

## COURSE COS1010: PERSONAL & PROFESSIONAL PRACTICES

**Level:** Introductory

**Prerequisite:** None

**Description:** Students develop increased appreciation for the significance of personal grooming in various life situations, as well as the knowledge and skills required to maintain a personal health and safety plan.

**Outcomes:** The student will:

**1. appreciate that one's appearance is a mode of communication with others**

- 1.1 define *personal grooming*
- 1.2 describe personal grooming from different points of view; e.g., cultural, personal, classmates, world of work
- 1.3 identify and describe personal hygiene components of grooming; e.g., skin, hair, face, hand and nail care
- 1.4 identify grooming practices and conditions that influence:
  - 1.4.1 self-confidence
  - 1.4.2 interpersonal relationships
  - 1.4.3 a sense of well-being
- 1.5 relate the importance of professional and personal appearance and positive self-concept

**2. identify personal practices and products that contribute to wellness**

- 2.1 investigate and describe grooming products and implements available for personal use and professional use
- 2.2 apply informed decision-making skills in the selection and use of products and appliances and describe the impact these decisions may have on the environment
- 2.3 identify and describe other components of wellness; e.g., posture, exercise, rest, nutrition
- 2.4 develop a personal growth and wellness plan

**3. create a health and safety plan**

- 3.1 research and identify eight common elements of a health and safety plan
- 3.2 explain each of the elements, reflecting on occupational health and safety implications
- 3.3 define health and safety elements relevant to the world of work
- 3.4 present a health and safety plan, clarifying its relevance to the work world and society in general
- 3.5 identify personal and public protection and safe work practices
- 3.6 explain the responsibilities of the employee, employer and government in terms of health and safety
- 3.7 describe general safety and accident prevention
- 3.8 list simple safety and first-aid applications; e.g., minor burns, cuts, choking, eye injury, fainting procedures, slip and trip hazards, back safety

**4. successfully complete Workplace Hazardous Materials Information System (WHMIS) training**

- 4.1 describe the three key elements of WHMIS
- 4.2 identify WHMIS hazard symbols
- 4.3 interpret the Material Safety Data Sheet (MSDS)
- 4.4 describe the location of a chemical storage area and the proper storage of chemicals

- 4.5 apply the requirements of WHMIS to the salon by:
  - 4.5.1 describing environmental protections and material handling used in salon applications
  - 4.5.2 describing personal protective equipment (PPE) and practices used in salon applications
- 5. describe the professional ethics required for salon success**
  - 5.1 outline the rules of professional ethics and how they relate to an individual's professional success
  - 5.2 describe professional ethics
  - 5.3 describe personal ethics
- 6. identify the purpose of creating and maintaining client records**
  - 6.1 identify the process for acquiring client information, including following appropriate legislation; e.g., *Personal Information Protection Act (PIPA)*
  - 6.2 develop a client record system (e.g., record cards, digital) that includes such things as name, address, birth date, type of service, previous appointments, release forms
  - 6.3 identify methods used to track client appointments; e.g., paper calendar, digital
- 7. describe infection control procedures and hygiene that apply in salon/spa ecology**
  - 7.1 define the term *bacteriology*
  - 7.2 distinguish between pathogenic and non-pathogenic organisms, bacteria, viruses and fungi
  - 7.3 describe the types of pathogenic bacteria and explain their growth, reproduction and effects on body health
  - 7.4 describe the various levels of infection control and prevention procedures used in the salon or spa
  - 7.5 identify appropriate hand-washing techniques
  - 7.6 discuss the importance of cleaning all equipment and work facilities for clients and staff
  - 7.7 describe personal and public hygiene procedures used in preventing the spread of contagious or communicable diseases, including:
    - 7.7.1 infectious diseases
    - 7.7.2 blood-borne pathogens; e.g., minor cuts, blood spills
    - 7.7.3 bacteria, viruses, fungi and parasites
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 9.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 9.2 create a connection between a personal inventory and occupational choices

## **COURSE COS1020: LONG HAIR DESIGN 1**

**Level:** Introductory

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

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

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

**Note:** Course must be delivered and assessed by a certified journey person instructor if a hairstylist trade pathway is being followed.

**Outcomes:** The student will:

### **1. define and describe long hair design**

- 1.1 describe the advantages and disadvantages of wearing a long hair design
- 1.2 name different techniques used to create long hair design; e.g., ropes, knots, braids
- 1.3 identify and describe the implements and materials used to:
  - 1.3.1 control
  - 1.3.2 direct
  - 1.3.3 part
  - 1.3.4 knot
  - 1.3.5 braid
  - 1.3.6 rope

### **2. create and properly secure ropes, knots and two- and three-strand braids**

- 2.1 demonstrate correct handling of implements to control, direct and part hair
- 2.2 create straight, curved and diagonal partings
- 2.3 create and secure a variety of hair roping, braid and knotting effects, including:
  - 2.3.1 single-strand ropes
  - 2.3.2 double-strand ropes
  - 2.3.3 triple-strand ropes
  - 2.3.4 two-strand braids
  - 2.3.5 three-strand braids
  - 2.3.6 combination braids
  - 2.3.7 knotting techniques
- 2.4 design, create and secure hairstyle by combining two or more hair design techniques

### **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)
  - 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 COS1910: COS 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 COS2000: SALON DESIGN**

**Level:** Intermediate

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

**Description:** Students develop an understanding of the business environment, entrepreneurship and the processes involved in creating a salon.

**Supporting Course:** EST3010: Spa Awareness

**Outcomes:** The student will:

### **1. identify the risks involved in business ownership**

- 1.1 identify factors that can play a part in an entrepreneurial enterprise; e.g., time, energy, money, motivation, industry trends, competition, economy
- 1.2 identify responsibilities that limit venture alternatives, including:
  - 1.2.1 legal
  - 1.2.2 social
  - 1.2.3 ethical
  - 1.2.4 environmental
  - 1.2.5 cultural
  - 1.2.6 economic

### **2. explain the importance of drafting a business plan**

- 2.1 develop a rationale for the business
- 2.2 identify goals and objectives
- 2.3 provide an overall summary of the business, including:
  - 2.3.1 name
  - 2.3.2 nature
  - 2.3.3 location of business; e.g., mall, stand-alone
- 2.4 analyze common forms of business ownership with relation to salons; e.g., sole proprietorship, partnership, corporation, franchise, cooperative
- 2.5 develop a marketing analysis, including:
  - 2.5.1 prevailing economic conditions
  - 2.5.2 target market
  - 2.5.3 competitive analysis
  - 2.5.4 unique selling proposition
  - 2.5.5 methods to promote business; e.g., advertising, sales promotions
- 2.6 complete a risk assessment of the business
- 2.7 identify the design and development of the facility, including:
  - 2.7.1 physical layout
  - 2.7.2 product line
  - 2.7.3 pricing
  - 2.7.4 promotion
  - 2.7.5 suppliers and vendors

- 2.8 identify the day-to-day operations of the business, including:
  - 2.8.1 financial management
  - 2.8.2 technological tools
  - 2.8.3 key personnel and their roles
  - 2.8.4 policies and procedures for staff
  - 2.8.5 client policies
  - 2.8.6 methods of compensation; e.g., independent contractors, salary, commission, tipping
  - 2.8.7 resources for maintaining and protecting the business; e.g., attorney, accountant
- 2.9 develop a financial plan for the business, including:
  - 2.9.1 use of technology
  - 2.9.2 start-up costs
  - 2.9.3 balance sheet
  - 2.9.4 income statement
  - 2.9.5 cash flow statement
  - 2.9.6 possible sources of capital
- 2.10 develop a salon philosophy that includes policies and procedures regarding:
  - 2.10.1 a standard of ethics
  - 2.10.2 job descriptions
  - 2.10.3 employee conduct and dress
  - 2.10.4 client relations
  - 2.10.5 record keeping; e.g., compliance with legislation such as PIPA, client release forms
  - 2.10.6 causes for termination of employment
- 2.11 access federal, provincial and local legislation and agencies related to:
  - 2.11.1 trade or licensing regulations
  - 2.11.2 labour laws
  - 2.11.3 tax laws
  - 2.11.4 health and safety regulations
  - 2.11.5 building regulations
- 2.12 investigate procedures for applying for and obtaining the various licenses, permits and certificates required
- 2.13 investigate obtaining various types of insurance; e.g., property, fire, liability, malpractice, worker's compensation, life and health insurance
- 2.14 explain the importance of understanding tax guidelines, including:
  - 2.14.1 federal tax
  - 2.14.2 Employment Insurance
  - 2.14.3 Canada Pension Plan
  - 2.14.4 provincial tax
  - 2.14.5 goods and service tax
- 2.15 prepare a marketing plan using information on such topics as:
  - 2.15.1 demographics
  - 2.15.2 promotions; e.g., direct marketing, personal marketing
  - 2.15.3 technology; e.g., Internet, digital camera
- 3. develop a blueprint of a salon**
  - 3.1 identify professionals available to help in the design of a salon; e.g., architects, general contractors, salon consultants
  - 3.2 create a checklist identifying the entire scope of the project; e.g., renovating or building, zoning, landscaping, cost of equipment

- 3.3 identify various areas and square footage required in a salon, including:
  - 3.3.1 entrance
  - 3.3.2 reception area
  - 3.3.3 stations
  - 3.3.4 storage area
  - 3.3.5 bathroom
  - 3.3.6 specialized areas; e.g., esthetics area, colour room
- 3.4 create a checklist related to the construction of the facility; e.g., energy sources, plumbing, technology, lighting, heating, air quality, noise control, safety
- 3.5 identify companies that supply various utilities and how to proceed with obtaining these services; e.g., licenses, procedures, billing
- 4. develop a three-dimensional salon design**
  - 4.1 develop and understand working with three-dimensional shapes; e.g., cubes, cylinders, spheres
  - 4.2 create a three-dimensional model of a salon by working from a blueprint
  - 4.3 identify the elements and principles of design, including:
    - 4.3.1 the impact of colour
    - 4.3.2 the implications of first impressions
  - 4.4 develop a colour scheme for the salon; e.g., paint chips, fabric samples for drapery, countertop samples, furniture ideas
  - 4.5 create a shop logo
- 5. assess the importance of safe and sanitary measures taken within a salon**
  - 5.1 identify training programs to improve the competency and safety of staff; e.g., first aid training, WHMIS
  - 5.2 identify 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
  - 5.3 describe the importance of:
    - 5.3.1 maintaining a clean, safe work area
    - 5.3.2 sanitizing and returning materials to proper storage areas after use
    - 5.3.3 disposing of unused chemicals, products and other 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 COS2010: LONG HAIR DESIGN 2**

**Level:** Intermediate

**Prerequisite:** COS1020: Long Hair Design 1

**Description:** Students use photos or other images as guides to recreate a variety of hair designs using long hair techniques.

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

**Note:** Course must be delivered and assessed by a certified journey person instructor if a hairstylist trade pathway is being followed.

**Outcomes:** The student will:

- 1. demonstrate understanding of the principles of symmetry and asymmetry as applied to hair design**
  - 1.1 define and describe the principles of symmetry and asymmetry
  - 1.2 describe how these principles apply to general hair design; e.g., roping, braiding, knotting, rolling, twisting, tying
- 2. select and recreate images of long hair techniques to produce secure finished hair designs**
  - 2.1 identify and describe factors that should be considered when creating long hair designs
  - 2.2 create and secure a variety of hair designs, including:
    - 2.2.1 rolling
    - 2.2.2 looping
    - 2.2.3 knotting
    - 2.2.4 tying
    - 2.2.5 weaving
    - 2.2.6 roping
    - 2.2.7 braiding
    - 2.2.8 multiple strand braiding; e.g., four, six, eight strand
  - 2.3 create symmetrical or asymmetrical hair designs by combining three or more upstyle creation techniques
  - 2.4 remove hair design without damaging hair
- 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. 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 COS2210: CLIENT SERVICES & SALES 1

**Level:** Intermediate

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

**Description:** Students will demonstrate basic principles of client service, consultation and retail sales related to the various sectors of the cosmetology industry.

**Note:** Course must be delivered and assessed by a certified journey person instructor if a hairstylist trade pathway is being followed.

**Outcomes:** The student will:

- 1. identify and describe the various aspects of appropriate client service**
  - 1.1 describe professional conversation and topics to avoid
  - 1.2 define rapport and how it is used to improve relations with others
  - 1.3 list and identify the factors that influence good human relations in the workplace
  - 1.4 describe and identify personality patterns and personality type indicators
  - 1.5 describe and demonstrate the procedures in greeting a client
  - 1.6 identify and describe the roles and responsibilities of management and personnel in cosmetology and esthetics related businesses; e.g., hairstylist, estheticians, wholesalers
- 2. identify and demonstrate courtesy, attention, respect and efficiency (CARE) principles**
  - 2.1 explain why service is important in the cosmetology industry
  - 2.2 distinguish between sales ability and the ability to provide service
- 3. describe and demonstrate an appropriate client consultation**
  - 3.1 explain the importance of an appropriate client consultation
  - 3.2 discuss appropriate legislation related to the *Personal Information Protection Act (PIPA)*
  - 3.3 develop client record system; e.g., name, address, birth date, type of service, previous appointments, release forms
  - 3.4 develop a procedure for a client consultation
  - 3.5 demonstrate a client consultation
- 4. identify and demonstrate attention, interest, desire and action (AIDA) as it relates to sales and service practices**
  - 4.1 explain the importance of client satisfaction to the success of a business
  - 4.2 explain the importance of record keeping to individual cosmetologists and to salon managers and operators
  - 4.3 describe the importance of services related to client building; e.g., appointments, telephone etiquette, sales receipts
- 5. describe and demonstrate strategies designed to promote and achieve client satisfaction for retail selling and display merchandising**
  - 5.1 identify and describe sales and service practices performed by salon personnel; e.g., cosmetologists, managers, operators, salon assistants, apprentices, receptionists
  - 5.2 distinguish among personal selling, retail selling and display merchandising
  - 5.3 describe and demonstrate promotional strategies that can be used by cosmetology businesses
  - 5.4 demonstrate personal selling, retail selling and display merchandising strategies

- 5.5 identify and describe the roles and responsibilities of management and personnel in cosmetology related businesses; e.g., hairstyling or esthetic salons, wholesalers
- 5.6 identify and demonstrate receptionist duties; e.g., rebooking clients, retailing, release forms, complying with PIPA, customer service, telephone etiquette
- 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 COS2910: COS 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 COS2920: COS 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 COS2950: COS 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 COS3000: THE SCIENCE OF COSMETOLOGY**

**Level:** Advanced

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

**Description:** Students develop an understanding of the importance of knowledge of anatomy and physiology as it relates to the cosmetology and esthetology industry.

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

**Outcomes:** The student will:

- 1. explain the importance of the study of anatomy and physiology as it relates to the cosmetology and esthetology professions**
  - 1.1 define the terms:
    - 1.1.1 *anatomy*
    - 1.1.2 *physiology*
    - 1.1.3 *histology*
    - 1.1.4 *metabolism*
  - 1.2 summarize how knowledge of anatomy and physiology is important for:
    - 1.2.1 basic hair care
    - 1.2.2 basic skin care and facials
    - 1.2.3 basic manicures and pedicures
- 2. outline the relationship and function of cells, tissues and primary organs within the human body**
  - 2.1 identify the basic parts of the cell
  - 2.2 define *metabolism*
  - 2.3 identify the primary types of tissue
  - 2.4 identify the organs of the body
- 3. identify the structure and primary significance of the four major body systems that are of greatest importance to the cosmetologist and esthetician**
  - 3.1 describe the body systems that are of primary concern to the cosmetologist and esthetician, including:
    - 3.1.1 skeletal
    - 3.1.2 muscular
    - 3.1.3 circulatory
    - 3.1.4 nervous
  - 3.2 label the structures of the body systems, including:
    - 3.2.1 bones
    - 3.2.2 arteries
    - 3.2.3 veins
    - 3.2.4 nerves
    - 3.2.5 muscles

**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 COS3010: PROFESSIONAL RELATIONSHIPS**

**Level:** Advanced

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

**Description:** Students develop understanding of, and will be able to describe and demonstrate, the skills required to communicate in the cosmetology industry and demonstrate professional ethics for salon success.

**Outcomes:** The student will:

### **1. demonstrate ethical practices**

- 1.1 define the terms *professional ethics* and *personal ethics*
- 1.2 outline the rules of professional ethics and how they relate to an individual's professional success
- 1.3 list and describe ethical behaviours expected of professional cosmetologists
- 1.4 suggest possible consequences of ethical and unethical behaviours to the:
  - 1.4.1 individual cosmetologist
  - 1.4.2 business operation
  - 1.4.3 cosmetology industry
- 1.5 demonstrate professional ethics
- 1.6 demonstrate personal ethics
- 1.7 identify the correlation between professional and personal ethics

### **2. demonstrate interpersonal communication skills suited to professional cosmetologists**

- 2.1 identify and explain various elements of verbal and nonverbal communication, including:
  - 2.1.1 explaining the importance of two-way communication
  - 2.1.2 explaining the importance of understanding nonverbal communication and how it can affect the way a message is received
  - 2.1.3 describing how grammar can change the meaning of the message
  - 2.1.4 explaining how tone, inflection and rate of speech can affect the meaning of a message
- 2.2 explain why effective interpersonal communication skills are required by professional cosmetologists and:
  - 2.2.1 suggest possible consequences of not communicating effectively
  - 2.2.2 describe examples of effective and ineffective nonverbal communication
  - 2.2.3 describe examples of effective and ineffective verbal communication
- 2.3 describe interpersonal communication skills required by professional cosmetologists by:
  - 2.3.1 identifying and describing professional conversation and topics to avoid
  - 2.3.2 defining rapport and how it is used to improve relations with others

### **3. identify factors that affect the working environment**

- 3.1 list and identify the factors that influence good human relations in the workplace, including:
  - 3.1.1 attitudes
  - 3.1.2 manners
  - 3.1.3 sense of humour
  - 3.1.4 consideration
  - 3.1.5 emotional control

- 3.1.6 flexibility
- 3.1.7 courtesy
- 3.2 describe how to identify personality patterns and personality type indicators
- 4. identify and describe provincial regulations pertaining to cosmetology**
- 5. outline the need for various types of insurance and the possible consequences resulting from a lack of insurance coverage**
- 6. identify various ways of assisting the apprentice in the workplace**
  - 6.1 define *workplace coaching* and *mentoring*
  - 6.2 describe and explain the roles and purposes of the advisory network and the Provincial Apprenticeship Committee
- 7. identify the various ways to enter the different sectors of cosmetology**
  - 7.1 identify and describe the qualifications required to enter the various sectors
  - 7.2 identify and explain the regulations pertaining to the various sectors
- 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 COS3020: LONG HAIR DESIGN 3**

**Level:** Advanced

**Prerequisite:** COS2010: Long Hair Design 2

**Description:** Students design and produce symmetrical and asymmetrical long hair designs.

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

**Note:** Course must be delivered and assessed by a certified journey person instructor if a hairstylist trade pathway is being followed.

**Outcomes:** The student will:

**1. select, design and create a variety of long hair designs to suit different facial, personality and situational needs**

- 1.1 identify and describe devices that may be used to enhance and secure long hair designs
- 1.2 list and describe a procedure used when creating long hair designs
- 1.3 demonstrate hair handling, brushing and combing techniques that protect the condition and appearance of long hair
- 1.4 create a variety of symmetrical and asymmetrical long hair designs suited to:
  - 1.4.1 day wear
  - 1.4.2 bridal wear
  - 1.4.3 evening wear
- 1.5 incorporate a variety of devices to enhance the appearance of various long hair designs; e.g., hairclips, hair goods
- 1.6 demonstrate a variety of techniques to secure and finish long hair designs
- 1.7 perform hair design techniques to meet client(s) needs, including:
  - 1.7.1 creating a design
  - 1.7.2 executing a design
  - 1.7.3 finishing a design

**2. identify and demonstrate safe and sanitary practices**

- 2.1 maintain a clean, sanitary and safe work area
- 2.2 apply universal precautions related to:
  - 2.2.1 hand-washing techniques
  - 2.2.2 infectious diseases
  - 2.2.3 blood-borne pathogens; e.g., minor cuts, blood spills
  - 2.2.4 bacteria, viruses, fungi and parasites
  - 2.2.5 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 proper 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 COS3280: CLIENT SERVICES & SALES 2**

**Level:** Advanced

**Prerequisite:** COS2210: Client Services & Sales 1

**Description:** Students distinguish between sales and service techniques that encourage positive client responses and demonstrate effective sales and service techniques.

**Note:** Course must be delivered and assessed by a certified journey person instructor if a hairstylist trade pathway is being followed.

**Outcomes:** The student will:

- 1. design a client survey and develop a client profile that identifies client demographics and level of satisfaction with the salon**
  - 1.1 create a tool to survey the demographics of clients; e.g., address, age
  - 1.2 create a tool to survey the client's level of satisfaction with the salon, considering:
    - 1.2.1 service
    - 1.2.2 attention
    - 1.2.3 friendliness
    - 1.2.4 cleanliness
    - 1.2.5 professionalism
  - 1.3 analyze the data collected and prepare a report that includes recommendations for action
  - 1.4 use the prepared report to develop a profile of clients who use the salon and include details of frequency of use and levels of client satisfaction
  - 1.5 demonstrate service techniques that evoke positive responses in a client
- 2. develop and implement a plan to enhance client satisfaction and increase the sales of services, cosmetics and products for personal grooming**
  - 2.1 create a plan to increase the level and quality of sales and services offered to clients and to enhance the public image and appearance of the salon
  - 2.2 describe and demonstrate techniques used to:
    - 2.2.1 close a sale
    - 2.2.2 offer reassurance and support for purchasing decisions
    - 2.2.3 address after-sale and follow-up services
    - 2.2.4 select and implement one or more parts of the plan
- 3. evaluate outcomes of the plan in relation to enhancing client satisfaction and increasing the sales of services, cosmetics and products for personal grooming**
  - 3.1 create a tool for evaluating each part of the plan
  - 3.2 evaluate the plan in relation to:
    - 3.2.1 client satisfaction
    - 3.2.2 client use of salon
    - 3.2.3 sale of services
    - 3.2.4 sale of products
  - 3.3 make appropriate changes, if required, to the plan

**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 COS3910: COS 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 COS3920: COS 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 COS3950: COS 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