

BEAUTY CARE

SPECIALIZED HAIRDRESSING

**PROGRAM OF STUDY
5647**

WORKING DOCUMENT

BEAUTY CARE

SPECIALIZED HAIRDRESSING

PROGRAM OF STUDY 5647

The *Specialized Hairdressing* program leads to the
Attestation of Vocational Specialization (AVS)
and prepares the student to practise the trade of

HAIRDRESSER STYLIST

**Direction générale de la formation
professionnelle et technique**

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INTRODUCTION

The *Specialized Hairdressing* program was designed on the basis of a new framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for an Attestation of Vocational Specialization (AVS) for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The duration of the program is 480 hours, which includes 375 hours spent on the specific competencies required to practise the trade and 105 hours on general competencies. The program of study is divided into 8 modules, which vary in length from 30 to 90 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

In keeping with this broad approach, three accompanying documents will be provided: a teaching guide, an evaluation guide, and a planning guide.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

Competency

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

General Objectives

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

Credit

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

PART I

1. SYNOPTIC TABLE

Number of modules: 8
 Duration in hours: 480
 Credits: 32

Specialized Hairdressing
 CODE: 5647

CODE	TITLE OF THE MODULE	HOURS	CREDITS*
915 212	1. Sketching Hairstyles	30	2
915 222	2. Pastel Streaking	30	2
915 242	3. Consultation	30	2
915 243	4. Personalized Sales	45	3
915 256	5. Personalized Haircutting	90	6
915 265	6. Styled Permanent Waving	75	5
915 276	7. Creative Colouring	90	6
915 286	8. Personalized Hairstyling	90	6

* 15 hours = 1 credit

This program leads to an AVS in Specialized Hairdressing

2. PROGRAM TRAINING GOALS

The training goals of the *Specialized Hairdressing* program are based on the general goals of vocational education and take into account the specific nature of the trade. These goals are:

To develop effectiveness in the practice of a trade.

- To prepare students to perform specialized hairdressing tasks and activities in a hairdressing salon correctly and at a level of performance acceptable for entering the job market.
- To prepare students to perform satisfactorily on the job by fostering:
 - the development and mastery of specialized hairdressing techniques;
 - the development of the cognitive skills required to make wise choices in carrying out specialized techniques;
 - the acquisition of knowledge of the elements of composition and harmony of shapes, colours, and volumes;
 - the ability to communicate effectively with clients;
 - the ability to give clients appropriate advice, using creativity, originality, and judgment;
 - the reinforcement of sales and management concepts;
 - the reinforcement of habits of attentiveness, effectiveness, precision, order, and method in carrying out work;
 - a constant concern for occupational health and safety;
 - the reinforcement of concern for professional ethics.

To ensure that students are prepared to enter the work force.

- To familiarize students with the specific occupational context of a specialized hair stylist.
- To foster work habits suited to the requirements of specialized hairdressing.
- To help students learn the appropriate technical language and use it properly in communication in the workplace.

To foster personal development and the acquisition of occupational knowledge.

- To foster students' autonomy, sense of responsibility, and ability to make decisions.
- To help students understand the principles underlying the techniques used in providing personalized technical services.
- To help students acquire work methods that focus on quality, effectiveness, and safety.
- To foster students' creativity and self-expression.

To ensure job mobility.

- To help students develop a positive attitude toward technological change in their field: new work methods, new products, new equipment, etc.

- To make students aware of the need to be concerned with their professional development.
- To help students prepare for a position as a specialized hair stylist.

3. COMPETENCIES

The competencies to be developed in the *Specialized Hairdressing* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (Δ) indicates a correlation between a specific competency and a step in the work process. The symbol (○) indicates a correlation between a general and a specific competency.

The symbols (▲) and (●) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF LEARNING FOCUSES SPECIALIZED HAIRDRESSING		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)						GENERAL COMPETENCIES (technology, personal development, etc.)			TOTALS	
				Greet the client	Determine with the client the result sought	Plan the work	Carry out the work	Carry out related operations	Maintain the work stations	Sketch hairstyles suited to various facial morphologies	Colour strands of hair in pastel shades	Make a personalized sale	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
MODULES	MODULES									1	2	4		
	FIRST-LEVEL OPERATIONAL OBJECTIVES									B	B	B	3	
	DURATION (IN HOURS)									30	30	45		105
3	Carry out a consultation in specialized hairdressing	B	30	▲	▲		▲	▲	▲	●	○	○		
5	Give a personalized haircut	B	90	▲	▲	▲	▲	▲	▲	●		●		
6	Give a styled permanent wave	B	75	▲	▲	▲	▲	▲	▲	○		●		
7	Do creative colouring	B	90	▲	▲	▲	▲	▲	▲	○	●	●		
8	Do a personalized hairstyling requiring a number of technical services	B	90	▲	▲	▲	▲	▲	▲	●	●	●		
NUMBER OF OBJECTIVES		5											8	
DURATION (IN HOURS)			375											480

S: Situational objective

B: Behavioural objective

▲ Correlation to be taught and evaluated

△ Correlation between a step and a specific competency

● Correlation to be taught and evaluated

○ Correlation between a general and a specific competency

4. GENERAL OBJECTIVES

The general objectives of the *Specialized Hairdressing* program are presented below, along with the major statement of each corresponding first-level operational objective.

To develop in the students the competencies required to carry out the tasks related to specialized hairdressing.

- Sketch hairstyles suited to various facial morphologies.
- Colour strands of hair in pastel shades.
- Carry out a consultation in specialized hairdressing.

To develop in the students the competencies required to offer personalized technical services in a hairdressing salon.

- Give a personalized haircut.
- Give a styled permanent wave.
- Do creative colouring.
- Do a personalized hairstyling requiring a number of technical services.

To develop in the students the essential competencies required to sell personalized technical services and hair care products and accessories.

- Make a personalized sale.

5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

5.1 DEFINITION

A first-level objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

First-level operational objectives are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- **A behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- **A situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

Second-level operational objectives are intermediate teaching/learning targets deemed prerequisite for attaining first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning:

- learning involving prerequisite knowledge
- learning involving competencies

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.

- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for second-level objectives
- specific learning activities for the specifications or phases of first-level objectives
- general learning activities for first-level objectives

5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
 - information
 - performance, practice or involvement
 - synthesis, integration and self-evaluation
4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

PART II

MODULE 1: SKETCHING HAIRSTYLES

CODE: 915 212

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **sketch hairstyles suited to various facial morphologies** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Using:
 - data describing the hair
 - drawings of a specific face shape from the front and in profile
 - drawing instruments
 - sketching paper
 - an observation checklist
 - a work sheet
- Using no reference materials

GENERAL PERFORMANCE CRITERIA

- Professional attitudes and behaviour
- Sketch consistent with the hairstyle chosen
- Harmonious composition: facial characteristics and hairstyle chosen
- Observance of the time allotted

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Analyse the morphology and the profile of a face.

- Accurate identification of:
 - shape of the face and the profile
 - line of the profile
 - morphological characteristics
 - morphological type of the face and the profile
- Accurate information on the observation checklist

B. Decide on a hairstyle suited to the face and the profile.

- Appropriate choice of hairstyle on the basis of:
 - characteristics of the hair
 - results of the morphological analysis
 - effects sought
- Accurate description of the hairstyle on the observation checklist

C. Make a freehand sketch of the hairstyle chosen.

- Proper use of freehand drawing techniques
- Presence of essential lines
- Appropriate placement of volumes
- Correct proportions

D. Reproduce the shapes and movements of the hairstyle.

- Accurate representation of:
 - direction of the hair
 - areas of light and shadow
- Correct perspective
- Clean drawing

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to analyse the morphology and the profile of a face (A):

1. Recognize various simple and complex geometric forms.
2. Picture the configuration of various objects or bodies.
3. Quickly perceive irregularities and asymmetries in geometric forms and lines.

Before learning how to decide on a hairstyle suited to the face and the profile (B):

4. Determine the quality of the proportions of the various parts of a whole and of the overall subject.
5. Explain the influence of physiognomy in the choice of a hairstyle.

Before learning how to make a freehand sketch of the hairstyle chosen (C):

6. Describe the sketch and its use in hairdressing.
7. Develop assurance and dexterity in drawing sketches.
8. Reproduce lines and geometric forms.
9. Rapidly sketch objects of various shapes.
10. Picture optical illusions produced by the combination of various geometric lines.
11. Perceive the effect of dissonant elements in the juxtaposition of two shapes.

Before learning how to reproduce the shapes and movements of the hairstyle (D):

12. Recognize the main divisions of different hairstyles.
13. Picture the effects of light from various sources.
14. Know the effect of contrasting values in a balanced arrangement.

MODULE 2: PASTEL STREAKING

CODE: 915 222

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **colour strands of hair in pastel shades** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Following instructions
- Using:
 - tools and equipment
 - a range of lighteners and oxidation tints, excluding lighteners in powder form
 - blank information forms
 - manufacturers' instructions
- Working on hairpieces of long hair of the same level and tone on the colour scale

GENERAL PERFORMANCE CRITERIA

- Professional attitudes and behaviour
- Observance of health and safety rules
- Production of shades and dominant colours sought
- Good state of hair
- Complete information on information form

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Plan the lightening.

- Accurate analysis of results of hair strand examination
- Accurate determination of:
 - colour sought after lightening
 - degree of lightening required
- Appropriate choice of:
 - lighteners
 - lightening techniques

B. Prepare the lighteners.

- Precise definition of formulas for lighteners
- Proper preparation of mixtures
- Concern for economy in preparation of mixtures

C. Lighten the strands of hair.

- Proper application of lighteners
- Correct calculation of reaction time of products
- Proper carrying out of final operations
- Speed in working

D. Plan the recolouring.

- Accurate diagnosis of:
 - state of strands
 - colour obtained after lightening
- Appropriate choice of:
 - colouring agents
 - colouring techniques

E. Prepare colouring products in pastel shades.

- Precise definition of formulas for pastel colouring agents
- Proper preparation of mixtures
- Concern for economy in preparation of mixtures

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

F. Recolour the lightened strands of hair.

SPECIFIC PERFORMANCE CRITERIA

- Proper application of colouring products
- Correct calculation of reaction time of products
- Proper carrying out of final operations
- Speed in working

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the lightening (A):

1. Know the elements of the physical and chemical structure of hair.
2. Know the chemical action of lighteners on the structure of the hair.
3. Grasp the importance of establishing the level of pigmentation of the hair on the international colour scale.
4. Explain the reason for doing a strand test before lightening.
5. List the contra-indications to lightening of any kind.

Before learning how to lighten the strands of hair (C):

6. List the reasons for lightening.
7. Grasp the importance of becoming familiar with new lightening techniques.

Before learning how to prepare colouring products in pastel shades (E):

8. Relate colour theory to the effect sought and the dominant tone obtained after lightening.
9. Explain the principles involved in different strand samples.
10. Grasp the importance of being familiar with various types of new colouring products for lightened hair.

Before learning how to recolour the lightened strands of hair (F):

11. Understand the effect of the degree of porosity of lightened hair on the application of the colouring and the reaction time of the products.
12. Know the causes of unsuccessful colouring of lightened hair.
13. Envision the effects of various pastel tones and colours on lightened hair.
14. Keep up-to-date on new trends and techniques in colouring lightened hair.

MODULE 3: CONSULTATION

CODE: 915 242

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **carry out a consultation in specialized hairdressing** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Using:
 - a previously set-up work station
 - tools and hair care products
 - a notebook of sketches and current fashion magazines
 - swatches of fabric of different colours
 - strand samples of different colours
 - hairbands, etc.
 - a blank information form
 - a blank advice form
- Following instructions
- Working with a client

GENERAL PERFORMANCE CRITERIA

- Professional attitudes and behaviour
- Approach consistent with current practices in hairdressing salons
- Good oral expression
- Complete information on information form
- Observance of the time allotted

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Greet the client.

- Good personal grooming and appearance
- Observance of the procedure used for greeting clients in hairdressing salons
- Appropriate approach in terms of:
 - personality type
 - behaviour
- Considerate attitude

B. Gather information from the client.

- Precise wording of questions
- Relevant information obtained
- Attentive listening
- Accurate reformulation of client's expectations
- Precise examination of client's:
 - scalp and hair
 - complexion and eye colour
 - facial morphology
 - facial hair
- Observance of appropriate hygiene measures in examination
- Tact
- Accurate determination, with the client, of the result sought
- Accurate understanding of the hairstyle desired

C. Suggest personalized technical services.

- Appropriate suggestions in terms of the result sought
- Accurate interpretation of client's reactions
- Clear explanations
- Assurance
- Appropriate recommendations written on advice form

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to greet the client (A):

1. Explain the importance of projecting a positive image of the business.
2. Define the term *consultation*.
3. State the purposes of a consultation.

Before learning how to gather information from the client (B):

4. Differentiate among the main forms of communication.
5. Explain the possible consequences of giving inaccurate or incomplete information to a client in a consultation.
6. Grasp the importance of feeling the client's skull in order to locate the main bones and muscles.
7. Recognize the importance of observing the general appearance of the client.
8. Detect abnormalities in hair by sight and touch.

Before learning how to suggest personalized technical services (C):

9. Recognize the effect of the interplay of shapes, movement, and volumes in the balance of a style.
10. Recognize the effects of hair colour on the client's complexion.
11. Explain the factors that influence acceptance or refusal of a technical service.

MODULE 4: PERSONALIZED SALES

CODE: 915 243

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **make a personalized sale** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working in a sales area
- Following instructions
- Using:
 - tools and equipment
 - hairdressing products and accessories
 - magazines, photographs, and brochures
 - a cash register and supplies for cash transactions, etc.
- Working with a client

GENERAL PERFORMANCE CRITERIA

- Professional attitudes and behaviour
- Approach consistent with current practices in hairdressing salons
- Assurance
- Good oral expression
- Observance of the time allotted

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Prepare to make a personalized sale.

- Inviting display of products, accessories, and posters
- Appropriate professional preparation:
 - study of the client's file
 - preparation of information to provide to the client
- Preparation of an appropriate promotional strategy
- Complete assortment of:
 - products authorized for sale
 - accessories

B. Establish a sales relationship with the client.

- Appropriate approach used with the client
- Appropriate use of communication techniques
- Accurate judgment of the client's needs and expectations on the basis of:
 - information obtained
 - observation
 - information in the client's file
- Tact and assurance

C. Suggest personalized products or services to the client.

- Appropriate personalized products or services offered on the basis of the client's needs
- Discerning attitude
- Appropriate use of sales techniques:
 - presentation
 - argumentation
 - answers to objections
 - alternative solutions

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

D. Conclude a sale.

E. Carry out regular cash transactions.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate use of techniques for concluding a sale
- Suggestion of appropriate supplementary or related products or services
- Completeness of records and correct amount of cash on hand
- Proper use of:
 - a conventional cash register
 - an electronic cash register
- Accurate information written on the bill
- Proper use of methods of collection
- Courtesy

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to prepare to make a personalized sale (A):

1. Recognize the importance of promoting services, products, and accessories.
2. Connect promotional activities to the seasons, holidays, and specific events and themes.
3. List the ways of canvassing for sales.
4. Know the basics of inventory management.

Before learning how to establish a sales relationship with the client (B):

5. Perceive the different zones or distances to respect with people.
6. Explain the various motivations of consumers with respect to the purchase of goods and services.
7. Describe the qualities, attitudes, and behaviour of a good salesperson.

Before learning how to suggest personalized products or services to the client (C):

8. Define *sale* and *selling an idea*.
9. Differentiate various types of sales.
10. Explain the parts of the AIDA formula: attention, interest, desire, action.
11. Define the concepts *features*, *benefits*, and *needs*.
12. Grasp the importance of recognizing non-verbal messages.
13. Recognize the main causes of consumers' hesitation to buy a service or a product.
14. Grasp the importance of keeping up with new trends in specialized hairdressing.

Before learning how to carry out regular cash transactions (E):

15. Carry out calculations of taxes, reductions, and discounts.

MODULE 5: PERSONALIZED HAIRCUTTING

CODE: 915 256

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **give a personalized haircut** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Working with clean, dry hair
- Using:
 - a previously set-up work station
 - tools and equipment
 - any products necessary
 - a notebook of sketches and current fashion magazines, etc.
 - a blank information form
 - a blank advice form
- Following instructions
- Working with a client
- On the basis of the client's needs
- In accordance with current fashion trends

GENERAL PERFORMANCE CRITERIA

- Professional attitudes and behaviour
- Approach consistent with current practices in hairdressing salons
- Observance of hygiene and safety rules
- Order and method in carrying out work
- Technical and esthetic quality of cut
- Complete information on information form

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Greet the client.

- Observance of the greeting procedure
- Observance of the rules of courtesy

B. Determine with the client the result sought.

- Appropriate information obtained from the client
- Accurate analysis of results of examinations of:
 - scalp and hair
 - facial hair
 - facial morphology
- Appropriate choice with client of:
 - haircut
 - shape of sideburns, beard, or mustache
 - hairstyle
- Accurate sketch of cut
- Clear explanations
- Tactful attitude

C. Plan the cutting.

- Appropriate choice of specialized cutting and thinning techniques on the basis of the result sought
- Appropriate choice of:
 - products to use in cutting
 - finishing products
 - tools and equipment

D. Apply special techniques of:

- cutting the hair,
- trimming the beard, mustache, and sideburns.

- Appropriate preparation of the hair
- Correct use of techniques of:
 - cutting and thinning hair
 - trimming the beard, mustache, or sideburns, as required
- Concern for precision
- Proper handling of tools
- Consideration of client's reactions
- Respect for the quality criteria of cut
- Concern for the client's comfort

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

E. Finish the personalized haircut.

- Careful finishing of the cut on dry hair
- Hairstyle enhancing the personalized cut
- Harmony of the hairstyle with:
 - the cut
 - the shape of the sideburns, beard, or mustache
 - the client's morphology
- Careful finishing of the hairstyle

F. Carry out related operations.

- Appropriate recommendations written on advice form
- Suggestion of appropriate hairdressing products or accessories
- Observance of the procedures for closing a sale
- Courteous attitude
- Proper filing of forms

G. Maintain the work station.

- Regular maintenance of work stations
- Proper maintenance of cutting tools
- Proper cleaning and storage of:
 - tools
 - equipment
 - apparatus

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to determine with the client the result sought (B):

1. Define a personalized cut.
2. Grasp the importance of feeling the client's skull before suggesting a cut.
3. Envision various combinations of styles, haircuts, and different lengths of hair.
4. Envision the effects of thinning on various haircuts.
5. Understand the optical illusions produced by a haircut on hair density and texture.
6. Explain the importance of keeping up with styles and trends in haircuts.
7. Envision the movements and lines of various hairstyles in combination with different cuts.

Before learning how to plan the cutting (C):

8. Understand the importance of keeping up with new cutting techniques and tools.

Before learning how to apply special techniques of:

- cutting the hair,
- trimming the beard, mustache, and sideburns (D):

9. Understand the need to use hair-cutting tools of high quality.
10. Locate the points of tangency on the client's head.
11. Know the causes of technical flaws in a haircut.

Before learning how to finish the personalized haircut (E):

12. Know the effects of hairdressing products on the appearance of a haircut and hairstyle.

Before learning how to carry out related operations (F):

13. Know various lines of hairdressing products used to enhance the lines of a personalized cut.

MODULE 6: STYLED PERMANENT WAVING

CODE: 915 265

Duration: 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **give a styled permanent wave** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Following instructions
- Using:
 - a previously set-up work station
 - tools, equipment, and materials
 - any products necessary
 - manufacturers' instructions
 - current fashion magazines, etc.
 - a blank information form
 - a blank advice form
- Working with a client
- On the basis of the client's requests and needs

GENERAL PERFORMANCE CRITERIA

- Professional attitudes and behaviour
- Approach consistent with current practices in hairdressing salons
- Observance of health and safety rules
- Order and method in carrying out work
- Technical and esthetic quality of the permanent wave
- Complete information on information form

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Greet the client.

- Observance of the greeting procedure
- Observance of the rules of courtesy

B. Determine with the client the result sought.

- Appropriate information obtained from client
- Accurate analysis of results of examinations of:
 - scalp and hair
 - face shape
- Appropriate choice with client of:
 - style of permanent wave
 - degree of curl
 - hairstyle
- Clear explanations
- Tactful attitude

C. Plan the work of giving the styled permanent wave.

- Appropriate choice of techniques for:
 - preparation of the scalp and hair
 - the styled permanent wave
- Appropriate choice of products for:
 - preparing the hair and scalp
 - the permanent wave
 - finishing
- Appropriate choice of tools and equipment

D. Prepare the scalp and the hair.

- Proper preparation of the products
- Correct use of preliminary techniques
- Precision in applying the products
- Speed in working

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

E. Use the specialized techniques of a styled permanent wave:

- spiral
- wave
- roots or touch-up
- tips
- pin curl
- volume

- Setting of the permanent wave consistent with the style chosen
- Proper preparation of products
- Precision in applying the products
 - single formula
 - different formulas
 - formulas of different strengths
- Accurate gauging of reaction time of the products
- Proper neutralization procedure
- Proper use of tools and equipment
- Speed in working
- Concern for the client's comfort

F. Finish the styled permanent wave.

- Hairstyle that enhances the styled permanent wave
- Appropriate correction of any flaws discovered
- Careful finishing of the hairstyle

G. Carry out related operations.

- Appropriate recommendations written on advice form
- Suggestion of appropriate hair care products or accessories
- Observance of the procedures for closing a sale
- Courteous attitude
- Proper filing of forms

H. Perform maintenance of work stations.

- Regular maintenance of work stations
- Proper cleaning and storage of:
 - tools
 - equipment
 - apparatus

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to determine with the client the result sought (B):

1. Envision different styles of permanent waves.
2. Envision different shapes and degrees of curl.
3. Understand the effects of the hair care techniques and products used by the client on the permanent wave.
4. Understand the optical illusions produced by a permanent wave on the density of the hair.
5. Recognize cases where a strand test should be done.
6. Be able to reassure a client about the results of a permanent wave.
7. Envision hairstyles that can be adapted to different shapes of curls, different degrees of curl, and the movements of waves in hair that has been given a permanent wave.

Before learning how to plan the work of giving the styled permanent wave (C):

8. Understand the importance of keeping up with new techniques and products in permanent waving.
9. Grasp the importance of taking into account the results of the strand test.

Before learning how to use the specialized techniques of a styled permanent wave:

- spiral
- wave
- roots or touch-up
- tips
- pin curl
- volume (E):

10. Understand the need to keep up with the equipment used for various techniques of a styled permanent wave.
11. Know the factors that can cause failure of a permanent wave.
12. Show why it is important to read the manufacturers' instructions.

Before learning how to finish the styled permanent wave (F):

13. Know the effects of hairdressing products on the appearance of hair that has been given a permanent wave.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to carry out related operations (G):

14. Know various lines of hairdressing products used in the care of hair that has been given a permanent wave.

MODULE 7: CREATIVE COLOURING

CODE: 915 276

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do creative colouring** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Following instructions
- Using:
 - a previously set-up work station
 - equipment, tools, and materials
 - any products necessary
 - manufacturers' instructions
 - strand samples, etc.
 - a blank information form
 - a blank advice form
- Working with a client
- On the basis of the client's requests and needs

GENERAL PERFORMANCE CRITERIA

- Professional attitudes and behaviour
- Approach consistent with current practices in hairdressing salons
- Observance of health and safety rules
- Order and method in working
- Technical and esthetic quality of the creative colouring
- Complete information on information form

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Greet the client.

- Observance of the greeting procedure
- Observance of the rules of courtesy

B. Determine with the client the effect sought.

- Appropriate information obtained from the client
- Accurate analysis of results of examinations of:
 - scalp and hair
 - facial morphology
 - complexion and eye colour
- Appropriate choice with client of:
 - style of colouring
 - colours and tones desired
 - technical services
 - hairstyle
- Clear explanations
- Tactful attitude

C. Plan the work of doing the creative colouring.

- Appropriate choice of techniques for:
 - preparing the scalp and hair
 - creative colouring
- Appropriate choice of products, tools, and materials for:
 - preparing the hair and scalp
 - creative colouring
 - finishing

D. Prepare the scalp and the hair.

- Proper preparation of the products
- Correct use of preliminary techniques
- Precision in applying the products
- Speed in working

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

- E. Use the specialized techniques of creative colouring:
- lightening followed by recolouring
 - colour gradation of two or three tones of the same shade or contrasting shades
 - frosting using foil wrapping, combs, or any other materials needed
 - frosting and colour touch-up
 - strips of colour

- Proper preparation of products
- Observance of appropriate procedures for the technical services required
- Precision in applying the products
- Accurate gauging of reaction time of the products
- Proper use of finishing techniques
- Proper use of tools, equipment, and materials
- Speed in working
- Concern for the client's comfort

- F. Finish the creative colouring.

- Hairstyle that enhances the creative colouring
- Appropriate correction of any flaws discovered
- Careful finishing of the hairstyle

- G. Carry out related operations.

- Appropriate recommendations written on advice form
- Suggestion of appropriate hair care products or accessories
- Observance of the procedures for closing a sale
- Courteous attitude
- Proper filing of forms

- H. Perform maintenance of work stations.

- Regular maintenance of work stations
- Proper cleaning and storage of:
 - tools
 - equipment
 - apparatus

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to determine with the client the effect sought (B):

1. Envision different styles of colouring.
2. Understand the effects of the hair care techniques and products used by the client on hair that has been coloured.
3. Know the principles of harmonious colour mixing.
4. Grasp the importance of asking the client's favourite colours in clothing and make-up.
5. Explain the optical illusions produced by colours on the facial morphology.
6. Recognize the importance of the effects of light and lighting on hair colour and tone.
7. Know the differences between matching and clashing colour combinations.
8. Recognize when a strand test is needed.
9. Envision hairstyles suited to different colour effects.
10. Perceive the shapes, volumes, and movements produced in a hairstyle through creative colouring.

Before learning how to plan the work of doing the creative colouring (C):

11. Understand the importance of keeping up with new colouring techniques and products.
12. Grasp the importance of taking into account the results of the strand test.

Before learning how to prepare the scalp and the hair (D):

13. Know the synergy between products used to prepare the hair and scalp and those used in providing the technical services.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to use the specialized techniques of creative colouring:

- lightening followed by recolouring
- colour gradation of two or three tones of the same shade or contrasting shades
- frosting using foil wrapping, combs, or any other materials needed
- frosting and colour touch-up
- strips of colour (E):

14. Understand the process of penetration and selectivity of colouring products and lighteners.
15. Know the factors that can cause failure of a creative colouring.
16. Show why it is important to read the manufacturers' instructions for the products used.

Before learning how to finish the creative colouring (F):

17. Know the effects of different hairdressing products on hair that has been coloured or lightened.

Before learning how to carry out related operations (G):

18. Know various lines of hairdressing products used in the care of hair that has been coloured.

MODULE 8: PERSONALIZED HAIRSTYLING

CODE: 915 286

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **do a personalized hairstyling requiring a number of technical services** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually
- Following instructions
- Using:
 - a previously set-up work station
 - equipment, tools, and materials
 - any products necessary
 - a sketch notebook and current fashion magazines
 - manufacturers' instructions, etc.
 - a blank information form
 - a blank advice form
- Working with a client
- On the basis of the client's requests and needs

GENERAL PERFORMANCE CRITERIA

- Professional attitudes and behaviour
- Approach consistent with current practices in hairdressing salons
- Observance of hygiene and safety rules
- Order and method in carrying out work
- Technical and esthetic quality of the hairstyle
- Complete information on information form

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Greet the client.

- Observance of the greeting procedure
- Observance of the rules of courtesy

B. Suggest a personalized hairstyle requiring more than one technical service.

- Appropriate information noted on the consultation form:
 - information obtained from the client
 - results of examinations
- Appropriate choice of hairstyle
- Detailed description of the hairstyle suggested
- Clear explanations of the technical services suggested
- Accurate sketch of the personalized hairstyle
- Tact and assurance

C. Plan the work.

- Appropriate choice of techniques for:
 - preparation of the scalp and hair
 - the technical services required
 - the hairstyle chosen
- Appropriate choice of products, tools, and materials.

D. Provide the technical services:

- personalized cut, gradation of colouring
- personalized cut, styled permanent wave
- personalized cut, frosting, colour touch-up
- personalized cut, lightening, recolouring

- Proper preparation of the scalp and hair
- Observance of proper procedures
- Precision in applying products
- Technical quality of the result
- Speed in working
- Concern for the client's comfort

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

- E. Use hairdressing techniques for:
- a daytime hairstyle
 - an evening hairstyle

- Proper use of appropriate hairdressing products
- Precision in using hairdressing techniques
- Technical services in accordance with the personal hairstyle
- Careful finishing of the hairstyle

- F. Carry out related operations.

- Appropriate recommendations written on advice form
- Suggestion of appropriate hair care products or accessories
- Observance of the procedures for closing a sale
- Courteous attitude
- Proper updating and filing of forms

- G. Perform maintenance of work stations.

- Regular maintenance of work stations
- Proper cleaning and storage of:
 - tools
 - equipment
 - apparatus

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to suggest a personalized hairstyle requiring more than one technical service (B):

1. Grasp the importance of balance between a personalized hairstyle and the silhouette and personality type.
2. Become aware of the value of following trends in the development of hairdressing.

Before learning how to plan the work (C):

3. Describe methods of work organization that promote efficiency and productivity.

Before learning how to use hairdressing techniques for:

- a daytime hairstyle
 - an evening hairstyle (E):
4. Envision different high-fashion hairstyles.
 5. Describe ways of changing a daytime hairstyle into an evening hairstyle.
 6. Envision the effects created by adding various hairpieces.