

## **COURSE EST1020: SKIN CARE PRACTICES**

**Level:** Introductory

**Prerequisite:** COS1010: Personal & Professional Practices

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

**Parameters:** Access to a professional esthetics facility or laboratory and/or esthetic equipment.

**Outcomes:** The student will:

- 1. describe the functions of skin and identify the basic structures, skin types and factors that affect the condition of the skin**
  - 1.1 define the terms *anatomy*, *physiology* and *histology*
  - 1.2 identify the basic structures and functions of the skin, including appendages
  - 1.3 identify and describe skin functions that may be affected or enhanced by skin care services
  - 1.4 define the terms *protein* and *keratin* and describe their relationships to skin
  - 1.5 describe the basic process of keratinization
- 2. analyze skin, determine skin types and perform basic skin care**
  - 2.1 identify and describe the appearance of healthy skin and basic skin types; e.g., normal, dry, oily, combination, mature
  - 2.2 describe factors that may affect skin condition; e.g., heredity, environment, chemicals, health, wellness
  - 2.3 identify and describe lesions, disorders, diseases and any contraindications that may affect basic skin care
  - 2.4 identify and describe the use of appropriate skin care products and materials
  - 2.5 describe and perform procedures used to care for skin, including:
    - 2.5.1 skin analysis
    - 2.5.2 cleansing
    - 2.5.3 toning
    - 2.5.4 nourishing
    - 2.5.5 protecting
- 3. identify and demonstrate safe and sanitary practices**
  - 3.1 maintain a clean, sanitary and safe work area
  - 3.2 apply universal precautions related to:
    - 3.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 3.2.2 hand-washing techniques
    - 3.2.3 infectious diseases
    - 3.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 3.2.5 bacteria, viruses, fungi and parasites
    - 3.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 3.3 use all materials and products appropriately
  - 3.4 clean, sanitize and return implements and materials to proper storage areas after use
  - 3.5 dispose of waste materials in an environmentally safe manner

**4. demonstrate basic competencies**

- 4.1 demonstrate fundamental skills to:
  - 4.1.1 communicate
  - 4.1.2 manage information
  - 4.1.3 use numbers
  - 4.1.4 think and solve problems
- 4.2 demonstrate personal management skills to:
  - 4.2.1 demonstrate positive attitudes and behaviours
  - 4.2.2 be responsible
  - 4.2.3 be adaptable
  - 4.2.4 learn continuously
  - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
  - 4.3.1 work with others
  - 4.3.2 participate in projects and tasks

**5. make personal connections to the cluster content and processes to inform possible pathway choices**

- 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
- 5.2 create a connection between a personal inventory and occupational choices

## **COURSE EST1025: SKIN CARE PRACTICES – CLIENT SERVICES**

**Level:** Introductory

**Prerequisite:** EST1020: Skin Care Practices

**Description:** Students conduct a consultation with a client during which they analyze the client's needs and recommend and perform the appropriate services.

**Parameters:** Access to a professional esthetics facility or laboratory and/or esthetic equipment.

**Outcomes:** The student will:

- 1. establish a rapport with a client by using communication skills suited to a professional esthetician**
  - 1.1 follow salon or shop policy for assisting clients
  - 1.2 perform a client consultation according to the requested service(s)
  - 1.3 recommend appropriate services and technology-based treatments
  - 1.4 advise the client of the cost of each service
  - 1.5 obtain the client's consent before performing service(s)
- 2. perform the steps involved in the agreed service in a timely manner**
  - 2.1 assemble all necessary equipment, materials and implements
  - 2.2 prepare the work area for service(s)
  - 2.3 drape the client as appropriate for service(s)
  - 2.4 perform service(s), including:
    - 2.4.1 skin analysis
    - 2.4.2 surface and deep cleansing
    - 2.4.3 toning
    - 2.4.4 nourishing
    - 2.4.5 protecting
- 3. establish and/or maintain records of the services performed**
  - 3.1 establish or check database (e.g., record card) for each client
  - 3.2 update the database after completing each service
- 4. protect the health and safety of clients when performing skin care procedures**
  - 4.1 maintain a clean, sanitary and safe work area
  - 4.2 apply universal precautions related to:
    - 4.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 4.2.2 hand-washing techniques
    - 4.2.3 infectious diseases
    - 4.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 4.2.5 bacteria, viruses, fungi and parasites
    - 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 4.3 use all materials and products appropriately
  - 4.4 clean, sanitize and return implements and materials to proper storage areas after use
  - 4.5 dispose of waste materials in an environmentally safe manner

**5. demonstrate basic competencies**

- 5.1 demonstrate fundamental skills to:
  - 5.1.1 communicate
  - 5.1.2 manage information
  - 5.1.3 use numbers
  - 5.1.4 think and solve problems
- 5.2 demonstrate personal management skills to:
  - 5.2.1 demonstrate positive attitudes and behaviours
  - 5.2.2 be responsible
  - 5.2.3 be adaptable
  - 5.2.4 learn continuously
  - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
  - 5.3.1 work with others
  - 5.3.2 participate in projects and tasks

**6. make personal connections to the cluster content and processes to inform possible pathway choices**

- 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
- 6.2 create a connection between a personal inventory and occupational choices

## **COURSE EST1070: MANICURING 1**

**Level:** Introductory

**Prerequisite:** COS1010: Personal & Professional Practices

**Description:** Students identify the functions, shapes and basic structure of fingernails, identify conditions of the hands and fingernails, and perform basic manicures.

**Parameters:** Access to a professional esthetics facility or laboratory and/or esthetic equipment.

**Outcomes:** The student will:

- 1. describe the functions, structure and shapes of the nail and identify factors that affect the condition of the nails**
  - 1.1 identify and describe the basic structure of nails and surrounding tissue
  - 1.2 identify and describe the function of the nails
  - 1.3 identify and describe common nail shapes; e.g., male, female
  - 1.4 describe factors affecting nail growth, including:
    - 1.4.1 disease
    - 1.4.2 improper care
    - 1.4.3 diet
    - 1.4.4 heredity
    - 1.4.5 environment
    - 1.4.6 chemicals
    - 1.4.7 health
- 2. identify procedures and resources used to perform a basic manicure**
  - 2.1 identify the appropriate steps in a basic manicure procedure
  - 2.2 identify and describe the implements and materials required to perform a basic manicure
  - 2.3 follow appropriate procedures used to perform basic manicures, including:
    - 2.3.1 model/client preparation
    - 2.3.2 hand and nail analysis
    - 2.3.3 nail filing and shaping
    - 2.3.4 nail and hand cleansing
    - 2.3.5 cuticle shaping
    - 2.3.6 product applications
- 3. identify and demonstrate safe and sanitary practices**
  - 3.1 maintain a clean, sanitary and safe work area
  - 3.2 apply universal precautions related to:
    - 3.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 3.2.2 hand-washing techniques
    - 3.2.3 infectious diseases
    - 3.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 3.2.5 bacteria, viruses, fungi and parasites
    - 3.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 3.3 use all materials and products appropriately
  - 3.4 clean, sanitize and return implements and materials to proper storage areas after use
  - 3.5 dispose of waste materials in an environmentally safe manner

**4. demonstrate basic competencies**

- 4.1 demonstrate fundamental skills to:
  - 4.1.1 communicate
  - 4.1.2 manage information
  - 4.1.3 use numbers
  - 4.1.4 think and solve problems
- 4.2 demonstrate personal management skills to:
  - 4.2.1 demonstrate positive attitudes and behaviours
  - 4.2.2 be responsible
  - 4.2.3 be adaptable
  - 4.2.4 learn continuously
  - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
  - 4.3.1 work with others
  - 4.3.2 participate in projects and tasks

**5. make personal connections to the cluster content and processes to inform possible pathway choices**

- 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
- 5.2 create a connection between a personal inventory and occupational choices

## **COURSE EST1140: THEATRICAL MAKE-UP 1**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students describe the purpose and scope of theatrical make-up, identify elements related to designing theatrical make-up and use appropriate materials to perform basic theatrical make-up techniques.

**Parameters:** Access to a professional make-up studio or drama workshop.

**Outcomes:** The student will:

### **1. describe the purpose of theatrical make-up and describe the basic principles of colour and theatrical make-up**

- 1.1 identify the purpose of theatrical make-up for:
  - 1.1.1 performers
  - 1.1.2 photographic images
  - 1.1.3 viewers
- 1.2 identify, describe and relate human anatomy and physiology to the use of theatrical make-up, including:
  - 1.2.1 major bones of the head
  - 1.2.2 major bones of the face
  - 1.2.3 major bones of the arm
  - 1.2.4 major bones of the hands
- 1.3 identify primary, secondary, tertiary and complementary colours as related to the colour wheel
- 1.4 define and describe characteristics of colour, including:
  - 1.4.1 pigment
  - 1.4.2 tints
  - 1.4.3 hue
  - 1.4.4 tones
  - 1.4.5 intensity
  - 1.4.6 shades
  - 1.4.7 value
- 1.5 describe the effects and purpose of lighting and shades in creating and changing images

### **2. identify appropriate products and procedures for the application of theatrical make-up**

- 2.1 identify and describe implements and products related to theatrical make-up
- 2.2 identify and describe the purpose of various types of theatrical make-up products, including:
  - 2.2.1 cake
  - 2.2.2 dry
  - 2.2.3 cream
  - 2.2.4 greasepaint
- 2.3 define the term *prosthesis* and describe the purpose of prostheses in theatrical make-up
- 2.4 identify and describe a design procedure for planning theatrical make-up not requiring prostheses
- 2.5 create sketches, drawings, models and worksheets that characterize a variety of images to be created
- 2.6 identify and record types and colours of make-up required to create the images

- 2.7 identify the implements and materials needed to apply the make-up
- 2.8 identify and demonstrate make-up application techniques for a variety of theatrical make-up designs
- 3. implement the design and planning procedures**
  - 3.1 create new facial images
  - 3.2 create hand images
- 4. identify and demonstrate safe and sanitary practices**
  - 4.1 maintain a clean, sanitary and safe work area
  - 4.2 apply universal precautions related to:
    - 4.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 4.2.2 hand-washing techniques
    - 4.2.3 infectious diseases
    - 4.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 4.2.5 bacteria, viruses, fungi and parasites
    - 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 4.3 use all materials and products appropriately
  - 4.4 clean, sanitize and return implements and materials to proper storage areas after use
  - 4.5 dispose of waste materials in an environmentally safe manner
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely
  - 5.3 demonstrate teamwork skills to:
    - 5.3.1 work with others
    - 5.3.2 participate in projects and tasks
- 6. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 6.2 create a connection between a personal inventory and occupational choices

## **COURSE EST1910: EST PROJECT A**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Introductory project courses must connect with a minimum of two CTS courses, one of which must be at the introductory level and be in the same occupational area as the project course. The other CTS course(s) can be either at the same level or at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 5.2 create a connection between a personal inventory and occupational choices

## **COURSE EST2030: FACIALS**

**Level:** Intermediate

**Prerequisite:** EST1020: Skin Care Practices

**Description:** Students describe the anatomy, physiology and histology of the skin, analyze skin conditions, and perform facial care using available products, equipment and technology.

**Parameters:** Access to a professional esthetics facility or laboratory and/or esthetic equipment.

**Outcomes:** The student will:

### **1. identify the use of electricity as it relates to esthetics**

1.1 define the nature of electricity and the two types of electric current

1.2 define electrical measurements; e.g., volt, amp

1.3 define the following terms:

1.3.1 *fuse*

1.3.2 *circuit breaker*

1.3.3 *grounding*

1.3.4 *live connection*

1.3.5 *overload and short circuit*

1.3.6 Underwriters Laboratories of Canada (ULC)

1.4 define the following terms as used in a salon:

1.4.1 *active electrode*

1.4.2 *blue light*

1.4.3 *desincrustation*

1.4.4 *galvanic current*

1.4.5 *modality*

1.4.6 *iontophoresis*

1.4.7 *Tesla high-frequency current*

1.5 describe electric modalities used in esthetics

1.6 identify the effects of galvanic current

1.7 identify contraindications for the use of electric modalities

1.8 explain electromagnetic radiation and the visible spectrum of light

1.9 describe the types of light therapy and their benefits

### **2. relate knowledge about human anatomy, physiology and histology to the service and practice of esthetics**

2.1 define the terms *cell, tissue, organ* and *system* and describe how they relate to skin care

2.2 identify and describe the systems of the human body and explain the relationships among them

2.3 explain why knowledge related to anatomy, physiology and histology is important to professional estheticians

2.4 identify various conditions of the skin

2.5 identify and describe conditions that may or may not be treated by an esthetician

### **3. identify and describe different procedures and products used to perform various facials**

3.1 identify products and cosmetics used in the performance of facial care services

3.2 identify and describe the various facial massage techniques; e.g., effleurage, petrissage, friction, tapotement, vibration

- 3.3 identify and describe the application of masks and the products used; e.g., clay, cream, paraffin
- 3.4 describe surgical and other techniques that may be used to correct or change the appearance of facial shapes and facial features
- 4. describe the physical and psychological effects of regular facial care**
- 5. perform basic facial care services**
  - 5.1 analyze the face to determine the condition of the skin; e.g., lesions, conditions, disorders
  - 5.2 identify and demonstrate procedures used to perform facial care services, including:
    - 5.2.1 surface and deep cleansing
    - 5.2.2 massage manipulations
    - 5.2.3 applying a mask, if required
    - 5.2.4 toning
    - 5.2.5 moisturizing
    - 5.2.6 protecting the face; e.g., sunscreen, night cream products
    - 5.2.7 using technology, if available
- 6. identify and perform safe and sanitary practices**
  - 6.1 maintain a clean, sanitary and safe work area
  - 6.2 apply universal precautions related to:
    - 6.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 6.2.2 hand-washing techniques
    - 6.2.3 infectious diseases
    - 6.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 6.2.5 bacteria, viruses, fungi and parasites
    - 6.2.6 safety and first-aid applications; e.g., eye protection, back safety, cuts, slip and trip hazards
  - 6.3 use all materials and products appropriately, ensuring that he or she:
    - 6.3.1 identifies and safely operates professional esthetic equipment to protect himself/herself, models/clients and others; e.g., steamer, magnifying loop
    - 6.3.2 demonstrates appropriate safety measures during the use and maintenance of all electrical equipment
  - 6.4 clean, sanitize and return implements and materials to proper storage area after use
  - 6.5 dispose of waste materials in an environmentally safe manner
- 7. demonstrate basic competencies**
  - 7.1 demonstrate fundamental skills to:
    - 7.1.1 communicate
    - 7.1.2 manage information
    - 7.1.3 use numbers
    - 7.1.4 think and solve problems
  - 7.2 demonstrate personal management skills to:
    - 7.2.1 demonstrate positive attitudes and behaviours
    - 7.2.2 be responsible
    - 7.2.3 be adaptable
    - 7.2.4 learn continuously
    - 7.2.5 work safely
  - 7.3 demonstrate teamwork skills to:
    - 7.3.1 work with others
    - 7.3.2 participate in projects and tasks
- 8. identify possible life roles related to the skills and content of this cluster**
  - 8.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 8.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE EST2035: FACIALS – CLIENT SERVICES**

**Level:** Intermediate

**Prerequisite:** EST2030: Facials

**Description:** Students conduct a consultation with a client during which they analyze the client's needs and recommend and perform the appropriate services.

**Parameters:** Access to a professional esthetics facility or laboratory and/or esthetic equipment.

**Outcomes:** The student will:

**1. establish a rapport with a client by using communication skills suited to a professional cosmetologist**

- 1.1 follow salon or shop policy for assisting clients
- 1.2 perform a client consultation according to the requested service(s)
- 1.3 recommend appropriate services and technology-based treatments
- 1.4 advise the client of the cost of each service
- 1.5 obtain the client's consent before performing service(s)

**2. perform the steps involved in the agreed service in a timely manner**

- 2.1 assemble all necessary equipment, materials and implements
- 2.2 prepare the work area for service(s)
- 2.3 drape the client as appropriate for service(s)
- 2.4 perform services, including:
  - 2.4.1 surface and deep cleansing
  - 2.4.2 massage manipulations
  - 2.4.3 applying a mask, if required
  - 2.4.4 toning
  - 2.4.5 moisturizing
  - 2.4.6 protecting various facial areas; e.g., sunscreen, night cream products
  - 2.4.7 using technology, if available

**3. establish and/or maintain records of service performed**

- 3.1 establish or check database (e.g., record card) for each client
- 3.2 update the database after completing each service

**4. protect the health and safety of clients**

- 4.1 maintain a clean, sanitary and safe work area
- 4.2 apply universal precautions related to:
  - 4.2.1 personal protective equipment (PPE); e.g., gloves, masks
  - 4.2.2 hand-washing techniques
  - 4.2.3 infectious diseases
  - 4.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
  - 4.2.5 bacteria, viruses, fungi and parasites
  - 4.2.6 safety and first-aid applications; e.g., eye protection, back safety, cuts, slip and trip hazards
- 4.3 use all materials and products appropriately, ensuring that he or she:
  - 4.3.1 protects the client while performing a service(s)
  - 4.3.2 identifies and safely operates professional esthetic equipment to protect himself/herself, clients and others; e.g., steamer, magnifying loop
  - 4.3.3 demonstrates appropriate safety measures during the use and maintenance of all electrical equipment

- 4.4 clean, sanitize and return implements and materials to proper storage area after use
- 4.5 dispose of waste materials in an environmentally safe manner
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely
  - 5.3 demonstrate teamwork skills to:
    - 5.3.1 work with others
    - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
  - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE EST2050: MAKE-UP**

**Level:** Intermediate

**Prerequisite:** EST1020: Skin Care Practices

**Description:** Students analyze facial shapes and features and perform make-up techniques.

**Parameters:** Access to a professional esthetics facility or laboratory and/or esthetic equipment.

**Outcomes:** The student will:

### **1. analyze and describe facial shapes and features**

- 1.1 identify a variety of facial shapes
- 1.2 discuss other special features; e.g., proportion, profile

### **2. identify and describe makeup techniques**

- 2.1 identify make-up essentials, including:
  - 2.1.1 make-up products
  - 2.1.2 make-up implements
  - 2.1.3 make-up equipment
- 2.2 identify skin colour classifications
- 2.3 identify methods for:
  - 2.3.1 foundation application
  - 2.3.2 contouring
  - 2.3.3 highlighting
- 2.4 identify methods for applying make-up to:
  - 2.4.1 eyes
  - 2.4.2 eyebrows
  - 2.4.3 lips
  - 2.4.4 cheeks

### **3. identify and describe factors involved in corrective make-up techniques**

- 3.1 define the term *corrective make-up*
- 3.2 distinguish between regular and corrective make-up techniques
- 3.3 explain factors that may determine the model/client's need or desire for corrective make-up services
- 3.4 identify and describe currently available corrective make-up techniques and laser technology

### **4. demonstrate the proper application of make-up cosmetics**

- 4.1 apply appropriate cosmetics for a basic make-up application, including:
  - 4.1.1 day
  - 4.1.2 evening
  - 4.1.3 photography
- 4.2 apply appropriate cosmetics to enhance or minimize facial shapes and features
- 4.3 apply appropriate cosmetics for corrective make-up procedures

### **5. identify and perform safe and sanitary practices**

- 5.1 maintain a clean, sanitary safe work area
- 5.2 apply universal precautions related to:
  - 5.2.1 personal protective equipment (PPE); e.g., gloves, masks
  - 5.2.2 hand-washing techniques
  - 5.2.3 infectious diseases

- 5.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
- 5.2.5 bacteria, viruses, fungi and parasites
- 5.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
- 5.3 use all materials and products appropriately
- 5.4 clean, sanitize and return implements and materials to proper storage area after use
- 5.5 dispose of waste materials in an environmentally safe manner
- 6. demonstrate basic competencies**
  - 6.1 demonstrate fundamental skills to:
    - 6.1.1 communicate
    - 6.1.2 manage information
    - 6.1.3 use numbers
    - 6.1.4 think and solve problems
  - 6.2 demonstrate personal management skills to:
    - 6.2.1 demonstrate positive attitudes and behaviours
    - 6.2.2 be responsible
    - 6.2.3 be adaptable
    - 6.2.4 learn continuously
    - 6.2.5 work safely
  - 6.3 demonstrate teamwork skills to:
    - 6.3.1 work with others
    - 6.3.2 participate in projects and tasks
- 7. identify possible life roles related to the skills and content of this cluster**
  - 7.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 7.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE EST2055: MAKE-UP – CLIENT SERVICES**

**Level:** Intermediate

**Prerequisite:** EST2050: Make-up

**Description:** Students conduct a consultation with a client during which they analyze the client's needs and recommend and perform the appropriate services.

**Outcomes:** The student will:

**1. establish a rapport with a client by using communication skills suited to a professional esthetician**

- 1.1 follow salon or shop policy for assisting clients
- 1.2 perform a client consultation according to the requested service(s)
- 1.3 recommend appropriate services and technology-based treatments
- 1.4 advise the client of the cost of each service
- 1.5 obtain the client's consent before performing service(s)

**2. perform the steps involved in the agreed service in a timely manner**

- 2.1 assemble all necessary equipment, materials and implements
- 2.2 prepare the work area for make-up service(s)
- 2.3 drape the client as appropriate for service(s)
- 2.4 perform services, including:
  - 2.4.1 make-up for day
  - 2.4.2 make-up for evening
  - 2.4.3 make-up for photography
  - 2.4.4 corrective make-up services

**3. establish and/or maintain records of service performed**

- 3.1 establish or check database (e.g., record card) for each client
- 3.2 update the database after completing each make-up service

**4. protect the health and safety of clients**

- 4.1 maintain a clean, sanitary and safe work area
- 4.2 apply universal precautions related to:
  - 4.2.1 personal protective equipment (PPE); e.g., gloves, masks
  - 4.2.2 hand-washing techniques
  - 4.2.3 infectious diseases
  - 4.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
  - 4.2.5 bacteria, viruses, fungi and parasites
  - 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
- 4.3 clean, sanitize and return all implements and equipment to proper storage areas after use
- 4.4 dispose of waste materials in an environmentally safe manner

**5. demonstrate basic competencies**

- 5.1 demonstrate fundamental skills to:
  - 5.1.1 communicate
  - 5.1.2 manage information
  - 5.1.3 use numbers
  - 5.1.4 think and solve problems

- 5.2 demonstrate personal management skills to:
  - 5.2.1 demonstrate positive attitudes and behaviours
  - 5.2.2 be responsible
  - 5.2.3 be adaptable
  - 5.2.4 learn continuously
  - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
  - 5.3.1 work with others
  - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
  - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE EST2070: MANICURING 2**

**Level:** Intermediate

**Prerequisite:** EST1070: Manicuring 1

**Description:** Students identify and describe the anatomy of the arm and hand, identify diseases and disorders of the hands and nails and recommend services for treatable conditions.

**Parameters:** Access to a professional esthetics facility or laboratory and/or esthetic equipment.

**Outcomes:** The student will:

**1. recognize and describe conditions, disorders and diseases of the hands and suggest treatments**

- 1.1 identify and describe the basic structure of the arm and hand
- 1.2 describe the major muscles, nerves and bones that control and coordinate the workings of the shoulders, arms and hands
- 1.3 identify the technical terms used to describe specific nail disorders and diseases
- 1.4 list and describe disorders that may be treated by a esthetician or manicurist
- 1.5 describe services that may be used to treat nail and nail-related disorders

**2. identify and describe different procedures and resources used to perform various manicures**

- 2.1 identify the appropriate steps, implements and materials required to perform the following:
  - 2.1.1 oil manicure
  - 2.1.2 French manicure
  - 2.1.3 men's manicure
- 2.2 describe the use of electric manicure machines, including:
  - 2.2.1 advantages and disadvantages
  - 2.2.2 procedures
  - 2.2.3 safety and sanitation precautions
- 2.3 describe appropriate procedures for performing manicures, including:
  - 2.3.1 model/client preparation
  - 2.3.2 hand and nail analysis
  - 2.3.3 nail filing and shaping
  - 2.3.4 nail cleansing
  - 2.3.5 cuticle shaping
  - 2.3.6 product applications

**3. identify and describe proper procedures for performing a paraffin treatment**

- 3.1 identify the appropriate steps, implements and materials required
- 3.2 describe appropriate procedures for performing the paraffin treatment, including:
  - 3.2.1 model/client preparation
  - 3.2.2 product application and removal

**4. identify and describe proper procedures for performing hand and arm massage**

- 4.1 identify and describe the purpose and types of hand and arm massage
- 4.2 describe the types of manipulations used when performing hand and arm massage
- 4.3 list the procedures used for performing hand and arm massage
- 4.4 identify precautions used when performing a hand and arm massage

- 5. perform a variety of manicuring services including hand and arm massage**
  - 5.1 analyze and identify the condition of hands and nails to determine:
    - 5.1.1 treatable and nontreatable conditions or disorders
    - 5.1.2 appropriate manicure-related services
  - 5.2 analyze the shape of hands, fingers and nails to determine appropriate shapes for fingernails; e.g., male vs. female hands, preferred nail shapes
  - 5.3 describe the effects of different nail shapes on the appearance of hands and fingers
  - 5.4 perform manicures, including:
    - 5.4.1 oil
    - 5.4.2 French
    - 5.4.3 men's
  - 5.5 perform hand and arm massage
  - 5.6 perform appropriate procedures for nail repairs, including:
    - 5.6.1 filling
    - 5.6.2 capping
  - 5.7 demonstrate techniques and procedures used to treat treatable disorders of the nail and surrounding tissues
- 6. establish and/or maintain records of service performed**
  - 6.1 establish or check database (e.g., record card) for each model/client
  - 6.2 update the database after completing each service
- 7. identify and perform safe and sanitary practices**
  - 7.1 maintain a clean, sanitary and safe work area
  - 7.2 apply universal precautions related to:
    - 7.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 7.2.2 hand-washing techniques
    - 7.2.3 infectious diseases
    - 7.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 7.2.5 bacteria, viruses, fungi, parasites
    - 7.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 7.3 use all materials and products appropriately
  - 7.4 clean, sanitize and return implements and materials to proper storage area after use
  - 7.5 dispose of waste materials in an environmentally safe manner
- 8. demonstrate basic competencies**
  - 8.1 demonstrate fundamental skills to:
    - 8.1.1 communicate
    - 8.1.2 manage information
    - 8.1.3 use numbers
    - 8.1.4 think and solve problems
  - 8.2 demonstrate personal management skills to:
    - 8.2.1 demonstrate positive attitudes and behaviours
    - 8.2.2 be responsible
    - 8.2.3 be adaptable
    - 8.2.4 learn continuously
    - 8.2.5 work safely
  - 8.3 demonstrate teamwork skills to:
    - 8.3.1 work with others
    - 8.3.2 participate in projects and tasks
- 9. identify possible life roles related to the skills and content of this cluster**
  - 9.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 9.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE EST2075: MANICURING 3 – CLIENT SERVICES**

**Level:** Intermediate

**Prerequisite:** EST2070: Manicuring 2

**Description:** Students analyze hand and nails to determine manicure needs and the presence of treatable and nontreatable conditions and select and perform appropriate manicure and related services.

**Parameters:** Access to a professional esthetics facility or laboratory and/or esthetic equipment.

**Outcomes:** The student will:

- 1. establish a rapport with a client by using communication skills suited to a professional esthetician**
  - 1.1 follow salon or shop policy for assisting clients
  - 1.2 perform a client consultation according to requested service(s)
  - 1.3 recommend appropriate services and technology-based treatments
  - 1.4 advise the client of the cost of each service
  - 1.5 obtain the client's consent before performing service(s)
- 2. perform the steps involved in the agreed service in a timely manner**
  - 2.1 assemble all necessary equipment, materials and implements
  - 2.2 prepare the work area for service(s)
  - 2.3 drape the client as appropriate for service(s)
  - 2.4 perform services, including:
    - 2.4.1 basic manicure
    - 2.4.2 oil manicure
    - 2.4.3 paraffin treatment(s)
    - 2.4.4 men's manicure
  - 2.5 advise the client as to how he or she can maintain a manicure
- 3. establish and/or maintain records of service performed**
  - 3.1 establish or check database (e.g., record card) for each client
  - 3.2 update the database after completing each service
- 4. protect the health and safety of clients**
  - 4.1 maintain a clean, sanitary and safe work area
  - 4.2 apply universal precautions related to:
    - 4.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 4.2.2 hand-washing techniques
    - 4.2.3 infectious diseases
    - 4.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 4.2.5 bacteria, viruses, fungi and parasites
    - 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 4.3 use all materials and products appropriately
  - 4.4 clean, sanitize and return implements and materials to proper storage area after use
  - 4.5 dispose of waste materials in an environmentally safe manner

**5. demonstrate basic competencies**

5.1 demonstrate fundamental skills to:

- 5.1.1 communicate
- 5.1.2 manage information
- 5.1.3 use numbers
- 5.1.4 think and solve problems

5.2 demonstrate personal management skills to:

- 5.2.1 demonstrate positive attitudes and behaviours
- 5.2.2 be responsible
- 5.2.3 be adaptable
- 5.2.4 learn continuously
- 5.2.5 work safely

5.3 demonstrate teamwork skills to:

- 5.3.1 work with others
- 5.3.2 participate in projects and tasks

**6. identify possible life roles related to the skills and content of this cluster**

- 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE EST2090: NAIL ART**

**Level:** Intermediate

**Prerequisite:** EST1070: Manicuring 1

**Description:** Students identify nail art techniques used to enhance the appearance of fingernails and develop skills used in applying simple nail art.

**Parameters:** Access to a professional esthetics facility or laboratory and/or esthetic equipment.

**Outcomes:** The student will:

### **1. define and describe nail art**

- 1.1 define the term *nail art*
- 1.2 identify and describe materials and cosmetics available to create various nail art designs
- 1.3 identify and describe nail art techniques, including:
  - 1.3.1 creative polishing
  - 1.3.2 nail painting
  - 1.3.3 applications; e.g., tape, gems, feathers, gold leaf
  - 1.3.4 combination effects
- 1.4 explain the importance of properly manicured hands and nails

### **2. design a variety of nail art images using appropriate nail art materials and cosmetics**

- 2.1 identify and describe factors that help determine suitable nail art
- 2.2 describe the use of technology in creating nail art; e.g., air brushing
- 2.3 describe how nail art may be protected

### **3. perform nail art techniques**

- 3.1 assemble all necessary equipment, materials and implements
- 3.2 prepare the work area for service(s)
- 3.3 prepare the model/client as appropriate for service(s)
- 3.4 analyze the condition of the hands and nails
- 3.5 analyze the shape of hands, fingers and nails to determine appropriate shapes for fingernails; e.g., male versus female hands, preferred nail shapes
- 3.6 perform a basic manicure in preparation for nail art application
- 3.7 perform a variety of nail enhancement techniques, including:
  - 3.7.1 creative polishing
  - 3.7.2 nail painting
  - 3.7.3 applications; e.g., tape, gems, feathers, gold leaf
- 3.8 demonstrate how nail art may be protected

### **4. identify and perform safe and sanitary practices**

- 4.1 maintain a clean, sanitary and safe work area
- 4.2 apply universal precautions related to:
  - 4.2.1 personal protective equipment (PPE); e.g., gloves, masks
  - 4.2.2 hand-washing techniques
  - 4.2.3 infectious diseases
  - 4.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
  - 4.2.5 bacteria, viruses, fungi and parasites
  - 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards

- 4.3 use all materials and products appropriately
- 4.4 clean, sanitize and return implements and materials to proper storage area after use
- 4.5 dispose of waste materials in an environmentally safe manner

**5. demonstrate basic competencies**

- 5.1 demonstrate fundamental skills to:
  - 5.1.1 communicate
  - 5.1.2 manage information
  - 5.1.3 use numbers
  - 5.1.4 think and solve problems
- 5.2 demonstrate personal management skills to:
  - 5.2.1 demonstrate positive attitudes and behaviours
  - 5.2.2 be responsible
  - 5.2.3 be adaptable
  - 5.2.4 learn continuously
  - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
  - 5.3.1 work with others
  - 5.3.2 participate in projects and tasks

**6. identify possible life roles related to the skills and content of this cluster**

- 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE EST2140: THEATRICAL MAKE-UP 2**

**Level:** Intermediate

**Prerequisite:** EST1140: Theatrical Make-up 1

**Description:** Students design, select and apply make-up to create images of selected characters and to enhance personal appearances for theatrical purposes.

**Parameters:** Access to a professional make-up studio or drama workshop.

**Supporting Courses:** COS1010: Personal & Professional Practices  
EST2050: Make-up

**Outcomes:** The student will:

- 1. explain the relationship between basic make-up practices and theatrical make-up practices**
  - 1.1 describe theatrical make-up practices used to enhance or change images, including:
    - 1.1.1 corrective make-up
    - 1.1.2 character make-up
    - 1.1.3 adornments and prostheses
  - 1.2 distinguish between basic make-up and character make-up
  - 1.3 describe the purpose and identify examples of nonrealistic make-up
  - 1.4 explain the professional relationship between the performer and the theatrical make-up artist
- 2. develop a plan to change physical images by applying design principles to the use of theatrical make-up**
  - 2.1 identify characters to be created in the context of a theatrical production or event
  - 2.2 list features that may distinguish one theatrical character from others, including:
    - 2.2.1 body shape and structure
    - 2.2.2 facial shape and features
    - 2.2.3 genetic characteristics
    - 2.2.4 age
    - 2.2.5 health
    - 2.2.6 disfigurements
    - 2.2.7 historical period
  - 2.3 explain possible relationships between a theatrical character's personality and appearance
  - 2.4 apply principles of design to prepare sketches, drawings and/or models to represent each character to be created
  - 2.5 describe and identify factors that help determine the use of corrective or character make-up techniques
- 3. execute theatrical make-up plans to create, change and enhance physical images**
  - 3.1 prepare a worksheet for each character that includes information about the make-up to be applied, including:
    - 3.1.1 type, colour and location
    - 3.1.2 corrective or character make-up
    - 3.1.3 distinguishing features and marks
  - 3.2 use the worksheets as guides to create the identified character images
  - 3.3 assemble all necessary equipment, materials and implements

- 3.4 prepare the work area for service(s)
- 3.5 prepare the model/client as appropriate for service(s)
- 3.6 perform theatrical make-up applications
- 4. identify and perform safe and sanitary practices**
  - 4.1 maintain a clean, sanitary and safe work area
  - 4.2 apply universal precautions related to:
    - 4.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 4.2.2 hand-washing techniques
    - 4.2.3 infectious diseases
    - 4.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 4.2.5 bacteria, viruses, fungi and parasites
    - 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 4.3 use all materials and products appropriately
  - 4.4 clean, sanitize and store implements and materials to storage areas after use
  - 4.5 dispose of waste materials in an environmentally safe manner
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely
  - 5.3 demonstrate teamwork skills to:
    - 5.3.1 work with others
    - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
  - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 6.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE EST2910: EST PROJECT B**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
  - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 5.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE EST2920: EST PROJECT C**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. identify possible life roles related to the skills and content of this cluster**
  - 5.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 5.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE EST2950: EST INTERMEDIATE PRACTICUM**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

**Parameters:** This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any advanced (3XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

**Outcomes:** The student will:

- 1. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
  - 1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
  - 1.2 describe personal roles and responsibilities, including:
    - 1.2.1 key responsibilities
    - 1.2.2 support functions/responsibilities/expectations
    - 1.2.3 code of ethics and/or conduct
  - 1.3 describe personal work responsibilities and categorize them as:
    - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
    - 1.3.2 non-routine tasks; e.g., emergencies
    - 1.3.3 tasks requiring personal judgement
    - 1.3.4 tasks requiring approval of a supervisor
  - 1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 2. analyze personal performance in relation to established standards**
  - 2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
  - 2.2 evaluate standards of performance in terms of:
    - 2.2.1 quality of work
    - 2.2.2 quantity of work
  - 2.3 evaluate adherence to workplace legislation related to health and safety
  - 2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
    - 2.4.1 training and certification
    - 2.4.2 interpersonal skills
    - 2.4.3 technical skills
    - 2.4.4 ethics

**3. demonstrate basic competencies**

3.1 demonstrate fundamental skills to:

- 3.1.1 communicate
- 3.1.2 manage information
- 3.1.3 use numbers
- 3.1.4 think and solve problems

3.2 demonstrate personal management skills to:

- 3.2.1 demonstrate positive attitudes and behaviours
- 3.2.2 be responsible
- 3.2.3 be adaptable
- 3.2.4 learn continuously
- 3.2.5 work safely

3.3 demonstrate teamwork skills to:

- 3.3.1 work with others
- 3.3.2 participate in projects and tasks

**4. identify possible life roles related to the skills and content of this cluster**

- 4.1 recognize and then analyze the opportunities and barriers in the immediate environment
- 4.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE EST3010: SPA AWARENESS**

**Level:** Advanced

**Prerequisite:** COS1010: Personal & Professional Practices

**Description:** Students will explore the nature of the spa industry.

**Supporting Course:** COS2000: Salon Design

**Outcomes:** The student will:

### **1. define the global evolution of the spa**

1.1 identify ancient and modern approaches to well-being, including:

- 1.1.1 healing
- 1.1.2 beauty
- 1.1.3 relaxation
- 1.1.4 spirituality
- 1.1.5 prestige

1.2 identify the principles and philosophies of spa therapies

1.3 identify and describe the training requirements for various spa therapies

### **2. explore modern spa services**

2.1 identify, list and describe areas of specialization in the spa industry

2.2 discuss invasive versus noninvasive therapies

### **3. explore issues and considerations surrounding the use of spa therapies**

3.1 discuss cultural aspects

3.2 identify ethical considerations

3.3 analyze consumer issues

3.4 identify personal liabilities

3.5 identify the potential needs of models/clients; e.g., diabetic, pregnancy, medications

3.6 examine future trends

### **4. explore the importance of safe and sanitary measures taken within the spa industry**

4.1 identify training programs to improve the competency and safety of staff

4.2 identify universal precautions related to:

- 4.2.1 blood-borne pathogens
- 4.2.2 infectious diseases
- 4.2.3 bacteria, viruses, molds and parasites
- 4.2.4 personal protective equipment (PPE); e.g., gloves, masks

4.3 identify appropriate first aid training; e.g., back safety, cuts, bruises, sprains, fractures, falls, epilepsy, chemical burns, nosebleeds, shock, dizziness

4.4 describe the importance of:

- 4.4.1 maintaining a clean, safe work area
- 4.4.2 sanitizing and returning materials to proper storage areas after use
- 4.4.3 disposing of unused chemicals, products and other waste materials in an environmentally safe manner

### **5. analyze the requirements needed to set up a business**

5.1 identify the risks involved in operating a business

5.2 identify the components of a business plan

5.3 analyze common forms of ownership

- 5.4 develop a marketing analysis
- 5.5 investigate various methods that can be used to finance a business
- 5.6 list ways to track the business finances
- 5.7 discuss the need for insurance within the spa industry
- 5.8 identify methods of compensation used in the spa industry; e.g., independent contractors, tipping, salary, commission
- 5.9 explain the importance of understanding tax guidelines related to the spa industry
- 5.10 provide an overall summary of the business, including:
  - 5.10.1 name
  - 5.10.2 nature
  - 5.10.3 location of the business; e.g., mall, stand-alone
  - 5.10.4 physical layout
  - 5.10.5 target market
  - 5.10.6 competitive analysis
  - 5.10.7 unique selling proposition
  - 5.10.8 methods used to promote the business; e.g., advertising, sales promotions
- 5.11 create a marketing plan, including:
  - 5.11.1 demographics
  - 5.11.2 communications; e.g., logo, brochure or menu of services promotion mix
  - 5.11.3 promotions; e.g., direct marketing, personal marketing
  - 5.11.4 use of technology; e.g., Internet, digital camera

## **6. develop a plan for a spa**

- 6.1 identify possible locations; e.g., renovating available space, building
- 6.2 discuss concept development of a spa
- 6.3 identify various areas and the space required by a spa; e.g., entrance, reception area, bathrooms, specialized areas such as housekeeping
- 6.4 identify possible products and equipment
- 6.5 define the demographics and clientele for the spa
- 6.6 develop a spa philosophy for acquiring appropriate staff, including policies and procedures for:
  - 6.6.1 a standard of ethics
  - 6.6.2 job descriptions
  - 6.6.3 employee conduct and dress
  - 6.6.4 model/client relations
  - 6.6.5 record keeping; e.g., PIPA legislation, model/client release forms
  - 6.6.6 termination of employment

## **7. develop a blueprint of a spa**

- 7.1 identify professionals available to help in the design of a spa; e.g., architects, general contractors, salon consultants
- 7.2 create a checklist identifying the entire scope of the project; e.g., renovating or building, zoning, landscaping, cost of equipment
- 7.3 identify various areas and the space required in a spa, including:
  - 7.3.1 entrance
  - 7.3.2 reception area
  - 7.3.3 stations
  - 7.3.4 storage area
  - 7.3.5 bathroom
  - 7.3.6 specialized areas; e.g., dry rooms, wet rooms
- 7.4 create a checklist related to the construction of the facility; e.g., energy sources, plumbing, technology, lighting, heating, air quality, noise control, safety

- 7.5 identify companies that supply various utilities (e.g., telephone, water) and how to proceed with obtaining these; e.g., licenses, procedures, billing
- 8. develop a three-dimensional spa design**
  - 8.1 develop an understanding of working with three-dimensional shapes; e.g., cubes, cylinders, spheres
  - 8.2 create a three-dimensional model of a spa by working from a blueprint
  - 8.3 identify the elements and principles of design, including:
    - 8.3.1 the impact of colour
    - 8.3.2 the implications of first impressions
  - 8.4 develop a colour scheme for the spa; e.g., paint chips, fabric samples for drapery, countertop samples, furniture ideas
  - 8.5 create a shop logo
- 9. demonstrate basic competencies**
  - 9.1 demonstrate fundamental skills to:
    - 9.1.1 communicate
    - 9.1.2 manage information
    - 9.1.3 use numbers
    - 9.1.4 think and solve problems
  - 9.2 demonstrate personal management skills to:
    - 9.2.1 demonstrate positive attitudes and behaviours
    - 9.2.2 be responsible
    - 9.2.3 be adaptable
    - 9.2.4 learn continuously
    - 9.2.5 work safely
  - 9.3 demonstrate teamwork skills to:
    - 9.3.1 work with others
    - 9.3.2 participate in projects and tasks
- 10. create a transitional strategy to accommodate personal changes and build personal values**
  - 10.1 identify short-term and long-term goals
  - 10.2 identify steps to achieve goals



## **COURSE EST3030: BODY THERAPY**

**Level:** Advanced

**Prerequisite:** EST1025: Skin Care Practices – Client Services

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

**Parameters:** Access to professional esthetics facility or laboratory, experienced esthetician, current technology and/or esthetics equipment.

**Outcomes:** The student will:

- 1. identify and describe the professional roles and responsibilities of a beauty therapist**
  - 1.1 define the terms and compare the services performed by:
    - 1.1.1 *body therapists*
    - 1.1.2 *cosmeticians*
    - 1.1.3 *estheticians*
    - 1.1.4 *dermatologists*
    - 1.1.5 *massage therapists*
  - 1.2 name and describe body conditions that:
    - 1.2.1 may be treated by body therapists and estheticians
    - 1.2.2 must not be treated by body therapists
  - 1.3 use and explain terms describing body therapy and the modalities of body therapy treatments; e.g., hot stone treatment, relaxation treatments, body polishing and wraps
- 2. identify the therapies and technologies used in body therapy and their effects on body health and appearance**
  - 2.1 describe the purpose of body therapies; e.g., relaxation, corrective skin care, preventative skin care
  - 2.2 explain possible relationships among body systems and structures and body therapies
  - 2.3 describe the advantages and disadvantages of selected therapies; e.g., electrotherapy, massage therapy, mask therapy, aromatherapy, phytotherapy (herbal), stone therapy
- 3. apply principles and practices of body therapy and use available technologies to enhance each model/client's wellness and appearance**
  - 3.1 name and describe the types and purposes of therapy technologies used in performing body therapy techniques
  - 3.2 name and describe the safe and sanitary use of technologies used to perform body therapy treatments, including:
    - 3.2.1 disincrustation; e.g., microdermabrasion
    - 3.2.2 iontophoresis
    - 3.2.3 suctioning
    - 3.2.4 spraying and atomizing
  - 3.3 define related terms; e.g., *phoresis*, *cataphoresis*, *anaphoresis*
  - 3.4 explain the effects of electrical skin treatment agents, including:
    - 3.4.1 galvanic currents
    - 3.4.2 faradic currents
    - 3.4.3 sinusoidal currents
    - 3.4.4 Tesla high-frequency currents

- 3.5 describe the differences between direct and indirect treatments using electrotherapies
- 3.6 identify and describe electrical-assisted massage technology
- 3.7 explain the purpose of light therapy
- 3.8 distinguish between:
  - 3.8.1 visible and nonvisible rays
  - 3.8.2 chemical and heat rays
  - 3.8.3 ultraviolet and infrared rays
- 3.9 explain the safe and sanitary use of light therapy technology
- 3.10 identify and describe natural, organic substances used in selected beauty therapies
- 3.11 identify active ingredients in chemicals used in selected body therapies
- 3.12 describe the differences and similarities between natural, organic substances and chemical substances used in selected body treatments
- 3.13 demonstrate safe and sanitary manual and technology-assisted massage techniques
- 3.14 demonstrate the safe and sanitary use of:
  - 3.14.1 mask therapies
  - 3.14.2 aromatherapies
- 4. consult with a model/client and interpret body therapy needs**
  - 4.1 follow salon or shop policy for assisting models/clients
  - 4.2 perform model/client consultation according to the requested service(s) by:
    - 4.2.1 analyzing the model/client's skin to determine its condition and other characteristics
    - 4.2.2 selecting suitable body therapy treatments to meet the needs of the individual model/client
  - 4.3 recommend appropriate body therapies
  - 4.4 advise the model/client of the cost of each service
  - 4.5 obtain the model/client's consent before performing the body therapy service(s)
- 5. perform the steps involved in the agreed service**
  - 5.1 assemble all necessary equipment, materials and implements
  - 5.2 prepare the work area for the body therapy service(s)
  - 5.3 drape the model/client as appropriate for service(s)
  - 5.4 perform service(s); e.g., massage, facial, relaxation, exfoliation, detoxification, hydration
- 6. assess and apply sanitary practices**
  - 6.1 maintain a clean, sanitary and safe work area
  - 6.2 apply universal precautions related to:
    - 6.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 6.2.2 hand-washing techniques
    - 6.2.3 infectious diseases
    - 6.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 6.2.5 bacteria, viruses, fungi and parasites
    - 6.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 6.3 use all materials and products appropriately
  - 6.4 clean, sanitize and return implements and materials to proper storage areas after use
  - 6.5 dispose of waste materials in an environmentally safe manner
- 7. demonstrate basic competencies**
  - 7.1 demonstrate fundamental skills to:
    - 7.1.1 communicate
    - 7.1.2 manage information
    - 7.1.3 use numbers
    - 7.1.4 think and solve problems

- 7.2 demonstrate personal management skills to:
  - 7.2.1 demonstrate positive attitudes and behaviours
  - 7.2.2 be responsible
  - 7.2.3 be adaptable
  - 7.2.4 learn continuously
  - 7.2.5 work safely
- 7.3 demonstrate teamwork skills to:
  - 7.3.1 work with others
  - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
  - 8.1 identify short-term and long-term goals
  - 8.2 identify steps to achieve goals



## **COURSE EST3040: HAIR REMOVAL**

**Level:** Advanced

**Prerequisite:** EST1020: Skin Care Practices

**Description:** Students describe temporary and permanent hair removal methods and classify each method as a physical, chemical or electrical procedure.

**Parameters:** Access to professional esthetics facility or laboratory, current hair removal technology and/or esthetics equipment.

**Outcomes:** The student will:

### **1. distinguish between various methods of hair removal**

- 1.1 define terms related to excessive hair, including:
  - 1.1.1 *hirsute*
  - 1.1.2 *hypertrichosis*
- 1.2 define the following terms:
  - 1.2.1 *epilation*
  - 1.2.2 *depilation*
  - 1.2.3 *electrolysis*
- 1.3 identify hirsute areas of the body and determine:
  - 1.3.1 suitability for hair removal
  - 1.3.2 suitable hair removal method(s)
- 1.4 identify contraindications for hair removal; e.g., health conditions, skin conditions
- 1.5 distinguish between physical and chemical methods of hair removal; e.g., tweezing, waxing, sugaring, threading, shaving, depilatories
- 1.6 describe the advantages and disadvantages of various physical, chemical and electrical methods of hair removal
- 1.7 identify and describe various types of equipment used; e.g., tweezers, wax pots
- 1.8 compare methods used for permanent hair removal; e.g., electrolysis, laser

### **2. perform basic hair removal**

- 2.1 identify and describe the implements and materials required to perform basic hair removal
- 2.2 list steps involved in temporary hair removal related to:
  - 2.2.1 shaving men's facial hair
  - 2.2.2 tweezing eyebrows
  - 2.2.3 hot waxing
- 2.3 follow appropriate procedures for performing basic hair removal, including:
  - 2.3.1 model/client preparation
  - 2.3.2 analysis of body area for suitability of hair removal and contraindication
  - 2.3.3 product application, if required
- 2.4 perform hair removal techniques; e.g., shaving men's facial hair, tweezing eyebrows, hot and cold waxing, sugaring

- 3. assess and apply safe and sanitary practices**
  - 3.1 maintain a clean, sanitary and safe work area
  - 3.2 apply universal precautions related to:
    - 3.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 3.2.2 hand-washing techniques
    - 3.2.3 infectious diseases
    - 3.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 3.2.5 bacteria, viruses, fungi and parasites
    - 3.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 3.3 use all materials and products appropriately
  - 3.4 clean, sanitize and return implements and materials to storage areas after use
  - 3.5 dispose of waste materials in an environmentally safe manner
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
  - 5.1 identify short-term and long-term goals
  - 5.2 identify steps to achieve goals

## **COURSE EST3045: HAIR REMOVAL – CLIENT SERVICES**

**Level:** Advanced

**Prerequisite:** EST3040: Hair Removal

**Description:** Students conduct a consultation with a client during which they analyze the client's needs and recommend and perform the appropriate services.

**Parameters:** Access to a professional esthetics facility or laboratory and/or esthetic equipment.

**Outcomes:** The student will:

- 1. establish a rapport with a client by using communication skills suited to a professional esthetician**
  - 1.1 follow salon or shop policy for assisting clients
  - 1.2 perform a client consultation according to requested service(s)
  - 1.3 recommend appropriate services and technology-based treatments
  - 1.4 advise the client of the cost of each service
  - 1.5 obtain the client's consent before performing services
- 2. perform the steps involved in the agreed service in a timely manner**
  - 2.1 assemble all necessary equipment, materials and implements
  - 2.2 prepare the work area for service(s)
  - 2.3 drape the client as appropriate for service(s)
  - 2.4 perform services; e.g., shaving, tweezing, hot and cold wax application, sugaring
- 3. establish and/or maintain records of service performed**
  - 3.1 establish or check database (e.g., record card) for each client
  - 3.2 update the database after completing each service
- 4. protect health and safety of clients**
  - 4.1 maintain a clean, sanitary and safe work area
  - 4.2 apply universal precautions related to:
    - 4.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 4.2.2 hand-washing techniques
    - 4.2.3 infectious diseases
    - 4.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 4.2.5 bacteria, viruses, fungi and parasites
    - 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 4.3 use all materials and products appropriately
  - 4.4 clean, sanitize and return implements and materials to storage areas after use
  - 4.5 dispose of waste materials in an environmentally safe manner

**5. demonstrate basic competencies**

5.1 demonstrate fundamental skills to:

- 5.1.1 communicate
- 5.1.2 manage information
- 5.1.3 use numbers
- 5.1.4 think and solve problems

5.2 demonstrate personal management skills to:

- 5.2.1 demonstrate positive attitudes and behaviours
- 5.2.2 be responsible
- 5.2.3 be adaptable
- 5.2.4 learn continuously
- 5.2.5 work safely

5.3 demonstrate teamwork skills to:

- 5.3.1 work with others
- 5.3.2 participate in projects and tasks

**6. create a transitional strategy to accommodate personal changes and build personal values**

- 6.1 identify short-term and long-term goals
- 6.2 identify steps to achieve goals

## **COURSE EST3060: FACIAL & BODY ADORNMENT**

**Level:** Advanced

**Prerequisite:** COS1010: Personal & Professional Practices

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

**Parameters:** Access to professional esthetics facility or laboratory and/or esthetic equipment.

**Supporting Course:** FAS1010: Fashion Dynamics

**Outcomes:** The student will:

- 1. analyze current fashions trends and fads in facial and body adornment and their origin**
  - 1.1 define the term *adornment*
  - 1.2 research a form of historic facial or body adornment; e.g., irezumi (type of tattooing), tilaka (Hindu religion)
  - 1.3 list reasons why people choose facial and body adornments
  - 1.4 explain how facial and body adornments identify a person; e.g., decoration, status
  - 1.5 describe the purposes of adornments and the various methods available to adorn the face and/or body; e.g., cosmetics, body paint, tattoos, clothing, jewellery
  - 1.6 classify each adornment identified as a fashion item, a traditional or cultural item or a fad item
  - 1.7 explain personal influences on adornment choices
  - 1.8 compare the influence of culture, family and friends on adornment choices; e.g., peer pressure
  - 1.9 explain how societal changes influence adornment choices
  - 1.10 analyze how values, attitudes, conformity, individuality and personality affect adornment choices
  - 1.11 identify and describe tools and materials used in adornment processes
  - 1.12 evaluate the media's impact on adornment choices; e.g., advertising
  - 1.13 research and present information assessing the positive and negative aspects of a type of body adornment; e.g., jewellery, piercing, tattoos, cosmetics, body paint
- 2. describe and observe procedures for attaching and removing false eyelashes**
  - 2.1 describe the different types of false eyelashes available and the advantages and disadvantages of each type
  - 2.2 observe preparation procedures of the model/client for attaching and removing false eyelashes
  - 2.3 identify materials required to trim, feather and apply lashes
  - 2.4 analyze each model/client's facial shape and natural lashes and determine type(s) of false lashes required
  - 2.5 list steps in attaching false eyelashes; e.g., adhesives, testing models/clients for allergic reaction, trimming, feathering, curling
  - 2.6 identify how to check for balance and suitability
  - 2.7 identify and discuss a procedure for removing false eye lashes correctly
- 3. describe and observe procedures for colouring eyebrows and eyelashes**
  - 3.1 describe types of colouring agents that may or may not be used to colour lashes and brows
  - 3.2 describe the purpose of colouring lashes and brows
  - 3.3 identify and describe tools and materials required to perform lash and brow colouring

- 3.4 observe the preparation of the model/client
- 3.5 list steps in lash and brow colouring procedures
- 4. apply safe and sanitary practices**
  - 4.1 maintain a clean, sanitary and safe work area
  - 4.2 apply universal precautions related to:
    - 4.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 4.2.2 hand-washing techniques
    - 4.2.3 infectious diseases
    - 4.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 4.2.5 bacteria, viruses, fungi and parasites
    - 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 4.3 use all materials and products appropriately
  - 4.4 clean, sanitize and store implements and materials to storage areas after use
  - 4.5 dispose of waste materials in an environmentally safe manner
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely
  - 5.3 demonstrate teamwork skills to:
    - 5.3.1 work with others
    - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
  - 6.1 identify short-term and long-term goals
  - 6.2 identify steps to achieve goals

## **COURSE EST3070: PEDICURING**

**Level:** Advanced

**Prerequisite:** EST1070: Manicuring 1

**Description:** Students describe the relationship between a manicure and pedicure and identify and demonstrate a pedicuring procedure, including foot massage.

**Parameters:** Access to a professional esthetics facility or laboratory, current nail technology and/or esthetic equipment.

**Outcomes:** The student will:

- 1. describe the purpose of pedicuring and the relationship between a manicure and pedicure**
  - 1.1 define the terms *pedicure* and *pedicurist*
  - 1.2 compare manicuring with pedicuring
- 2. identify and describe the basic structure of feet and the diseases and disorders that may affect feet**
  - 2.1 identify and describe the basic structure of the feet, toes and toenails
  - 2.2 list and describe disorders and diseases of the feet and nails that:
    - 2.2.1 may be treated by a pedicurist
    - 2.2.2 may not be treated by a pedicurist
- 3. identify and describe the proper procedure for performing a pedicure**
  - 3.1 identify implements and products to be used
  - 3.2 list the steps used to perform a pedicure
- 4. perform a pedicure procedure**
  - 4.1 assemble all necessary equipment, materials and implements
  - 4.2 prepare the work area for service(s)
  - 4.3 perform service(s), including:
    - 4.3.1 model/client analysis and consultation
    - 4.3.2 foot and nail preparation
    - 4.3.3 nail and cuticle shaping
    - 4.3.4 foot massage
    - 4.3.5 conditioning
    - 4.3.6 nail polishing, if required
- 5. identify and describe the proper procedure for performing a paraffin treatment**
- 6. perform a paraffin treatment**
  - 6.1 assemble all necessary equipment, materials and implements
  - 6.2 prepare the work area for service(s)
  - 6.3 perform the service(s), including:
    - 6.3.1 model/client preparation
    - 6.3.2 product application
    - 6.3.3 product removal
- 7. assess and apply safe and sanitary procedures**
  - 7.1 maintain a clean, sanitary and safe work area
  - 7.2 apply universal precautions related to:
    - 7.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 7.2.2 hand-washing techniques

- 7.2.3 infectious diseases
- 7.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
- 7.2.5 bacteria, viruses, fungi and parasites
- 7.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
- 7.3 use all materials and products appropriately
- 7.4 clean, sanitize and return implements and materials to storage areas after use
- 7.5 dispose of waste materials in an environmentally safe manner
- 8. demonstrate basic competencies**
  - 8.1 demonstrate fundamental skills to:
    - 8.1.1 communicate
    - 8.1.2 manage information
    - 8.1.3 use numbers
    - 8.1.4 think and solve problems
  - 8.2 demonstrate personal management skills to:
    - 8.2.1 demonstrate positive attitudes and behaviours
    - 8.2.2 be responsible
    - 8.2.3 be adaptable
    - 8.2.4 learn continuously
    - 8.2.5 work safely
  - 8.3 demonstrate teamwork skills to:
    - 8.3.1 work with others
    - 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
  - 9.1 identify short-term and long-term goals
  - 9.2 identify steps to achieve goals

## **COURSE EST3075: MANICURING & PEDICURING – CLIENT SERVICES**

**Level:** Advanced

**Prerequisite:** EST2070: Manicuring 2  
EST3070: Pedicuring

**Description:** Students conduct a consultation with a client during which they analyze the client's needs and recommend and perform the appropriate services to industry standards.

**Parameters:** Access to a professional esthetics facility or laboratory, current nail technology and/or equipment.

**Outcomes:** The student will:

- 1. establish a rapport with a client by using communication skills suited to a professional esthetician**
  - 1.1 follow salon or shop policy for assisting clients
  - 1.2 perform a client consultation according to requested service(s)
  - 1.3 recommend appropriate services and technology-based treatments
  - 1.4 advise the client of the cost of each service
  - 1.5 obtain the client's consent before performing service(s)
- 2. perform the steps involved in the agreed service in a timely manner**
  - 2.1 assemble all necessary equipment, materials and implements
  - 2.2 prepare the work area for service(s)
  - 2.3 drape the client as appropriate for service(s)
  - 2.4 perform services, including:
    - 2.4.1 basic manicure
    - 2.4.2 oil manicure
    - 2.4.3 pedicure
    - 2.4.4 paraffin wax treatment
    - 2.4.5 nail repair treatments
  - 2.5 advise clients on how they can maintain the health and groomed appearance of their feet and nails
- 3. establish and/or maintain records of service performed**
  - 3.1 establish or check database (e.g., record card) for each client
  - 3.2 update the database after completing each service
- 4. protect health and safety of clients**
  - 4.1 maintain a clean, sanitary and safe work area
  - 4.2 apply universal precautions related to:
    - 4.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 4.2.2 hand-washing techniques
    - 4.2.3 infectious diseases
    - 4.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 4.2.5 bacteria, viruses, fungi and parasites
    - 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 4.3 use all materials and products appropriately, ensuring that he or she:
    - 4.3.1 cleans, sanitizes and returns implements and materials to storage areas after use
    - 4.3.2 disposes of waste materials in an environmentally safe manner

**5. demonstrate basic competencies**

5.1 demonstrate fundamental skills to:

- 5.1.1 communicate
- 5.1.2 manage information
- 5.1.3 use numbers
- 5.1.4 think and solve problems

5.2 demonstrate personal management skills to:

- 5.2.1 demonstrate positive attitudes and behaviours
- 5.2.2 be responsible
- 5.2.3 be adaptable
- 5.2.4 learn continuously
- 5.2.5 work safely

5.3 demonstrate teamwork skills to:

- 5.3.1 work with others
- 5.3.2 participate in projects and tasks

**6. create a transitional strategy to accommodate personal changes and build personal values**

6.1 identify short-term and long-term goals

6.2 identify steps to achieve goals

## **COURSE EST3090: NAIL ENHANCEMENT – GEL**

**Level:** Advanced

**Prerequisite:** EST1070: Manicuring 1

**Description:** Students describe and demonstrate techniques used to apply gel nails and describe the effects of gel nails on natural nails.

**Parameters:** Access to a professional esthetics facility or laboratory, current nail technology and/or esthetic equipment.

**Outcomes:** The student will:

### **1. define nail technology**

- 1.1 distinguish between nail technology services and basic manicuring
- 1.2 identify and describe materials and implements that can be used to apply gel nails
- 1.3 identify and describe the advantages and disadvantages of gel nails
- 1.4 identify and describe the advantages and disadvantages of various materials and implements
- 1.5 explain the need for proper ventilation
- 1.6 list the step-by-step procedure for performing a gel nail enhancement

### **2. perform the nail enhancement services**

- 2.1 prepare materials and implements required to perform a nail tip/gel service
- 2.2 analyze the model/client's hands and nails and advise the model/client regarding the nature of the services and post-service maintenance required
- 2.3 select a nail tipping service based on the consultation and analysis
- 2.4 prepare the model/client by performing a pre-service sanitation procedure
- 2.5 perform a basic manicure in preparation for nail enhancement gel
- 2.6 apply the nail tips and gel according to the manufacturer's instructions
- 2.7 perform a post-service fill-in procedure
- 2.8 demonstrate the procedures for removing nail tips according to the manufacturer's instructions

### **3. assess and apply safe and sanitary practices and procedures**

- 3.1 maintain a clean, sanitary and safe work area
- 3.2 apply universal precautions related to:
  - 3.2.1 personal protective equipment (PPE); e.g., gloves, masks
  - 3.2.2 hand-washing techniques
  - 3.2.3 infectious diseases
  - 3.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
  - 3.2.5 bacteria, viruses, fungi and parasites
  - 3.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
- 3.3 use all materials and products appropriately
- 3.4 clean, sanitize and return implements and materials to storage areas after use
- 3.5 dispose of waste materials in an environmentally safe manner

**4. demonstrate basic competencies**

4.1 demonstrate fundamental skills to:

- 4.1.1 communicate
- 4.1.2 manage information
- 4.1.3 use numbers
- 4.1.4 think and solve problems

4.2 demonstrate personal management skills to:

- 4.2.1 demonstrate positive attitudes and behaviours
- 4.2.2 be responsible
- 4.2.3 be adaptable
- 4.2.4 learn continuously
- 4.2.5 work safely

4.3 demonstrate teamwork skills to:

- 4.3.1 work with others
- 4.3.2 participate in projects and tasks

**5. create a transitional strategy to accommodate personal changes and build personal values**

5.1 identify short-term and long-term goals

5.2 identify steps to achieve goals

## **COURSE EST3100: NAIL ENHANCEMENT – ACRYLIC**

**Level:** Advanced

**Prerequisite:** EST1070: Manicuring 1

**Description:** Students describe and demonstrate techniques used to apply acrylic nails and describe the effects of acrylic on natural nails.

**Parameters:** Access to a professional esthetics facility or laboratory, current nail technology and/or esthetic equipment.

**Outcomes:** The student will:

### **1. define nail technology**

- 1.1 distinguish between nail technology services and basic manicuring
- 1.2 identify and describe materials and implements that can be used to apply acrylic nails
- 1.3 identify and describe the advantages and disadvantages of acrylic nails
- 1.4 identify and describe the advantages and disadvantages of various materials and implements
- 1.5 explain the need for proper ventilation
- 1.6 list the step-by-step procedure for performing an acrylic nail enhancement

### **2. perform the nail enhancement services**

- 2.1 prepare materials and implements required to perform a nail extension service
- 2.2 analyze the model/client's hands and nails and advise the model/client regarding the nature of the services and post-service maintenance required
- 2.3 select an acrylic nail service and the type of extension service to perform; e.g., one tone, two colours
- 2.4 prepare the model/client by performing a pre-service sanitation procedure
- 2.5 perform a basic manicure in preparation for applying acrylic nails
- 2.6 prepare the compound according to the manufacturer's instructions, apply the compound according to the manufacturer's instructions and complete shaping and related manicure procedures
- 2.7 perform a post-service fill-in procedure
- 2.8 demonstrate the procedures for removing nail products according to the manufacturer's instructions

### **3. assess and apply safe and sanitary practices and procedures**

- 3.1 maintain a clean, sanitary and safe work area
- 3.2 ensure proper ventilation
- 3.3 apply universal precautions related to:
  - 3.3.1 personal protective equipment (PPE); e.g., gloves, masks
  - 3.3.2 hand-washing techniques
  - 3.3.3 infectious diseases
  - 3.3.4 blood-borne pathogens; e.g., minor cuts, blood spills
  - 3.3.5 bacteria, viruses, fungi and parasites
  - 3.3.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
- 3.4 use all materials and products appropriately
- 3.5 clean, sanitize and return implements and materials to storage areas after use
- 3.6 dispose of waste materials in an environmentally safe manner

**4. demonstrate basic competencies**

4.1 demonstrate fundamental skills to:

- 4.1.1 communicate
- 4.1.2 manage information
- 4.1.3 use numbers
- 4.1.4 think and solve problems

4.2 demonstrate personal management skills to:

- 4.2.1 demonstrate positive attitudes and behaviours
- 4.2.2 be responsible
- 4.2.3 be adaptable
- 4.2.4 learn continuously
- 4.2.5 work safely

4.3 demonstrate teamwork skills to:

- 4.3.1 work with others
- 4.3.2 participate in projects and tasks

**5. create a transitional strategy to accommodate personal changes and build personal values**

5.1 identify short-term and long-term goals

5.2 identify steps to achieve goals

## **COURSE EST3105: NAIL ENHANCEMENT – CLIENT SERVICES**

**Level:** Advanced

**Prerequisites:** EST2070: Manicuring 2  
EST3090: Nail Enhancement – Gel  
EST3100: Nail Enhancement – Acrylic

**Description:** Students conduct a consultation with a client during which they analyze the client's needs and recommend and perform the appropriate services.

**Parameters:** Access to a professional esthetics facility or laboratory, current nail technology and/or esthetic equipment.

**Supporting Course:** EST3070: Pedicuring

**Outcomes:** The student will:

- 1. establish a rapport with the client by using communication skills suited to a professional esthetician**
  - 1.1 follow salon or shop policy for assisting clients
  - 1.2 perform a client consultation according to the requested service(s)
  - 1.3 recommend appropriate services and technology-based treatments
  - 1.4 advise the client of the cost of each service
  - 1.5 obtain the client's consent before performing the service(s)
- 2. perform the steps involved in the agreed service(s) in a timely manner**
  - 2.1 assemble all necessary equipment, materials and implements
  - 2.2 prepare the work area for services
  - 2.3 prepare the client as appropriate for services
  - 2.4 perform the services, including:
    - 2.4.1 basic manicure
    - 2.4.2 tip application
    - 2.4.3 post service fill-in application
- 3. establish and/or maintain records of service performed**
  - 3.1 establish or check the database (e.g., record card) for each client
  - 3.2 update the database after completing each service
- 4. protect the health and safety of the clients**
  - 4.1 maintain a clean, sanitary and safe work area
  - 4.2 ensure proper ventilation
  - 4.3 apply universal precautions related to:
    - 4.3.1 personal protective equipment (PPE); e.g., gloves, masks
    - 4.3.2 hand-washing techniques
    - 4.3.3 infectious diseases
    - 4.3.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 4.3.5 bacteria, viruses, fungi and parasites
    - 4.3.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 4.4 use all materials and products appropriately
  - 4.5 clean, sanitize and return implements and materials to storage areas after use
  - 4.6 dispose of waste materials in an environmentally safe manner

**5. demonstrate basic competencies**

- 5.1 demonstrate fundamental skills to:
  - 5.1.1 communicate
  - 5.1.2 manage information
  - 5.1.3 use numbers
  - 5.1.4 think and solve problems
- 5.2 demonstrate personal management skills to:
  - 5.2.1 demonstrate positive attitudes and behaviours
  - 5.2.2 be responsible
  - 5.2.3 be adaptable
  - 5.2.4 learn continuously
  - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
  - 5.3.1 work with others
  - 5.3.2 participate in projects and tasks

**6. create a transitional strategy to accommodate personal changes and build personal values**

- 6.1 identify short-term and long-term goals
- 6.2 identify steps to achieve goals

## **COURSE EST3115: ESTHETICS – CLIENT SERVICES**

**Level:** Advanced

**Prerequisites:** EST2030: Facials  
EST2050: Make-up  
EST2070: Manicuring 2  
EST3030: Body Therapy  
EST3040: Hair Removal

**Description:** Students conduct a consultation with a client during which they analyze the client's needs and recommend and perform the appropriate services.

**Parameters:** Access to a professional esthetics facility or laboratory and/or esthetic equipment, supplies and current nail technology.

**Outcomes:** The student will:

- 1. establish a rapport with a client by using communication skills suited to a professional esthetician**
  - 1.1 follow salon or shop policy for assisting clients
  - 1.2 perform a client consultation according to requested service(s)
  - 1.3 recommend appropriate services and technology-based treatments
  - 1.4 advise the client of the cost of each service
  - 1.5 obtain the client's consent before performing service(s)
- 2. perform the steps involved in the agreed service in a timely manner**
  - 2.1 assemble all necessary equipment, materials and implements
  - 2.2 prepare the work area for service(s)
  - 2.3 prepare the client as appropriate for service(s)
  - 2.4 perform services with the aid of available technology, including:
    - 2.4.1 skin care; e.g., skin analysis, surface and deep cleansing, toning, nourishing
    - 2.4.2 temporary hair removal; e.g., shaving men's facial hair, eyebrow shaping, hot waxing
    - 2.4.3 selected body therapies; e.g., aromatherapies, stone therapy
    - 2.4.4 manicuring procedures; e.g., nail repairs, basic manicures, nail enhancement and techniques
    - 2.4.5 application of cosmetics for day, evening, corrective and special occasion wear
- 3. establish and/or maintain records of service performed**
  - 3.1 establish or check database (e.g., record card) for each client
  - 3.2 update the database after completing each esthetic service
- 4. assess and apply safe and sanitary practices**
  - 4.1 maintain a clean, sanitary and safe work area
  - 4.2 ensure proper ventilation
  - 4.3 apply universal precautions related to:
    - 4.3.1 personal protective equipment (PPE); e.g., gloves, masks
    - 4.3.2 hand-washing techniques
    - 4.3.3 infectious diseases
    - 4.3.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 4.3.5 bacteria, viruses, fungi and parasites
    - 4.3.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards

- 4.4 use all materials and products appropriately
- 4.5 clean, sanitize and return implements and materials to storage areas after use
- 4.6 dispose of waste materials in an environmentally safe manner
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely
  - 5.3 demonstrate teamwork skills to:
    - 5.3.1 work with others
    - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
  - 6.1 identify short-term and long-term goals
  - 6.2 identify steps to achieve goals

## **COURSE EST3140: THEATRICAL MAKE-UP 3**

**Level:** Advanced

**Prerequisite:** EST2140: Theatrical Make-up 2

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

**Parameters:** Access to a theatrical make-up facility, equipment and supplies.

**Outcomes:** The student will:

- 1. identify and describe materials and processes used to construct and apply three-dimensional make-up and prostheses**
  - 1.1 identify and describe different types and uses of three-dimensional theatrical make-up
  - 1.2 describe materials used to create three-dimensional theatrical make-up
  - 1.3 describe the purpose, advantages and disadvantages of using prosthetic pieces
  - 1.4 describe the procedures for:
    - 1.4.1 constructing prosthetic pieces
    - 1.4.2 preparing the model/client's skin tissues to receive a prosthetic piece
    - 1.4.3 concealing the edges of different prosthetic pieces
  - 1.5 describe procedures and products used to attach and remove different types of three-dimensional make-up
- 2. design and execute plans to change body images of self and/or others by using theatrical make-up, two- and three- dimensional make-up materials and hair goods**
  - 2.1 prepare the detailed worksheets for each image change to clearly identify:
    - 2.1.1 specific image changes to be made
    - 2.1.2 images to be created
    - 2.1.3 materials required
    - 2.1.4 recommended procedures
  - 2.2 prepare the materials required for each image change
  - 2.3 change images using a variety of theatrical make-up techniques, including:
    - 2.3.1 two-dimensional make-up
    - 2.3.2 three-dimensional make-up
  - 2.4 use appropriate pre-service cosmetics before applying prostheses
  - 2.5 use appropriate post-service cosmetics after removing the prostheses
- 3. maintain a portfolio of designs created, including photos and details about make-up and prostheses used**
- 4. assess and apply safe and sanitary practices and procedures**
  - 4.1 maintain a clean, sanitary and safe work area
  - 4.2 apply universal precautions related to:
    - 4.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 4.2.2 hand-washing techniques
    - 4.2.3 infectious diseases
    - 4.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 4.2.5 bacteria, viruses, fungi and parasites
    - 4.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards

- 4.3 use all materials and products appropriately
- 4.4 clean, sanitize and return implements and materials to storage areas after use
- 4.5 dispose of waste materials in an environmentally safe manner
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely
  - 5.3 demonstrate teamwork skills to:
    - 5.3.1 work with others
    - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
  - 6.1 identify short-term and long-term goals
  - 6.2 identify steps to achieve goals

## **COURSE EST3145: THEATRICAL MAKE-UP 4 – CLIENT SERVICES**

**Level:** Advanced

**Prerequisite:** EST3140: Theatrical Make-up 3

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

**Parameters:** Access to a theatrical make-up facility, equipment and supplies.

**Outcomes:** The student will:

- 1. consult with and assist in providing theatrical make-up services to a client or client group to enhance and to change body image(s) with the aid of two- and three-dimensional make-up**
  - 1.1 describe image changes required by the client or client group; e.g., individual performer, drama club, theatrical group
  - 1.2 review pictures or photographs of desired image(s) and other information relating to the characters in the production(s)
  - 1.3 review the character profile to determine the personality of the character
  - 1.4 draft and design images, share them with client(s) and make changes as required
  - 1.5 prepare a worksheet for each client, identifying:
    - 1.5.1 materials required
    - 1.5.2 procedures to follow
    - 1.5.3 image(s) to be created
  - 1.6 assess the time line required to create each image
  - 1.7 prepare two- and three-dimensional make-up materials, including:
    - 1.7.1 make-up products
    - 1.7.2 applicators
    - 1.7.3 prosthetic pieces
  - 1.8 advise client(s) of the time required to create the images and when to report to the make-up area
  - 1.9 follow each worksheet to create the image desired to each client's satisfaction
  - 1.10 use appropriate pre-service cosmetics before applying prostheses
  - 1.11 use appropriate post-service cosmetics after removing the prostheses
- 2. protect the health and safety of the clients**
  - 2.1 maintain a clean, sanitary and safe work area
  - 2.2 apply universal precautions related to:
    - 2.2.1 personal protective equipment (PPE); e.g., gloves, masks
    - 2.2.2 hand-washing techniques
    - 2.2.3 infectious diseases
    - 2.2.4 blood-borne pathogens; e.g., minor cuts, blood spills
    - 2.2.5 bacteria, viruses, fungi and parasites
    - 2.2.6 safety and first-aid applications; e.g., back safety, cuts, slip and trip hazards
  - 2.3 use all materials and products appropriately
  - 2.4 clean, sanitize and return implements and materials to storage areas after use
  - 2.5 dispose of waste materials in an environmentally safe manner

**3. demonstrate basic competencies**

3.1 demonstrate fundamental skills to:

- 3.1.1 communicate
- 3.1.2 manage information
- 3.1.3 use numbers
- 3.1.4 think and solve problems

3.2 demonstrate personal management skills to:

- 3.2.1 demonstrate positive attitudes and behaviours
- 3.2.2 be responsible
- 3.2.3 be adaptable
- 3.2.4 learn continuously
- 3.2.5 work safely

3.3 demonstrate teamwork skills to:

- 3.3.1 work with others
- 3.3.2 participate in projects and tasks

**4. create a transitional strategy to accommodate personal changes and build personal values**

- 4.1 identify short-term and long-term goals
- 4.2 identify steps to achieve goals

## **COURSE EST3150: COMPETITION ESTHETICS**

**Level:** Advanced

**Prerequisites:** EST2030: Facials  
EST2050: Make-up  
EST2070: Manicuring 2  
EST2090: Nail Art  
EST3070: Pedicuring

**Description:** Students identify opportunities for participating in competitions relating to esthetics, describe the qualities needed to be competitive and the judging systems used at various levels of competition, and demonstrate the ability to be competitive in one or more areas of esthetics.

**Parameters:** Access to a professional esthetics facility or laboratory and/or esthetic equipment.

**Outcomes:** The student will:

- 1. identify, describe and demonstrate the qualities of a successful esthetics competitor**
  - 1.1 identify and describe personal qualities associated with being a successful esthetics competitor; e.g., dedication, attention to detail and patience
  - 1.2 identify and describe professional qualities associated with being a successful esthetics competitor; e.g., projecting a positive image, practising hygiene and sanitation, and respecting the rights of self and others
  - 1.3 identify and describe management abilities associated with being a successful esthetics competitor; e.g., planning, organizing and communicating
  - 1.4 identify and describe creative abilities associated with being a successful esthetics competitor
- 2. describe criteria for design and for judging used by recognized local, national and international esthetics judges in judging competitions**
- 3. demonstrate competition standard artistry in one or more esthetics-related area(s)**
  - 3.1 create a competition design that includes one or more of the following esthetics areas:
    - 3.1.1 skin care
    - 3.1.2 facials
    - 3.1.3 make-up; e.g., day wear, evening, photography, corrective, fantasy
    - 3.1.4 nail art
  - 3.2 execute the design
  - 3.3 evaluate the completed design and make changes to the design and/or method of execution
  - 3.4 participate in a esthetics competition
- 4. apply safe and sanitary practices**
  - 4.1 operate and handle all hairstyling equipment safely
  - 4.2 follow safe and sanitary practices during all nail procedures
  - 4.3 identify, describe and demonstrate the safe and sanitary use of available esthetic materials and/or technology
  - 4.4 maintain a clean, sanitary and safe work area
  - 4.5 clean, sanitize and return implements and materials to storage areas after use
  - 4.6 dispose of waste materials in an environmentally safe manner

**5. demonstrate basic competencies**

5.1 demonstrate fundamental skills to:

- 5.1.1 communicate
- 5.1.2 manage information
- 5.1.3 use numbers
- 5.1.4 think and solve problems

5.2 demonstrate personal management skills to:

- 5.2.1 demonstrate positive attitudes and behaviours
- 5.2.2 be responsible
- 5.2.3 be adaptable
- 5.2.4 learn continuously
- 5.2.5 work safely

5.3 demonstrate teamwork skills to:

- 5.3.1 work with others
- 5.3.2 participate in projects and tasks

**6. create a transitional strategy to accommodate personal changes and build personal values**

6.1 identify short-term and long-term goals

6.2 identify steps to achieve goals

## **COURSE EST3910: EST PROJECT D**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
  - 5.1 identify short-term and long-term goals
  - 5.2 identify steps to achieve goals

## **COURSE EST3920: EST PROJECT E**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

**Parameters:** Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

**All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.**

### **Outcomes:**

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
  - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
  - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
  - 2.1 identify the project and/or performance by:
    - 2.1.1 preparing a plan
    - 2.1.2 clarifying the purposes
    - 2.1.3 defining the deliverables
    - 2.1.4 specifying time lines
    - 2.1.5 explaining terminology, tools and processes
    - 2.1.6 defining resources; e.g., materials, costs, staffing
  - 2.2 identify and comply with all related health and safety standards
  - 2.3 define assessment standards (indicators for success)
  - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
  - 3.1 complete the project and/or performance as outlined
  - 3.2 monitor the project and/or performance and make necessary adjustments
  - 3.3 present the project and/or performance, indicating the:
    - 3.3.1 outcomes attained
    - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
  - 3.4.1 processes and strategies used
  - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
  - 5.1 identify short-term and long-term goals
  - 5.2 identify steps to achieve goals

## **COURSE EST3950: EST ADVANCED PRACTICUM**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

**Parameters:** This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any introductory (1XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

**Outcomes:** The student will:

**1. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**

- 1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
- 1.2 describe personal roles and responsibilities, including:
  - 1.2.1 key responsibilities
  - 1.2.2 support functions/responsibilities/expectations
  - 1.2.3 code of ethics and/or conduct
- 1.3 describe personal work responsibilities and categorize them as:
  - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
  - 1.3.2 non-routine tasks; e.g., emergencies
  - 1.3.3 tasks requiring personal judgement
  - 1.3.4 tasks requiring approval of a supervisor
- 1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation

**2. analyze personal performance in relation to established standards**

- 2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
- 2.2 evaluate standards of performance in terms of:
  - 2.2.1 quality of work
  - 2.2.2 quantity of work
- 2.3 evaluate adherence to workplace legislation related to health and safety
- 2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
  - 2.4.1 training and certification
  - 2.4.2 interpersonal skills
  - 2.4.3 technical skills
  - 2.4.4 ethics

**3. demonstrate basic competencies**

3.1 demonstrate fundamental skills to:

- 3.1.1 communicate
- 3.1.2 manage information
- 3.1.3 use numbers
- 3.1.4 think and solve problems

3.2 demonstrate personal management skills to:

- 3.2.1 demonstrate positive attitudes and behaviours
- 3.2.2 be responsible
- 3.2.3 be adaptable
- 3.2.4 learn continuously
- 3.2.5 work safely

3.3 demonstrate teamwork skills to:

- 3.3.1 work with others
- 3.3.2 participate in projects and tasks

**4. create a transitional strategy to accommodate personal changes and build personal values**

- 4.1 identify short-term and long-term goals
- 4.2 identify steps to achieve goals