of the plan. *Assessment Tool* *COTATS3280: Sales and Service 2*	30 40
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

* For additional modules relating to salesmanship and retailing see:
  • Management and Marketing Guide to Standards and Implementation.

Concept	Specific Learner Expectations	Notes

Client Survey	*The student should:*
	
	• create an instrument to survey the demographics of clients and their level of satisfaction with the salon including:
	  – service
	  – attention
	  – friendliness
	  – cleanliness
	  – professionalism
	
	• analyze the data collected and prepare a report that includes recommendations for action.	

Client Profile	• use the prepared report to develop a profile of clients who use the salon and include details of frequency of use and levels of client satisfaction.	

Achieving Closure	• describe and demonstrate how client resistance (e.g., objections, concerns, excuses) may be addressed
	
	• describe and demonstrate techniques used to:
	  – close a sale
	  – offer reassurance and support for purchasing decisions
	  – address after-sale and follow-up services.	

Sales and Service Plan	• create a plan to increase the level and quality of sales and services offered to clients and to enhance the public image and appearance of the salon • create an instrument to evaluate each part of the plan.	

Implementing the Plan	• select and implement one or more parts of the plan
	
	• evaluate the results of the changes, for example, on:
	  – client satisfaction
	  – client use of salon
	  – sale of services
	  – sale of products.	

MODULE COS3290: COMPETITION COSMETOLOGY

Level: Advanced

Theme: Enterprise and Competition

Prerequisites:
COS1010 Personal Images
COS1030 Hair & Scalp Care 1
COS1040 Forming & Finishing 1
COS1050 Permanent Waving 1 (The Physical Process)
COS1060 Skin Care 1 (Basic Practices)
COS1070 Manicuring 1
COS2020 Hair & Scalp Care 2
COS2030 Forming & Finishing 2
COS2040 Haircutting 1
COS2060 Permanent Waving 2 (Cold Waving)
COS2070 Permanent Waving 3 (Heat-assisted)
COS2090 Colouring 1
COS2120 Facials & Makeup 1
COS2150 Manicuring 2
COS2160 Nail Art
COS2180 Hairpieces & Extensions
COS3010 Professional Practices
COS3030 Hair & Scalp Care 3
COS3050 Haircutting 2
COS3080 Permanent Waving 5 (Designer)
COS3110 Colouring 2 (Permanent)

Module Description: Students identify opportunities to participate in competitions relating to cosmetology, describe the qualities needed to be competitive and the judging systems used at various levels of competitions and demonstrate ability to be competitive in one or more areas of cosmetology.

Module Parameters: Access to a professional hairstyling/esthetology facility.

Note: Journeymen hairstylist qualification required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify and describe qualities of a successful competition cosmetologist and methods used to judge competitions	*Assessment of student achievement should be based on:* • **Concept Testing** in which the student will: – prepare and present a report on "What Makes A Successful Competition Cosmetologist." *Assessment Tool* *CTS Rubric: Presentation/Reports*	20

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate qualities consistent with being a competition cosmetologist	• **Process and Product** in which the student will: – demonstrate qualities, skills and artistry associated with being a competition cosmetologist including: • personal qualities • professional qualities • organization skills • planning skills • artistry in one or more areas.	10 10 10 10 40
• demonstrate competition standard artistry in one or more cosmetology-related area(s)	*Assessment Tool* *COS3290: Competition Cosmetology*	
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Qualities and Skills	*The student should:* • identify and describe qualities and abilities associated with successful competition cosmetologists: – personal qualities – professional qualities – management abilities – artistry	
• Personal Qualities	• demonstrate personal qualities including: – dedication – attention to detail – "sticktoitiveness" – patience	
• Professional Qualities	• demonstrate professional qualities including: – projecting a positive image – practising hygiene and sanitation – respecting rights of others	

Concept	Specific Learner Expectations	Notes

• Management Abilities
 	
• Artistry
	The student should:
	
	• demonstrate management abilities including:
	  – planning
	  – organizing
	  – communicating
	  – budgeting
	
	• demonstrate a competition level of artistry in one or more areas including:
	  – haircutting
	  – hairstyling (e.g., day wear, evening wear, fantasy)
	  – haircolouring
	  – permanent waving
	  – makeup
	  – manicure and nail art.	

Competition Judging	• describe qualifications required by recognized local, national and international cosmetology judges and how these qualifications may be attained • identify and describe methods used by competition judges to judge competitors.	
Competition Artistry	• design a competition styling that includes one or more cosmetology areas • execute the design • evaluate the completed styling and make changes to the design and/or method of execution • create the competition styling • participate in a cosmetology competition.	

COSMETOLOGY STUDIES

SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

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Sample Module-specific Tools:

ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student *do*?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).

- What does a student *know*?
  - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (module learner expectations), the teacher will designate the module as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report the credits that students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (in the shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** MLEs within a module to be successful.

- **suggested emphasis** (in the right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction.

- **criteria and conditions** (in the middle column of the module) set the framework for the assessment of student competency, specifying the <u>minimum standard</u> for performance and including a reference to <u>assessment tools</u>, where appropriate.

Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work if appropriate.

Assessment Tools included in this section of the Guide tend to be of two types:

- tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. *(Names of these tools include the strand code (e.g., "INF" for Information Processing] and a code for the type of tool [e.g., "TDENT" for Text-Data Entry].)*

- tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. *(Names of these tools include the module code; e.g., "INF1010–1" indicating that it is the first*

module-specific tool used in Information Processing Module 1010.)

Development and Validation Processes

The "Criteria and Conditions" and "Suggested Emphasis" columns have been validated with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal was to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels of rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post secondary programs.

ASSESSING STUDENT ACHIEVEMENT IN COSMETOLOGY STUDIES

The Cosmetology Studies curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Cosmetology Studies, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to CTS

The generic rating scale has been used to develop several of the tools in CTS. A generic framework for assessing the processes CTS students apply in completing a task or project is included in this section. It is based on the notion that students will follow a process as they work through their projects and that this process has a number of sequential steps. The rubric shows the increasing expectations from the introductory, to the intermediate, to the advanced level.

Some assessment tools, e.g., Presentations/Reports (CTSPRE) are generic to CTS and have been included in this section. In assessing MLEs at the introductory level, PRE100 would be used. Since the content portion of this tool must relate specifically to an MLE in a module, the tool has been adapted, labelled and included under Assessment Tools Specific to the Cosmetology Studies strand, COS, and to the module, e.g., COS1010 (module number), and the tool number (within the module), e.g., COS1010–1.

The Basic Competencies Reference Guide can be used directly as a checklist or as a guide to assess these competencies through other teacher-developed tools.

Tools Generic to Cosmetology Studies

A series of tools have been developed to help assess the practical experiences completed by a student. These tools will provide consistency in the way in which practical experiences are assessed. Practical Experience: Checklist for Student Performance, have been developed for each level, introductory, intermediate and advanced. These tools are numbered COSPRAC-1, COSPRAC–2 and COSPRAC–3 respectively.

Some tools provide a rubric to determine whether the level of competency is above standard, at standard or below standard. The tools generic to CTS have been developed with a five-point scale. The tools generic to Cosmetology Studies will also be developed with a five-point scale. It is recognized that this scale will have to be translated into a percentage mark for reporting purposes.

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Tools Specific to Cosmetology Studies

The tools that have been developed to assess specific MLEs in a module are labelled with the module number and the tool number (e.g., COS1010–1 or COS1010–2). They are referred to under the criteria and conditions column in Sections D, E and F of this Guide.

The authorized learning resources for Cosmetology Studies include teaching resources that have test banks and other suggested assessment strategies. It is recommended that these be used to prepare appropriate test banks. When test banks are being used, a separate assessment of the basic competencies would be required. Refer to the Basic Competencies Reference Guide. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

Thematic Assessment Tools

A Thematic Assessment Tool (TAT) is provided for each Cosmetology Studies module. Where appropriate, these "COSTAT" tools include assessment for two or three modules connected with a theme as shown on pages B.5 and B.6.

Module Specific Sample Assessment Tools

A sample module-specific tool (COSSAT) provided for selected Cosmetology Studies modules. These tools may be used to complement the thematic assessment tools by suggesting additional strategies for assessing summative performance.

Emphasis for Assessment

The "Suggested Emphasis" column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the task, skill, process and/or theory. The exception to this would be when a test bank is being used. In this case it is recommended that basic competencies be assessed separately.

BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework ★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength

- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	Stage 2— *The student:*	Stage 3— *The student:*	Stage 4— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ ⟶	☐ ⟶	☐ ⟶
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ ⟶
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ ⟶
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ learns a range of problem-solving skills and approaches			
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— *The student:*	Stage 2— *The student:*	Stage 3— *The student:*	Stage 4— *The student:*
Communicating Effectively ☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others ☐ fulfills responsibility in a group project	☐ ——————▶	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members ☐ acknowledges the opinions and contributions of others in the group	☐ cooperates to achieve group results ☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group ☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility **Attendance** ☐ demonstrates responsibility in attendance, punctuality and task completion	☐ ——————▶	☐ ——————▶	☐ ——————▶
Safety ☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ ——————▶	☐ ——————▶
☐ follows appropriate/emergency response procedures	☐ ——————▶	☐ ——————▶	☐ ——————▶
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics ☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required
★**Developmental Framework** • *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

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GENERIC RATING SCALE

S C A L E	RUBRIC STATEMENT (included in assessment tool/statements in *italics* are optional)	IS TASK/ PROJECT COMPLETED?	PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT	USE OF TOOLS, MATERIALS, PROCESSES	STANDARDS OF QUALITY/ PRODUCTIVITY	TEAMWORK/ LEADERSHIP	SERVICE/ CLIENT/ CUSTOMER
	The student:						
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	*Quality, particularly details and finishes, and productivity are consistent and exceed standards.*	*Leads others to contribute team goals.*	*Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	*Quality and productivity are consistent.*	*Works cooperatively and contributes ideas and suggestions that enhance team effort.*	*Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively to achieve team goals.*	*Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.*	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively.*	*Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

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ASSESSMENT FRAMEWORK: ISSUE ANALYSIS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• states an opposing position on the issue and logical reasons for adopting that position	• states two or more opposing positions on the issue and logical reasons for adopting each position	• states three or more opposing positions on the issue and thoughtful reasons for adopting each position
• identifies sources of conflict among different positions	• describes interrelationships among different perspectives/points of view	• analyzes interrelationships among different perspectives/points of view
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• shares work appropriately among group members	• shares work appropriately among group members	• shares work appropriately among group members
• respects the views of others	• respects and considers the views of others	• respects and considers the views of others
	• negotiates solutions to problems	• negotiates with sensitivity solutions to problems
Evaluating Choices/Making Decisions	**Evaluating Choices/Making Decisions**	**Evaluating Choices/Making Decisions**
• identifies useful alternatives regarding the issue	• identifies important and appropriate alternatives regarding the issue	• describes in detail important and appropriate alternatives regarding the issue
• establishes criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*
• selects an appropriate alternative based on established criteria	• selects an appropriate alternative by showing differences among choices	• selects an appropriate and useful alternative by showing differences among choices
• reflects on strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences and implications
• communicates information in a logical sequence to justify choices/decisions made	• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	• communicates thoughts/feelings/ideas clearly to justify choices/decisions made

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help
Teamwork • cooperates with group members • shares work appropriately among group members	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills
Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas	**Use of Equipment and Materials** • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs	**Use of Equipment and Materials** • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response
Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes	**Investigative Techniques** • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes	**Investigative Techniques** • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

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INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences and implications
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• works with a range of peer members	• works with a range of peer members	• works with a wide range of peer members
• shares information/opinions/suggestions through group discussion	• shares information/opinions/suggestions, maintaining a balance between speaking and listening	• shares information/opinions/suggestions, maintaining a balance between speaking and listening
• listens to and respects the views of others	• listens to and respects the views of others, requesting clarification as necessary from other group members	• listens to and respects the views of others, requesting clarification as necessary from other group members
Negotiating and Debating	**Negotiating and Debating**	**Negotiating and Debating**
• presents a convincing argument in logical sequence supporting a position adopted on the issue	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
• provides a relevant response to opposing arguments	• provides a relevant and convincing response to opposing arguments	• provides a relevant and convincing rebuttal to opposing arguments
• speaks clearly so the argument can be understood	• speaks clearly without hesitation so the argument can be understood	• speaks clearly without hesitation so the argument can be understood by all listeners
• establishes a shared understanding of key alternatives and consequences relevant to the issue	• negotiates a shared agreement on preferred alternatives relevant to the issue	• negotiates a shared agreement on preferred alternatives by resolving divergent points of view

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CTS, Cosmetology Studies /G.15
(1997)

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ASSESSMENT FRAMEWORK: PRESENTATIONS/REPORTS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• sets goals and follows instructions accurately	• sets goals and describes steps to achieve them	• sets goals and describes steps to achieve them
• responds to directed questions and follows necessary steps to find answers	• uses personal initiative to formulate questions and find answers	• uses personal initiative to formulate questions and find answers
• accesses basic in-school/community information sources	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• interprets and organizes information into a logical sequence	• interprets, organizes and combines information into a logical sequence	• interprets, organizes and combines information in creative and thoughtful ways
• records information accurately, using correct technical terms	• records information accurately with appropriate supporting detail and using correct technical terms	• records information accurately, using appropriate technical terms and supporting detail
• uses time effectively	• plans and uses time effectively	• plans and uses time effectively, prioritizing tasks on a consistent basis
	• gathers and responds to feedback regarding approach to task and project status	• assesses and refines approach to task and project status based on feedback and reflection
Presentation	**Presentation**	**Presentation**
• demonstrates effective use of at least one medium of communication:	• demonstrates effective use of at least two communication media:	• demonstrates effective use of a variety of communication media:
e.g., Written: *spelling, punctuation, grammar, basic format*	*e.g., Written:* *spelling, punctuation, grammar, format (formal/informal)*	*e.g., Written:* *spelling, punctuation, grammar, format (formal/informal, technical/literary)*
Oral: *voice projection, body language*	*Oral:* *voice projection, body language, appearance*	*Oral:* *voice projection, body language, appearance, enthusiasm, evidence of prior practice*
Audio-Visual: *techniques, tools*	*Audio-Visual:* *techniques, tools, clarity*	*Audio-Visual:* *techniques, tools, clarity, speed and pacing*
• uses correct grammatical convention and technical terms through proofreading/editing	• maintains acceptable grammatical and technical standards through proofreading and editing	• maintains acceptable grammatical and technical standards through proofreading and editing
• provides an introduction that describes the purpose of the project	• provides an introduction that describes the purpose and scope of the project	• provides an introduction that describes the purpose and scope of the project
• communicates information in a logical sequence	• communicates ideas into a logical sequence with sufficient supporting detail	• communicates thoughts/feelings/ideas clearly to justify or challenge a position
• states a conclusion based on a summary of facts	• states a conclusion by synthesizing the information gathered	• states a conclusion by analyzing and synthesizing the information gathered
• provides a reference list of three or more basic information sources	• provides a reference list that includes five or more relevant information sources	• gives evidence of adequate research through a reference list including seven or more relevant information sources

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ASSESSMENT FRAMEWORK: RESEARCH PROCESS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively	**Preparation and Planning** • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively	**Preparation and Planning** • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis
Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working	**Information Gathering and Processing** • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task	**Information Gathering and Processing** • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection
Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills
Information Sharing • demonstrates effective use of one or more communication media; *e.g., written, oral, audio-visual* • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	**Information Sharing** • demonstrates effective use of two or more communication media; *e.g., written, oral, audio-visual* • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	**Information Sharing** • demonstrates effective use of a variety of communication media; *e.g., written, oral, audio-visual* • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

ASSESSMENT FRAMEWORK: LAB OPERATIONS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management • prepares self for lesson • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively • meets standard in clean-up	**Management** • prepares self for lesson • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • meets standard in clean-up • adheres to routine procedures	**Management** • prepares self for lesson • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively and in a logical sequence • meets standard in clean-up • displays leadership in adhering to routine procedures • minimizes waste of materials and supplies
Teamwork • cooperates with peers • shares work appropriately among group members	**Teamwork** • cooperates with peers and clients • shares work appropriately among group members • negotiates solutions to problems	**Teamwork** • cooperates with peers, clients and others • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills
Safety and Sanitation • demonstrates acceptable personal hygiene • handles materials and equipment hygienically • handles equipment and tools safely	**Safety and Sanitation** • takes responsibility for personal hygiene • handles materials and equipment hygienically • handles equipment and tools safely • maintains a safe and hygienic work station	**Safety and Sanitation** • models appropriate personal hygiene • handles and stores materials and equipment hygienically • demonstrates concern for self and others in the safe handling of tools and equipment • maintains a safe and hygienic work environment
Preparation Techniques • chooses and uses appropriate tools and equipment • performs calculations accurately • follows mixing formulae • understands and applies relevant terms	**Preparation Techniques** • chooses and uses appropriate tools and equipment • performs calculations and measurements accurately • follows and adapts formulae and plans • understands and applies terms and service techniques	**Preparation Techniques** • chooses and uses appropriate tools and equipment • performs calculations and measurements with accuracy and efficiency • demonstrates flexibility and adaptability in following written and verbal instructions • understands and applies terms, preparation techniques and service/sales principles and methods

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ASSESSMENT FRAMEWORK: SALESMANSHIP

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student: **Preparation and Planning** • accurately describes the product or service • poses an important question regarding the product or service • accesses basic in-school/community information sources regarding the product or service • uses one or more information-gathering techniques **Analyzing Perspectives** • states a position for the sale and logical reasons for adopting that position • explains why the sale is important by presenting examples of possible consequences • clarifies different points of view regarding the sale; *e.g., personal, social, economic* • distinguishes between fact and fiction/opinion/theory **Collaboration and Teamwork** • works with peers • shares information/opinions/suggestions through group discussion • listens to and respects the views of the potential purchaser **Sales Techniques** • presents a convincing position in logical sequence supporting the sale of a product or service • provides a relevant response to negative reactions • speaks clearly so the position can be understood • establishes a shared understanding of key alternatives to positive/negative responses	*The student:* **Preparation and Planning** • accurately describes the product or service on which people may disagree, explaining areas of disagreement • poses one or more thoughtful questions regarding the use of the product or service • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques **Analyzing Perspectives** • states a position for the sale and logical reasons for adopting that position • explains why the sale is important by presenting examples of possible consequences • categorizes different points of view regarding the product or service; *e.g., personal, cultural, economic, health-related* • determines accuracy/currency/reliability of information and ideas **Collaboration and Teamwork** • works with peers • shares information/opinions/suggestions, maintaining a balance between speaking and listening • listens to and respects the views of the purchaser, requesting clarification as necessary **Sales Techniques** • presents a convincing position in logical sequence supporting the sale of a product or service, conveying reasons • provides a relevant and convincing response to opposing reactions • speaks clearly without hesitation so the position can be understood • negotiates an agreement on preferred alternatives to product or service offered for sale	*The student:* **Preparation and Planning** • accurately describes the product or service, explaining specific benefits of purchasing • poses thoughtful questions regarding the product or service • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data **Analyzing Perspectives** • states a position for the sale and insightful reasons for adopting that position • explains why the sale is important by presenting examples of possible consequences and implications • categorizes different points of view regarding the product or service; *e.g., personal, cultural, economic, health-related* • recognizes underlying bias/assumptions/values in information and ideas **Collaboration and Teamwork** • works with peers • shares information/opinions/suggestions, maintaining a balance between speaking and listening • listens to and respects the views of others, requesting clarification as necessary from others **Sales Techniques** • presents a convincing position in logical sequence supporting the sale of a product or service, conveying points in order of importance and backing each with sound evidence • provides a relevant and convincing rebuttal to opposing reactions • speaks clearly without hesitation so the position can be understood by all listeners • negotiates an agreement on preferred alternatives by resolving divergent points of view, e.g., deferring purchase

Student: _____

Module/Activity: _____

Basic Competency	Sub-competencies	Rating					
		4	3	2	1	0	N/A
Management	• prepares self for lesson • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively • meets standard in clean-up • is punctual						
Team Work	• cooperates with group members • shares work appropriately among group members • conveys a positive attitude						
Safety and Sanitation	• demonstrates acceptable personal hygiene and appearance • handles equipment, tools and supplies hygienically • handles equipment and tools safely						
Preparation Techniques	• chooses and uses appropriate tools and equipment • sets up work area correctly • follows directions and instructions • understands and applies cosmetology terms						
Performance	• meets productivity and quality standards • demonstrates creativity • meets or exceeds performance expectations						

Rating Scale

The student:

4   exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

3   meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.

2   meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.

1   meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.

0   has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Note: Students must attain a minimum performance rating of 1 in each Basic Competency.

Student: _____

Module/Activity: _____

Basic Competency	Sub-competencies	Rating					
		4	3	2	1	0	N/A
Management	• prepares self for lesson • plans time effectively • organizes and works in an orderly manner • interprets and carries out instructions • uses time effectively • demonstrates understanding of routine procedures • meets standard in clean-up						
Team Work	• cooperates with group members • divides tasks appropriately among group members • negotiates solutions to problems						
Safety and Sanitation	• takes responsibility for personal hygiene and appearance • handles equipment, tools and supplies hygienically • handles equipment and tools safely						
Preparation Techniques	• chooses and uses appropriate tools and equipment • mixes chemicals correctly • follows manufacturer's directions • interprets cosmetology terms • understands rationale for preparation techniques						
Performance	• is creative • is service oriented • is acceptable to models and clients						

Rating Scale

The student:

4   exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

3   meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.

2   meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.

1   meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.

0   has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Note: Students must attain a minimum performance rating of 2 in each Basic Competency.

Student:_____

Module/Activity: _____

Basic Competency	Sub-competencies	Rating					
		4	3	2	1	0	N/A
Management	• plans work • uses time effectively • keeps work area(s) organized • uses logical sequence of work • minimizes waste of supply items • cleans up effectively • works without close supervision						
Procedures	• interprets and carries out instructions (written and verbal) • follows directions • demonstrates knowledge of terms • uses ratios and proportions when mixing chemicals						
Safety	• models appropriate personal hygiene and appearance • demonstrates concern for safety in handling and storage of equipment, tools and supply items • handles tools and equipment safely						
Manipulative Skills	• chooses and uses correct tool for the task • demonstrates competence in a variety of methods • demonstrates precision and efficiency						
Problem Solving	• applies general principles to practical experiences • anticipates outcomes • demonstrates flexibility and adaptability						
Team Work	• contributes effectively to group • is sensitive to needs of others • communicates effectively with group • handles pressure						

continued . . .

Basic Competency	Sub-competencies	Rating					
		4	3	2	1	0	N/A
Performance	• achieves high standard of performance in all areas • demonstrates flair in presentation • evaluates self-performance accurately • makes adjustments to improve performance						

Rating Scale

4   exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

3   meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.

2   meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.

1   meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.

0   has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Note: Students must attain a minimum performance rating of 3 in each Basic Competency.

When you finish a module, it is time to think about how you have grown from having done this work. Complete this statements:

Before I began this module I . . .

Some discoveries that I made . . .

My work in this module was made easier because I . . .

In this module I had difficulty with . . . because I . . .

One thing I would do differently next time . . .

I wonder if I will ever be able to . . .

The part of this module that was most worthwhile to me was . . .

I would like to learn more about . . .

Now that I can . . . I will be able to . . .

I found that I was really quite good at . . .

Summarize what you have learned about yourself from your reflections on your work in this module:

I learned that . . .

. . . I **value**: _____, _____, _____.

. . . I am **interested** in: _____, _____, _____.

. . . I am successful because of these **attitudes**: _____, _____, _____.

. . . I have these **skills**: _____, _____, _____.

. . . I appreciate having **knowledge** about: _____, _____, _____.

Now, look again at your values, interests, abilities, skills and knowledge. Highlight those that you would like to use more.

Once you have completed the module, take time to reflect on how it has affected you by completing the following statements:

Before I began this module I . . .

Some discoveries that I made . . .

My work in this module was made easier because I . . .

In this module I had difficulty with . . . because I . . .

One thing I would do differently next time . . .

I wonder if I will ever be able to . . .

The part of this module that was most worthwhile to me was . . .

I would like to learn more about . . .

Now that I can . . . I will be able to . . .

I found that I was really quite good at . . .

Summarize what you have learned about yourself from your reflections on your work in this module:

I realize that through the work done in this module . . .

. . . my **values** that were affirmed include: _____, _____, _____.

. . . my **interests** that fit in include: _____, _____, _____.

. . . I was successful because of these **attitudes**: _____, _____, _____.

. . . I have developed these **skills**: _____, _____, _____.

. . . important **knowledge** I have gained includes: _____, _____, _____.

Now, consider how these things you have learned about yourself may be important in your career. (Remember career includes both paid and unpaid experiences.) Reexamine your values, interests, abilities, skills and knowledge; use two different coloured highlighters to indicate your answers to the following questions. Use one colour to answer question 1 and another colour to answer question 2.

1. Which of these things do you see as important for a satisfying occupational choice?

2. Which of these things will be important to you, but apart from your occupational choice?

	Very Easily	Easily	With Difficulty
1. Using My Planning Skills	☐	☐	☐
a. I understood the topic.	☐	☐	☐
b. I made up research questions.	☐	☐	☐
e. I suggested possible information sources.	☐	☐	☐
f. I chose my questions.	☐	☐	☐
g. I developed a research plan.			
2. Using My Information Retrieval Skills			
a. I identified sources of information			
– in the school	☐	☐	☐
– in the community.	☐	☐	☐
3. Using My Information Processing Skills			
a. I gathered and organized my information.	☐	☐	☐
b. I discovered information I did not know before.	☐	☐	☐
c. I answered the question(s).	☐	☐	☐
d. I edited my work.	☐	☐	☐
4. Using My Information Sharing Skills			
a. I presented my research.	☐	☐	☐
5. Using My Evaluation Skills			
a. I carried out my action plan.	☐	☐	☐
b. I learned the following skills which can be used in other activities.			

_____

_____

_____

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS1010: Personal Images COS3010: Professional Practices
Theme:	Images and Practices

Student: _____ Date: _____

ID#: _____ Teacher: _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY COS1010

Minimum Standard Rating 1	Appearance as a Mode of Communication	Observed Performance Rating

The student is able to:

□ define "grooming" and describe it from the following points of review: cultural, personal, classmates, world of work

□ identify grooming practices/conditions that affect verbal and nonverbal communication to self and others

□ describe grooming practices that contribute to healthfulness and well-being in home, school and workplace situations

□ define practices relating to:
 – personal and public hygiene
 – sanitation and sterilization of tools and equipment.

ADVANCED COS3010

Minimum Standard Rating 3	The Cosmetology Industry	Observed Performance Rating

The student is able to:

□ investigate, analyze and describe sectors of the industry

□ list and describe the work performed in each sector

□ identify and describe factors that may have led to current trends in the cosmetology industry

□ for each sector of the industry, describe:
 – current career opportunities
 – projected career opportunities
 – entrepreneurial career opportunities.

Assessment Tools

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Entry-level Qualifications	Observed Performance Rating
3		

The student is able to:

☐ describe entry-level qualifications for each sector of the industry
☐ describe and demonstrate interpersonal and communication skills required by professional cosmetologists
☐ list and describe ethical behaviours expected of professional cosmetologists
☐ suggest possible consequences of ethical and unethical behaviour to the:
  – individual cosmetologist
  – business operation
  – cosmetology industry.

Minimum Standard Rating	Personal Grooming Plan	Observed Performance Rating
1		

The student is able to:

☐ describe personal hygiene components of grooming: skin and hair care, facial care, hand and nail care
☐ describe other components of grooming that contribute to healthfulness and well-being including: posture, exercise, rest, nutrition
☐ describe factors affecting grooming choices and practices
☐ describe grooming products and implements for personal and professional use
☐ use informed decision-making skills in the selection and use of grooming products and implements and recognize their environmental impact.

Minimum Standard Rating	Personal Grooming Practices	Observed Performance Rating
1		

The student is able to:

☐ demonstrate personal grooming practices relating to hair care, facial care, hand and nail care
☐ solve grooming problems and evaluate grooming practices.

COMMENTS:

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS1020: Hair Graphics 1
	COS2010: Hair Graphics 2
	COS3020: Long Hair Graphics

Student: _____ **Date:** _____

ID#: _____ **Teacher:** _____

| Theme: | Hair and Scalp Care |

| Standards | Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development. |

| **Rating Scale** *The student:* | **4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations. | **3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services. | **2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services. | **1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services. | **0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately. |

INTRODUCTORY COS1020

Minimum Standard Rating	Techniques Used to Create Hair Graphics	Observed Performance Rating
1		

The student is able to:
- ☐ demonstrate control, direct and part hair
- ☐ demonstrate correct handling of implements to control, direct and part hair
- ☐ create straight, curved and diagonal partings

INTERMEDIATE COS2010

Minimum Standard Rating	Hair Graphics	Observed Performance Rating
2		

The student is able to:
- ☐ demonstrate control, direct and part hair
- ☐ demonstrate correct handling of implements to control, direct and part hair
- ☐ create straight, curved and diagonal partings

ADVANCED COS3020

Minimum Standard Rating	Design and Create Long Hair Graphics	Observed Performance Rating
3		

The student is able to:
- ☐ demonstrate control, direct and part hair
- ☐ demonstrate correct handling of implements to control, direct and part hair
- ☐ create straight, curved and diagonal partings

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Minimum Standard Rating	Techniques Used to Create Hair Graphics *(continued)*	Observed Performance Rating
1	The student is able to: □ create hair graphics: – single-strand ropes – double-strand ropes – triple-strand ropes □ create and secure a variety of ropings □ two strand, ponytail, fishtail □ three strand, visible, invisible use two or more hair graphics to create and secure a hairstyle.	

Minimum Standard Rating	Hair Graphics *(continued)*	Observed Performance Rating
2	The student is able to: □ create and secure a variety of hair graphics: – four-strand braids – six-strand braids – eight-strand braids □ create symmetrical hairstyles by combining three or more different hair graphics techniques □ remove graphics from hair without damage to hair □ create hair graphics: – single-strand ropes – double-strand ropes – triple-strand ropes □ create and secure a variety of ropings □ use two or more hair graphics to create and secure a hair style.	

Minimum Standard Rating	Design and Create Long Hair Graphics *(continued)*	Observed Performance Rating
3	The student is able to: □ create and secure a variety of hair graphics: – four-strand braids – six-strand braids – eight-strand braids □ create symmetrical hairstyles by combining three or more different hair graphics techniques □ remove graphics from hair without damage to hair □ demonstrate hair handling, brushing and combing □ create symmetrical and asymmetrical long hair graphics for: – day – bridal – evening.	

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
1	The student is able to: □ follow safe and sanitary practices when using materials to rope, knot and braid hair □ maintain a clean, safe work area □ clean and return implements and materials to proper storage area after use.	

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2	The student is able to: □ follow safe and sanitary practices when using materials to rope, knot and braid hair □ maintain a clean, safe work area □ clean and return implements and materials to proper storage area after use □ sterilize implements, where necessary.	

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3	The student is able to: □ follow safe and sanitary practices when using materials to rope, knot and braid hair □ maintain a clean, safe work area □ clean and return implements and materials to proper storage area after use □ sterilize implements, where necessary.	

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Design and Create Long Hair Graphics	Observed Performance Rating
3		

The student is able to:

☐ demonstrate principles of design in performing a long hair graphic

☐ use devices to enhance the appearance of long hair graphics

☐ demonstrate a variety of long hair graphics and a variety of securing and finishing techniques

☐ meet "client's" expectations for both execution and finish.

COMMENTS:

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS1030: Hair and Scalp Care 1
	COS2020: Hair and Scalp Care 2
	COS3030: Hair and Scalp Care 3

Student: _____ Date: _____

ID#: _____ Teacher: _____

| Theme: | Hair and Scalp Care |

Standards

Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY COS1030

Minimum Standard Rating	Hair and Scalp Care	Observed Performance Rating
1		

The student is able to:
- ☐ analyze hair and scalp
- ☐ perform hair and scalp treatments
- ☐ drape "client"
- ☐ block hair in four section
- ☐ demonstrate proper brushing techniques performs scalp manipulations
- ☐ perform shampoo

INTERMEDIATE COS2020

Minimum Standard Rating	Hair and Scalp Care	Observed Performance Rating
2		

The student is able to:
- ☐ analyze hair and scalp
- ☐ select appropriate materials
- ☐ consult with client and recommend appropriate products
- ☐ drape and protect client
- ☐ block hair in four sections
- ☐ demonstrate proper brushing technique

ADVANCED COS3030

Minimum Standard Rating	Hair and Scalp Analysis	Observed Performance Rating
3		

The student is able to:
- ☐ analyze hair and scalp to determine the condition
- ☐ select and prepare treatment product technologies and application implements appropriate to the condition of the hair and scalp
- ☐ drape and protect "client"
- ☐ assist client to and from shampoo area
- ☐ select appropriate shampoo to condition hair and scalp

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Hair and Scalp Care (continued)	Observed Performance Rating
1	□ set, dry and finish hair.	

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2	The student is able to: □ maintain clean and safe work area □ sanitize and return equipment to proper storage area.	

Minimum Standard Rating	Hair and Scalp Care (continued)	Observed Performance Rating
2	□ apply conditioner □ perform scalp manipulation □ assist client to and from shampoo area □ select appropriate shampoo to condition hair and scalp □ perform scalp manipulations □ perform a complete shampoo □ blow dry and comb hair into a style.	

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3	The student is able to: □ follow safe and sanitary practices □ protect client while performing services □ follow safe and sanitary shampooing practices □ dispose of waste material in an environmentally safe manner.	

Minimum Standard Rating	Hair and Scalp Analysis (continued)	Observed Performance Rating
3	□ performs scalp manipulations □ perform a complete shampoo to client's satisfaction □ perform surface and penetrating conditioning treatments □ blow dry and finish hair to client's satisfaction.	

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
4	The student is able to: □ follow safe and sanitary practices □ protect client while performing services □ follow safe and sanitary shampooing practices □ dispose of waste material in an environmentally safe manner.	

COMMENTS:

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS1040: Forming & Finishing 1
	COS2030: Forming & Finishing 2
	COS3040: Hair & Scalp Care 4 (Client Services)
	COS3070: Hair Care & Cutting 2 (Client Services)

Student:

Date:

| Theme: | Hair and Scalp Care | ID#: | Teacher: |

Standards

Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale

The student:

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY COS1040

Minimum Standard Rating	Selection and Use of Equipment	Observed Performance Rating
1		

The student is able to:
☐ drape client for dry service
☐ remove draping after completing service.

INTERMEDIATE COS2030

Minimum Standard Rating	Selection and Use of Equipment and Material	Observed Performance Rating
2		

The student is able to:
☐ drape client for dry service
☐ remove draping after completing service
☐ select and apply materials used to assist in forming hair: gels, mousses, lotions
☐ select and apply materials used in finishing hair: spray, shine.

ADVANCED COS3040/COS3070

Minimum Standard Rating	Client Service	Observed Performance Rating
3		

The student is able to:
☐ greet client and introduce self
☐ follow shop policy with client assistance
☐ consult with client to determine require service based on:
   – needs
   – wants
   – cost
   – analysis

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Minimum Standard Rating	Client Service	Observed Performance Rating
3	*(continued)*	
	The student is able to:	
☐	prepare client for service	
☐	drape client for dry service	
☐	remove draping after completing service	
☐	demonstrate complete shampoo	
☐	perform recommended conditioning treatment.	

Minimum Standard Rating	Forming	Observed Performance Rating
3		
	The student is able to:	
☐	demonstrate safe handling of hair forming implements – blow-dryer – curling iron – rollers – fingerwaves	
☐	demonstrate use of blow-dryer to dry, control, direct, shape hair	
☐	demonstrate roller placements: – on base – half base – off base	
☐	blow wave/style hair into preferred style	
☐	using a curling iron form a variety of sets demonstrating: – right-going wave – left-going wave – connecting waves – two-loop techniques on long hair	
☐	form hair using appropriate forming implements to produce desired style.	

Minimum Standard Rating	Forming	Observed Performance Rating
2		
	The student is able to:	
☐	demonstrate safe handling of hair forming implements – blow-dryer – curling iron – rollers – fingerwaves	
☐	demonstrate use of blow-dryer to dry, control, direct, shape hair	
☐	demonstrate on base roller placement	
☐	blow wave/style hair into preferred style	
☐	using a curling iron form a variety of sets demonstrating: – right-going wave – left-going wave – connecting waves – two-loop techniques on long hair	
☐	demonstrate with use of a comb: – simple shaping – a section of fingerwaves	
☐	demonstrate roller sets: – on base – half base – off base	
☐	form a variety of sets using appropriate roller placements	
☐	demonstrate the proper use of fasteners to secure pin curls	
☐	create a variety of partial and whole head effects	
☐	demonstrate horizontal, diagonal, circular and vertical fingerwaves.	

Minimum Standard Rating	Forming	Observed Performance Rating
1		
	The student is able to:	
☐	demonstrate safe handling of hair forming implements: – blow-dryer – curling iron – rollers – fingerwaves	
☐	demonstrate use of blow-dryer to dry, control, direct, shape hair	
☐	demonstrate on base roller placement	
☐	demonstrate with use of a comb: – simple shaping – a section of fingerwaves.	

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Finishing	Observed Performance Rating
3		

The student will:

- ☐ finish hair using appropriate finishing implements to produce desired style
- ☐ determine client's level of satisfaction
- ☐ suggest future appointments or services.

Minimum Standard Rating	Promotion of Hair and Scalp Products	Observed Performance Rating
3		

The student will:

- ☐ advise clients of available retail products for scalp and hair care
- ☐ discuss with "clients" the benefits of recommended products
- ☐ establish data base for each client

Minimum Standard Rating	Finishing	Observed Performance Rating
2		

The student is able to:

- ☐ demonstrate finishing techniques
  - back brushing
  - back combing
  - shaping
- ☐ use a curling iron to finish a variety of sets demonstrating:
  - right-going waves
  - left-going waves
  - connecting waves
  - two-loop techniques
- ☐ finish a variety of partial and whole head pin curl sets
- ☐ finish a variety of roller sets.

Minimum Standard Rating	Finishing	Observed Performance Rating
1		

The student is able to:

- ☐ demonstrate finishing techniques:
  - back brushing
  - back combing
  - shaping.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
1		

The student is able to:
- ☐ demonstrate safe and sanitary handling of hair forming implements to protect:
  - self
  - client
  - other
- ☐ maintain a clean, safe work area.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2		

The student will:
- ☐ demonstrate safe and sanitary handling of hair forming implements to protect:
  - self
  - client
  - other
- ☐ maintain a clean, safe work area
- ☐ demonstrate appropriate sanitation and safety practices followed before, during and after using:
  - pin curls
  - fasteners
  - rollers
  - curling irons
  - finishing tools.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3		

The student will:
- ☐ demonstrate safe and sanitary handling of hair forming implements to protect:
  - self
  - client
  - other
- ☐ maintain a clean, safe work area
- ☐ demonstrate appropriate sanitation and safety practices followed before, during and after using:
  - pin curls
  - fasteners
  - rollers
  - curling irons
  - finishing tools
- ☐ sanitize and return implements to storage
- ☐ dispose of waste materials in an environmentally safe manner.

COMMENTS:

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS1050: Permanent Waving 1 (The Physical Process) COS2060: Permanent Waving 2 (Cold Waving) COS3080: Permanent Waving 5 (Designer)	Student:	Date:
Theme:	Chemical Services: Permanent Waving	ID#:	Teacher:

Standards

Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY COS1050

Minimum Standard Rating	Physical Process	Observed Performance Rating
1		

The student is able to:
- □ identify and describe available permanent waving techniques
- □ identify and describe major steps in the physical process:
  - – sectioning
  - – blocking
  - – wrapping
  - – winding
  - – securing

INTERMEDIATE COS2060

Minimum Standard Rating	Techniques and Effects of Cold Waving	Observed Performance Rating
2		

The student is able to:
- □ identify and describe available permanent waving techniques
- □ identify and describe major steps in the physical and chemical processes:
  - – sectioning
  - – blocking
  - – wrapping
  - – winding
  - – securing

ADVANCED COS3080

Minimum Standard Rating	Designer Permanent Waving Techniques	Observed Performance Rating
3		

The student is able to:
- □ identify and describe available permanent waving techniques
- □ identify and describe major steps in the physical and chemical processes:
  - – sectioning
  - – blocking
  - – wrapping
  - – winding
  - – securing

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating 1	Physical Process (continued)	Observed Performance Rating
	The student is able to:	
	□ identify shapes and sizes of conventional and unconventional permanent waving tools	
	□ identify curl effects of conventional and unconventional permanent waving tools.	

Minimum Standard Rating 2	Techniques and Effects of Cold Waving (continued)	Observed Performance Rating
	The student is able to:	
	□ identify and describe shapes and sizes of conventional and unconventional permanent waving tools	
	□ identify and describe curl effects of conventional and unconventional permanent waving tools	
	□ distinguish between cold waving and heat waving	
	□ describe the relationship between physical and chemical processes	
	□ identify products/chemicals used to permanently wave hair	
	□ describe physical and chemical actions of acid and alkali permanent waving chemicals and neutralizers on hair and scalp	
	□ describe how hair structure and scalp condition affect choices of solutions.	

Minimum Standard Rating 3	Designer Permanent Waving Techniques (continued)	Observed Performance Rating
	The student is able to:	
	□ identify shapes and sizes of conventional and unconventional permanent waving tools	
	□ identify curl effects of conventional and unconventional permanent waving tools	
	□ distinguish between cold waving and heat waving	
	□ describe the relationship between physical and chemical processes	
	□ identify and distinguish among products/chemicals used to permanently wave hair	
	□ explain the physical and chemical actions of acid and alkali permanent waving chemicals and neutralizers on hair and scalp	
	□ describe how hair structure and scalp condition affect choices of solutions	
	□ identify and describe the purpose of designer permanent waving	

	□ identify and describe designer permanent waving techniques
	  – partial/sectional perms
	  – spiral winding
	  – directional wrapping	

	□ identify and describe designer permanent waving implements	
	□ interpret how to support various styles with designer permanent waving	
	□ design sectioning, blocking, and winding patterns to achieve desired effects.	

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Performance	Observed Performance Rating
1	*The student is able to:*	

The student is able to:

☐ demonstrate correct techniques for sectioning, blocking, wrapping and securing
☐ demonstrate proper procedure for wrapping and basic permanent wrap
☐ demonstrate proper procedure for removing rods
☐ wind rods in the following bases:
  – on base
  – half base
  – off base
☐ wrap a permanent wave using the following wrapping techniques:
  – single
  – envelop (book)
  – double (sandwich).

Minimum Standard Rating	Performance	Observed Performance Rating
2	*The student is able to:*	

The student is able to:

☐ demonstrate correct techniques for sectioning, blocking, wrapping and securing
☐ demonstrate proper procedure for wrapping a basic permanent wave
☐ demonstrate proper procedure for removing rods
☐ wind rods in the following bases:
  – on base
  – half base
  – off base
☐ wrap a permanent wave using the following wrapping techniques:
  – single
  – envelope (book)
  – double (sandwich)
☐ analyze hair and scalp and select suitable cold wave lotion and rods to achieve preferred degree of curl
☐ section, block, wrap and secure hair
☐ apply cold wave lotion, take test curls and neutralize hair
☐ remove rods without tension
☐ assess quality and degree of curl achieved.

Minimum Standard Rating	Performance	Observed Performance Rating
3	*The student is able to:*	

The student is able to:

☐ demonstrate correct techniques for sectioning, blocking, wrapping and securing
☐ demonstrate proper procedure for wrapping a basic permanent wave
☐ demonstrate proper procedure for removing rods
☐ wind rods in the following bases:
  – on base
  – half base
  – off base
☐ wrap a permanent wave using the following wrapping techniques:
  – single
  – envelope (book)
  – double (sandwich)
☐ analyze hair and scalp and select suitable cold wave lotion and rods to achieve preferred degree of curl
☐ section, block, wrap and secure hair
☐ apply cold wave lotion, take test curls and neutralize hair
☐ remove rods without tension
☐ assess quality and degree of curl achieved
☐ section, block and wind hair on designer waving implements
☐ facilitate the softening/waving process according to manufacturer's directions.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
1		

The student is able to:
- ☐ identify and follow safety and sanitation practices when using permanent waving materials
- ☐ dispose of unused chemicals in a safe and environmentally friendly manner
- ☐ maintain a clean and safe work area.

Minimum Standard Rating	Maintain Records	Observed Performance Rating
1		

The student is able to:
- ☐ record details of procedure used on a permanent waving record card (pattern, rods).

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2		

The student is able to:
- ☐ identify and follow safety and sanitation practices when using permanent waving materials
- ☐ dispose of unused chemicals in a safe and environmentally friendly manner
- ☐ maintain a clean and safe work area
- ☐ identify and follow procedures for allergic and sensitivity reactions
- ☐ identify and follow procedure to prevent chemical burns.

Minimum Standard Rating	Maintain Records	Observed Performance Rating
2		

The student is able to:
- ☐ record details of procedure used on a permanent waving record card (pattern, rods)
- ☐ record details of client's hair and scalp condition
- ☐ record products used and quality and degree of curl achieved.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3		

The student is able to:
- ☐ identify and follow safety and sanitation practices when using permanent waving materials
- ☐ dispose of unused chemicals in a safe and environmentally friendly manner
- ☐ maintain a clean and safe work area
- ☐ identify and follow procedures for allergic and sensitivity reactions
- ☐ identify and follow procedure to prevent chemical burns
- ☐ demonstrate first-aid procedure for treating a chemical burn.

Minimum Standard Rating	Maintain Records	Observed Performance Rating
3		

The student is able to:
- ☐ record details of procedure used on a permanent waving record card (pattern, rods)
- ☐ record details of client's hair and scalp condition
- ☐ record products used and quality and degree of curl achieved
- ☐ establish a data base to include client's hair and scalp condition, physical and chemical processes used and quality of finished wave.

COMMENTS:

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS1060: Skin Care 1 (Basic Practices) COS2120: Facials & Makeup 1 COS2130: Facials & Makeup 2 (Client Services) COS2140: Skin Care 2 (Client Services)	Student:	Date:
Theme:	Skin Care	ID#:	Teacher:

Standards | Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY COS1060

Minimum Standard Rating	Skin Types and Conditions	Observed Performance Rating
1		

The student is able to:
☐ identify and describe the appearance of healthy skins
☐ identify and describe basic skin types:
  – normal
  – dry
  – oily
  – combination

| Minimum | | Observed |

INTERMEDIATE COS2120

Minimum Standard Rating	Facial Conditions, Shapes and Features	Observed Performance Rating
2		

The student is able to:
☐ identify and distinguish among:
  – facial lesions
  – facial conditions
  – facial disorders
  – skin diseases
☐ determine which conditions may be treated by a cosmetologist

| Minimum | | Observed |

INTERMEDIATE COS2130/COS2140

Minimum Standard Rating	Client Orientation	Observed Performance Rating
2		

The student is able to:
☐ meet and greet client
☐ determine client needs through analysis and consultation
☐ recommend facial care and related services
☐ obtain client's consent before performing any service.

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Standard Rating	Skin Types and Conditions (continued)	Performance Rating
1		

The student is able to:

☐ identify:
  – skin lesions
  – skin disorders
  – skin diseases.

Minimum Standard Rating	Skin Care Cosmetics	Observed Performance Rating
1		

The student is able to:

☐ identify cosmetics available to affect the skin:
  – cleanse
  – tone
  – nourish
  – protect.

Standard Rating	Facial Conditions, Shapes and Features (continued)	Performance Rating
2		

The student is able to:

☐ distinguish among facial shapes:
  – oval
  – round
  – pear
  – triangular
  – other.

Minimum Standard Rating	Facial Care	Observed Performance Rating
2		

The student is able to:

☐ demonstrate the appropriate use of materials and procedures to:
  – surface cleanse skin
  – deep cleanse skin
  – massage facial tissues
  – nourish and moisturize
  – protect facial areas.

Minimum Standard Rating	Facial Care Services	Observed Performance Rating
2		

The student is able to:

☐ assemble necessary equipment, materials and cosmetics
☐ prepare and protect client
☐ perform services agreed to by client including:
  – day makeup stylings
  – corrective makeup
  – evening stylings
☐ introduce/sell related facial care products for client's home use.

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CTS, Cosmetology Studies /G.43
(1997)

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Perform Skin Care	Observed Performance Rating
1		

The student is able to:
☐ cleanse the surface of the skin
☐ apply toning cosmetics
☐ apply moisturizer(s)
☐ apply makeup or other cosmetics to protect various areas of the face.

Minimum Standard Rating	Corrective Makeup	Observed Performance Rating
2		

The student is able to:
☐ distinguish between:
 – corrective makeup
 – regular makeup
☐ determine "client's" needs for corrective makeup
☐ apply appropriate makeup:
 – day wear
 – evening wear
 – maximize features
 – minimize features.

Minimum Standard Rating	Record Keeping	Observed Performance Rating
2		

The student is able to:
☐ establish and maintain full details of services performed and products used.

Minimum Standard Rating	Record Keeping	Observed Performance Rating
2		

The student is able to:
☐ establish and maintain "client" records.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2		

The student is able to:
☐ follow safe and sanitary practices
☐ maintain a clean, safe work area
☐ sanitize and return materials to proper storage areas after use
☐ dispose of waste materials in an environmentally safe manner.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
1		

The student is able to:
☐ follow safe and sanitary practices
☐ maintain a clean, safe work area
☐ sanitize and return materials to proper storage areas after use
☐ dispose of waste materials in an environmentally safe manner.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2		

The student is able to:
☐ follow safe and sanitary practices
☐ maintain a clean, safe work area
☐ sanitize and return materials to proper storage areas after use
☐ dispose of waste materials in an environmentally safe manner.

COMMENTS:

G.44/Cosmetology Studies, CTS
(199)
286

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS1070: Manicuring 1
	COS2150: Manicuring 2
	COS3210: Nail Care (Client Services)

| Theme: | Nail Care |

Student: _____ Date: _____

ID#: _____ Teacher: _____

Standards

Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale

The student:

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY COS1070

Minimum Standard Rating	Nail Conditions	Observed Performance Rating
1		

The student is able to:
- ☐ recognize common disorders and diseases of nails and surrounding tissues
- ☐ recognize treatable and nontreatable nail conditions.

INTERMEDIATE COS2150

Minimum Standard Rating	Hand and Nail Analysis	Observed Performance Rating
2		

The student is able to:
- ☐ recognize common disorders and diseases of nails and surrounding tissues
- ☐ recognize treatable and nontreatable nail conditions.

ADVANCED COS3210

Minimum Standard Rating	Client Orientation and Consultation	Observed Performance Rating
3		

The student is able to:
- ☐ greet client and introduce self
- ☐ direct and assist client to the work area
- ☐ discuss preferred service
- ☐ analyze client's hands, nails/feet, toenails
- ☐ assess suitability for manicure/pedicure
- ☐ recommend alternative services based on analysis
- ☐ advise client of cost.

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Performing Plain Manicure	Observed Performance Rating
1		

The student is able to:

- analyze hands and nails
- identify common nail shapes
- list the steps in a plain manicure
- identify, describe and list equipment, tools and other materials needed to perform a plain manicure
- follow established procedure to complete a plain manicure including:
  - client preparation
  - hand and nail analysis
  - nail filing and shaping
  - nail cleansing
  - cuticle shaping
  - protective and cosmetic applications.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
1		

The student is able to:

- identify and follow safe and sanitary practices
- maintain a clean, safe work area
- sanitize and return items to proper storage areas
- dispose of waste materials in an environmentally safe manner.

Minimum Standard Rating	Procedures	Observed Performance Rating
2		

The student is able to:

- prepare and identify equipment
- perform an established procedure for an:
  - oil manicure
  - electric manicure
- recognize treatable and nontreatable hand and nail conditions
- perform hand and arm massage
- demonstrate procedures for treatable disorders
- describe services that may be used to treat nail related disorders
- identify equipment and materials required to perform manicure services
- identify related services used to enhance conditions and appearance.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2		

The student is able to:

- identify and follow safe and sanitary practices
- maintain a clean, safe work area
- sanitize and return items to proper storage areas
- dispose of waste materials in an environmentally safe manner.

Minimum Standard Rating	Performing Services	Observed Performance Rating
3		

The student is able to:

- prepare work area
- perform manicure and related services including plain manicure/pedicure.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3		

The student is able to:

- identify and follow safe and sanitary practices
- maintain a clean, safe work area
- sanitize and return items to proper storage areas
- dispose of waste materials in an environmentally safe manner.

COMMENTS:

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS1080: Theatrical Makeup 1 (Basic Principles) COS2190: Theatrical Makeup 2 (Planning the Images) COS3240: Theatrical Makeup 3 (Changing Images)	Student:	Date:
Theme:	Special Effects/Services	ID#:	Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY COS1080

Minimum Standard Rating	Design Basic Makeup	Observed Performance Rating
1		

The student is able to:

- ☐ describe basic design procedures without prostheses
- ☐ prepare sketches, drawings, models and worksheets that characterize the image created.

INTERMEDIATE COS2190

Minimum Standard Rating	Design Theatrical Makeup	Observed Performance Rating
2		

The student is able to:

- ☐ use design principle to prepare drawings, sketches and/or models to represent each character
- ☐ prepare a worksheet for each character including information about makeup applied including:
  - type, colour, location
  - corrective or character
  - hair style
  - distinguishing marks and features.

ADVANCED COS3240

Minimum Standard Rating	Design Theatrical Makeup	Observed Performance Rating
3		

The student is able to:

- ☐ prepare detailed worksheets for each image change which clearly identify the specific image change
- ☐ prepare detailed worksheets for each image change which clearly identify the image to be created
- ☐ prepare detailed worksheets that identify the materials required
- ☐ prepare detailed worksheets that identify the recommended procedures.

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Execute Theatrical Makeup	Observed Performance Rating
3		

The student is able to:
- ☐ access all materials and implements necessary for the character
- ☐ prepare work goods and materials required for each image change
- ☐ change images using a variety of techniques including two-dimensional and three-dimensional theatrical makeup

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3		

The student is able to:
- ☐ follow safe and sanitary practices while using theatrical makeup
- ☐ maintain a clean, safe work area
- ☐ sanitize and return materials to proper storage
- ☐ dispose of waste materials in an environmentally safe manner.

Minimum Standard Rating	Execute Theatrical Makeup	Observed Performance Rating
2		

The student is able to:
- ☐ access all materials and implements
- ☐ prepare work goods
- ☐ form and finish hair goods
- ☐ using worksheets as a guide, create character images

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2		

The student is able to:
- ☐ follow safe and sanitary practices while using theatrical makeup
- ☐ maintain a clean, safe work area
- ☐ sanitize and return materials to proper storage
- ☐ dispose of waste materials in an environmentally safe manner.

Minimum Standard Rating	Basic Principles	Observed Performance Rating
1		

The student is able to:
- ☐ demonstrate use of light and shade to create a new image
- ☐ demonstrate use of light and shade to change an image
- ☐ use products of design and planning procedures as a guide to create new hand images.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
1		

The student is able to:
- ☐ follow safe and sanitary practices while using theatrical makeup
- ☐ maintain a clean, safe work area
- ☐ sanitize and return materials to proper storage
- ☐ dispose of waste materials in an environmentally safe manner.

COMMENTS:

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS2040: Haircutting 1 COS3050: Haircutting 2	Student:	Date:
Theme:	Haircutting	ID#:	Teacher:

Standards

Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used appropriately. Quality effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTERMEDIATE COS2040

Minimum Standard Rating	Haircutting		Observed Performance Rating
3			

The student is able to:

☐ handle scissors in a safe manner
☐ "palm" scissors while combing the hair
☐ direct the points of shears away for safety.

ADVANCED COS3050

Minimum Standard Rating	Advanced Haircutting		Observed Performance Rating
4			

The student is able to:

☐ handle scissors in a safe manner
☐ "palm" scissors while combing the hair
☐ direct the points of shears away from client
☐ protect the client from cutting edges of haircutting tools.

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Planning the Haircut	Observed Performance Rating
3		

The student is able to:

☐ read and interpret a cutting pattern
☐ select and prepare implements and supplies
☐ determine:
  – hair length to be removed
  – elevation at different areas of head.

Minimum Standard Rating	Planning the Haircut	Observed Performance Rating
4		

The student is able to:

☐ read and interpret a cutting pattern
☐ select and prepare implements and supplies
☐ determine:
  – hair length to be removed
  – elevation at different areas of head
☐ determine necessary guidelines.

Minimum Standard Rating	Razor and Clipper Cutting	Observed Performance Rating
3		

The student is able to:

☐ demonstrate proper handling and use of razors and clippers:
☐ outlining
☐ arching
☐ cutting lengths of hair.

Minimum Standard Rating	Combining Implements	Observed Performance Rating
3		

The student is able to:

☐ use a combination of cutting implements to cut:
  – straight hair
  – wavy hair
  – overly curly hair
☐ perform cutting techniques including:
  – scissors-over-comb
  – clipper-over-comb
  – razor-over-comb.

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	*Cutting Children's Hair*	Observed Performance Rating
3		

The student is able to:

□ demonstrate appropriate behaviour in handling children in a salon:
  – safety
  – flexibility
  – mobility.

Minimum Standard Rating	*Individualized Haircutting Services*	Observed Performance Rating
3		

The student is able to:

□ analyze different head and facial types to select appropriate cuts
□ select cutting implements appropriate to each cut.

Minimum Standard Rating	*Haircutting Procedures*	Observed Performance Rating
3		

The student is able to:

□ interpret and follow cutting patterns by following predetermined guideline
□ accurately divide and section hair during the cutting process
□ apply principles of elevation to perform selected cuts including:
  – blunt cut
  – clipper cut
  – layered cut
  – child's cut
□ check finished product for accurateness and balance.

Minimum Standard Rating	*Haircutting Procedures*	Observed Performance Rating
2		

The student is able to:

□ follow cutting patterns by following predetermined guidelines
□ accurately divide and section hair during the cutting process
□ perform cuts including:
  – blunt cut
  – taper cut
  – slither cut
  – layer cut
  – shingle
  – thinning
□ check finished product to correct any mistakes.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2		

The student is able to:

☐ handle tools in a safe and sanitary manner
☐ maintain a neat and tidy work station
☐ remove and dispose of hair in an environmentally safe manner.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3		

The student is able to:

☐ handle tools in a safe and sanitary manner
☐ maintain a neat and tidy work station
☐ remove and dispose of hair in an environmentally safe manner
☐ remove cut hairs from client and rinse out hair.

COMMENTS:

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS2070: Permanent Waving 3 (Heat-assisted)	Student:	Date:
Theme:	Chemical Services: Permanent Waving	ID#:	Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute to team goals. Analyzes and provides effective client/customer services beyond expectations.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTERMEDIATE COS2070

Minimum Standard Rating:	2	Procedures, Technology and Techniques	Observed Performance Rating:

The student is able to:

☐ compare heat-assisted waving with cold waving
☐ distinguish among acid, acid balanced and alkali permanent waving lotions and their effect on hair structure
☐ identify and describe heat sources used to activate waving lotion
☐ distinguish between the physical process used in heat-assisted permanent waving and the processes used in cold waving procedures.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating:	2	Performance	Observed Performance Rating:

The student will:

- ☐ demonstrate procedures to determine suitability of scalp and hair for heat-assisted waving
- ☐ demonstrate hair brushing and cleansing activities before giving a permanent wave
- ☐ demonstrate procedures in selecting heat-assisted waving rods and chemicals
- ☐ section, block, wrap, wind and secure hair to achieve preferred waving effects
- ☐ protect the "client" from improper contact with heat-assisted waving chemicals at each stage of the chemical process
- ☐ prepare hair for forming and finishing.

Minimum Standard Rating:	2	Safety and Sanitation	Observed Performance Rating:

The student will:

- ☐ identify and follow safe and sanitary practices including preventing scalp burns resulting from heat lamps, chemicals and improper winding
- ☐ dispose of unused chemicals and wastes in an environmentally safe manner.

Minimum Standard Rating:	2	Keeping Records	Observed Performance Rating:

The student will:

- ☐ establish a data base for each client detailing sectioning pattern, rods and chemicals used and quality and degree of curl achieved.

COMMENTS:

G.54/Cosmetology Studies, CTS
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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS2080: Permanent Waving 4 (Client Services) COS3100: Wave, Relax & Straighten Hair (Client Services)	Student:
		Date:
Theme:	Chemical Services	ID#:
		Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTERMEDIATE COS2080

Minimum Standard Rating	Client Orientation and Preparation	Observed Performance Rating
2		

The student is able to:

- ☐ greet client by name and introduce self
- ☐ direct client to work area
- ☐ discuss client's needs for permanent wave
- ☐ analyze and assess hair and scalp suitability for permanent waving and other services
- ☐ determine preferred style

ADVANCED COS3100

Minimum Standard Rating	Client Consultation and Recommendation	Observed Performance Rating
3		

The student is able to:

- ☐ greet client by name and introduce self
- ☐ direct client to work area
- ☐ discuss client's needs for permanent wave
- ☐ analyze and assess hair and scalp suitability for permanent waving and other services
- ☐ determine preferred style

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Client Orientation and Preparation (continued)	Observed Performance Rating
2		

The student is able to:

- ☐ advise client of cost of services
- ☐ remove hair ornaments and facial adornments
- ☐ shampoo/prepare hair as recommended by permanent waving chemicals used
- ☐ access and arrange all items required for the service
- ☐ take test curls when needed
- ☐ alter rod selection, blocking and lotion if needed, according to test curl.

Minimum Standard Rating	Performing a Permanent Wave	Observed Performance Rating
2		

The student is able to:

- ☐ drape client appropriately for each stage of permanent waving process
- ☐ section, block, wrap, wind and secure hair appropriately to predetermined style
- ☐ apply waving lotion and take test curls, if necessary
- ☐ neutralize hair when desired curl is achieved
- ☐ remove rods without putting tension on hair
- ☐ assess quality and degree of curl achieved
- ☐ prepare hair for forming and finishing.

Minimum Standard Rating	Client Consultation and Recommendation (continued)	Observed Performance Rating
3		

The student is able to:

- ☐ advise client of cost of services
- ☐ remove hair ornaments and facial adornments
- ☐ shampoo/prepare hair as recommended by permanent waving chemicals used
- ☐ access and arrange all items required for the service
- ☐ take test curls when needed
- ☐ alter rod selection, blocking and lotion if needed, according to test curl
- ☐ demonstrate concern and tact during consultation
- ☐ advise each client of advantages and disadvantages of different services and maintenance needs of each service
- ☐ recommend waving, relaxing or straightening service
- ☐ confirm client's preferred services before starting any service
- ☐ design sectioning and handling pattern
- ☐ select and prepare implements, chemicals and materials and work area required to perform the service.

Minimum Standard Rating	Performing a Permanent Wave	Observed Performance Rating
4		

The student is able to:

- ☐ drape client appropriately for each stage of permanent waving process
- ☐ section, block, wrap, wind and secure hair appropriately to predetermined style
- ☐ apply waving lotion and take test curls, if necessary
- ☐ neutralize hair when desired curl is achieved
- ☐ remove rods without putting tension on hair
- ☐ assess quality and degree of curl achieved
- ☐ prepare hair for forming and finishing
- ☐ apply protective agents as necessary
- ☐ perform services as agreed to by client
- ☐ ensure client's comfort and safety during each service.

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Keeping Records	Observed Performance Rating
2		

The student is able to:

- establish a database for each client
- record details of sectioning, rods and products used and quality and degree of curl achieved.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3		

The student is able to:

- demonstrate safe and sanitary practices
- maintain a clean, safe work area
- sanitize and return all items to their proper storage areas
- dispose of waste materials in an environmentally safe manner.

Minimum Standard Rating	Keeping Records	Observed Performance Rating
3		

The student is able to:

- establish a data base for each client
- record details of sectioning, rods and products used and quality and degree of curl achieved
- check data base for each client before each service
- update data base after each service.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
4		

The student is able to:

- demonstrate safe and sanitary practices
- maintain a clean, safe work area
- sanitize and return all items to their proper storage areas
- dispose of waste materials in an environmentally safe manner.

COMMENTS:

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS2090: Colouring 1 COS3110: Colouring 2 (Permanent)	Student:	Date:
Theme:	Chemical Services: Haircolouring	ID#:	Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

| Rating Scale
The student: | **4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations. | **3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services. | **2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services. | **1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services. | **0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately. |

INTERMEDIATE COS2090

Minimum Standard Rating	Analyze Hair	Observed Performance Rating
2		

The student is able to:

☐ analyze hair texture, porosity, elasticity, density, condition, length, previous chemical service

☐ analyze scalp, check for abrasion or abnormal skin conditions.

314

ADVANCED COS3110

Minimum Standard Rating	Analyze Hair	Observed Performance Rating
3		

The student is able to:

☐ analyze hair texture, porosity, elasticity, density, condition, length, previous chemical service

☐ analyze scalp, check for abrasion or abnormal skin conditions.

315

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Patch/Skin and Strand Test	Observed Performance Rating
2		

The student is able to:

☐ perform a patch/skin test
  – preparation
  – application
  – assess effects
☐ perform a strand test
  – preparation
  – application
  – assess effects.

Minimum Standard Rating	Temporary Colour	Observed Performance Rating
2		

The student is able to:

☐ prepare and section hair as necessary
☐ apply colour evenly.

Minimum Standard Rating	Semipermanent Colour Application	Observed Performance Rating
2		

The student is able to:

☐ prepare hair
☐ section appropriately
☐ evenly distribute colour.

Minimum Standard Rating	Final Results	Observed Performance Rating
2		

The student is able to:

☐ properly remove product following manufacturer's instructions
☐ achieve even tone and colour on strand.

316

Minimum Standard Rating	Patch/Skin and Strand Test	Observed Performance Rating
3		

The student is able to:

☐ perform a patch/skin test
  – preparation
  – application
  – assess effects
☐ perform a strand test
  – preparation
  – application
  – assess effects.

Minimum Standard Rating	Application and Removal of Permanent Colour	Observed Performance Rating
3		

The student is able to:

☐ prepare the hair
☐ section appropriately
☐ evenly distribute colour product in allocated time limit according to manufacturer's directions.

Minimum Standard Rating	Final Results	Observed Performance Rating
3		

The student is able to:

☐ properly remove product following manufacturer's instructions
☐ achieve even tone and colour on strand.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3		

The student is able to:

☐ maintain sanitary workstation
☐ handle equipment in a safe and sanitary manner
☐ perform safe and sanitary application of permanent haircolouring.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2		

The student is able to:

☐ maintain sanitary workstation
☐ handle equipment in a sanitary manner
☐ apply the colour in a safe and sanitary manner.

COMMENTS:

319

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

| Module(s): | COS2100: Colour Removal 1 |
| | COS3120: Colour Removal 2 |

| Theme: | Chemical Services: Haircolouring |

Student: _____

Date: _____

ID#: _____

Teacher: _____

| Standards | Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development. |

| Rating Scale

The student: | **4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations. | **3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services. | **2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services. | **1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services. | **0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately. |

INTERMEDIATE COS2100

Minimum Standard Rating	Analyze Hair	Observed Performance Rating
2		

The student is able to:

☐ analyze hair texture, porosity, elasticity, density, condition, length, previous chemical service
☐ analyze scalp, check for abrasions or abnormal skin conditions
☐ determine whether or not to perform colour removal service.

ADVANCED COS3120

Minimum Standard Rating	Analyze Hair	Observed Performance Rating
3		

The student is able to:

☐ analyze hair texture, porosity, elasticity, density, condition, length, previous chemical service
☐ analyze scalp, check for abrasion or abnormal skin conditions
☐ determine suitability for specific colour removal service.

320

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Minimum Standard Rating	Patch/Skin and Strand Test	Observed Performance Rating
2		

The student is able to:

- □ select and mix appropriate products
- □ perform a patch/skin:
  - – preparation of client
  - – application of product
  - – assess effects
- □ perform a strand test:
  - – preparation
  - – application
  - – assess effects.

Minimum Standard Rating	Colour Removal Process	Observed Performance Rating
2		

The student is able to:

- □ prepare the hair
- □ section hair
- □ distribute the product evenly
- □ monitor process
- □ strand test
- □ remove product from hair and scalp.

Minimum Standard Rating	Patch/Skin and Strand Test	Observed Performance Rating
3		

The student is able to:

- □ select and mix appropriate products
- □ perform a patch/skin:
  - – preparation of client
  - – application of product
  - – assess effects
- □ perform a strand test:
  - – preparation
  - – application
  - – assess effects.

Minimum Standard Rating	Colour Removal Process	Observed Performance Rating
3		

The student is able to:

- □ prepare the hair
- □ section hair
- □ distribute the product evenly
- □ monitor and modify process as necessary
- □ strand test
- □ remove product from hair and scalp following manufacturer's instructions
- □ assess "final" effect of process
- □ achieve an even tone and colour throughout the hair.

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2		

The student is able to:

☐ maintain sanitary workstation
☐ handle equipment in a safe and sanitary manner
☐ perform a safe and sanitary haircolouring removal process.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3		

The student is able to:

☐ maintain sanitary workstation
☐ handle equipment in a safe and sanitary manner
☐ perform a safe and sanitary haircolouring removal process.

COMMENTS:

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS2110: Colouring & Removal 1 (Client Services) COS3130: Colouring & Removal 2 (Client Services)	Student:	Date:
Theme:	Chemical Services: Haircolouring	ID#:	Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTERMEDIATE COS2110

Minimum Standard Rating	Client Consultation and Service	Observed Performance Rating
2		

The student is able to:

☐ meet, greet and welcome client
☐ gather and record information from client:
 – previous chemical services
 – effect desired
☐ show courtesy to the client.

ADVANCED COS3130

Minimum Standard Rating	Client Consultation and Service	Observed Performance Rating
3		

The student is able to:

☐ meet, greet and welcome client in an inviting manner
☐ gather and record information from client:
 – previous chemical services
 – effect desired
☐ discuss hair colouring options
☐ demonstrate professional level of respect and courtesy for the client.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Analyze Hair and Scalp Service	Observed Performance Rating
2		

The student is able to:

- ☐ analyze hair to determine texture, porosity, elasticity, density, condition, length, previous chemical treatment
- ☐ analyze scalp, check for abrasions or abnormal skin conditions
- ☐ present information to client
- ☐ consult with the teacher before proceeding.

Minimum Standard Rating	Patch/Skin and Strand Test	Observed Performance Rating
2		

The student is able to:

- ☐ perform a patch/skin test:
  - preparation
  - application
  - assess effects
- ☐ perform a strand test:
  - preparation
  - application
  - assess effects
- ☐ consult with the teacher regarding outcomes.

Minimum Standard Rating	Analyze Hair and Scalp Service	Observed Performance Rating
3		

The student is able to:

- ☐ analyze hair to determine texture, porosity, elasticity, density, condition, length, previous chemical treatment
- ☐ analyze scalp, check for abrasions or abnormal skin conditions
- ☐ present information to client
- ☐ describe and discuss optional types of hair colouring based on analysis
- ☐ recommend colour procedure to client.

Minimum Standard Rating	Patch/Skin and Strand Test	Observed Performance Rating
3		

The student is able to:

- ☐ perform a patch/skin test:
  - preparation
  - application
  - assess effects
- ☐ perform a strand test:
  - preparation
  - application
  - assess effects
- ☐ recommend action to teacher and client.

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Colour and Colour Removal Client Services	Observed Performance Rating
2		

The student is able to:

□ perform a colour removal application:
  – prepare hair
  – prepare chemicals
  – evenly distribute product
  – test colour reduction regularly
□ perform a colour application:
  – prepare hair
  – evenly distribute product
  – strand test regularly
□ perform chemical removal service:
  – follow manufacturer's instructions
  – remove chemicals with care
  – check for complete removal.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3		

The student is able to:

□ work in a safe and sanitary manner
□ handle equipment in a safe and sanitary manner
□ return materials and equipment to their proper places.

Minimum Standard Rating	Colour and Colour Removal Client Services	Observed Performance Rating
3		

The student is able to:

□ prepare client:
  – section hair
  – prepare colour
  – apply chemicals
  – evenly distribute product
  – follow manufacturer's instructions
□ perform chemical removal services:
  – follow manufacturer's instructions
  – remove chemicals with care
  – check for complete removal
  – recommend conditioning service.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
4		

The student is able to:

□ maintain sanitary workstation
□ handle equipment in a safe and sanitary manner
□ return materials and equipment to their proper storage places
□ record details of product deficiencies and equipment failures.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

| Module(s): | COS2160: Nail Art |
| | COS3190: Nail Technology |

| Theme: | Nail Care |

Student: _____

Date: _____

ID#: _____

Teacher: _____

| Standards | Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development. |

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTERMEDIATE COS2160

Minimum Standard Rating	Principles and Practices of Nail Art	Observed Performance Rating
2		

The student is able to:

☐ identify and describe nail art services including:
 – creative polishing
 – nail painting
 – applications
☐ demonstrate ability to determine nail art suited to different nail shapes
☐ design individual nail art.

ADVANCED COS3190

Minimum Standard Rating	Hand and Nail Analysis	Observed Performance Rating
3		

The student is able to:

☐ analyze condition of hands and nails
☐ recognize treatable and nontreatable hand and nail conditions
☐ analyze the shape of hands, fingers and nails to determine appropriate shapes

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Nail Tip Application	Observed Performance Rating
3		

The student is able to:

☐ prepare materials and implements required to perform nail tip/gel service
☐ perform a pre-service sanitation service
☐ analyze client's hands and nails
☐ advise client of post-service maintenance if required
☐ apply nail tips according to manufacturer's instruction
☐ perform basic manicure
☐ perform post-service procedures including:
  – follow-up appointment
  – sale of related products
☐ demonstrate procedures to maintain and remove nail tips.

Minimum Standard Rating	Nail Wrapping	Observed Performance Rating
3		

The student is able to:

☐ prepare materials and implements required to perform nail wrap service
☐ perform a pre-service sanitation procedure
☐ analyze client's hands and nails
☐ advise client of post-service maintenance
☐ apply nail wraps following manufacturer's instructions
☐ perform post-service procedure including:
  – follow-up appointment
  – sale of related products
  – sanitize work area and implements
☐ demonstrate procedures to maintain and remove nail wraps.

Minimum Standard Rating	Nail Art Procedures	Observed Performance Rating
2		

The student is able to:

☐ select and prepare equipment and supplies appropriate to each nail art design
☐ demonstrate French manicure
☐ demonstrate nail painting/marbling/striping
☐ demonstrate applications of tape, gems, feathers, foil, etc.
☐ demonstrate use of available technology
☐ apply "protective" covers/sealants.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Acrylic Nail Application	Observed Performance Rating
3		

The student is able to:

☐ prepare materials and implements required to perform a nail extension service
☐ perform pre-service sanitation procedures
☐ analyze client's hands and nails
☐ advise client about regular maintenance of nail extensions
☐ determine type of nail extension service to be performed
  – one tone
  – two tone
☐ prepare compound according to manufacturer's instructions
☐ prepare client
☐ apply compound according to manufacturer's instructions
☐ complete shaping manicure procedures
☐ follow manufacturer's instructions for maintaining and removing nail extensions.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3		

The student is able to:

☐ follow safe and sanitary practices
☐ maintain a clean work area
☐ sanitize and return items to their proper storage area after use.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2		

The student is able to:

☐ follow safe and sanitary practices
☐ maintain a clean work area
☐ sanitize and return items to their proper storage area after use.

COMMENTS:

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS2170: Manicuring 3 (Client Services)	Student:		Date:
Theme:	Nail Care	ID#:		Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute to team goals. Analyzes and provides effective client/customer services beyond expectations.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTERMEDIATE COS2170

Minimum Standard Rating:	**2**	*Client Orientation*	Observed Performance Rating:

The student is able to:
- ☐ greet each client by name and introduce self
- ☐ follow salon/shop policy for assisting client with coats, hats and personal belongings
- ☐ direct and assist client to be seated at work area
- ☐ discuss client's preferred nail services.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

	Client Orientation and Analysis	Observed Performance Rating:
Minimum Standard Rating: 2		

The student is able to:

☐ analyze client's hands and nails and assess their suitability for nail art services
☐ identify alternative services and recommend specific nail art and related services based on analysis
☐ consult with client to determine preferred services and nail art design
☐ advise client of cost of each service
☐ ask client to remove rings and other hand adornments and have client put them in a safe place
☐ perform basic manicure procedures, if necessary, to prepare nail(s) for nail art applications.

	Equipment and Materials	Observed Performance Rating:
Minimum Standard Rating: 2		

The student is able to:

☐ prepare the work area for client-approved service(s)
☐ access and arrange all items required for the service(s).

	Manicure Services	Observed Performance Rating:
Minimum Standard Rating: 2		

The student is able to:

☐ perform manicure and related services including:
 – plain manicures
 – oil manicures
 – hand and arm massage
 – nail art
☐ use available technology to perform manicure, massage and nail art services
☐ advise clients how they may maintain the groomed appearance of their hands, nails and nail art.

	Record Keeping	Observed Performance Rating:
Minimum Standard Rating: 2		

The student is able to:

☐ establish a data base (e.g., record card) for each manicure and related service client
☐ update the data base after completing each manicure-related service.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating:	2	Safety and Sanitation	Observed Performance Rating:

The student is able to:

- ☐ identify and follow safe and sanitary manicure and related service practices
- ☐ maintain a clean, safe work area
- ☐ sanitize and return items to their proper storage areas after use
- ☐ dispose of waste materials in an environmentally safe manner.

COMMENTS:

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

COSTAT2180/3220/3230

Module(s):	COS2180: Hairpieces & Extensions COS3220: Wigs & Toupees COS3230: Hair Goods (Client Services)	Student:	Date:
Theme:	Special Effects/Services	ID#:	Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTERMEDIATE COS2180

Minimum Standard Rating	Hair Goods	Observed Performance Rating
2		

The student is able to:

☐ distinguish among the different types of hairpieces, hair replacements, wefts, extensions:
  – wiglet
  – toupee
  – falls
  – bandeaus

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ADVANCED COS3220

Minimum Standard Rating	Hair Goods	Observed Performance Rating
3		

The student is able to:

☐ full wigs
☐ hair
☐ partial
☐ theatrical
☐ fashion
☐ display.

ADVANCED COS3230

Minimum Standard Rating	Hair Goods	Observed Performance Rating
4		

The student is able to:

☐ analyze hair goods to determine:
  – condition
  – fibre/hair type and quality
  – construction
  – need for repair
  – area for enhancement

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Hair Goods (continued)	Observed Performance Rating
2		

The student is able to:
– cascades
– braids
– witches
– chignons
– crown curls.

Minimum Standard Rating	Types of Hair Fibres	Observed Performance Rating
2		

The student is able to:
☐ describe and distinguish among the different types of natural and synthetic fibres
☐ analyze wigs and toupees to identify hair or fibre content used to construct hairpieces and extensions:
– human hair
– animal hair
– synthetic fibres.

Minimum Standard Rating	Care and Maintenance	Observed Performance Rating
2		

The student is able to:
☐ identify chemicals used to clean a variety of hairpieces and extensions
☐ clean a variety of hairpieces and extensions using appropriate chemicals and techniques
☐ identify conditioning methods and products used on hairpieces and extensions
☐ condition different types of hair goods.

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Minimum Standard Rating	Types of Construction	Observed Performance Rating
3		

The student is able to:
☐ analyze hair piece and identify their methods of construction:
– machine made
– hand-tied wigs and toupees.

Minimum Standard Rating	Care and Maintenance	Observed Performance Rating
3		

The student is able to:
☐ identify chemicals used to clean a variety of wigs and toupees, hairpieces and extensions
☐ block and secure wigs and toupees to ensure they retain their shape during servicing
☐ identify and describe conditioning methods and products used on different types of wigs and toupees
☐ condition natural and synthetic wigs and toupees.

Minimum Standard Rating	Hair Goods (continued)	Observed Performance Rating
4		

The student is able to:
☐ recommend services to help maintain and enhance hair goods
☐ suggest and promote the sale of home care goods
☐ demonstrate sensitivity and concern about client's needs.

Minimum Standard Rating	Care and Maintenance	Observed Performance Rating
4		

The student is able to:
☐ perform services on hair goods agreed to by client
☐ identify chemicals used to clean wig or hair goods
☐ plan forming pattern for hair goods
☐ form hair goods using a variety of techniques
– rollers
– pin curls
– curling irons
– blow-dry
– finger waves
– hot brush
☐ finish hair goods using a variety of implements

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Minimum Standard Rating	Care and Maintenance (continued)	Observed Performance Rating
4		

The student is able to:
□ plan cutting procedure
  – blocking
  – sectioning
  – length removal
  – density reduction
  – tools required
□ check cut
□ perform minor repairs
□ perform temporary hair colour
□ perform semipermanent hair colour.

Minimum Standard Rating	Measuring and Sampling	Observed Performance Rating
3		

The student is able to:
□ take and record head measurement
□ demonstrate process of taking hair samples
□ areas of head.

Minimum Standard Rating	Forming and Finishing	Observed Performance Rating
3		

The student is able to:
□ plan forming patterns for different types of wigs and toupees
□ form hairpieces and extensions using:
  – rollers
  – curling irons
  – pin curls
  – finger waves
  – blow waves
  – hot brush
□ use a variety of finishing implements to dress a hairpiece into a preferred style.

Minimum Standard Rating	Forming and Finishing	Observed Performance Rating
2		

The student is able to:
□ plan forming patterns for different types of hairpieces and extensions
□ form hairpieces and extensions using:
  – rollers
  – curling irons
  – pin curls
□ use a variety of finishing implements to dress a hairpiece into a preferred style.

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Attaching Hairpieces and Extensions

Minimum Standard Rating	Attaching Hairpieces and Extensions	Observed Performance Rating
3		

The student is able to:
- ☐ securely attach hairpieces and extensions
- ☐ dress hair goods into hair to create preferred style.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2		

The student is able to:
- ☐ identify and follow safe and sanitary hair goods handling, care and maintenance procedures
- ☐ maintain a safe, clean work area
- ☐ sanitize and return items to proper storage area
- ☐ dispose of waste materials in an environmentally safe manner.

Cutting, Shaping and Styling

Minimum Standard Rating	Cutting, Shaping and Styling	Observed Performance Rating
3		

The student is able to:
- ☐ determine desired shape, style and hair length
- ☐ plan cutting procedure:
  - blocking
  - sectioning
  - length removal
  - density reduction
  - tools required
- ☐ execute the cut
- ☐ check and confirm correctness.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
4		

The student is able to:
- ☐ follow safe and sanitary hair goods handling procedures
- ☐ maintain a safe, clean work area
- ☐ sanitize and return items to proper storage area
- ☐ dispose of waste materials in an environmentally safe manner.

Colouring

Minimum Standard Rating	Colouring	Observed Performance Rating
3		

The student is able to:
- ☐ determine desired colour change
- ☐ analyze hair goods and determine suitability for colour change/enhancement
- ☐ determine type or colour that may/may not be used for different types of hair goods
  - different hair/fibres
  - different construction
- ☐ perform temporary and semipermanent colouring procedures on suitable hair goods.

Attaching Hair Goods

Minimum Standard Rating	Attaching Hair Goods	Observed Performance Rating
3		

The student is able to:
- ☐ securely attach hair goods.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
4		

The student is able to:
- ☐ identify and follow safe and sanitary hair goods handling, care and maintenance procedures
- ☐ maintain a safe, clean work area
- ☐ sanitize and return items to proper storage area
- ☐ dispose of waste materials in an environmentally safe manner.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Measuring and Sampling	Observed Performance Rating
3		

The student is able to:

☐ identify and list measurements required when:
  - ordering
  - remodelling
  - repairing wigs

☐ take and record required measurements

☐ check accuracy of recorded measurement

☐ demonstrate the procedure for taking samples of a client's hair to send to wig maker together with wig or toupee measurements.

Minimum Standard Rating	Repairing and Adjusting	Observed Performance Rating
3		

The student is able to:

☐ identify and describe procedures used to perform minor repairs and adjust a wig or toupee, including procedures that:
  - adjust hair goods to larger size
  - adjust hair goods to smaller size
  - repair stitching on a wefted hair good
  - repair minor tears in the foundation of hair goods.

Minimum Standard Rating	Placing and Securing	Observed Performance Rating
3		

The student is able to:

☐ identify and describe alternative methods available to secure a toupee to the scalp

☐ place and secure wigs and toupees on heads.

COMMENTS:

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS2200: Historical Cosmetology COS3270: Creative Cosmetology	Student:	Date:
Theme:	Enterprise and Competition	ID#:	Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTERMEDIATE COS2200

Minimum Standard Rating	Historical Trends and Practices	Observed Performance Rating
2		

The student is able to:

☐ categorize and develop a presentation to show major historical trends in hair and facial stylings according to their historical occurrence

☐ distinguish between the role of cosmetologists as creators of hair and makeup trends and as followers of trends created by others.

ADVANCED COS3270

Minimum Standard Rating	Current Fashion, Fads and Trends	Observed Performance Rating
3		

The student is able to:

☐ identify and describe current fashions, fads and trends in hair, nail and facial stylings

☐ classify each identified styling as a fashion, trend or fad and give reasons for each categorization

☐ prepare a worksheet for one for current fashion, fad or trend for a:
  – hairstyle
  – nail style
  – facial style

☐ access and prepare materials and reproduce each selected styling.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Planning and Creating Historical Stylings	Observed Performance Rating
2		

The student is able to:

☐ prepare worksheets to guide the creation of identified historical images:
  – hairstyling images
  – facial images
☐ form and finish hair to recreate selected historical hairstyling(s)
☐ perform facial services to recreate selected historical facial styling(s).

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
2		

The student is able to:

☐ demonstrate safe and sanitary practices
☐ maintain a clean, safe work area
☐ sanitize and return all items to proper storage areas
☐ dispose of waste materials in an environmentally safe manner.

Minimum Standard Rating	Innovative Creations	Observed Performance Rating
3		

The student is able to:

☐ design and produce worksheets that guide the creation of innovative hair, nail and facial creations
☐ access, prepare and produce each innovative styling
  – hairstyling and/or
  – facial styling and/or
  – nail art styling.

Minimum Standard Rating	Safety and Sanitation	Observed Performance Rating
3		

The student is able to:

☐ demonstrate safe and sanitary practices
☐ maintain a clean, safe work area
☐ sanitize and return all items to proper storage areas
☐ dispose of waste materials in an environmentally safe manner.

COMMENTS:

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS2210: Sales & Service 1 (Principles & Practices) COS3280: Sales & Service 2 (Effectiveness)	Student:	Date:
Theme:	Enterprise and Competition	ID#:	Teacher:

Standards

Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTERMEDIATE COS2210

Minimum Standard Rating 2	Sales and Service Relationships	Observed Performance Rating

The student is able to:

- ☐ define the terms selling, personal service and personal selling
- ☐ describe goods and services generally available in hairstyling/esthetology salons
- ☐ explain why service is important in the cosmetology industry
- ☐ distinguish between sales ability and the ability to provide service
- ☐ demonstrate CARE principles
- ☐ demonstrate AIDA principles.

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ADVANCED COS3280

Minimum Standard Rating 3	Surveying Charts	Observed Performance Rating

The student is able to:

- ☐ develop an instrument to survey the demographics of "clients" and their level of satisfaction with the salon including:
  - – service
  - – attention
  - – friendliness
  - – cleanliness
  - – professionalism
- ☐ analyze data collected and prepare a report that includes recommendations for action
- ☐ use the prepared report to develop a profile of "clients" who use the salon and include details of frequency of use and levels of client satisfaction.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Professional Ethics	Observed Performance Rating
2		

The student is able to:

☐ define the term professional ethics
☐ describe and demonstrate ethical behaviours expected of professional cosmetologists
☐ demonstrate effective communications and interpersonal skills.

Minimum Standard Rating	Sales and Services Practices	Observed Performance Rating
2		

☐ identify and describe sales and service practices performed by salon managers, cosmetologists and support personnel; e.g.:
  – salon assistants
  – apprentices
  – receptionists
☐ distinguish among personal selling, retail selling and display merchandising
☐ demonstrate promotional strategies that may be used by cosmetology businesses
☐ demonstrate personal selling, retail selling and display merchandising strategies.

Minimum Standard Rating	Management	Observed Performance Rating
2		

The student is able to:

☐ identify and describe the roles and responsibilities of management personnel in cosmetology-related businesses; e.g.:
  – hairdressing salons
  – esthetology salons
  – cosmetology supplies retail outlets
  – cosmetology supplies wholesalers
☐ explain the role of salon management personnel including owners, operators, management staff and receptionists in promoting sales and providing services.

Minimum Standard Rating	Closure	Observed Performance Rating
3		

The student is able to:

☐ demonstrate how "client" resistance (e.g., objections, concerns, excuses) may be addressed
☐ demonstrate techniques used to:
  – close a sale
  – offer reassurance and support for purchasing decisions
  – address after-sale and follow-up services.

Minimum Standard Rating	Sales and Service Planning	Observed Performance Rating
3		

☐ develop a plan to increase the level and quality of sales and services offered to "clients" and to enhance the public image and appearance of the salon
☐ develop an instrument to evaluate each part of the plan
☐ select and implement one or more parts of the plan
☐ evaluate the results of the changes, for example, on:
  – "client" satisfaction
  – "client" use of salon
  – sale of services
  – sale of products.

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating	Client Satisfaction	Observed Performance Rating
2		

The student is able to:

☐ explain the importance of client satisfaction to the success of a business
☐ demonstrate strategies that promote and achieve client satisfaction.

Minimum Standard Rating	Record Keeping	Observed Performance Rating
2		

The student is able to:

☐ explain the importance of record keeping to individual cosmetologists and to salon managers/operators
☐ identify and describe types of records maintained by cosmetology businesses
☐ maintain a current and simple set of records for a cosmetology business.

COMMENTS:

Module(s):	COS3060: Haircutting 3 (Client Services)	Student:	Date:
Theme:	Haircutting	ID#:	Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

| Rating Scale
The student:	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

ADVANCED COS3060

Minimum Standard Rating:	**3**	Client Orientation, Consultation and Preparation	Observed Performance Rating:

The student is able to:

- [ ] greet client by name and introduce self
- [ ] prepare client:
  - seat
  - drape
- [ ] determine client's needs
- [ ] analyze head/facial shape
- [ ] hair length and condition
- [ ] consult with client and recommend service(s)/style(s)
- [ ] prepare client for wet or dry cutting service.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating:	3	Designing the Cut	Observed Performance Rating:

The student is able to:
- ☐ design cuts specific to each client's wants and needs.

Minimum Standard Rating:	3	Haircutting Services	Observed Performance Rating:

The student is able to:
- ☐ perform a variety of haircutting services on
  - – male clients
  - – female clients
  - – children
- ☐ use appropriate cutting implements
- ☐ section hair appropriately
- ☐ hold hair at appropriate elevations
- ☐ check cut for evenness and balance
- ☐ respond to client's questions and concerns
- ☐ remove cut hair from on and around client
- ☐ determine client's level of satisfaction.

Minimum Standard Rating:	3	Safety and Sanitation	Observed Performance Rating:

The student is able to:
- ☐ follow safe and sanitary practices
- ☐ maintain a clean, safe work area
- ☐ sanitize implements and materials
- ☐ dispose of waste materials in an environmentally safe manner.

COMMENTS:

G.84/ Cosmetology Studies, CTS
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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS3170: Male Facial Grooming 1	Student:	Date:
Theme:	Male Facial Grooming	ID#:	Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

ADVANCED COS3170

Minimum Standard Rating:	*Historical Trends and Practices*	Observed Performance Rating:
3		.

The student is able to:

☐ identify and describe historical changes in male facial grooming techniques and changes in the implements used
☐ identify and describe the following male facial grooming practices:
 – shaving
 – moustache shaping, trimming and waxing
 – beard shaping, trimming and waxing
 – sideburn shaping and trimming

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating: 3	*Historical Trends and Practices* (continued)	Observed Performance Rating:

☐ identify, describe and demonstrate the safe and sanitary use of male facial grooming implements and products including:
  – razor
  – scissors
  – clippers
  – strop
  – hones
  – latherizers
  – steamers
  – talc
  – pre-shave and after-shave lotion
  – beard and moustache waxes
  – hot towels.

Minimum Standard Rating: 3	*Demonstration and Techniques*	Observed Performance Rating:

The student is able to:

☐ describe and perform a facial shaving procedure safely
☐ describe how facial shape and features relate to design choices for male facial grooming
☐ describe safe and sanitary procedures available to wax and colour facial hair
☐ demonstrate methods to shape and trim sideburns, moustaches and beards to create alternative designs suited to individual facial shapes and features.

Minimum Standard Rating: 3	*Safety and Sanitation*	Observed Performance Rating:

The student is able to:

☐ follow safe and sanitary practices and procedures
☐ demonstrate first aid for minor cuts
☐ maintain a clean, safe work area
☐ sanitize implements and return to proper storage area
☐ dispose of waste materials in an environmentally safe manner.

COMMENTS:

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS3180: Male Facial Grooming 2 (Client Services)	Student:	Date:
Theme:	Male Facial Grooming	ID#:	Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

ADVANCED COS3180

Minimum Standard Rating:	3	Client Orientation	Observed Performance Rating:

The student is able to:
- [ ] prepare the work area and arrange products and equipment
- [ ] greet and drape client appropriately.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating:	3	Client Consultation and Analysis	Observed Performance Rating:

The student is able to:

☐ discuss and analyze each client's facial shape, features and skin conditions
☐ recommend services and related products to clients

Minimum Standard Rating:	3	*Performing Services*	Observed Performance Rating:

The student is able to:

☐ drape, prepare and protect client appropriate to each service
☐ prepare work area of arrange materials/equipment
☐ perform facial grooming service
   – shaving
   – sideburn shaping/trimming
   – moustache shaping/trimming
   – beard shaping/trimming
   – moustache waxing
   – removal of superfluous hair

Minimum Standard Rating:	3	*Safety and Sanitation*	Observed Performance Rating:

The student is able to:

☐ demonstrate first aid for minor cuts
☐ sanitize implements after each use and return to proper storage area
☐ dispose of waste materials in an environmentally safe manner.

COMMENTS:

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COSTAT3200

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS3200: Pedicuring	Student:	Date:
Theme:	Nail Care	ID#:	Teacher:

Standards	Students working at or above standard is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale	**4** exceeds defined outcomes.	**3** meets defined outcomes.	**2** meets defined outcomes.	**1** meets defined outcomes.	**0** has not completed
The student:	Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute to team goals. Analyzes and provides effective client/customer services beyond expectations.	Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.	Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.	Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.	defined outcomes. Tools, materials and/or processes are used inappropriately.

ADVANCED COS3200

Minimum Standard Rating:	**3**	*Analyze Feet*	Observed Performance Rating:

The student is able to:
- ☐ determine his or her suitability for pedicure services
- ☐ determine:
  - – treatable conditions
  - – nontreatable conditions
- ☐ prepare a pedicure work area.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating:	3	*Pedicuring*	Observed Performance Rating:

The student is able to:

☐ perform pedicure procedures including foot massage:
 – client analysis and consultation
 – foot and nail preparation
 – nail and cuticle shaping
 – foot massage
 – conditioning
 – nail polishing (if required).

Minimum Standard Rating:	3	*Safety and Sanitation*	Observed Performance Rating:

The student is able to:

☐ maintain a clean, safe work area
☐ sanitize and return materials to proper storage areas after use
☐ dispose of waste materials in an environmentally safe manner.

COMMENTS:

COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

Module(s):	COS3250: Theatrical Makeup 4 (Client Services)	Student:	Date:
Theme:	Special Effects/Services	ID#:	Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.		

Rating Scale			
The student:	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute to team goals. Analyzes and provides effective client/customer services beyond expectations.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

ADVANCED COS3250

Minimum Standard Rating:	3	*Client Consultation*	Observed Performance Rating:
The student is able to:			

The student is able to:
☐ consult with client to determine image change(s) required
☐ review pictures/photographs of desired images, as appropriate
☐ present an outline of each image change for client's approval.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Worksheets

Minimum Standard Rating: 3	Observed Performance Rating:

The student is able to:

☐ prepare a worksheet for each client identifying:
- materials required
- procedures to follow
- images approved

☐ present worksheet(s) to client to confirm images.

Safety and Sanitation

Minimum Standard Rating: 3	Observed Performance Rating:

The student is able to:

☐ demonstrate safe and sanitary practices
☐ sanitize and return materials to proper storage areas after use
☐ dispose of waste materials in an environmentally safe manner.

Preparation

Minimum Standard Rating: 3	Observed Performance Rating:

The student is able to:

☐ prepare two-dimensional makeup materials:
- makeup products
- applicators
- prosthetic items
- hair goods

☐ prepare three-dimensional makeup materials:
- makeup products
- applicators
- prosthetic items
- hair goods

☐ prepare client:
- gown/drape
- protect selected areas.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating:	**3**	*Providing Services*	Observed Performance Rating:
The student is able to: ☐ follow each worksheet to create the intended image ☐ meet client's satisfaction.			

COMMENTS:

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL

COSTAT3260

Module(s):	COS3260: Facial & Body Adornment	Student:	Date:
Theme:	Special Effects/Services	ID#:	Teacher:

Standards

Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

ADVANCED COS3260

	Adornments	Observed Performance Rating:
Minimum Standard Rating:	**3**	

The student is able to:

☐ describe various types of body adornments and their purposes
☐ classify each adornment available as:
 – fashion item
 – cultural item
 – fad item
☐ describe and, where appropriate, demonstrate safe and sanitary applications/uses of body adornment
☐ describe and, where appropriate, demonstrate the safe handling of tools and materials used in adornment process.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating:	3	*False Eyelashes*	Observed Performance Rating:
The student is able to:			

The student is able to:

- ☐ prepare materials to trim, feather and apply lashes
- ☐ select adhesive
- ☐ perform allergy test
- ☐ trim and feather lashes
- ☐ curl lashes
- ☐ apply upper lashes
- ☐ apply lower lashes
- ☐ check for balance
- ☐ remove false lashes.

COMMENTS:

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Module(s):	COS3290: Competition Cosmetology	Student:	Date:
Theme:	Enterprise and Competition	ID#:	Teacher:

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale below defines the levels of skill development.

Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

ADVANCED COS3290

Minimum Standard Rating:	**3**	*Qualities and Skills*	Observed Performance Rating:

The student is able to:

☐ describe qualities and abilities associated with successful competition cosmetologists:
- personal qualities
- professional qualities
- management abilities
- artistry

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating:	3	*Qualities and Skills (continued)*	Observed Performance Rating:

The student is able to:

☐ demonstrate personal qualities including:
- dedication
- attention to detail
- "sticktoitiveness"
- patience

☐ demonstrate professional qualities including:
- projecting a positive image
- practising hygiene and sanitation
- respecting rights of others.

Minimum Standard Rating:	3	*Management*	Observed Performance Rating:

The student is able to:

☐ demonstrate management abilities including:
- planning
- organizing
- communicating
- budgeting.

Minimum Standard Rating:	3	*Competition Artistry*	Observed Performance Rating:

The student is able to:

☐ demonstrate a competition level of artistry in designing one or more areas:
- haircut
- hairstyle (e.g., day wear, evening wear, fantasy)
- haircolour
- permanent wave
- makeup
- manicure and nail art.

☐ execute the design
☐ evaluate the completed styling and make changes to the design and/or method of execution
☐ create the "final" competition styling
☐ participate in a cosmetology competition.

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COSMETOLOGY STUDIES THEMATIC ASSESSMENT TOOL (continued)

Minimum Standard Rating:	3	*Judging*	Observed Performance Rating:

The student is able to:

☐ describe qualifications required by recognized local, national and international cosmetology judges and how these qualifications may be attained
☐ describe methods used by competition judges to judge competitors
☐ participate in judging the work of others.

COMMENTS:

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Module COS1010: Personal Images

To achieve "at standard" rating, the student must attain a minimum of 50% of marks available in each competency area.

Competency Area/Sub-competencies	Marks Available	Marks Achieved		
		S	T	O
Allocate Resources	10			
• describe grooming products and appliances available	5			
• select appropriate products and appliances	5			
Communicate and Relate to Others	20			
• evaluation checklist of one's appearance	10			
• demonstrate posture, positive verbal and nonverbal communication with the teacher and other students – use appropriate terminology	10			
Use Information	30			

• understand and relate grooming concepts to:
  – personal body care
  – skin care
  – hair care
  – nail care
  – nutrition
  – clothing choice
	5
	5
	5
	5
	5
	5			

Understand Systems	20			

• demonstrate an understanding of personal grooming procedures by:
  – selecting appropriate products
  – selecting appropriate appliances
	10
	10			

Use Technology	20			

• demonstrate the proper and safe use of products and appliances:
  – skin care
  – hair care
  – nail care
  – personal body care
	5
	5
	5
	5			

Totals	100			

Legend	**Weighting**	**Mark**	**Rating**		
S – Self	10%	_____	Above standard	75% – 100%	
T – Teacher	80%	_____	At standard	50% – 74%	
O – Other	10%	_____	Below standard	0% – 49%	
(e.g., classmate, client)					

Module COS1030: Hair & Scalp Care 1

A student grade will be developed based on:
- 60% Practical Performance Tests
- 40% Theoretical Studies to include term assignments, module tests and a final module theory examination.

Students must achieve a minimum of 65% overall grade.

60% Practical Performance
(* locating and arranging equipment and supplies, safe and sanitary procedures to be included in each performance test.)

5%	a.	Draping Test (teacher-developed checklist)
5%	b.	Brushing Test (teacher-developed checklist)
5%	c.	Basic Hair and Scalp Analysis Test
5%	d.	Selecting Shampoo and Rinse Test
30%	e.	Perform a Shampoo and Conditioning Service
10%	f.	Sanitation of Equipment and Implements Tests

Rating	
80% – 100%	Above Standard
65% – 79%	At Standard
0% – 64%	Below Standard

40% Theoretical Studies

10%   Module Assignments

Point System	
3 Above Standard (accurate and complete)	– worksheets
	– checklists/charts
2 At Standard (completed with few errors/omissions)	– homework
	– workbook assignments
1 Below Standard (needs to be completed)	– research presentation

15%   Module Quizzes

Teacher-developed:	
	– trichology
short answers, long answers, multiple choice, oral tests and demonstration tests.	– shampoo types and chemistry
	– rinses and effects
	– basic scalp conditions
	– basic hair conditions
	– safety and sanitation

15%   Final Module Theory Examination

Module COS1050: Permanent Waving 1 (The Physical Process)

To achieve "at standard" rating, the student must attain a minimum of 50% of marks available in each competency area.

Competency Area/Sub-competencies	Marks Available	Marks Achieved		
		S	T	O
Allocate Resources	5			
• identify types of perm rods and tools used	1			
• prepare work station	2			
• select rod size for "client's" needs	2			
Communicate and Relate to Others	10			
• deal effectively/professionally with teachers, peers and "clients"	4			
• describe (written/verbal) historical development of permanent waving	2			
• explain the difference between the physical and chemical components	4			
Use Information	10			
• recommend type of wrap according to "client's" needs and wishes	4			
• explain the importance of the components of permanent wave wrapping (sectioning/blocking, etc.)	4			
• use texture and elasticity as guides for rod size selection	2			
Understand Systems	10			

• describe the difference in curl when these rod positions are used:
  – on base
  – half base
  – off base
	3			

• explain possible consequences of not using proper safety procedures	5			
• describe the effects of improper elastic band placement	2			
Use Technology	35			

• demonstrate proper procedure for wrapping a basic perm wrap
• use correct technique for:
  – sectioning   – wrapping
  – blocking   – securing
• finishing work
  – rod removal   – information storage
  – clean up
	5 5
	5 5
	
	5 5
	5			

Totals	70			

Legend   **Weighting**   **Mark**   **Rating**
S – Self .... 10%   _____   Above standard   75% – 100%
T – Teacher .... 80%   _____   At standard   50% –   74%
O – Other .... 10%   _____   Below standard   0% –   49%
         (e.g., classmate, client)

Module COS1060: Skin Care 1 (Basic Practices)

Instructions: The first column indicates each task you will be marked on. The second column indicates whether the task was performed. The third column indicates your level of performance as assessed by yourself and as assessed by your teacher. To achieve "at standard" rating, your total mark and your teacher's total mark should be at least 30/60.

Tasks to be Tested	Task Performed "✓"	Marks	
		Self	Teacher
1. Prepare the client.			
2. Wash your hands.			
3. Analyze the skin.			
4. Apply cleansing cream.			
5. Remove cleansing cream.			
6. Steam the face.			
7. Apply astringent.			
8. Apply mask.			
9. Remove mask.			
10. Apply astringent.			
11. Apply moisturizer.			
12. Clean up and sanitize work area.			
Total		/60	/60

Marking Scale

5 = Excellent; 4 = Very Good; 3 = Satisfactory; 2, 1 = Not satisfactory

Rating

- Above Standard   75% – 100%
- At Standard   50% – 74%
- Below Standard   0% – 49%

Module COS2040: Haircutting 1

To achieve "at standard" rating, the student must attain a minimum of 50% of marks available in each competency area.

Competency Area/Sub-competencies	Marks Available	Marks Achieved		
		S	T	O
Allocate Resources	10			
• match resources to client's needs	5			
• prepare the work area	3			
• access and arrange resources	2			
Communicate and Relate to Others	20			
• greet, and seat "client" courteously	2			
• consult with "client" over wants and needs	5			
• show concern for "client"	3			
• pre-section hair	5			
• seek assistance to create guideline – check cut	5			
Use Information	15			
• demonstrate professional knowledge of basic cut forms and thinning techniques	5			
• identify proper handling of tools	5			
• possess professional knowledge of how to check a cut for shape, balance, evenness and blended strands	5			
Understand Systems	25			
• explain proper selection of tools	2			
• explain proper haircutting drape	3			
• describe selection of appropriate sectioning pattern for client's cut	5			
• describe cutting techniques to be used on client's specific cut	5			
• describe the principal of elevation	5			
Use Technology	30			
• section hair before cutting	10			
• demonstrate appropriate cutting techniques	10			
• check cut for shape, balance, evenness and blending strands	10			
Totals	100			

Legend	Weighting	Mark	Rating		
S – Self	10%	_____	Above standard	75% –	100%
T – Teacher	80%	_____	At standard	50% –	74%
O – Other	10%	_____	Below standard	0% –	49%
(e.g., classmate, client)					

Module CS2060: Permanent Waving 2 (Cold Waving)

To achieve "at standard" rating, the student must attain a minimum of 50% of marks available in each competency area.

Competency Area/Sub-competencies	Marks Available	Marks Achieved		
		S	T	O
Allocate Resources	10			
• match resources to client's needs	5			
• prepare the work area	3			
• access and arrange resources	2			
Communicate and Relate to Others	20			
• greet and seat "client" courteously	2			
• consult with client" on wants and needs	5			
• show concern for safety and welfare of "client"	3			
• explain effects of products and services	5			
• seek assistance for rod size, sectioning pattern and perm solution to use	5			
Use Information	25			
• demonstrate professional knowledge in permanent waving	5			
• identify types of chemicals used	5			
• identify relationship of physical and chemical processes	5			
• analyze hair and scalp	5			
• recommend products and services	5			
Understand Systems	15			
• explain proper sectioning patterns and rod size	5			
• select appropriate cold waving solutions	5			
• follow manufacturer's directions	5			
Use Technology	50			
• demonstrate proper draping	5			
• demonstrate proper sectioning and wrapping techniques	5			
• demonstrate proper application of cold wave solution	5			
• demonstrate proper timing and test curls	5			
• demonstrate proper rinsing, blotting techniques	5			
• demonstrate proper application of neutralizer	5			
• demonstrate proper removal of rods	5			
• demonstrate proper protection of "client" from chemicals used	5			
• evaluate quality and degree of curl	5			
• demonstrate safe and sanitary practices	5			
Totals	120			

Legend	Weighting	Mark	Rating		
S – Self	25%	_____	Above standard	75% – 100%
T – Teacher	50%	_____	At standard	50% – 74%
O – Other	25%	_____	Below standard	0% – 49%
(e.g., classmate, client)				

Module COS2090: Colouring 1

To achieve "at standard" rating, the student must attain a minimum of 50% of marks available in each competency area.

Competency Area/Sub-competencies	Marks Available	Marks Achieved		
		S	T	O
Allocate Resources	20			
• basic principles of colour	5			
• purpose patch/predisposition test	5			
• purpose strand test	5			
• prepare and apply temporary and semipermanent hair colour	5			
Communicate and Relate to Others	30			
• professional appearance – self	5			
• greet and seat "client"	5			
• consult with "client" about needs and wants	5			
• show concern for safety and welfare of "client"	5			
• follow instructor's directions	5			
• explain effects of products/services	5			
Use Information	65			
• professional knowledge – colour	10			
• identify forms of hair colouring	5			
• describe chemistry of colouring	5			
• analysis of hair and scalp for hair colouring	10			
• professional knowledge				
– patch test	5			
– strand test	5			
– temporary hair colouring	5			
– semipermanent hair colouring	10			
• data base	5			
• safe and sanitary hair colouring practices	5			
Understand Systems	30			
• relationship between theory of colour and practical hair colouring	5			
• effects of proper/improper practices:				
– predisposition test	5			
– strand test	5			
– application of temporary colouring	5			
– application of semipermanent colouring	5			
• safety and sanitation	5			

Competency Area/Sub-competencies	Marks Available	Marks Achieved		
		S	T	O
Use Technology	40			
• client comfort	5			
• scalp and hair analysis	5			
• safe application of patch/predisposition test	5			
• safe application of strand test	5			
• demonstrate application of temporary hair colour	10			
• demonstrate application of semipermanent hair colour	10			
Totals	185			

Legend

		Weighting	Mark	Rating		
S	– Self	25%	_____	Above standard	75% – 100%
T	– Teacher	50%	_____	At standard	50% – 74%
O	– Other	25%	_____	Below standard	0% – 49%
	(e.g., classmate, client)				

Module COS2100: Colour Removal 1

To achieve "at standard" rating, the student must attain a minimum of 50% of marks available in each competency area.

Competency Area/Sub-competencies	Marks Available	Marks Achieved		
		S	T	O
Assignment 1	60			
a. Prepared hair samples.	3			
b. Identified available products.	5			
c. Demonstrated proper mixing of each product.	6			
d. Analyzed each hair sample.	16			
e. Demonstrated proper application procedure.	12			
f. Identified when desired colour level was reached.	12			
g. Removed product from hair.	6			
Note: A minimum of three hair samples and three different colour removal products should be used.				
Assignment 2	60			
a. Highlighting				
• analyzed hair and scalp.	10			
• performed strand test.	5			
• performed skin test (if working on live model).	Pass/Fail			
• mixed chemicals correctly.	5			
• performed procedure according to directions.	25			
• removed chemicals from the hair and scalp.	10			
• maintained records.	5			
b. Streaking	60			
• analyzed hair and scalp.	10			
• performed strand test.	5			
• performed skin test (if working on live model).	Pass/Fail			
• mixed chemicals correctly.	5			
• performed procedure according to directions.	25			
• removed chemicals from the hair and scalp.	10			
• maintained records.	5			
c. Frosting	60			
• analyzed hair and scalp.	10			
• performed strand test.	5			
• performed skin test (if working on live model).	Pass/Fail			
• mixed chemicals correctly.	5			
• performed procedure according to directions.	25			
• removed chemicals from the hair and scalp.	10			
• maintained records.	5			

Competency Area/Sub-competencies	Marks Available	Marks Achieved		
		S	T	O
d. Removing Artificial Colour	60			
• analyzed hair and scalp.	15			
• mixed/prepared chemicals correctly.	10			
• performed procedure according to directions and manufacturer's instructions.	20			
• removed chemicals from the hair and scalp.	10			
• maintained records.	5			
Totals	300			

Evaluation

S – Self   25%
T – Teacher   50%
O – Other (e.g., classmate, client)   25%

Calculate mark for each assignment:
Assignment 1

   40% of S   _____
   60% of T   _____

            Total   _____

Assignment 2

a. Highlighting

   40% of S   _____
   60% of T   _____

            Total   _____

b. Streaking

   40% of S   _____
   60% of T   _____

            Total   _____

c. Frosting

   40% of S   _____
   60% of T   _____

            Total   _____

d. Removing Artificial Colour

   40% of S   _____
   60% of T   _____

            Total   _____

Total mark for all assignments   _____
(300 available)

Average mark for the 5
assignments   _____

Percentage: Average mark to
marks available   _____ %

Rating
Above standard   75% – 100%
At standard   50% – 74%
Below standard   0% – 49%

Module COS2120: Facials & Makeup 1

To achieve "at standard" rating, the student must attain a minimum of 50% of marks available in each competency area.

Competency Area/Sub-competencies	Marks Available	Marks Achieved		
		S	T	O
Allocate Resources	5			
• locate equipment and supplies for plain facial and appropriate makeup	2			
• prepare area, client and yourself for a plain facial procedure and makeup	3			
Communicate and Relate to Others	16			
• follow instructions	4			
• practise personal hygiene and grooming	4			
• be courteous to teachers, classmates and others	4			
• describe and demonstrate safe and sanitary practices that contribute to positive verbal and nonverbal communications to AND from others	4			
Use Information	15			
• analyze condition of face and select appropriate products	6			
• decision making/problem solving	4			
• product selection	4			
• makeup selection	1			
Understand Systems	10			
• identify and describe safe and sanitary practices	6			
• communicate the effects of these practices and procedures to client	4			
Use Technology	54			
• prepare "client," ensuring comfort and safety of client	12			
• prepare yourself	8			
• apply appropriate products, perform facial manipulations	15			
• complete facial/makeup, return "client" to reception	10			
• clean area, equipment and record information	9			
Totals	100			

Legend	Weighting	Mark	Rating			
S – Self	25%	_____	Above standard	75%	–	100%
T – Teacher	50%	_____	At standard	50%	–	74%
O – Other	25%	_____	Below standard	0%	–	49%
(e.g., classmate, client)						

Module COS2150: Manicuring 2

To achieve "at standard" rating, the student must attain a minimum of 50% of marks available in each competency area.

Competency Area/Sub-competencies	Marks Available	Marks Achieved		
		S	T	O
Allocate Resources	8			
• locate and access resources	4			
• prepare work area	4			
Communicate and Relate to Others	16			
• greet and consult with "clients"	4			
• courteous and professional attitude toward peers/teacher	4			
• explain and determine appropriate services	8			
Use Information	23			
• analyze conditions of hands and nails	10			
• identify treatable/nontreatable conditions and product selection	10			
• professional knowledge of arm, hand, nail anatomy and related technical terminology	3			
Understand Systems	18			
• knowledge of safety and sanitation practices	10			
• communicate effects of practices, procedures and services to "clients"	8			
Use Technology	35			
• prepare "client"	5			
• ensure client comfort	5			
• apply suitable amounts of product/cosmetics	5			
• use implements/tools and equipment in a safe and sanitary manner	10			
• demonstrate manicure and massage techniques	10			
Totals	100			

Legend

	Weighting	Mark		Rating	
S – Self	25%	_____		Above standard	75% – 100%
T – Teacher	50%	_____		At standard	50% – 74%
O – Other	25%	_____		Below standard	0% – 49%
(e.g., classmate, client)					

Module COS3140: Body Therapy

To achieve "at standard" rating, the student must attain a minimum of 50% of marks available in each competency area.

Tasks	Marks Available	Marks Achieved	S	T	O
Research Paper • role of the beauty therapist • types of body therapies • technology available • effects on body systems • benefits • title page • outline • bibliography	 10 15 20 20 20 5 5 5	100			
Presentation • use of support material • level of interest • knowledge of subject matter • eye contact • voice projections and clarity • time consideration	 10 10 15 5 5 5	50			
Anatomy and Physiology • integumentary system • skeletal system • muscular system • nervous system • circulatory system • endocrine system • exocrine system • respiratory system • digestive system • FINAL EXAM	 10 5 10 5 10 3 3 2 2 50	100			
Practical Evaluation • prepare work area • client preparation • consultation • skin analysis • product knowledge/recommendations • handling of equipment • proper use of technology • safety and sanitation • professional and cooperative attitude	 5 5 7 6 10 8 8 5 6	60			

Self-evaluation

Research Paper   _____ × .10 = _____

Oral Presentation   _____ × .10 = _____

Practical Evaluation   _____ × .50 = _____

Exams   _____ × .30 = _____

Other Classmates

Research Paper   _____ × .10 = _____

Oral Presentation   _____ × .10 = _____

Practical Evaluation   _____ × .50 = _____

Exams   _____ × .30 = _____

Teacher Evaluation

Research Paper   _____ × .10 = _____

Oral Presentation   _____ × .10 = _____

Practical Evaluation   _____ × .50 = _____

Exams   _____ × .30 = _____

Legend	Weighting	Mark	Rating		
S – Self	10%	_____	Above standard	75% –	100%
T – Teacher	80%	_____	At standard	50% –	74%
O – Other	10%	_____	Below standard	0% –	49%
(e.g., classmate, client)					

COSMETOLOGY STUDIES

SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

TABLE OF CONTENTS

LINKAGES/TRANSITIONS

There are a variety of linkages and transitions within Cosmetology Studies and with other CTS strands. The linkages extend to a variety of post-secondary and career possibilities.

LINKAGES

With Other CTS Strands

Many CTS strands link with Cosmetology Studies. In the following strands, specific modules may be of interest to students enrolled in Cosmetology Studies modules:

Strand	Module	Linkage Opportunity
Career Transitions	• Project Modules	• if a student undertakes an extensive project beyond the expectations of the Cosmetology Studies module • to increase the proficiency level of various cosmetology procedures identified in the Cosmetology Studies module.
Design Studies	• DES1020: Sketch, Draw & Model	• Cosmetology students benefit from relating the design process to meeting customer needs.
Enterprise and Innovation	• ENT1010: Challenge & Opportunity • ENT1020: Planning a Venture • ENT2010: Analyzing Ventures • ENT2040: Implementing the Venture • ENT3010: Managing the Venture	• These modules can be adapted or contextualized to support Cosmetology careers. In particular, these modules can relate to self-employment and establishing a cosmetology-related business operation.

The following CTS strands have linkages that are more general in nature:

Strand	Cosmetology-related Themes
Communication Technology	Presentation
Community Health	Hygiene and Sanitation
Financial Management	Management
Management and Marketing	Management, Salesmanship

Potential linkages of Cosmetology Studies with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see "Cosmetology Studies: Connections with Other CTS Strands" and "Cosmetology Studies in Junior High").

With Other Secondary Programs

Cosmetology Studies has linkages with Career and Life Management, with Work Experience and with the currently available Beauty Culture 12, 22, 32 courses. Potential linkages of Cosmetology Studies with other core and complementary subject areas across the curriculum are identified in this section (see "Cosmetology Studies: Connections Across the Curriculum").

With Practical Arts Courses

Modules in the Cosmetology Studies strand replace existing content in the Beauty Culture 12, 22 and 32 programs. A detailed correlation of the Cosmetology strand to these practical arts courses can be found in this section (see "Cosmetology Studies: Correlations with Practical Arts Courses: Beauty Culture 12, 22 and 32").

TRANSITIONS

To The Community/Workplace

The introductory and intermediate level modules are designed to provide students with the knowledge, skills and attitudes (the basic competencies) that are required in the workplace. Some businesses welcome an individual who has the basic skills and is prepared for further training from the employer. Information from the National Occupational Classification indicates that at least five occupations in the cosmetology field can be accessed after high school (see "Cosmetology Studies: Related Occupations"). The chart, "Cosmetology Studies: Cover Route Options and Requirements," indicates modules that may be grouped by students seeking alternative career routes.

To Related Post-secondary Programs

Both the intermediate and advanced level modules will provide students with opportunities to decide whether they would be interested in entering into an apprenticeship in the hairstylist trade or entering the workforce in a non-designated occupation; e.g., esthetologist, manicurist, cosmetic sales. Private vocational schools and trade associations provide opportunities to enhance competency in a wide range of cosmetology-related areas. (see "Cosmetology Studies: Summary of Related Post-secondary Programs").

CREDENTIALLING

Students may enter into an apprenticeship in the hairstylist trade if they meet entrance requirements. Entrance into apprenticeship may be attained:

- upon leaving school, if an employer is willing to indenture the applicant

- through enrollment in the Registered Apprenticeship Program

- with advanced standing (i.e., 35–55 credits) if an employer is willing to indenture the applicant.

Students successfully completing the hairstylist apprenticeship requirements are awarded a Completion of Apprenticeship Certificate and a Hairstylist Journeyman Certificate.

Additional credentialling opportunities may be available through attendance at trade shows, participation in manufacturer's seminars and workshops and by completing specialized training in a private vocational school.

LINKAGES: *Cosmetology Studies: Connections with Other CTS Strands*

Cosmetology Studies Modules	Agriculture	Career Transitions	Communication Technology	Community Health	Construction Technologies	Design Studies	Energy and Mines	Electro-Technologies	Enterprise and Innovation	Fashion Studies	Financial Management	Foods	Fabrication Studies	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Images and Practices																					
COS1010: Personal Images		■	▤			▤												▤			
COS3010: Professional Practices		■																▤			
Theme: Hair and Scalp Care																					
COS1020: Hair Graphics 1		■				▤															
COS1030: Hair & Scalp Care 1		■				■															
COS1040: Forming & Finishing 1		■				▤															
COS2010: Hair Graphics 2		■				▤															
COS2020: Hair & Scalp Care 2		■																			
COS2030: Forming & Finishing 2		■				▤															
COS3020: Long Hair Graphics		■				▤															
COS3030: Hair & Scalp Care 3		■																			
COS3040: Hair & Scalp Care 4 (Client Services)		■																			
Theme: Haircutting																					
COS2040: Haircutting 1		■				■															
COS2050: Hair Care & Cutting 1 (Client Services)		■																			
COS3050: Haircutting 2		■				▤															
COS3060: Haircutting 3 (Client Services)		■				▤															
COS3070: Hair Care & Cutting 2 (Client Services)		■																			
Theme: Chemical Services: Permanent Waving																					
COS1050: Permanent Waving 1 (The Physical Process)		■																			
COS2060: Permanent Waving 2 (Cold Waving)		■																			
COS2070: Permanent Waving 3 (Heat-assisted)		■																			
COS2080: Permanent Waving 4 (Client Services)		■																			
COS3080: Permanent Waving 5 (Designer)		■																			
COS3090: Relax/Straighten Hair		■				▤															
COS3100: Wave, Relax & Straighten Hair (Client Services)		■																			
Theme: Chemical Services: Haircolouring																					
COS2090: Colouring 1		■																			
COS2100: Colour Removal 1		■																			
COS2110: Colouring & Removal 1 (Client Services)		■																			
COS3110: Colouring 2 (Permanent)		■																			
COS3120: Colour Removal 2		■																			
COS3130: Colouring & Removal 2 (Client Services)		■																			

■ Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.

▤ Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.

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Cosmetology Studies Modules	Agriculture	Career Transitions	Communication Technology	Community Health	Construction Technologies	Design Studies	Energy and Mines	Electro-Technologies	Enterprise and Innovation	Fashion Studies	Financial Management	Foods	Fabrication Studies	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Skin Care																					
COS1060: Skin Care 1 (Basic Practices)		■																			
COS2120: Facials & Makeup 1		■																			
COS2130: Facials & Makeup 2 (Client Services)		■																			
COS2140: Skin Care 2 (Client Services)		■																			
COS3140: Body Therapy		■																			
COS3150: Hair Removal		■																			
COS3160: Skin Care 3 (Client Services)		■																			
Theme: Male Facial Grooming																					
COS3170: Male Facial Grooming 1		■																			
COS3180: Male Facial Grooming 2 (Client Services)		■																			
Theme: Nail Care																					
COS1070: Manicuring 1		■																			
COS2150: Manicuring 2		■																			
COS2160: Nail Art		■																			
COS2170: Manicuring 3 (Client Services)		■																			
COS3190: Nail Technology		■																			
COS3200: Pedicuring		■																			
COS3210: Nail Care (Client Services)		■																			
Theme: Special Effects/Services																					
COS1080: Theatrical Makeup 1 (Basic Principles)		■				▤															
COS2180: Hairpieces & Extensions		■				▤															
COS2190: Theatrical Makeup 2 (Planning the Images)		■				▤															
COS3220: Wigs & Toupees		■																			
COS3230: Hair Goods (Client Services)		■																			
COS3240: Theatrical Makeup 3 (Changing Images)		■																			
COS3250: Theatrical Makeup 4 (Client Services)		■																			
COS3260: Facial & Body Adornment		■																			
Theme: Enterprise and Competition																					
COS2200: Historical Cosmetology		■				▤															
COS2210: Sales & Service 1 (Principles & Practices)		■																▤			
COS3270: Creative Cosmetology		■																			
COS3280: Sales & Service 2 (Effectiveness)		■																▤			
COS3290: Competition Cosmetology		■																			

■ Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.

▤ Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.

Cosmetology Studies in Junior High

Course Emphasis	Cosmetology Studies Modules	Career Transitions Modules	Marketing & Management Modules
Integrated (3 modules)	Personal Images COS1010 / Skin Care COS1060	Personal Safety (Management) CTR1210	
Integrated (4 modules)	Personal Images COS1010 / Skin Care 1 COS1060 / Manicuring 1 COS1070	Personal Safety (Management) CTR1210	
Integrated (5 modules)	Personal Images COS1010 / Skin Care 1 COS1060 / Manicuring 1 COS1070	Personal Safety (Management) CTR1210	Quality Customer Service MAM1020
Integrated (6 modules)	Personal Images COS1010 / Skin Care 1 COS1060 / Manicuring 1 COS1070 / Hair Graphics 1 COS1020	Personal Safety (Management) CTR1210	Quality Customer Service MAM1020

Across the Curriculum

Cosmetology Studies Modules	Junior High							Senior High												
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Images and Practices																			
COS1010: Personal Images		▨			█										█			▨	
COS3010: Professional Practices		▨			█										█			▨	
Theme: Hair and Scalp Care																			
COS1020: Hair Graphics 1																			
COS1030: Hair & Scalp Care 1				▨															
COS1040: Forming & Finishing 1																			
COS2010: Hair Graphics 2																			
COS2020: Hair & Scalp Care 2				▨															
COS2030: Forming & Finishing 2																			
COS3020: Long Hair Graphics																			
COS3030: Hair & Scalp Care 3				▨															
COS3040: Hair & Scalp Care 4 (Client Services)																			
Theme: Haircutting																			
COS2040: Haircutting 1				▨															
COS2050: Hair Care & Cutting 1 (Client Services)																			
COS3050: Haircutting 2																			
COS3060: Haircutting 3 (Client Services)																			
COS3070: Hair Care & Cutting 2 (Client Services)																			
Theme: Chemical Services: Permanent Waving																			
COS1050: Permanent Waving 1 (The Physical Process)																			
COS2060: Permanent Waving 2 (Cold Waving)				▨									▨						
COS2070: Permanent Waving 3 (Heat-assisted)																			
COS2080: Permanent Waving 4 (Client Services)																			
COS3080: Permanent Waving 5 (Designer)				▨									▨						
COS3090: Relax/Straighten Hair				▨									▨						
COS3100: Wave, Relax & Straighten Hair (Client Services)																			
Theme: Chemical Services: Haircolouring																			
COS2090: Colouring 1				▨	▨								▨						
COS2100: Colour Removal 1				▨									▨						
COS2110: Colouring & Removal 1 (Client Services)																			
COS3110: Colouring 2 (Permanent)				▨									▨						
COS3120: Colour Removal 2				▨									▨						
COS3130: Colouring & Removal 2 (Client Services)																			

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts. █

Provides some links with course content, usually through the application of related technologies and/or processes. ▨

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Across the Curriculum

Cosmetology Studies Modules	Junior High							Senior High											
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Skin Care																			
COS106o: Skin Care 1 (Basic Practices)					■							▦							
COS2120: Facials & Makeup 1				▦	▦														
COS2130: Facials & Makeup 2 (Client Services)																			
COS2140: Skin Care 2 (Client Services)																			
COS3140: Body Therapy				▦	▦							▦							
COS3150: Hair Removal				▦								▦							
COS3160: Skin Care 3 (Client Services)																			
Theme: Male Facial Grooming																			
COS3170: Male Facial Grooming 1					▦														
COS3180: Male Facial Grooming 2 (Client Services)																			
Theme: Nail Care																			
COS1070: Manicuring 1					▦														
COS2150: Manicuring 2																			
COS2160: Nail Art																			
COS2170: Manicuring 3 (Client Services)																			
COS3190: Nail Technology					▦														
COS3200: Pedicuring																			
COS3210: Nail Care (Client Services)																			
Theme: Special Effects/Services																			
COS1080: Theatrical Makeup 1 (Basic Principles)																			
COS2180: Hairpieces & Extensions																			
COS2190: Theatrical Makeup 2 (Planning the Images)				▦															
COS3220: Wigs & Toupees																			
COS3230: Hair Goods Client Services)																			
COS3240: Theatrical Makeup 3 (Changing Images)				▦															
COS3250: Theatrical Makeup 4 (Client Services)																			
COS3260: Facial & Body Adornment		▦		▦	▦							▦						▦	
Theme: Enterprise & Competition																			
COS2200: Historical Cosmetology		▦			▦													▦	
COS2210: Sales & Service 1 (Principles & Practices)		▦			▦													▦	
COS3270: Creative Cosmetology																			
COS3280: Sales & Service 2 (Effectiveness)		▦																▦	
COS3290: Competition Cosmetology																			

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts. ■

Provides some links with course content, usually through the application of related technologies and/or processes. ▦

.INKAGES: Cosmetology Studies: Correlations with Practical Arts Courses†: Beauty Culture 12, 22 and 32

THEME CODE:
A. Images & Practices
B. Hair & Scalp Care
C. Chemical Services
D. Skin Care
E. Nail Care
F. Special Effects/Services
G. Enterprise

LEVEL:
1 - Intro   2 - Inter   3 - Advanced

ABBREVIATION:
Y - Yes   N - No

COSMETOLOGY STUDIES MODULES (column headers):
Personal Images; Hair Graphics 1; Hair and Scalp Care 1; Forming & Finishing 1; Permanent Waving 1 (The Physical Process); Skin Care 1 (Basic Practices); Manicuring 1; Theatrical Makeup 1 (Basic Principles); The Design Process; Hair Graphics 2; Hair & Scalp Care 2; Forming & Finishing 2; Haircutting 1; Hair Care & Cutting 1 (Client Services); Permanent Waving 2 (Cold Waving); Permanent Waving 3 (Heat-assisted); Permanent Waving 4 (Client Services); Colouring 1; Colour Removal 1; Colouring & Removal 1 (Client Services); Facials & Makeup 1; Facials & Makeup 2 (Client Services); Skin Care 2 (Client Services); Manicuring 2; Nail Art; Manicuring 3 (Client Services); Hairpieces & Extensions; Theatrical Makeup 2 (Planning the Images); Historical Cosmetology; Sales & Services 1 (Principles & Practices); Challenge & Opportunity; Planning a Venture; Professional Practices; Long Hair Graphics; Hair and Scalp Care 3; Hair & Scalp Care: 4 (Client Services); Haircutting 2; Haircutting 3 (Client Services); Hair Care & Cutting 2 (Client Services); Permanent Waving 5 (Designer); Relax/Straighten Hair; Wave, Relax & Straighten Hair (Client Service); Colouring 2 (Permanent); Colour Removal 2; Colouring & Removal 2 (Client Services); Body Therapy; Hair Removal; Skin Care 3 (Client Services); Male Facial Grooming 1; Male Facial Grooming 2 (Client Services); Nail Technology; Pedicuring; Nail Care (Client Services); Wigs & Toupees; Hair Goods (Client Services); Theatrical Makeup 3 (Changing Images); Theatrical Makeup 4 (Client Services); Facial & Body Adornment; Creative Cosmetology; Sales & Service 2 (Effectiveness); Analyzing a Venture; Implementing the Venture; Managing the Venture; Competition Cosmetology

Header code rows — LEVEL / THEME / JOURNEYMAN REQUIRED / OPPORTUNITY

BEAUTY CULTURE CONTENT / Beauty Culture 12 (row labels):
Career Field Study
Ethics
Equipment
Hair Setting
Hair Dressing
Physiology
Hygiene & Sanitation
Cosmetic Chemistry
Skincare & Makeup
Manicure (option)

† September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES: Cosmetology Studies: Correlations with Practical Arts Courses†: Beauty Culture 12, 22 and 32 (continued)

Row attributes (top of matrix): LEVEL / THEME / JOURNEYMAN REQUIRED / CERTIFICATION OPPORTUNITY

COSMETOLOGY STUDIES MODULES (columns, left to right):

- Personal Images
- Hair Graphics 1
- Hair & Scalp Care 1
- Forming & Finishing 1
- Permanent Waving 1 (The Physical Process)
- Skin Care 1 (Basic Practices)
- Manicuring 1
- Theatrical Makeup 1 (Basic Principles)
- The Design Process
- Hair Graphics 2
- Hair & Scalp Care 2
- Forming & Finishing 2
- Haircutting 1
- Hair Care & Cutting 1 (Client Services)
- Permanent Waving 2 (Cold Waving)
- Permanent Waving 3 (Heat-assisted)
- Permanent Waving 4 (Client Services)
- Colouring 1
- Colour Removal 1
- Colouring & Removal 1 (Client Services)
- Facials & Makeup 1
- Facials & Makeup 2 (Client Services)
- Skin Care 2 (Client Services)
- Manicuring 2
- Nail Art
- Manicuring 3 (Client Services)
- Hairpieces & Extensions
- Theatrical Makeup 2 (Planning the Images)
- Historical Cosmetology
- Sales & Service 1 (Principles & Practices)
- Challenge & Opportunity
- Planning a Venture
- Professional Practices
- Long Hair Graphics
- Hair & Scalp Care 3
- Hair & Scalp Care 4 (Client Services)
- Haircutting 2
- Haircutting 3 (Client Services)
- Hair Care & Cutting 2 (Client Services)
- Permanent Waving 5 (Designer)
- Relax/Straighten Hair
- Wave, Relax & Straighten Hair (Client Service)
- Colouring 2 (Permanent)
- Colour Removal 2
- Colouring & Removal 2 (Client Services)
- Body Therapy
- Hair Removal
- Skin Care 3 (Client Services)
- Male Facial Grooming 1
- Male Facial Grooming 2 (Client Services)
- Nail Technology
- Pedicuring
- Nail Care (Client Services)
- Wigs & Toupees
- Hair Goods (Client Services)
- Theatrical Makeup 3 (Changing Images)
- Theatrical Makeup 4 (Client Services)
- Facial & Body Adornment
- Creative Cosmetology
- Sales and Service 2 (Effectiveness)
- Analyzing a Venture
- Implementing the Venture
- Managing the Venture

BEAUTY CULTURE CONTENT (rows, left column):

Beauty Culture 22a
- Hairstyling
- Hygiene & Sanitation
- Hair & Scalp Treatment
- Hair Colouring - rinses
- The Skin
- Facials
- Cosmetic Chemistry

Beauty Culture 22b
- Haircutting
- Cold Wave
- Heat Wave
- Chemical Disposal
- Anatomy, Physiology, Histology
- Skin Disorders & Diseases

Beauty Culture 22c
- Receptionist Training
- Customer Service
- Advanced Hairstyling
- Semi-permanent Colouring
- Permanent Colouring

† September 1997: All practical arts courses replaced by Career and Technology Studies.

Linkages/Transitions
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CTS, Cosmetology Studies /H.11
(1997)

Column headers (Cosmetology Studies Modules), read top to bottom:

LEVEL / THEME / JOURNEYMAN REQUIRED / CERTIFICATION OPPORTUNITY

Modules:
- Personal Images
- Hair Graphics 1
- Hair & Scalp Care 1
- Forming and Finishing 1
- Permanent Waving 1 (The Physical Process)
- Skin Care 1
- Manicuring 1
- Theatrical Makeup 1 (Basic Principles)
- The Design Process
- Hair Graphics 2
- Hair & Scalp Care 2
- Forming & Finishing 2
- Haircutting 1
- Hair Care & Cutting 1 (Client Services)
- Permanent Waving 2 (Cold Waving)
- Permanent Waving 3 (Heat-assisted)
- Permanent Waving 4 (Client Services)
- Colouring 1
- Colour Removal 1
- Colouring & Removal 1 (Client Services)
- Facials & Makeup 1
- Facials & Makeup 2 (Client Services)
- Skin Care 2 (Client Services)
- Manicuring 2
- Nail Art
- Manicuring 3 (Client Services)
- Hairpieces & Extensions
- Theatrical Makeup 2 (Planning the Images)
- Historical Cosmetology
- Sales & Service 1 (Principles & Practices)
- Challenge & Opportunity
- Planning a Venture
- Professional Practices
- Long Hair Graphics
- Hair & Scalp Care 3
- Hair & Scalp Care 4 (Client Services)
- Haircutting 2
- Haircutting 3 (Client Services)
- Hair Care & Cutting 2 (Client Services)
- Permanent Waving 5 (Designer)
- Relax/Straighten Hair
- Wave, Relax & Straighten Hair (Client Service)
- Colouring 2 (Permanent)
- Colour Removal 2
- Colouring & Removal 2 (Client Services)
- Body Therapy
- Hair Removal
- Skin Care 3 (Client Services)
- Male Facial Grooming 1
- Male Facial Grooming 2 (Client Services)
- Nail Technology
- Pedicuring
- Nail Care (Client Services)
- Wigs & Toupees
- Hair Goods (Client Services)
- Theatrical Makeup 3 (Changing Images)
- Theatrical Makeup 4 (Client Services)
- Facial & Body Adornment
- Creative Cosmetology
- Sales & Service 2 (Effectiveness)
- Analyzing a Venture
- Implementing the Venture
- Managing the Venture

Rows (Beauty Culture Content):

Beauty Culture 32a
- Hairstyling - Trends
- Colour Removal
- Cosmetic Chemistry
- Customer Service

Beauty Culture 32b
- Hairstyling - Individ.
- Haircolouring - High Fashion
- Hair Straightening
- Customer Service
- Salesmanship

Beauty Culture 32c
- Esthetology
- Hair Goods
- Competition Hairdressing
- Hairdressing - Advanced
- Customer Service

Beauty Culture 32d
- Customer Service
- Salesmanship
- Merchandising
- Permanent Waving - Advanced
- Ethics
- Shop Management

† September 1997: All practical arts courses replaced by Career and Technology Studies.

TRANSITIONS: *Cosmetology Studies: Related Occupations*

Information for this chart was obtained from the National Occupational Classification descriptions.

Educational Requirements:

D:	High School Education	B:	College or Vocational Education
C:	Apprenticeship	A:	University

Occupational Profile	NOC#	D	C	B	A
Estheticians, Electrologists and Related Occupations	6482	✓		✓	
Hairstylists and Barbers	6271		✓		
Makeup Artist	5226	✓			
Other Services Managers	6216				✓

More detailed information of these careers is available from Advanced Education and Career Development.

TRANSITIONS: *Cosmetology Studies: Career Options and Requirements*

Career Route	Themes/Modules ★								Total Modules
	Prereq.	Hair Care	Chem Serv.	Skin Care	Mani/ Pedic.	Spec. Effects	Theatre Makeup	Ent.	
Personal Grooming Awareness	1010								1
Personal Grooming Advanced	1010	1030 2020	1060	1070					5
Manicurist	1010 3010				1070 2150–2170 3190–3210				9
• Enterprise Oriented	1010 3010				1070 2150–2170 3190–3210			ENT 1010 1020 2010 2040 3010	16
Esthetologist	1010 3010			1060 2120–2140 3140–3160		3260			8
• Enterprise Oriented	1010 3010			1060 2120–2140 3140–3160		3260		ENT 1010 1020 2010 2040 3010	15
Theatrical Makeup Artist • Body Makeup	1010 3010			1060 2120–2140 3140–3160			1080 2190 3240–3260		14
• Hair Goods Worker	1010 3010					2180 3220–3230	1080 2190 3240–3260		9
• Generalist	1010 3010			1060 2120–2140 3140–3160		2180 3220–3230	1080 2190 3240–3260		17
Apprenticeship Articulation to Hairstylist Trade ★★	1010 3010	1020–1040 2010–2050 3010–3070	1050 2060–2110 3080–3130	1060 2120–2140 3140–3180	1070 2150 2170 3190–3200	2180 3220–3230 3260–3270		2210 DES 1020 ENT 1010 1020 2010 2040 3010	55

★   See Section B for module numbers and descriptions.
★★   See Section H, "Record of Modules Completed."

Record of Modules Completed
Cosmetology Studies and Related Modules❶
Accredited by Apprenticeship Board, Advanced Education and Career Development
Toward the Hairstylist Trade
55 Modules (55 credits)—35 Modules (35 credits)❷

✓	COS Number	Name		✓	COS Number	Name
	1010*	Personal Images			3010*	Professional Practices
	1020*	Hair Graphics 1			3020*	Long Hair Graphics
	1030*	Hair & Scalp Care 1			3030*	Hair & Scalp Care 3
	1040*	Forming & Finishing 1			3040*	Hair & Scalp Care 4 (Client Services)
	1050*	Permanent Waving 1 (The Physical Process)			3050*	Haircutting 2
	1060*	Skin Care 1 (Basic Practices)			3060*	Haircutting 3 (Client Services)
	1070*	Manicuring 1			3070*	Hair Care & Cutting 2 (Client Services)
	2010*	Hair Graphics 2			3080	Permanent Waving 5 (Designer)
	2020*	Hair & Scalp Care 2			3090*	Relax/Straighten Hair
	2030*	Forming & Finishing 2			3100*	Wave, Relax & Straighten Hair (Client Services)
	2040*	Haircutting 1			3110*	Colouring 2 (Permanent)
	2050*	Hair Care & Cutting 1 (Client Services)			3120	Colour Removal 2
	2060*	Permanant Waving 2 (Cold Waving)			3130	Colouring & Removal 2 (Client Services)
	2070*	Permanent Waving 3 (Heat-assisted)			3140	Body Therapy
	2080*	Permanent Waving 4 (Client Services)			3150	Hair Removal
	2090*	Colouring 1			3160	Skin Care 3 (Client Services)
	2100	Colour Removal 1			3170*	Male Facial Grooming 1
	2110	Colouring & Removal 1 (Client Services)			3180	Male Facial Grooming 2 (Client Services)
	2120*	Facials & Makeup 1			3190	Nail Technology
	2130*	Facials & Makeup 2 (Client Services)			3200	Pedicuring
	2140	Skin Care 2 (Client Services)			3220	Wigs & Toupees
	2150*	Manicuring 2			3230	Hair Goods (Client Services)
	2170*	Manicuring 3 (Client Services)			3260	Facial & Body Adornment
	2180*	Hairpieces & Extensions			3270	Creative Cosmetology
	2210*	Sales & Service 1 (Principles & Practices)			ENT1010*	Challenge & Opportunity
	DES1020*	The Design Process			ENT1020	Planning a Venture
					ENT2010	Analyzing Ventures
					ENT2040	Implementing the Venture
					ENT3010	Managing the Venture

❶ For a detailed description of the modules listed see Cosmetology Studies Guide to Standards and Implementation, available from the Learning Resources Distributing Centre or viewable for downloading on the Internet at http://ednet.edc.gov.ab.ca/level6/cts/cosmetol/coshome.html.

❷ The required 35 modules (35 credits) are those indicated by the *. All modules must be completed for 55 credits.

✓ Modules completed successfully.

Student: _____ No. of Modules Completed: _____ Teacher: _____

School: _____ Telephone: _____ Date Issued to Student: _____, 19 _____

To apply for accreditation, a student must submit this form along with his or her Apprenticeship Application to a local Career Development Centre.

TRANSITIONS: Cosmetology Studies: Summary of Related Post-secondary Programs

	PUBLIC COLLEGES											APPRENTICESHIP TRADE	PRIVATE COLLEGES					TECH. INST.		Banff	UNIVERSITIES			VOCATIONAL COLLEGES			
	Alberta College of Art & Design	Fairview College	Grande Prairie Regional College	Grant MacEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Olds College	Red Deer College		Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	Banff Centre	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Hairstyling												2y															C

CODES:

B	Bachelor's Degree	D	Diploma (2 years)
M	Master's Degree	V	Varies
Ph.D.	Doctoral Degree	1t	One-year transfer
C	Certificate (1 year or less)	2t	Two-year transfer

w	weeks
m	months
y	years

*Information taken from "It's About Time: To Start Thinking About Your Future," Advanced Education and Career Development, 1995.

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COSMETOLOGY STUDIES

SECTION I: LEARNING RESOURCE GUIDE

This section of the GSI has been designed to provide a list of resources that support student learning.

Three types of resources are identified:

- Authorized: Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching

- Other: Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary prior to use in school jurisdictions

- Additional: A list of local, provincial and national sources of information available to teachers, including the community, government, industry, and professional agencies and organizations.

The information contained in this Guide, although as complete and accurate as possible as of June 1997, is time-sensitive.

For the most up-to-date information on learning resources and newer editions/versions, consult the LRDC *Buyers Guide* and/or the agencies listed in the Distributor Directory at the end of this section.

CTS is on the Internet.
Internet Address:
http://ednet.edc.gov.ab.ca

TABLE OF CONTENTS

INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and nonprint resources are available. Learning resources identified for CTS strands include print, software, video and CD-ROM formats. Also of significance and identified as appropriate throughout each strand are sources of information available through the Internet.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new CTS curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
    - basic learning resources
    - support learning resources
    - teaching resources
- Other Resources
- Additional Sources
- Distributor Directory.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the Career and Technology Studies video series produced by ACCESS: The Education Station. Further information is provided in relevant sections of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a module correlation to the CTS modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

	Distributor Code	Resources		Levels/Mod. No.			1 = Introductory
				1	2	3	2 = Intermediate
	ACC	Title	Author	1010	2010	3010	3 = Advanced
Distributor Code - see		Bibliographic Information					Indicates module number
Distributor Directory		Annotation					

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

> 12360 – 142 Street
> Edmonton, AB T5L 4X9
> Telephone: 403–427–5775 (outside of Edmonton dial 310–0000 to be connected toll free)
> Fax: 403–422–9750
> Internet: http://ednet.edc.gov.ab.ca/lrdc

Please check LRDC for availability of videos.

RESOURCE POLICY

Alberta Education withdraws learning and teaching resources from the provincial list of approved materials for a variety of reasons; e.g., the resource is out of print; a new edition has been published; the program has been revised. Under section 44 (2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. **Many school boards have delegated this power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.**

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

> Learning Resources Unit, Curriculum Standards Branch
> Alberta Education
> 5th Floor, Devonian Building, East Tower
> 11160 Jasper Avenue
> Edmonton, AB T5K 0L2
> Telephone: 403–422–4872 (outside of Edmonton dial 310–0000 to be connected toll free)
> Fax: 403–422–0576
> Internet: http://ednet.edc.gov.ab.ca

Note: Owing to the frequent revisions of computer software and their specificity to particular computer systems, newer versions may not be included in this guide. However, schools may contact the LRDC directly at 403–427–5775 for assistance in purchasing computer software.

Trademark Notices: Microsoft, Access, Excel, FoxPro, Mail, MS-DOS, Office, PowerPoint, Project, Publisher, Visual Basic, Visual C++, Windows, Windows NT, Word, and Works are either registered trademarks or trademarks of Microsoft Corporation. Apple, Mac, Macintosh, and Power Macintosh are either registered trademarks or trademarks of Apple Computer, Inc. Other brand and product names are registered trademarks or trademarks of their respective holders.

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for use in the Cosmetology Studies curriculum. These resources address the majority of the learner expectations in one or more modules and/or levels. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No. 1	2	3
LRDC	*Milady's Standard Textbook of Cosmetology.* (Revised edition.) Catherine Frangie (publisher). Albany, NY: Milady Publishing Company, 1994. Covers almost all content addressed in the Cosmetology curriculum. Supported by a career-oriented introduction, this resource is illustrated with an abundance of colour photographs and other graphics. Questions found in each chapter are answered in the appendix, which also includes a glossary and index of terms. **Note**: The provincial Hairstylist apprenticeship examinations are based primarily on the contents of this resource.	1010 to 1070	2020 to 2150 2170 2180 2210	3010 to 3240 3260 to 3290
LRDC	*Professional Cosmetologist, The.* (4th edition.) John W. Dalton. St. Paul, MN: West Publishing Company, 1992. Covers all aspects of cosmetology: careers, ethics, hygiene and sanitation, hair, shampooing, hairstyling and shaping, colouring, perming, skin care, manicuring, wigs, shaving, business, anatomy and chemistry.	1010 to 1070	2120 to 2150 2170 2180 2210	3010 to 3240 3260 to 3290

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No. 1	2	3
LRDC	*Advanced Braiding Made Easy.* Jamie Rines Jones. Jupiter, FL: Helping Hand Productions, 1990. Video. Resource provides detailed procedures to create complex braids (e.g., four, five and mock 10 strand braids). Steps well defined, finger positions clearly shown, and starting and finishing techniques are clearly described and techniques shown. May be used as exemplar of advanced braiding performance.	1020	2010	3020 3110 3270
LRDC	*A-Z's of Clipper Cutting, The: Everything You Have Ever Wanted to Know About Clipper Cutting.* Jim Jones. East Lansing, MI: Jim Jones Enterprises, Inc., 1993. Video. Part of a relatively unique series of videos that present a detailed approach to clipper-cutting of hair. Information is provided about different types of clippers and combs, as well as holding and handling techniques for each tool and attachment. **Note:** Teachers should preview this resource to ensure that the language and tone used by the demonstrator will not cause offence among students and community members. In addition, teachers may use the video to generate student reaction to both the demonstrator's body language and cutting techniques.		2040 2050	3050 3060 3070
LRDC	*Art and Science of Professional Makeup, The.* Stan Campbell Place. Tarrytown, NY: Milady Publishing Co., 1990. This resource supports advanced level modules relating to skin care and makeup. Includes special occasion and glamour makeup, special effects makeup and related business practices.		2120 2130 2140 2200 2210	3140 to 3180 3260 3270
LRDC	*Braiding Made Easy.* Jamie Rines Jones. Jupiter, FL: Helping Hand Productions, 1989. Video. Provides step-by-step procedures for three braiding techniques. Finger positions used in each procedure are clearly shown. Techniques are transferable to both genders; however, only female gender is depicted.	1020	2010	3020
LRDC	*Braids and More.* Andrea Jeffery. Calgary, AB: Zopfe Publishing Inc., 1991. Provides information on braiding from beginner level to advanced level. It also provides a glossary of terms and drawings that are both descriptive and useful.	1020	2010	3020 3100 3270

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Support Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No. 1	2	3
LRDC	*Braids and Styles for Long Hair*. Andrea Jeffery and Vickie Terner. Calgary, AB: Zopfe Publishing Inc., 1988. Eight chapters address content in introductory, intermediate and advanced level modules relating to basic braiding, intermediate braiding, self-braiding, advanced braiding, variations of ponytails, pigtails and rolls.	1020	2010	3020 3100 3270
ACC	*Career and Technology Studies: Key Concepts Video Series*. Edmonton, AB: ACCESS: The Education Station. A series of videos and utilization guides relevant to all CTS strands. The series consists of: *Anatomy of a Plan; Creativity; Electronic Communication; The Ethics Jungle; Go Figure; Innovation; Making Ethical Decisions; Portfolios; Project Planning; Responsibility* and *Technical Writing*.	all	all	all
LRDC	*Clipper Cutting for the Entire Family*. Jim Jones. East Lansing, MI: Jim Jones Enterprises, Inc., 1991. Video. Part of a relatively unique series of videos that presents a detailed approach to clipper-cutting of hair. Information is provided about different types of clippers and combs, as well as holding and handling techniques for each tool and attachment. **Note:** Teachers should preview this resource to ensure that the language and tone used by the demonstrator will not cause offence among students and community members. In addition, teachers may use the video to generate student reaction to both the demonstrator's body language and cutting techniques.		2040 2050	3050 3060 3070
LRDC	*Color Me Beautiful: Discovering Your Natural Beauty Through Color*. KVC Home Video, 1992. Video. This video presents colour theory relative to enhancing personal appearance. This resource will be of interest to both junior and senior high school students interested in improving their own appearance and in using colour in the world of professional cosmetology.	1060	2090 2120 2130 2140 2190	3110 3140 3150 3160 3240 3250 3260
LRDC	*Faces for Teens: A Step-by-Step Guide to Healthy Skin and Great Makeup*. Rexdale, ON: McIntyre Media Ltd., 1991. Video (45 minutes). This video provides a fast-paced introduction to facial care and grooming, focusing on teenaged girls. Instruction is provided on alternative skin care and makeup procedures. The resource relates personal appearance to personality, refers to the role of the professional esthetician and promotes practice, practice, practice. Male facial care and grooming are not addressed.	1010 1060		

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Hair Coloring: A Hands On Approach.* Patricia Spencer. Albany, NY: Milady Publishing Co., 1991. This resource deals with colour theory and practical application of temporary, semi-permanent and permanent colour, theory and practical knowledge of lightening, toning and dye removal.		2090 2100 2110	3110 3120 3130
LRDC	*Hairdressing for Women and Men.* Ghislaine Gaudreau and Jacquiline Roy. Boucherville, PQ: E. Vezine Editeur, 1989. Provides introductory information on selected cosmetology topics including hair and scalp analysis and treatments, haircutting, forming and finishing, chemical services and male facial grooming.	1010 1030 1040 1050	2020 to 2060 2080 to 2110 2170	3010 3030 3040 3050 3080 to 3130 3170 3180 3270 3280
LRDC	*Massage and Aromatherapy: A Practical Approach for NVQ Level.* L. Goldberg. Stanley Thornes (Publishers) Ltd., 1995. Content covers the working environment, massage and systems of the body, massage techniques and routines, essential oils and aromatherapy massage.	1060	2120 2130 2150 2170	3140 3160 3200 3210
LRDC	*Men's Hairstyling and Beard Design.* Jim Jones. East Lansing, MI: Jim Jones Enterprises Inc., 1990. Video. One of a series of haircutting videos presented by Jim Jones. Provides detailed step-by-step procedures on seven models featuring flat-top haircut, natural tapered neckline, razor cut on long hair and a thinning shears curly cut on thick hair. Beard design and trimming are also featured on three models.			3170 3180
LRDC	*Milady's Art and Science of Nail Technology.* Sheila Furjanic and Jacqueline Flynn (editors). Albany, NY: Milady Publishing Co., 1992. This resource supports introductory, intermediate and advanced manicuring modules: The advanced level focuses on manicuring, principles and practices of nail tipping, nail wrapping, acrylic nail applications and the use of nail gels and nail art.	1070	2150 2160 2170 2210	3140 3240 to 3270

Support Learning Resources(Continued)

Distributor Code	Resources	Levels/Module No. 1	2	3
LRDC	*Milady's Hair Additions: The Fourth Dimension.* Jayne Charlotte. Albany, NY: The Fourth Dimension, Milady Publishing Co., 1991. This resource provides an overview of the origins, purpose and types of hair used in hair goods. Detailed, step-by-step procedures are provided.		2010	3020 3230 3240 3250
LRDC	*Milady's Salon Receptionist's Handbook.* Judy Ventura. Albany, NY: Milady Publishing Co., 1993. This resource supports the principle that a salon's receptionist is a key member of a salon's service team.		2210	3280
LRDC	*Milady's Standard Textbook of Professional Barber-Styling.* Maura T. Scali-Sheahan. Albany, NY: Milady Publishing Co., 1993. 24 chapters focus on professional image; bacteriology, ster/sani, tools; skin, scalp, hair structure and treatment; facials, shaving, haircutting, hairstyling; mustache and beard design; permanent waving, hair colouring, chemical relaxing; nails and manicures; electricity and light therapy; chemistry; anatomy and physiology, marketing, management, licensing laws and job search.	1010 1030 to 1070	2020 to 2110 2180 2210	3010 3030 to 3130 3150 to 3190 3270
LRDC	*Milady's Standard Textbook for Professional Estheticians.* (7th edition.) Joel Gerson. USA: Milady Publishing Co., 1992. Addresses content in the modules relating to: professional image, bacteriology, history of skin care, cells, anatomy, physiology, disorders of the skin, dermatology, special esthetic procedures, chemistry, nutrition, ingredient and product analysis, client consultation and preparation, massage, facial treatments, removing unwanted hair, male skin care, enemies of the skin, cosmetic surgery, aromatheraphy, makeup techniques, salon business and products knowledge.	1060	2120 2130 2140 2200 2210	3140 3150 3160 3280
LRDC	*Milady's Practical Theory Workbook.* (Revised.) Linnea Lindquist (editor). Albany, NY: Milady Publishing Co., 1995. Workbook. This workbook has been written to meet the needs, interests and abilities of students receiving training in cosmetology. This workbook directly follows the practical information found in the student textbook. Pages to be read and studied are listed at the beginning of each chapter. It should be used together with *Milady's Standard Textbook of Cosmetology (Revised)* and *Milady's Standard Theory Workbook.*	1010 to 1070	2020 to 2150 2170 2180 2210	3010 to 3240 3260 3270 3280

Support Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Milady's Standard Theory Workbook.* (Revised.) Linnea Lindquist (editor). Albany, NY: Milady Publishing Co., 1995. Workbook. Questions or worksheets address content in the modules relating to professional images, bacteriology, draping, haircutting, styling, permanent waving, hair colouring, chemical relaxing, soft curl permanent, thermal straightening, manicuring, pedicuring, nails and its disorders, massage, facials, makeup, skin and its disorders, removing unwanted hair, cells, anatomy, physiology, electrically and light therapy, chemistry and salon business. Correlates with *Milady's Standard Textbook of Cosmetology (Revised).*	1010 to 1070	2020 to 2150 2170 2180 2210	3010 to 3240 3260 to 3290
LRDC	*Milady's Tech Nails, Extensions, Wraps & Nail Art.* Tammy Bigan. Albany, NY: Milady Publishing Co., 1992. This resource is best suited to the advanced level modules. Key topics include nail tipping, nail wraps, acrylic and sculpted nail techniques, patches and other nail repair techniques.		2150 2160 2170 2210	3190 3240 to 3270
LRDC	*Planning Your Cosmetology Career.* Mary Murphy-Martin. Englewood Cliffs, NJ: Prentice-Hall Inc., 1994. A career planning workbook oriented to the cosmetology industry includes information of the job search process and self-assessment worksheets.	1010		3010
LRDC	*Practical Make-Up.* L. Meredith. Milady Publishing. NP Group, 1994. This resources provides a broad introduction to make-up, tools, techniques and styles and provides explanation of application techniques supported by fully coloured illustrations and questions at the end of each chapter. **Note:** Teachers prior to using this resource are encouraged to review the references to race/ethnicity. Ensure that this resource would be appropriate for use with all students in the class.	1060	2120 2130 2140	3140 3150 3160
LRDC	*SalonOvations' Day Spa Techniques.* E. Miller. Milady Publishing. NP Group, 1996. This resource provides a detailed examination of services that may be provided to clients by trained estheticians. The history of spa treatments is presented, together with details about various services and treatments that may be provided. When being performed by students, treatments and services described should be supervised by a professional esthetician.			3140 3160

Support Learning Resources (Continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*SalonOvations' Guide to Aromatherapy.* Milady Publishing. NP Group, 1996. This resource provides the teacher of Cosmetology and students a background to use of spas and the historical and contemporary use of water treatments. In addition, a broad range of other body treatments including massage are explained. **Note**: The preface includes a religious reference which is a personal belief of the author and representative of only one viewpoint.			3140 3160
LRDC	*Stage Makeup.* (8th edition.) Richard Corson. Englewood Cliffs, NJ: Prentice-Hall Inc., 1990. Provides a broad perspective on the history, theory and practice of theatrical makeup. Key themes include basic principles, planning and applying theatrical makeup and the construction and application of hair goods and prostheses.	1080	2190 2200	3010 3240 to 3270
LRDC	*Styling Competition: A Guide to Winning Technique.* Emma Ayala. Bronx, NY: Milady Publishing Co., 1992. Topics relate to intermediate and advanced level modules on forming and finishing, design process, competition work, styling, judging, face and body painting.			3020
LRDC	*Talk Hair Talk.* The Altschul Group. Scarborough, ON: Omega Films, 1989. This 27-minute video presents a wide variety of people explaining the significance of their hair styles and the attitudes and beliefs that they have towards hair. **Note**: This resource may be useful for introducing grooming from a cultural perspective.	1010		3010

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Body Therapy and Facial Work.* M. Rosser. Pippin Publishing Ltd., 1994. Provides a comprehensive approach to skin and body care in general and to facial care and treatment in particular. The text includes information relating to body and skin care in the areas of chemistry, physical, biology, hygiene and the application of this knowledge in practical business-orientated contexts.	1060	2120 2130 2140 2200 2210	3140 to 3180 3260 3270
LRDC	*Milady's Standard Practical Answers to Workbook.* (Revised.) Linnea Lindquist. Albany, NY: Milady Publishing, 1995. Teacher's Edition. See Support Learning Resources for annotation and module correlation.			
LRDC	*Milady's Standard Theory Answers to Workbook.* (Revised.) Linnea Lindquist. Albany, NY: Milady Publishing, 1995. Teacher's Edition. See Support Learning Resources for annotation and module correlation.			
LRDC	*Milady's State Exam Review for Cosmetology.* Linnea Lindquist. Albany, NY: Milady Publishing, 1995. This resource provides a comprehensive set of multiple choice questions to support chapters contained in the *Milady Standard Textbook of Cosmetology.*	all	all	all

COSMETOLOGY STUDIES RESOURCES

THEME CODE:
A. Images & Practices
B. Hair & Scalp Care
C. Haircutting
D. Chemical Services: Permanent Waving
E. Chemical Services: Haircolouring
F. Skin Care
G. Male Facial Grooming
H. Nail Care
I. Special Effects/Services
J. Enterprise and Competition

FORMAT CODE:
p - Print
v - Video
s - Software

STATUS CODE:
B - Basic
S - Support
T - Teaching
O - Other

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

LEVEL				1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2
THEME				A	B	B	B	D	F	H	F	B	B	B	C	C	D	D	D	E	E	E	F
	Format	Status	Junior/Senior High	Personal Images	Hair Graphics 1	Hair & Scalp Care 1	Forming and Finishing 1	Permanent Waving 1	Skin Care 1	Manicuring 1	Theatrical Makeup 1	Hair Graphics 2	Hair & Scalp Care 2	Forming & Finishing 2	Haircutting 1	Hair Care & Cutting 1	Permanent Waving 2	Permanent Waving 3	Permanent Waving 4	Colouring 1	Colour Removal 1	Colouring & Removal 1	Facials & Makeup 1
Module Number				1010	1020	1030	1040	1050	1060	1070	1080	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120
A-Z's of Clipper Cutting, The: Everything You Have Ever Wanted to Know About Clipper Cutting	v	S	S												X	X							
Advanced Braiding Made Easy	v	S	J/S		X							X											
The	p	S	S																				X
Body Therapy and Facial Work	p	T	J/S						X														X
Braiding Made Easy	v	S	J/S		X							X											
Braids and More	p	S	J/S		X							X											
Braids and Styles for Long Hair	p	S	J/S		X							X											
Clipper Cutting for the Entire Family	v	S	S												X	X							
Color Me Beautiful: Discovering Your Natural Beauty Through Color	v	S	J/S						X											X			X
Haircoloring: A Hands On Approach	p	S	S																	X	X	X	
Hairdressing for Women and Men	p	S	J/S	X		X	X	X				X	X	X	X	X			X	X	X	X	
Massage and Aromatherapy: A Practical Approach for NVQ Level	p	S	J/S						X														X
Men's Hairstyling and Beard Design	p	S	S																				
Milady's Art and Science of Nail Technology	p	S	J/S							X													
Milady's Hair Additions: The Fourth Dimension	p	S	S									X											
Milady's Practical Theory Workbook				X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Workbook	p	S	J/S																				
Answers, Teacher's Edition	p	T	J/S																				
Milady's Salon Receptionist's Handbook	p	S	S																				
Milady's Standard Textbook for Professional Estheticians (7th Ed.)	p	S	J/S						X														X
Milady's Standard Textbook of Cosmetology	p	B	J/S	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Milady's Standard Textbook of Professional Barber-Styling	p	S	J/S	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	
Milady's Standard Theory Workbook				X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Workbook	p	S	J/S																				
Answers, Teacher's Edition	p	T	J/S																				
Cosmetology	p	T	J/S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Milady's Tech Nails, Extensions, Wraps & Nail Art	p	S	S																				
Planning Your Cosmetology Career	p	S	J/S	X																			
Practical Make-Up	p	S	J/S						X														X
Professional Cosmetologist (4th Ed.)	p	B	J/S	X	X	X	X	X	X	X													X
SalonOvations' Day Spa Techniques	p	S	S																				
SalonOvations' Guide to Aromatherapy	p	S	S																				
Stage Makeup (8th Ed.)	p	S	J/S								X												
Styling Competition: A Guide to Winning Technique	p	S	S																				
Faces for Teens: A Step-by-Step Guide to Healthy Skin and Great Makeup	v	S	J/S	X					X														
Talk Hair Talk	v	S	J/S	X																			

COSMETOLOGY STUDIES RESOURCES

THEME CODE:
A. Images & Practices
B. Hair & Scalp Care
C. Haircutting
D. Chemical Services: Permanent Waving
E. Chemical Services: Haircolouring
F. Skin Care
G. Male Facial Grooming
H. Nail Care
I. Special Effects/Services
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FORMAT CODE:
p - Print
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STATUS CODE:
B - Basic
S - Support
T - Teaching
O - Other

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

Module column key (Level / Theme / Module Number — Name):

- 2130 — F — Facials & Makeup 2
- 2140 — F — Skin Care 2
- 2150 — H — Manicuring 2
- 2160 — H — Nail Art
- 2170 — H — Manicuring 3
- 2180 — I — Hair Pieces & Extensions
- 2190 — I — Theatrical Makeup 2
- 2200 — J — Historical Cosmetology
- 2210 — J — Sales & Service 1
- 3010 — A — Professional Practices
- 3020 — B — Long Hair Graphics
- 3030 — B — Hair & Scalp Care 3
- 3040 — B — Hair & Scalp Care 4
- 3050 — C — Haircutting 2
- 3060 — C — Haircutting 3
- 3070 — C — Hair Care & Cutting 2
- 3080 — D — Permanent Waving 5
- 3090 — D — Relax/Straighten Hair
- 3100 — D — Wave, Relax & Straighten Hair

Module Number	Format	Status	Jr/Sr High	2130	2140	2150	2160	2170	2180	2190	2200	2210	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100
Level				2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3
Theme				F	F	H	H	H	I	I	J	J	A	B	B	B	C	C	C	D	D	D
A-Z's of Clipper Cutting, The: Everything You Have Ever Wanted to Know About Clipper Cutting	v	S	S														X	X	X			
Advanced Braiding Made Easy	v	S	S											X								
The	p	S	S	X	X						X	X										
Body Therapy and Facial Work	p	T	S	X	X						X	X										
Braiding Made Easy	v	S	J/S											X								
Braids and More	p	S	J/S											X								X
Braids and Styles for Long Hair	p	S	J/S											X								X
Clipper Cutting for the Entire Family	v	S	S														X	X	X			
Color Me Beautiful: Discovering Your Natural Beauty Through Color	v	S	J/S	X	X					X												
Haircoloring: A Hands On Approach	p	S	S																			
Hairdressing for Women and Men	p	S	J/S					X					X		X	X	X			X	X	X
Massage and Aromatherapy: A Practical Approach for NVQ Level	p	S	J/S	X		X				X												
Men's Hairstyling and Beard Design	p	S	S																			
Milady's Art and Science of Nail Technology	p	S	J/S			X	X	X				X										
Milady's Hair Additions: The Fourth Dimension	p	S	J/S											X								
Milady's Practical Theory Workbook				X	X	X		X	X			X	X	X	X	X	X	X	X	X	X	X
Workbook	p	S	J/S																			
Answers, Teacher's Edition	p	T	J/S																			
Milady's Salon Receptionist's Handbook	p	S	S									X										
Milady's Standard Textbook for Professional Estheticians (7th Ed.)	p	S	J/S	X	X						X	X										
Milady's Standard Textbook of Cosmetology	p	B	J/S	X	X	X		X	X			X	X	X	X	X	X	X	X	X	X	X
Milady's Standard Textbook of Professional Barber-Styling	p	S	S							X		X	X	X		X	X	X	X	X	X	X
Milady's Standard Theory Workbook				X	X	X		X	X			X	X	X	X	X	X	X	X	X	X	X
Workbook	p	S	J/S																			
Answers, Teacher's Edition	p	T	J/S																			
Cosmetology	p	T	J/S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Milady's Tech Nails, Extensions, Wraps & Nail Art	p	S	S			X	X	X				X										
Planning Your Cosmetology Career	p	S	J/S										X									
Practical Make-Up	p	S	J/S	X	X																	
Professional Cosmetologist (4th Ed.)	p	B	J/S	X	X	X		X	X			X	X	X	X	X	X	X	X	X	X	X
SalonOvations' Day Spa Techniques	p	S	S																			
SalonOvations' Guide to Aromatherapy	p	S	S																			
Stage Makeup (8th Ed.)	p	S	J/S							X	X		X									
Styling Competition: A Guide to Winning Technique	p	S	S											X								
Faces for Teens: A Step-by-Step Guide to Healthy Skin and Great Makeup	v	S	J/S																			
Talk Hair Talk	v	S	J/S											X								

COSMETOLOGY STUDIES RESOURCES

Title	Format	Status	Jr/Sr High	3110 E Colouring 2	3120 E Colour Removal 2	3130 E Colouring & Removal 2	3140 F Body Therapy	3150 F Hair Removal	3160 F Skin Care 3	3170 G Male Facial Grooming 1	3180 G Male Facial Grooming 2	3190 H Nail Technology	3200 H Pedicuring	3210 H Nail Care	3220 I Wigs & Toupees	3230 I Hair Goods	3240 I Theatrical Makeup 3	3250 I Theatrical Makeup 4	3260 I Facial & Body Adornment	3270 J Creative Cosmetology	3280 J Sales & Services 2	3290 J Competition Cosmetology
A-Z's of Clipper Cutting, The: Everything You Have Ever Wanted to Know About Clipper Cutting	v	S	S																			
Advanced Braiding Made Easy	v	S	S	X																X		
The	p	S	S				X	X	X	X	X									X	X	
Body Therapy and Facial Work	p	T	S				X	X	X	X	X									X	X	
Braiding Made Easy	v	S	J/S																			
Braids and More	p	S	J/S																	X		
Braids and Styles for Long Hair	p	S	J/S																	X		
Clipper Cutting for the Entire Family	v	S	S																			
Color Me Beautiful: Discovering Your Natural Beauty Through Color	v	S	J/S	X			X	X	X								X	X	X			
Haircoloring: A Hands On Approach	p	S	S	X	X	X																
Hairdressing for Women and Men	p	S	J/S	X	X	X				X	X									X	X	
Massage and Aromatherapy: A Practical Approach for NVQ Level	p	S	J/S				X		X				X	X								
Men's Hairstyling and Beard Design	p	S	S							X	X											
Milady's Art and Science of Nail Technology	p	S	J/S				X										X	X	X	X		
Milady's Hair Additions: The Fourth Dimension	p	S	J/S												X	X	X					
Milady's Practical Theory Workbook				X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	
Workbook	p	S	J/S																			
Answers, Teacher's Edition	p	T	J/S																			
Milady's Salon Receptionist's Handbook	p	S	S																		X	
Milady's Standard Textbook for Professional Estheticians (7th Ed.)	p	S	J/S				X	X	X												X	
Milady's Standard Textbook of Cosmetology	p	B	J/S	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Milady's Standard Textbook of Professional Barber-Styling	p	S	S	X	X	X		X	X	X	X	X								X		
Milady's Standard Theory Workbook				X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Workbook	p	S	J/S																			
Answers, Teacher's Edition	p	T	J/S																			
Cosmetology	p	T	J/S	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Milady's Tech Nails, Extensions, Wraps & Nail Art	p	S	S									X					X	X	X	X		
Planning Your Cosmetology Career	p	S	J/S																			
Practical Make-Up	p	S	J/S				X	X	X													
Professional Cosmetologist (4th Ed.)	p	B	J/S	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
SalonOvations' Day Spa Techniques	p	S	S				X		X													
SalonOvations' Guide to Aromatherapy	p	S	S				X		X													
Stage Makeup (8th Ed.)	p	S	J/S														X	X	X	X		
Styling Competition: A Guide to Winning Technique	p	S	S																			
Faces for Teens: A Step-by-Step Guide to Healthy Skin and Great Makeup	v	S	J/S																			
Talk Hair Talk	v	S	J/S																			

BEST COPY AVAILABLE

ADDITIONAL SOURCES

Available to Career and Technology Studies (CTS) teachers, locally and provincially, are many sources of information that can be used to enhance CTS. These sources are available through the community (e.g., libraries, boards, committees, clubs, associations) and through government agencies, resource centres and organizations. Some sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources to consider:

TEACHER–LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and nonprint resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher–librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content. Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education resources section.

ALBERTA EDUCATION SOURCES

Alberta Government telephone numbers can be reached toll free from outside Edmonton by dialing 310–0000.

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development,* 1991 (Stock No. 161555)

  This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere,* 1988 (Stock No. 161399)

  This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

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- *Students' Physical Growth: Developmental Framework Physical Dimension,* 1988 (Stock No. 161414)

  This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

Other

- *Focus on Research: A Guide to Developing Students' Research Skills,* 1990 (Stock No. 161802)

  This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning,* 1990 (Stock No. 161521)

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied. ACCESS: The Education Station publishes listings of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the CTS videos, which are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this guide. The videos and accompanying support material can be obtained from ACCESS: The Education Station. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

GOVERNMENT SOURCES

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Career and Technology Studies strands. For a list of NFB films and videotapes indexed by title, subject and director, or for purchase of NFB films and videotapes, call 1–800–267–7710 (toll free) or Internet address: http://www.nfb.ca

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please contact ACCESS: The Education Station or consult the relevant catalogues in your school or school district.

The Edmonton Public Library and the Calgary Public Library have a selection of NFB films and videotapes that can be borrowed free of charge with a Public Library borrower's card. For further information, contact:

Edmonton Public Library
Telephone: 403–496–7000

Calgary Public Library
Telephone: 403–260–2650

For further information contact:

Statistics Canada
Regional Office
8th Floor, Park Square
10001 Bellamy Hill
Edmonton, AB T5J 3B6
Telephone: 403–495–3027
Fax: 403–495–5318
Internet address: http://www.statcan.ca

Statistics Canada produces periodicals, reports, and an annual year book.

Resource Centres

Urban Resource Centres

Instructional Services
Elk Island Public Schools
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 403–464–8235
Fax: 403–464–8033
Internet Address: http://ei.educ.ab.ca

Learning Resources Centre
Red Deer Public School Board
4747 – 53 Street
Red Deer, AB T4N 2E6
Telephone: 403–343–8896
Fax: 403–347–8190

Instructional Materials Centre
Calgary Separate School Board
6220 Lakeview Drive SW
Calgary, AB T3E 5T1
Telephone: 403–298–1679
Fax: 403–249–3054

School, Student, Parent Services Unit
Program and Professional Support Services
Sub Unit
Calgary Board of Education
3610 – 9 Street SE
Calgary, AB T2G 3C5
Telephone: 403–294–8542
Fax: 403–287–9739

After July 1, 1997, please contact the School, Student, Parent Services Unit regarding the relocation of the Loan Pool Resource Unit.

Learning Resources
Edmonton Public School Board
Centre for Education
One Kingsway Avenue
Edmonton, AB T5H 4G9
Telephone: 403–429–8387
Fax: 403–429–0625

Instructional Materials Centre
Medicine Hat School District No. 76
601 – 1 Avenue SW
Medicine Hat, AB T1A 4Y7
Telephone: 403–528–6719
Fax: 403–529–5339

Resource Centre
Edmonton Catholic Schools
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, AB T6E 2H3
Telephone: 403–439–7356
Fax: 403–433–0181

Instructional Media Centre
Northern Lights School Division No. 69
Bonnyville Centralized High School
4908 – 49 Avenue
Bonnyville, AB T9N 2J7
Telephone: 403–826–3366
Fax: 403–826–2959

Regional Resource Centres

Zone 1

Zone One Regional Resource Centre
P.O. Box 6536
10020 – 101 Street
Peace River, AB T8S 1S3
Telephone: 403–624–3187
Fax: 403–624–5941

Zone 2/3

Central Alberta Media Services (CAMS)
182 Sioux Road
Sherwood Park, AB T8A 3X5
Telephone: 403–464–5540
Fax: 403–449–5326

Zone 4

Information and Development Services
Parkland Regional Library
5404 – 56 Avenue
Lacombe, AB T4L 1G1
Telephone: 403–782–3850
Fax: 403–782–4650
Internet Address: http://rtt.ab.ca.rtt/prl/prl.htm

Zone 5

South Central Alberta Resource Centre (SCARC)
Golden Hills Regional Division
435A Hwy 1
Westmount School
Strathmore, AB T0J 3H0
Telephone: 403–934–5028
Fax: 403–934–5125

Zone 6

Southern Alberta Learning Resource Centre
(SALRC)
Provincial Government Administration Building
909 Third Avenue North, Room No. 120
Box 845
Lethbridge, AB T1J 3Z8
Telephone: 403–320–7807
Fax: 403–320–7817

BOOKSTORES/TRADE SHOWS

A range of cosmetology-related magazines and
other publications are usually available through
local bookstores.   Trade shows also provide
opportunities to review and purchase publications
depicting national and international trends and
techniques in cosmetology related areas.

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DISTRIBUTOR DIRECTORY

The entries in the Distributor Directory are arranged alphabetically by code.

CODE	Distributor/Address	Contact Via
ACC	ACCESS: The Education Station 3270 – 76 Avenue Edmonton, AB T6B 2N9	403–440–7777 Fax: 403–440–8899 1–800–352–8293 http://www.ccinet.ab.ca/access
LRDC	Learning Resources Distributing Centre 12360 – 142 Street Edmonton, AB T5L 4X9	403–427–5775 Fax: 403–422–9750 http://ednet.edc.gov.ab.ca/lrdc

COSMETOLOGY STUDIES

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Financial Management.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is <u>not</u> a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

TABLE OF CONTENTS

BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. Why Take This Module?

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. What Do You Need To Know Before You Start?

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. What Will You Know And Be Able To Do When You Finish?

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. When Should Your Work Be Done?

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. How Will Your Mark For This Module Be Determined?

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note**: A module is

"successfully completed" when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see "Student Learning Guide Template," pages J.5–10). Several sample student learning guides · are also provided in this section (see "Sample Student Learning Guides," starting on page J.11.
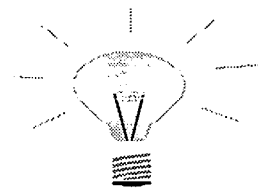
CAREER & TECHNOLOGY STUDIES

SAMPLE STUDENT LEARNING GUIDE TEMPLATE

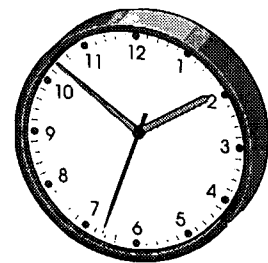# WHY TAKE THIS MODULE?
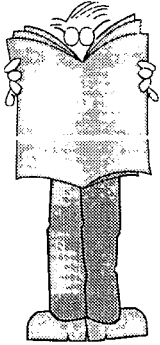
WHAT DO YOU NEED TO KNOW BEFORE YOU START?

WHAT **WILL YOU KNOW AND
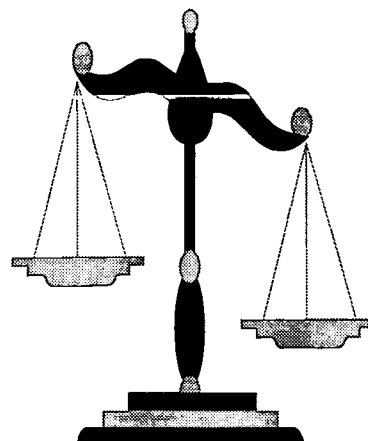BE ABLE TO DO
WHEN YOU FINISH?**
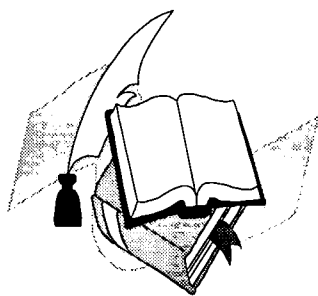
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WHEN **SHOULD YOUR WORK BE DONE?**

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?
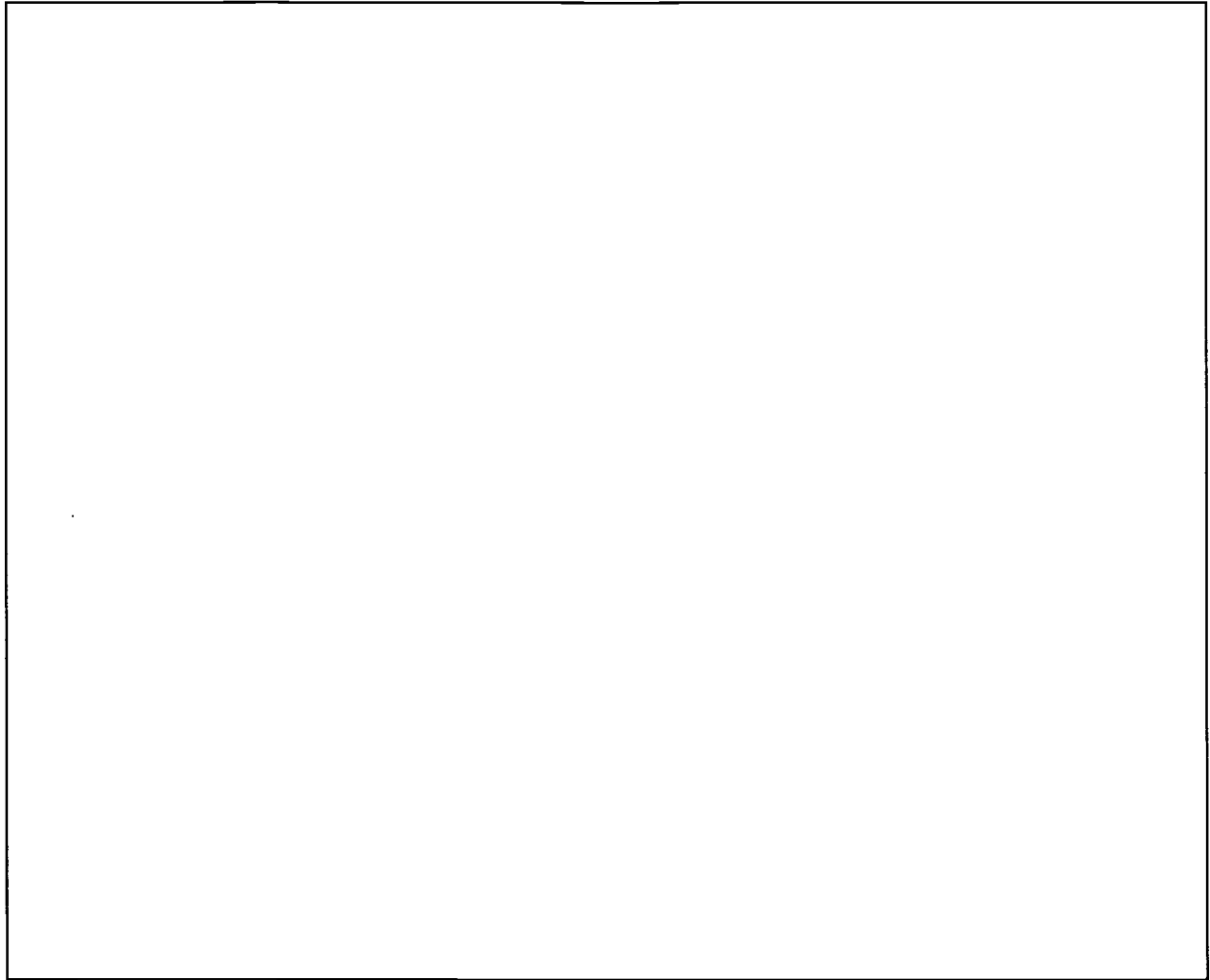
	PERCENTAGE

WHICH RESOURCES MAY YOU USE?

-
-
-
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-
-

ACTIVITIES/WORKSHEETS

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CAREER & TECHNOLOGY STUDIES

COSMETOLOGY STUDIES

SAMPLE STUDENT LEARNING GUIDE

COS1010 Personal Images

WHY TAKE THIS MODULE?
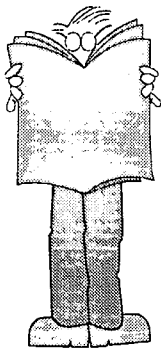
- A first impression is always a correct impression if there is no opportunity for a second impression. The impact of first impressions in a highly competitive society can affect your future. The image you have of yourself and the image you project to others is created by several factors including your personal grooming, personality, clothing and communications skills.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

You should recognize the importance of personal grooming in various life situations.

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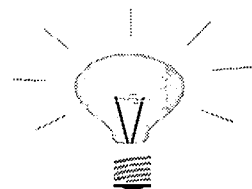
*Thanks are extended to Audrey Gargus for developing the initial draft of this Student Learning Guide.

WHAT WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?

Upon completion of this module you will be able to:

- appreciate that one's appearance is a mode of communication with others
- describe the relationship between a well-groomed appearance and a positive self-concept and develop a personal grooming plan
- identify, compare, apply and assess personal grooming practices and products that contribute to healthfulness
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
• Discussions/Presentations	10 – 15%
• Theory of Grooming	20 – 30%
• Practical Grooming:	60 – 70%
– hair care	
– nail care	
– body care	
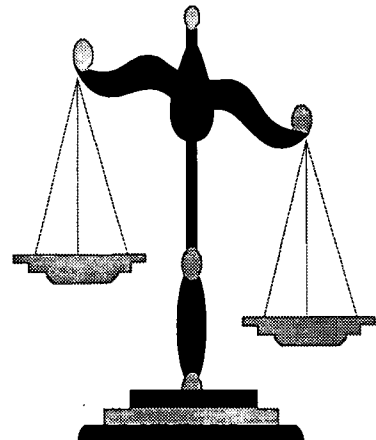
WHICH RESOURCES MAY YOU USE?
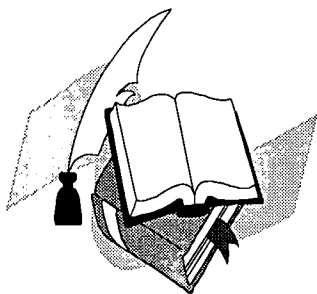
- *Milady's Standard Textbook of Cosmetology*

- *The Professional Cosmetologist*

Equipment and Materials:

Skin	– mirror
	– towels and facecloth
	– cleansing cosmetics (lotions, gels, soaps, grains)
	– toning cosmetics (toners, astringents)
	– nourishing cosmetics (moisturizers, masks)
	– protective cosmetics (makeup, sunscreens)
	– application instruments.
Nails and Feet	– manicure supplies (nail file, orangewood stick, cuticle scissors/clippers, nail cosmetics, finger bowl, lotion or cream).
Hair	– sinks, mirror, towel
	– combs, brushes
	– Saran, blow-dryer, curling iron
	– shampoo, conditions.

Posture and Fitness	–	full-length mirror, chairs
	–	masking tape, calipers, meter sticks
	–	fitness charts, weight charts (BMI, pinch test, etc.).
Clothing Choices	–	line and colour charts
	–	colour draping samples
	–	texture samples.

ACTIVITIES/WORKSHEETS

1. Discuss why a positive self-image and the image one portrays to others are important.

2. List personal grooming practices required and then analyze your own personal grooming.

3. Indicate your understanding of how communication takes place and demonstrate good communication skills.

4. List personal grooming products and appliances, and demonstrate their safe use.

5. Describe and demonstrate, where appropriate, the use of grooming techniques including:
    a. body care
    b. skin care
    c. nails and foot care
    d. posture (standing, sitting, walking, getting into and out of vehicles, walking up and down stairs)
    e. hair care.

6. Analyze body types and describe clothing choices that may enhance self-image.

7. Describe how good health, nutrition and fitness relate to a positive self-image and then analyze your own.

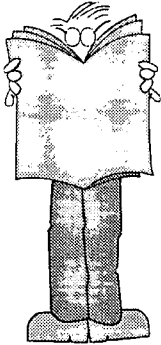# CAREER & TECHNOLOGY STUDIES

COSMETOLOGY STUDIES

SAMPLE STUDENT LEARNING GUIDE

COS2040 Haircutting 1

WHY **TAKE THIS MODULE?**

- Professional haircutting depends on the cosmetologist's ability to:
  - analyze and interpret clients' needs
  - professionally handle the haircutting and thinning tools
  - read, interpret and follow a cutting pattern.

WHAT **DO YOU NEED TO KNOW BEFORE YOU START?**

Prerequisite: COS2030: Forming & Finishing 2

In addition, you should be able to:
- demonstrate an appreciation for the significance of personal grooming
- analyze the structure and condition of hair and scalp
- select and use appropriate hair cleansing and conditioning products
- analyze head, facial shape and facial features to determine suitable hairstyles
- use a variety of equipment, tools and supplies in the forming and finishing of hairstyles.
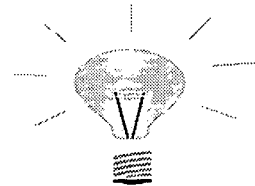
*Thanks are extended to Joyce Bell for developing the initial draft of this Student Learning Guide.

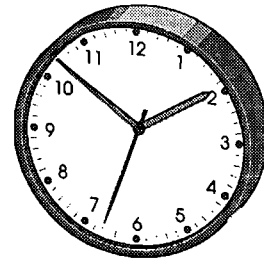WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- define and describe terms related to professional haircutting and explain why professional haircutting is the foundation for hairstyling, other hair services and a feature of personal grooming

- describe and demonstrate safe handling of haircutting and hairthinning tools

- interpret and follow cutting patterns to:
  - section
  - cut
  - follow guidelines
  - section and cut hair to predetermined shapes, lengths and styles

- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.
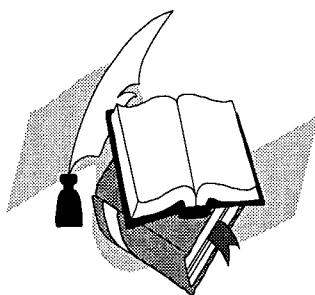
HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

You must first demonstrate **all** of the competencies required for this module.
 	
When you have done this, your percentage mark for the module will be determined as follows:
 	
● Tests
● Practice
   – Sectioning
   – Blocking/angling
   – Cutting
   – Checking
	
	10 – 20%
	
	5 – 10%
	15 – 20%
	30 – 40%
	10 – 15%
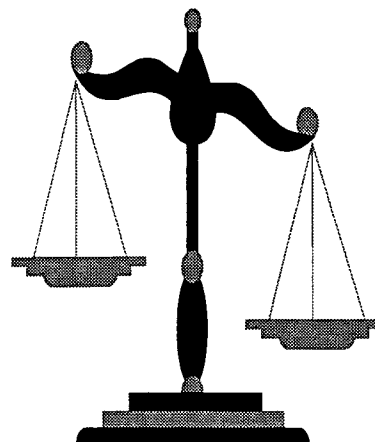
WHICH RESOURCES MAY YOU USE?

- *Milady's Standard Textbook of Cosmetology*

- *The Professional Cosmetologist*

- *Hairdressing for Men and Women*

Equipment, Tools and Supplies

- Workstation
- Shampoo station with shampoos and conditioners
- Towels
- Neck strip
- Shampoo cape/hair cutting cape
- Combs, brushes
- Scissors, thinning shears
- Sanitizer (wet and/or dry).

ACTIVITIES/WORKSHEETS

Basic Procedure for a Haircut

1. Prepare work area.
2. Wash hands.
3. Seat client comfortably and adjust chair height as comfortable for operator.
4. Drape client.
5. Following consultation as to client's needs and requests, determine type of cut to be done on client and determine appropriate haircutting techniques to be used.
6. Brush the hair thoroughly.
7. Assist client to shampoo area and seat client. Adjust drape to protect client.
8. Professionally shampoo and condition the hair in preparation for the haircutting services.
9. Return client to station and re-check drape to be sure drape is dry and positioned properly for haircutting.
10. Section hair for chosen haircut.
11. Request assistance from instructor in the establishing of guidelines and haircutting techniques to be used on client.
12. Following directions from instructor, complete the cut using proper haircutting techniques.
13. Check the haircut for shape, balance, even and blended strands.
14. Ask instructor to "re-check" cut and to be given constructive directions.
15. Ask client if he or she is satisfied with the length, shape and balance of the cut.
16. Following your evaluation of the cut, style and form the hair into a finished project.
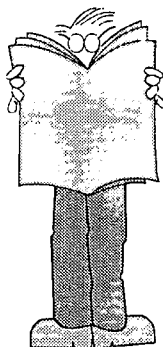
CAREER & TECHNOLOGY STUDIES

COSMETOLOGY STUDIES

SAMPLE STUDENT LEARNING GUIDE

COS3170 Male Facial Grooming 1

COS3170 Male Facial Grooming 1*

WHY TAKE THIS MODULE?

- Cosmetology offers a wide range of career opportunities. One facet of this exciting career is male facial grooming. Whether you intend to specialize in one segment of the market, or offer a wide range of services, it is vital that the cosmetologist strive to meet all their customers' needs. Therefore, if you intend to serve male clients, offering male facial grooming is sure to attract new clients and increase your earning potential.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: COS1060: Skin Care and COS2040: Haircutting 1

In addition, you should be able to:

- appreciate the significance of personal grooming and demonstrate proper personal grooming practices
- describe the various sectors of the cosmetology industry and their trends, career opportunities, ethics and necessary qualification
- analyze skin and perform basic skin care practices.

COS1010: Personal Images and *COS3010: Professional Practices* will also provide helpful background knowledge.

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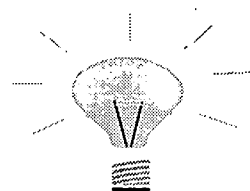
* Thanks are extended to Bonnie Fisher for developing the initial draft of this Student Learning Guide.

WHAT WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and describe the history, purpose and principles of shaving, and the shaping, trimming and waxing of male facial hair
- demonstrate the safe and sanitary handling of implements and technology for male facial grooming and male facial grooming procedures
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.
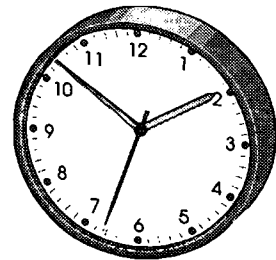
HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

The assessment for this course will consist of a practical evaluation emphasizing research and performance.

	PERCENTAGE

You must first demonstrate **all** of the competencies required for this module.
 	
When you have done this, your percentage mark for the module will be determined as follows:
 	
• Written/Oral Report
• Practical Work
   – shaving techniques
   – beard/moustache shaping
   – moustache waxing
	
	20–40%
	
	20–30%
	20–30%
	10–20%
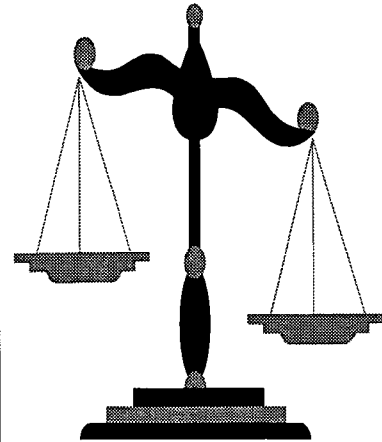
WHICH RESOURCES MAY YOU USE?
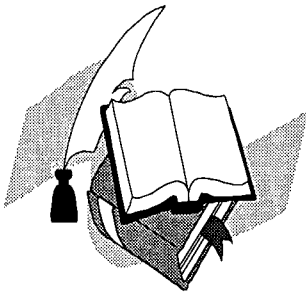
- *Milady's Standard Textbook of Cosmetology*
- *Art and Science of Professional Makeup*
- *Milady's Standard Textbook of Professional Barber Styling*
- *The Professional Cosmetologist*
- *Hairdressing for Men and Women*

ACTIVITIES/WORKSHEETS

1. Trends in Male Facial Grooming:
   a. Identify and describe historical changes in grooming procedures and technology.
   b. Identify and describe current male facial grooming practices.

2. Sideburns, Moustaches and Beards:
   a. Describe alternate designs for grooming male facial hair.
   b. Describe how facial shapes, structures and features relate to choice of a design for male facial grooming.
   c. Describe safe and sanitary procedures available to wax and colour facial hair.

3. Grooming Practices:
   a. Identify, describe and demonstrate the safe and sanitary use of male facial grooming implements and products.
   b. Perform a facial shave adhering to current health and safety regulations concerning the handling of human tissues.

   | Note: Shaving techniques may be demonstrated on a mannequin or on an inflated balloon. |

   c. Describe and demonstrate the use of styptics to stop bleeding of minor cuts.
   d. Demonstrate methods to shape and trim sideburns, moustaches and beards to create alternative designs suited to individual facial shapes and features.

4. For each activity:
   a. follow safe and sanitary practices and procedures.
   b. demonstrate first aid for minor cuts.
   c. maintain a clean and safe work area.
   d. sanitize implements after each use.
   e. discard all waste materials.

GENERAL PROCEDURES

<u>Facial Shave</u>

1. Prepare work area.
2. Wash hands.
3. Seat "client" comfortably in the chair.
4. Adjust chair and head rest.
5. Drape "client" with cape
   - ask "client" to loosen collar
   - lay a towel flat and low around the neck area
   - lay a towel diagonally across the "client's" chest
   - tuck the left corner of the towel along the right side of the neck and the other corner along the left side of the neck.
6. Prepare the face for shaving
   - lathering
   - steaming.
7. Following the direction of the instructor, perform a facial shave.
8. Shave a second time to remove any rough or unshaven spots (against the grain for a close shave).
9. Apply face cream.
10. Steam with a hot towel.
11. Apply finishing lotion.
12. Thoroughly dry the face.
13. Apply talcum.
14. Raise chair to sitting position.
15. Shave neckline if necessary.
16. Ask instructor to check the shave.
17. Ask the "client" if he is satisfied with the shave.

<u>Sideburns, Mustaches and Beards</u>

1. Prepare work area.
2. Wash hands.
3. Seat the "client" comfortably and adjust chair height.
4. Drape "client."
5. Consult with "client" as to his needs and wants.
6. Using the head rest, recline the "client."
7. Following the direction of the instructor, perform the required service using the proper implements and techniques.
8. Check for balance, unevenness and shape.
9. Ask instructor to check the service.
10. Ask the "client" if he is satisfied with the service.

K. ACKNOWLEDGEMENTS

The Cosmetology strand was developed through the cooperative effort of people from schools, post-secondary institutions, professional associations, business, industry, labour, and departments and agencies of the Government of Alberta. Alberta Education would like to extend sincere appreciation to the following individuals and groups.

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Rick Roman	Business/Industry Representative
Barry Stangeland	School System Representative
Gordon Welch	CASS Representative
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Cosmetology Studies Focus Group

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Vicky Lee	Jack James High School, Calgary
Ruth Reimer	Est-elle Academy of Hair Design, Edmonton
Donna Robbins	Delmar College of Hair Design, Calgary
Jackie Sutton	Jackie's Make-up Service, Edmonton

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Shirley Joly	St. Joseph Composite High School, Edmonton
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Vicky Lee	Jack James High School, Calgary
Sandra MacDonald	School System Representative
Marilyn McPhail	Lord Beaverbrook High School, Calgary
Ulana Soletsky	School System Representative
Lois Taylor	Medicine Hat High School

Assessment Panel (1995–1996)

Joan Clement	School System Representative
Rita Daley	Frank Maddack High School, Drayton Valley
Geri Elchuk	Harry Ainlay High School, Edmonton
Bernadette McGowan	Bishop Grandin High School, Calgary
Irene Burns-Riggan	Mayerthorpe Jr/Sr High School
Norm Wilson	Medicine Hat High School

Task Force II (1996–1997)

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Bernadette McGowan	Bishop Grandin High School, Calgary
Irene Riggan	Mayerthorpe Jr/Sr High School
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Alberta Education, Curriculum Standards Branch

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Keith Wagner	Director, Curriculum Standards Branch

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