



NOVA SCOTIA
APPRENTICESHIP
AGENCY

NOVA SCOTIA
CURRICULUM STANDARD
BLACK BEAUTY CULTURE HAIR
INNOVATOR

Based on the Nova Scotia Occupational Standard

Nova Scotia Apprenticeship Curriculum Standard

Black Beauty Culture Hair Innovator

Preface

This Nova Scotia Curriculum Standard (NSCS) is intended to assist instructional staff in the design and delivery of instructor-led technical training in support of the Black Beauty Culture Hair Innovator (BBCHI) trade.

This NSCS contains all the technical training elements required to complete the Black Beauty Culture Hair Innovator apprenticeship program and has been developed based on the 2024 Nova Scotia Occupational Standard (NSOS) for the trade.

Implementation of this NSCS for Apprenticeship training is outlined in the following table.

Level	Implementation Effective
Level 1	2024

The above implementation schedule was current at time of publication.

Granting of credit or permission to challenge level examinations (if applicable) for pre-apprenticeship training for this trade will be based on the content outlined in this standard. Training providers must contact the Nova Scotia Apprenticeship Agency for more information on the process and requirements for determining eligibility for credit towards an apprenticeship program.

Acknowledgements

The Nova Scotia Apprenticeship Agency wishes to acknowledge the contributions of the trade advisory committee members, tradespersons, industry establishments, professional associations, labour organizations, training providers, government departments and agencies, and all others who contributed to this publication.

Special thanks are offered to the following representatives who contributed greatly to the original draft of the standard and provided expert advice throughout its development.

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User Guide

Nova Scotia Curriculum Standards (NSCS) are developed based on the Nova Scotia Occupational Standard (RSOS) and industry consultation. This document represents the minimum content to be delivered as part of the apprenticeship program for this trade.

The NSCS documents are purposefully constructed for ease of use and flexibility of structure in order to adapt to all delivery requirements. They detail units of training, unit outcomes and objectives. They do not impose a delivery model or teaching format.

Training providers will select and develop delivery materials and techniques that accommodate a variety of learning styles and delivery patterns. The NSCS does not dictate study materials, textbooks or learning activities to be used in delivery.

Structure

The content of the NSCS is divided into units. Unit codes are used as a means of identification and are not intended to convey the order of delivery. It is at the discretion of the training provider to deliver the content in the required logical sequence of delivery within the level. Units may be delivered one at a time or concurrently within a level, provided all outcomes are met.

The Learning Outcomes describe what the apprentice should know or be able to do at the end of training. Wording of the Learning Outcomes, “Demonstrate knowledge of...” acknowledges the broad spectrum of ways in which knowledge can be assessed (i.e. practical projects, multiple choice testing, presentations, etc.) by instructional staff within the training.

The Occupational Standard (OS) to Curriculum Comparison chart maps the OS trade skills/subtasks to the curriculum standard.

Each unit of training in the curriculum standard lists both theoretical and practical objectives, which represent the minimum content that must be covered during technical training. Detailed content/bulleted lists for each objective have not been developed. Where detail is required for clarity, content has been provided.

The practical objectives represent the tasks/skills that apprentices must be exposed to during technical training. An individual or group performance of the task/skill is recommended; if not possible, an instructor demonstration is acceptable. Training Providers should use practical, hands-on learning whenever possible, whether identified in the curriculum standard as a practical objective or not.

Each unit also provides suggested hours (a guide only), which can be adjusted for apprentice learning, delivery methods, practical/hands-on learning, examinations, registration, holidays, storm days, etc.

Glossary of Terms

These definitions are intended as a guide to how language is used in the document.

ADJUST	To put in good working order; regulate; bring to a proper state or position.
APPLICATION	The use to which something is put and/or the circumstance in which an individual would use it.
CHARACTERISTIC	A feature that helps to identify, tell apart or describe recognizably; a distinguishing mark or trait.
COMPONENT	A part that can be separated from or attached to a system; a segment or unit.
DEFINE	To state the meaning of (a word, phrase, etc.).
DESCRIBE	To give a verbal account of; tell about in detail.
EXPLAIN	To make plain or clear; illustrate; rationalize.
IDENTIFY	To point out or name objectives or types.
INTERPRET	To translate information from observation, charts, tables, graphs and written material.
MAINTAIN	To keep in a condition of good repair or efficiency.
METHOD	A means or manner of doing something that has procedures attached to it.
OPERATE	How an object works; to control or direct the functioning of.
PROCEDURE	A prescribed series of steps taken to accomplish an end.
PURPOSE	The reason for which something exists or is done, made or used.

Glossary of Terms (cont'd)

SERVICE	<p>Routine inspection and replacement of worn or deteriorating parts.</p> <p>An act or business function provided to a customer in the course of an individual's profession (e.g., haircut).</p>
TECHNIQUE	<p>Within a procedure, the manner in which technical skills are applied.</p>
TEST	<p>v. To subject to a procedure that ascertains effectiveness, value, proper function or other quality.</p> <p>n. A way of examining something to determine its characteristics or properties, or to determine whether or not it is working correctly.</p>
TROUBLESHOOT	<p>To follow a systematic procedure to identify and locate a problem or malfunction and its cause.</p>

Essential Skills Profiles/Skills for Success

Through extensive research, the Government of Canada and other national and international agencies have identified and validated key essential skills for the workplace. These skills are used in nearly every job and at different levels of complexity. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. In response to the evolving labour market and changing skill needs, in 2021 the Government of Canada launched a new **Skills for Success** model. Information can be found at:

<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/new-model.html>

The Employment and Social Development Canada (ESDC) website provides information about the Skills for Success, including:

- a brief description of the skills;
- why the skill is important;
- tools to help you improve on each of the skills, and
- Videos to help you improve on each of the skills.

This information can be found at: <https://www.jobbank.gc.ca/essentialskills>

Skills for Success training tools can be found at:

<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools.html>

The development and improvement of these Skills for Success is inherent throughout the apprenticeship training program as apprentices work towards achieving journeyman status.

Level Structure

Level 1-A, 6 Weeks (180 hrs)

Code	Unit Title	Hrs*	Pg	Practical Objectives*
BBC-100	Black Beauty Culture and History	30	17	N/A
BBC-105	Personal and Professional Success	6	19	N/A
BBC-110	Salon Safety	12	20	N/A
BBC-115	Infection Control	6	22	N/A
BBC-120	Draping and Consultation	12	24	1. Drape client. 2. Perform client consultations.
BBC-125	Hair and Scalp Analysis	18	26	1. Perform a hair and scalp analysis. 2. Perform PH level test.
BBC-130	Shampoo and Conditioning	6	29	1. Shampoo and condition hair. 2. Perform hair treatment. 3. Perform scalp massage.
BBC-135	Tools and Equipment	12	31	N/A
BBC-140	Principles of Hair Design in Black Beauty Culture	12	33	N/A
BBC-145	Thermal Styling	12	35	1. Style hair using thermal tools. 2. Perform placement of thermal tools for setting hair. 3. Perform hair conditioning treatment using hair steamer.
BBC-150	Introduction to Braiding	12	39	1. Perform braiding to demonstrate design, direction and number of braids.
BBC-155	Introduction to Extensions, Wigs and Hairpieces	18	40	1. Perform a braiding technique on a hair extension. 2. Perform a conventional extension using the weaving technique. 3. Perform a wig fitting and styling.
BBC-160	Introduction to Locking	12	42	1. Perform locking to demonstrate design, direction and number of locks.
BBC-170	Front Desk	6	44	1. Perform front desk duties.
MENT-700	Mentoring I	6	46	N/A

Level Structure (cont'd)

Level 1-B, 3 Weeks (84 hrs)

Code	Unit Title	Hrs*	Pg	Practical Objectives*
MENT-701	Mentoring II	6	49	1. N/A
BBC-200	Advanced Braids, Locks and Twists	18	51	<ol style="list-style-type: none"> 1. Perform sectioning and parting for advanced styling techniques. 2. Create and perform advanced cultural innovator styles. <ol style="list-style-type: none"> i) braid design on a guest, classmate or mannequin ii) lock design on a guest, classmate or mannequin iii) twist design on a guest, classmate or mannequin 3. Perform a locking style with optimal tension to ensure the safety of the scalp or hairline.
BBC-205	Removal Process	6	53	<ol style="list-style-type: none"> 1. Open braids, extensions, locks or twists. 2. Remove debris and perform scalp massage and treatment.
BBC-210	Advanced Extensions, Wigs and Hairpieces	18	55	<ol style="list-style-type: none"> 1. Measure, design and make a customized wig. 2. Clean and maintain hair extensions, wigs and hairpieces.
BBC-215	Salon Management and Entrepreneurship	6	57	N/A
BBC-220	Program Review	30	59	N/A

***Hours:** The time it should take to cover the unit (a guide only).

***Practical Objectives:** The tasks/skills apprentices must be exposed to during technical training. An individual or group performance of the task/skill is recommended; if not possible, an instructor demonstration is acceptable. Training Providers should use practical, hands-on learning whenever possible, whether identified in the curriculum as a practical objective or not.

2023 Occupational Standard Sub-task to Curriculum Unit Comparison

NSOS Sub-Task		NSCS Unit	
Task A-1 Performs safety-related and hygienic functions.			
1.01	Cleans and disinfects tools and equipment	BBC 115	Infection Control
1.02	Sanitizes towels, capes and smocks	BBC 115	Infection Control
1.03	Maintains safe and hygienic work environment	BBC 110	Salon Safety
Task A-2 Uses tools and equipment.			
2.01	Uses styling and manual tools	BBC 135	Tools and Equipment
2.02	Uses electric tools	BBC 135	Tools and Equipment
2.03	Uses major equipment	BBC 135	Tools and Equipment
Task A-3 Prepares for client services.			
3.01	Consults with client	BBC 120	Draping and Consultation
		BBC 140	Principles of Hair Design in Black Beauty Culture
		BBC 200	Advanced Cultural Hair Innovator Styles
3.02	Plans client services	BBC 120	Draping and Consultation
3.03	Drapes client	BBC 120	Draping and Consultation
3.04	Uses documentation to record client services	BBC 120	Draping and Consultation
Task A-4 Uses communication and mentoring techniques.			
4.01	Uses communication techniques	MENT-700	Mentoring I
		MENT-701	Mentoring II
4.02	Uses mentoring techniques	MENT-700	Mentoring I
		MENT-701	Mentoring II
Task A-5 Applies cultural and historic knowledge to BBCHI consultation.			
5.01	Uses cultural knowledge to communicate with guests	BBC 100	Black Beauty Culture and History
		BBC 140	Principles of Hair Design in Black Beauty Culture
		BBC 200	Advanced Braids, Locks and Twists
5.02	Uses historical knowledge to communicate with guests	BBC 100	Black Beauty Culture and History
		BBC 140	Principles of Hair Design in Black Beauty Culture
		BBC 200	Advanced Braids, Locks and Twists

NSOS Sub-Task		NSCS Unit	
Task B-6 Analyzes and responds to hair and scalp conditions.			
6.01	Analyzes hair and scalp health	BBC 125	Hair and Scalp Analysis
		BBC 200	Advanced Braids, Locks and Twists
6.02	Responds to adverse hair and scalp reactions	BBC 125	Hair and Scalp Analysis
Task B-7 Shampoos and conditions hair and scalp.			
7.01	Prepares client's hair for shampooing	BBC 130	Shampooing and Conditioning
7.02	Controls flow and temperature of water	BBC 130	Shampooing and Conditioning
7.03	Manipulates hair and scalp using shampoo and conditioner	BBC 130	Shampooing and Conditioning
7.04	Performs hair and scalp treatment	BBC 130	Shampooing and Conditioning
Task C-8 Prepares and styles wet hair.			
8.01	Detangles wet hair	BBC 130	Shampooing and Conditioning
8.02	Uses styling aids for wet hair	BBC 145	Thermal Styling
8.03	Places hair using freestyle techniques	BBC 145	Thermal Styling
8.04	Styles hair using finger curls and pin curls	BBC 145	Thermal Styling
8.05	Finishes style for wet hair	BBC 145	Thermal Styling
Task C-9 Styles and finishes dry hair.			
9.01	Detangles dry hair	BBC 130	Shampooing and Conditioning
9.02	Uses styling aids for dry hair	BBC 145	Thermal Styling
9.03	Styles hair using thermal tools and equipment	BBC 145	Thermal Styling
9.04	Styles updos	BBC 145	Thermal Styling
9.05	Finishes style for dry hair	BBC 145	Thermal Styling
Task D-10 Braids hair.			
10.01	Divides, parts and sections hair	BBC 150	Introduction to Braiding
		BBC 200	Advanced Braids, Locks and Twists
10.02	Braids hair	BBC 150	Introduction to Braiding
		BBC 200	Advanced Braids, Locks and Twists

NSOS Sub-Task		NSCS Unit	
Task D-11 Performs extensions, wigs and hairpiece services.			
11.01	Selects and customizes hair extensions, wigs and hairpieces	BBC 155	Introduction to Extensions, Wigs and Hairpieces
		BBC 210	Advanced Extensions, Wigs and Hairpieces
11.02	Maintains hair extensions, wigs and hairpieces	BBC 155	Introduction to Extensions, Wigs and Hairpieces
		BBC 210	Advanced Extensions, Wigs and Hairpieces
Task D-12 Performs and maintains locks and twists.			
12.01	Sections hair for locking	BBC 160	Introduction to Locking
		BBC 200	Advanced Braids, Locks and Twists
12.02	Braids or twists hair for locking	BBC 160	Introduction to Locking
		BBC 200	Advanced Braids, Locks and Twists
12.03	Maintains, prunes and grooms locks	BBC 160	Introduction to Locking
Task D-13 Removes braids, extensions, locks and twists.			
D-13.01	Opens braid, extensions, locks, twists and combs out	BBC 205	Removal Process
D-13.02	Treats and removes debris	BBC 205	Removal Process
Task E-14 Performs front desk responsibilities.			
14.01	Performs communication duties	BBC 170	Front Desk
14.02	Schedules appointments	BBC 170	Front Desk
14.03	Interacts with clients	BBC 120	Draping and Consultation
		BBC 170	Front Desk
14.04	Completes financial transactions	BBC 170	Front Desk
14.05	Maintains inventory	BBC 215	Salon Management and Entrepreneurship
14.06	Prices retail products	BBC 215	Salon Management and Entrepreneurship
14.07	Maintains retail displays	BBC 215	Salon Management and Entrepreneurship
Task E-15 Establishes business fundamentals.			
15.01	Develops business plan	BBC 215	Salon Management and Entrepreneurship
15.02	Presents professionalism	BBC 105	Personal and Professional Success
		BBC 170	Front Desk
		BBC 215	Salon Management and Entrepreneurship
15.03	Markets products and services	BBC 215	Salon Management and Entrepreneurship

Level 1-A
6 Weeks (180 hours)

BBC-100 Black Beauty Culture and History

Learning Outcomes:

- Demonstrate knowledge of Black Beauty culture and history.

2024 Nova Scotia Occupational Standard Reference:

- 5.01 Uses cultural knowledge to communicate with guests.
- 5.02 Uses historical knowledge to communicate with guests.

Suggested Hours:

30 Hours

Theoretical Objectives:

1. Define terminology associated with Black Beauty culture and history.
2. Explain the difference between natural hair care and conventional hair care.
3. Describe the cultural and historical significance of natural hair care and styles.
 - i) braids
 - ii) twists
 - iii) locks
 - iv) knots
 - v) protective hairstyles
 - vi) non-chemical hair straightening
 - vii) updos
 - viii) wigs and extensions
4. Identify contribution of historical figures in Black Beauty culture.
 - i) Viola Desmond
 - ii) Verna Constance Skinner
 - iii) Lillian Patterson
 - iv) Lena Halfkenney Lucas
 - v) Natherine Willis
 - vi) Cramer Downey
 - vii) Barbara Bowen
5. Explain the importance and historical significance of Black Beauty hair culture.

6. Explain how communication and sharing Black Beauty culture increases individual and collective awareness.
7. Explain the importance of cultural identity.
8. Explain the necessity for recognizing and acknowledging the personhood of black people.
9. Describe the reasons Black and textured hair was typed and classified.
10. Identify hair care terminology that is racist and terminology which is inclusive.
11. Identify Black Beauty advocates in provincial, national or global contexts.

Practical Objectives:

N/A

BBC-105 Personal and Professional Success

Learning Outcomes:

- Demonstrate knowledge of principles that contribute to personal and professional success.
- Demonstrate knowledge of a healthy, positive attitude.
- Demonstrate knowledge of good personal hygiene habits.
- Demonstrate knowledge of how to dress for success.

2024 Nova Scotia Occupational Standard Reference:

15.02 Presents professionalism.

Suggested Hours:

6 hours

Theoretical Objectives:

1. Describe the principles that influence personal and professional success.
2. Describe the personal and professional benefits of establishing a code of conduct.
3. Describe the importance of being helpful and caring to others.
4. Explain how goal setting can help achieve success.
5. Explain the importance and methods of how to prioritize tasks.
6. Identify strategies for sound decision making and creating a strong sense of responsibility toward work.
7. Identify what creates a positive personality and attitude and how to practice self-care.
8. Explain the necessity for proper personal and professional hygiene and dressing professionally.

Practical Objectives:

N/A

BBC-110 Salon Safety

Learning Outcomes:

- Demonstrate knowledge of personal protective equipment (PPE) and safety equipment, their applications, maintenance and procedures for use.
- Demonstrate knowledge of safe and hygienic work practices.
- Demonstrate knowledge of regulatory requirements pertaining to workplace health and safety.

2024 Nova Scotia Occupational Standard Reference:

1.03 Maintains safe and hygienic work environment.

Suggested Hours:

12 hours

Theoretical Objectives:

1. Define terminology associated with health and safety.
2. Explain the importance of maintaining personal hygiene.
3. Identify workplace hazards and describe safe work practices.
 - i) slipping
 - ii) tripping
 - iii) electrical shock
 - iv) blood spills
 - v) communicable diseases
4. Identify types of personal protective equipment (PPE) and safety equipment and describe their applications, limitations and procedures for use.
 - i) PPE
 - gloves
 - smocks
 - masks
 - safety glasses
 - ii) safety equipment
 - first aid kits
 - fire extinguishers
 - eye wash stations

5. Describe the procedures used to inspect, maintain and store PPE and safety equipment.
6. Describe safety policies, procedures and requirements.
7. Describe basic first aid requirements and techniques.
8. Identify and interpret workplace health and safety regulations pertaining to the use of PPE and safety equipment.
 - i) Globally Harmonized System/Workplace Hazardous Materials Information System (WHMIS)
 - ii) Occupational Health and Safety (OHS)
9. Explain why it is important to participate in information and safety meetings.
10. Describe good housekeeping practices.
 - i) sweeping
 - ii) removing debris
 - iii) storing materials, tools and equipment

Practical Objectives

N/A

BBC-115 Infection Control

Learning Outcomes:

- Demonstrate knowledge of cleaning, sanitizing and disinfecting products and their applications.
- Demonstrate knowledge of procedures to clean and disinfect tools and equipment.
- Demonstrate knowledge of procedures to sanitize towels, capes and smocks.

2024 Nova Scotia Occupational Standard Reference:

- 1.01 Cleans and disinfects tools and equipment.
- 1.02 Sanitizes towels, capes and smocks.

Suggested Hours:

6 hours

Theoretical Objectives:

1. Define terminology associated with infection control.
2. Identify hazards and describe safe work practices pertaining to infection control.
 - i) communicable diseases
 - ii) cross-contamination
2. Explain the importance of disinfection and sanitization in a salon environment.
3. Identify types of cleaning, sanitizing and disinfecting products and their applications.
4. Identify methods of infection control within a salon environment.
 - i) cleaning
 - ii) sanitation
 - iii) disinfection
 - spraying
 - wiping
 - soaking
 - iv) sterilization
5. Describe the procedures used to clean and disinfect tools and equipment.
6. Describe the procedures used to sanitize towels, capes and smocks.

7. Describe methods of disposal for infectious materials.
 - i) contaminated materials (towels, capes)

Practical Objectives

N/A

BBC-120 Draping and Consultation

Learning Outcomes:

- Demonstrate knowledge of consultation skills and creating a safe, welcoming space.
- Demonstrate knowledge of procedures to plan client services.
- Demonstrate knowledge of procedures to drape clients.
- Demonstrate knowledge of salon documentation and its use.
- Demonstrate knowledge of geometric shapes.
- Demonstrate knowledge of designing and adhering to patterns.

2024 Nova Scotia Occupational Standard Reference:

- 3.01 Consults with client.
- 3.02 Plans client services.
- 3.03 Drapes client.
- 3.04 Uses documentation to record client services.
- 14.03 Interacts with clients.

Suggested Hours:

12 hours

Theoretical Objectives:

1. Identify and describe workplace health and safety rules and regulations pertaining to draping, seating and shampoo station.
2. Describe how to build trust with a client through authentic communication.
3. Explain how greetings and physical touch can be used to build trust.
4. Identify the value of equity, diversity and inclusion in the workplace.
 - i) practice cross cultural communication skills
5. Identify types of information required from client before performing services.
 - i) style desires
 - ii) allergies
 - iii) sensitivities
 - iv) medical conditions
 - v) hair history
 - vi) personal information

2. Identify types of salon documents required to provide client services.
 - i) waivers
 - ii) client records
 - iii) consultation questionnaire
 - iv) price lists
 - v) brochures
3. Describe the procedures used to identify client features.
 - i) hair type
 - ii) profile
 - iii) facial shape
 - iv) growth patterns
4. Identify characteristics and applications of geometric shapes and patterns when determining styling preferences and needs.
5. Explain the importance of communicating time, cost and maintenance requirements for desired services.
6. Describe the procedures used to organize, schedule and manage time effectively.
7. Identify types of capes required for service to be performed.
 - i) waterproof
 - ii) nylon
8. Describe the procedures used to establish barrier required between neck and cape.
9. Identify fasteners used to secure cape.
10. Identify ergonomic strategies that benefit the client and the practitioner.

Practical Objectives

1. Drape client.
2. Perform client consultations.

BBC-125 Hair and Scalp Analysis

Learning Outcomes:

- Demonstrate knowledge of reference guide of black hair texture.
- Demonstrate knowledge of hair and scalp characteristics, structure, disorders and conditions.
- Demonstrate knowledge of procedures to analysis hair and scalp health.
- Demonstrate knowledge of procedures to respond to adverse hair and scalp reactions.
- Demonstrate knowledge of chemically serviced hair.
- Demonstrate knowledge of procedures used to analyze hair and scalp for non-chemical services.

2024 Nova Scotia Occupational Standard Reference:

- 6.01 Analyzes hair and scalp health.
- 6.02 Responds to adverse hair and scalp reactions.

Suggested Hours:

18 hours

Theoretical Objectives:

1. Define terminology associated with hair and scalp analysis.
2. Describe the basic hair structure and its characteristics.
 - i) hair follicle
 - ii) hair root
 - iii) hair bulb
 - iv) dermal papilla
 - v) sebaceous gland and arrector pili muscle
3. Describe the layers of the hair shaft.
 - i) cuticle
 - ii) cortex
 - iii) medulla
4. Describe the growth phases of hair.
 - i) anagen phase
 - ii) catagen phase

- iii) telogen phase
5. Identify hair types and describe their characteristics.
 - i) straight
 - ii) wavy
 - iii) curly
 - iv) coily
 6. Identify hair textures and describe their characteristics.
 - i) soft waves
 - ii) wavy
 - iii) curly
 - iv) coily
 - v) tight coils
 - vi) kinky
 - vii) wiry
 7. Explain the hair properties for hair typing and describe methods of care.
 - i) diameter of the hair
 - ii) hair porosity
 - iii) texture
 - iv) elasticity
 8. Identify and describe procedures for identifying hair and scalp characteristics.
 9. Identify the look and feel of chemically treated hair.
 10. Explain the importance of obtaining client's health condition and medical history.
 - i) medication
 - ii) hormonal changes
 - iii) allergies
 - iv) carcinomas
 11. Identify types of hair disorders and conditions and describe their causes and prevention.
 - i) lice nits
 - ii) dryness
 - iii) split ends
 - iv) breakage
 - v) chemical damage
 - vi) fragile/compromised
 - vii) beaded hair
 - viii) knotted hair

12. Identify types of scalp disorders and conditions and describe their causes and prevention.
 - i) head lice
 - ii) ringworm
 - iii) cradle cap
 - iv) hypopigmentation
 - v) hyperpigmentation
 - vi) psoriasis
 - vii) dandruff
 - viii) dryness
 - ix) oiliness
 - x) abrasions
 - xi) eczema
 - xii) alopecia
13. Describe the procedures used to inspect hair and scalp visually.
14. Describe the procedures to perform a PH level test.
15. Describe the impact of health and good nutrition on hair and scalp disorders and conditions.
16. Explain the effects of environmental factors on hair.
17. Identify hair and scalp conditions that would prevent a service from being performed.
18. Identify common adverse reactions and describe their causes and treatment.
 - i) irritation
 - ii) damage
19. Describe safety measures used to protect the scalp and hairline when performing services.
20. Describe referral practices and procedures when a disease or disorder is suspected.

Practical Objectives

1. Perform hair and scalp analysis.
2. Perform a PH level test.

BBC-130 Shampooing and Conditioning

Learning Outcomes:

- Demonstrate knowledge of detangling tools and aids and their applications.
- Demonstrate knowledge of procedures to control water flow and temperature.
- Demonstrate knowledge of procedures to manipulate hair and scalp using shampoo and conditioner.
- Demonstrate knowledge of hair and scalp treatment products and their applications.
- Demonstrate knowledge of procedures to perform hair and scalp treatments.

2024 Nova Scotia Occupational Standard Reference:

- 7.01 Prepares client's hair for shampooing.
- 7.02 Controls flow and temperature of water.
- 7.03 Manipulates hair and scalp using shampoo and conditioner.
- 7.04 Performs hair and scalp treatment.
- 8.01 Detangles wet hair.
- 9.01 Detangles dry hair.

Suggested Hours:

6 hours

Theoretical Objectives:

1. Identify types of detangling tools and aids and describe their applications.
 - i) brushes
 - ii) combs
 - iii) picks
 - iv) detangling solution

2. Describe the procedures used to visually inspect hair for hair enhancements.
 - iii) hair extensions
 - iv) wefts
 - v) wiglets
 - vi) feathers
 - vii) beads
 - viii) gems
 - ix) clips

3. Identify types of shampoos and conditioners and describe their applications based on hair and scalp conditions.
4. Describe the procedures used to control the flow, direction and temperature of water.
5. Identify types of hair and scalp treatments and their associated products.
6. Describe the procedures used to perform natural hair and scalp treatments.
7. Describe the procedures used to manipulate hair and scalp using shampoo and conditioner.
8. Identify benefits of a scalp massage.
9. Identify types of scalp massage equipment.

Practical Objectives

1. Shampoo and condition hair.
2. Perform hair treatment.
3. Perform scalp massage.

BBC-135 Tools and Equipment

Learning Outcomes:

- Demonstrate knowledge of manual tools, their applications, maintenance and procedures for use.
- Demonstrate knowledge of electric tools, their applications, maintenance and procedures for use.
- Demonstrate knowledge of major equipment, their applications, maintenance and procedures for use.

2024 Nova Scotia Occupational Standard Reference:

- 2.01 Uses styling and manual tools.
- 2.02 Uses electric tools.
- 2.03 Uses major equipment.

Suggested Hours:

12 hours

Theoretical Objectives:

1. Identify hazards and describe safe work practices pertaining to use of tools and equipment.
 - i) manual tools
 - ii) electric tools
 - iii) major equipment
2. Identify types of manual tools and describe their characteristics, applications and procedures for use.
 - i) combs
 - ii) picks
 - iii) brushes
 - iv) clips
 - v) rollers
 - vi) curved needle
 - vii) straight needle
 - viii)crochet hook
 - ix) hair pliers
3. Identify types of electric tools and describe their characteristics, applications and procedures for use.
 - i) thermal tools

- curling irons
 - flat irons
 - ii) hair dryers
 - iii) diffusers
4. Identify types of major equipment and describe their characteristics, applications and procedures for use.
 - i) electric/hydraulic chairs
 - ii) sinks
 - iii) overhead hood dryers
 - iv) stationary hood dryers
 - v) steamer
 - vi) trolley
 5. Describe the procedures used to inspect and store tools and equipment.
 6. Describe the procedures used to clean, sanitize and maintain tools and equipment.

Practical Objectives

N/A

BBC-140 Principles of Hair Design in Black Beauty Culture

Learning Outcomes:

- Demonstrate knowledge of fundamental principles of hair design.
- Demonstrate knowledge of elements of Black Beauty culture relevant to hair design.
- Demonstrate knowledge of sources of inspiration for hair design.
- Demonstrate knowledge of how hair types and textures impact cultural design choices.

2024 Nova Scotia Occupational Standard Reference:

- 3.01 Consults with client.
- 5.01 Uses cultural knowledge to communicate with guests.
- 5.02 Uses historical knowledge to communicate with guests.

Suggested Hours:

12 hours

Theoretical Objectives:

1. Explain the elements and principles of Black Beauty culture hair design.
2. Describe how history, media and other beauty professionals can help in creating inspiration for Black Beauty culture design.
3. Identify distinct face shapes and describe styling techniques complimentary for each.
4. Identify prominent or irregular features.
5. Explain how hair textures and growth patterns influence the choice of Black Beauty culture hair designs.
6. Describe the process of designing hairstyles, considering head shapes, facial features and individual client preferences.
7. Identify current trends and techniques for customizing hair design.
8. Identify types of varying elevations, and zero elevations for wig, extension and hairpiece design.

Practical Objectives:

N/A

BBC-145 Thermal Styling

Learning Outcomes

- Demonstrate knowledge of procedures to style hair using thermal tools and equipment.
- Demonstrate knowledge of procedures to style hair using finger wave and pin curl techniques.
- Demonstrate knowledge of procedures to style hair using freestyle techniques.
- Demonstrate knowledge of procedures to create basic updos using natural hair and extensions.
- Demonstrate knowledge of ergonomic practices.

2024 Nova Scotia Occupational Standard Reference:

- 8.02 Uses styling aids for wet hair.
- 8.03 Places hair using freestyle techniques.
- 8.04 Styles hair using finger waves and pin curls.
- 8.05 Finishes style for wet hair.
- 9.02 Uses styling aids for dry hair.
- 9.03 Styles hair using thermal tools and equipment.
- 9.04 Styles updos.
- 9.05 Finished style for dry hair.

Suggested Hours

12 hours

Theoretical Objectives:

1. Define terminology associated with thermal styling.
2. Identify safety practices when using drying equipment and thermal tools.
3. Identify styling aids for wet hair and describe their characteristics and applications.
4. Identify drying techniques and describe their characteristics and applications.
5. Describe brushing and combing techniques used to prepare hair for thermal styling.
6. Identify thermal styling tools and equipment and describe their applications and procedures for use.
 - i) flat irons
 - ii) straightening combs

- iii) texture irons
 - iv) curling irons
 - v) curling wands
 - vi) hot rollers
 - vii) steam rollers
7. Explain the importance of placement when using thermal styling tools
 - i) on-base
 - ii) half-base
 - iii) off-base
 - iv) indentation placement
 - v) directional
 8. Explain how to adapt thermal styling techniques to suit hair types and textures.
 9. Identify types of curls and waves created using molding and sculpting techniques.
 - i) cascade
 - ii) barrel
 - iii) stand up
 - iv) sculpted
 - v) open-ended
 - vi) closed-ended
 - vii) full stem
 - viii) half stem
 - ix) no stem
 10. Describe the procedures used to comb out and finish hair.
 11. Describe the procedures used in hair placement using freestyle techniques.
 12. Describe the procedures used to style hair using finger waves and pin curls.
 13. Identify categories of finishing aids for styling and describe their characteristics and applications.
 14. Describe basic updo techniques, including brushing and combing methods.
 15. Describe products and procedures to create a finished look.
 16. Describe ergonomics related to holding tools and body position.

Practical Objectives

1. Style hair using thermal tools.
2. Perform placement of thermal tools for setting hair.
3. Perform hair conditioning treatment using a hair steamer.

BBC-150 Introduction to Braiding

Learning Outcomes:

- Demonstrate knowledge of transitional and protective styling and their benefits.
- Demonstrate knowledge of foundational braiding techniques, their characteristics and applications.
- Demonstrate knowledge of styling designs and patterns, their characteristics and applications.
- Demonstrate knowledge of procedures to braid textured hair.
- Demonstrated knowledge of procedures to care for and maintain braids.

2024 Nova Scotia Occupational Standard Reference:

- 10.01 Divides, parts and sections hair.
- 10.02 Braids hair.

Suggested Hours:

12 hours

Theoretical Objectives:

1. Define terminology associated with braiding.
2. Describe the cultural and historical significance of braiding.
3. Identify the benefits of transitional and protective styling.
4. Explain how hair characteristics impact foundational braiding techniques and procedures.
 - i) density
 - ii) porosity
 - iii) texture
 - iv) wave pattern
 - v) growth pattern
 - vi) elasticity
 - vii) stages of hair growth
5. Identify manual tools used for braiding and describe their applications and procedures for use.
 - i) combs

- ii) clips
 - iii) rollers
 - iv) brushes
 - v) picks
 - vi) curved needle
 - vii) straight needle
 - viii)crochet hook
6. Identify styling aids used for braiding and describe their characteristics and applications.
- i) hydrating curl cream
 - ii) leave-in conditioners
 - iii) serums
 - iv) gel
 - v) thermal protectors
 - vi) setting lotions
 - vii) setting spray
7. Identify foundational braiding techniques and describe their characteristics and applications.
8. Identify styling designs and patterns and describe their characteristics and applications.
9. Describe parting and sectioning techniques for braiding.
10. Describe procedures used to braid textured hair.
- i) hair preparation – cleanse, steam treatment, blow dry
 - ii) part and section hair
 - iii) apply hair fiber if applicable
 - iv) braid
 - v) finish style
11. Describe products and procedures to create a finished look.
12. Describe the procedures used to care for and maintain braided hair.

Practical Objectives

1. Perform braiding to demonstrate design, direction and number of braids.

BBC-155 Introduction to Extensions, Wigs and Hairpieces

Learning Outcomes:

- Demonstrate knowledge of extensions, wigs and hairpieces, their characteristics and applications.
- Demonstrate knowledge of techniques to add extensions and hairpieces to textured hair.
- Demonstrate knowledge of procedures of trim and shape extensions and hairpieces.
- Demonstrate knowledge of procedures to care for and maintain extensions, hairpieces and wigs.
- Demonstrate knowledge of procedures to fit a wig.

2024 Nova Scotia Occupational Standard Reference:

- 11.01 Selects and customizes hair extensions, wigs and hairpieces.
- 11.02 Maintains hair extensions, wigs and hairpieces.

Suggested Hours:

18 hours

Theoretical Objectives:

1. Define terminology associated with extensions, wigs and hairpieces.
2. Explain how extensions, wigs and hairpieces are used for hair replacement.
3. Explain the process of selecting extensions, wigs or hairpieces based on client needs and preferences.
4. Identify types extensions, wigs and hairpieces and describe their characteristics and applications.
 - i) synthetic
 - ii) human hair
 - iii) animal hair
 - iv) handmade
 - v) machine-made
 - vi) wool
5. Describe the procedures used to match extensions, wig or hairpieces with existing hair characteristics.
 - i) density
 - ii) porosity

- iii) texture
 - iv) wave pattern
 - v) growth pattern
 - vi) elasticity
 - vii) stages of hair growth
6. Identify head measurements required to fit a wig.
 - i) hairline-to-nape
 - ii) ear-to-ear
 - iii) temple-to-temple
 - iv) circumference
 7. Identify methods used to attach extensions, wigs and hairpieces and describe their associated procedures.
 - i) bonding
 - ii) clipping
 - iii) sewing
 - iv) weaving
 - v) fusion
 - vi) taping
 - vii) gluing
 8. Identify types of fasteners used for extensions, wigs and hairpieces and describe their characteristics and applications.
 - i) tape
 - ii) clips
 - iii) adhesives
 - iv) bobby pins
 - v) wig combs
 9. Explain the features and importance of applying patterns to extension applications.
 10. Describe the procedures used to trim and shape extensions and hairpieces.
 11. Describe products and procedures to create a finished look.
 12. Describe the procedures used to care for and maintain extension, wigs and hairpieces.

Practical Objectives:

1. Perform a braiding technique on a hair extension.
2. Perform a conventional extension using the weaving technique.
3. Perform a wig fitting and styling.

BBC-160 Introduction to Locking

Learning Outcomes:

- Demonstrate knowledge of cultural and historical significance of locking.
- Demonstrate knowledge of transitional and protective styling, their benefits and applications.
- Demonstrate knowledge of foundational locking techniques, their characteristics and applications.
- Demonstrate knowledge of styling designs and patterns, their characteristics and applications.
- Demonstrate knowledge of procedures to create locks for textured hair.
- Demonstrate knowledge of procedures to care for and maintain locks.

2024 Nova Scotia Occupational Standard Reference:

- 12.01 Sections hair for locking.
- 12.02 Braids or twists hair for locking.
- 12.03 Maintains, prunes and grooms locks.

Suggested Hours:

12 hours

Theoretical Objectives:

1. Define terminology associated with locking.
2. Identify the benefits of transitional and protective styling.
3. Explain how hair characteristics impact foundational locking techniques and procedures.
 - i) density
 - ii) porosity
 - iii) texture
 - iv) wave pattern
 - v) growth pattern
 - vi) elasticity
 - vii) stages of hair growth
4. Describe parting and sectioning techniques for locking.

5. Identify manual tools used for locking and describe their applications and procedures for use.
 - i) combs
 - ii) clips
 - iii) rollers
 - iv) brushes
 - v) picks
 - vi) curved needle
 - vii) straight needle
 - viii)crochet hook

6. Identify styling aids used for locking and describe their characteristics and applications.
 - i) hydrating curl cream
 - ii) leave-in conditioners
 - iii) serums
 - iv) gel
 - v) thermal protectors
 - vii) setting lotions
 - viii)setting spray

7. Identify foundational locking techniques and describe their characteristics and applications.

8. Identify styling designs and patterns and describe their characteristics and applications.

9. Describe the procedures used to create locks.
 - i) hair preparation (cleanse, steam treatment, blow dry)
 - ii) part and section hair
 - iii) apply hair fiber (if applicable)
 - iv) braid or twist hair for locking
 - v) finish style

10. Describe products and procedures to create a finished look.

11. Describe the procedures used to care for and maintain locks.
 - i) inspect
 - ii) styling
 - iii) pruning

Practical Objectives

1. Perform locking to demonstrate design, direction and number of locks.

BBC-170 Front Desk

Learning Outcomes:

- Demonstrate knowledge of portraying a professional image.
- Demonstrate knowledge of procedures for scheduling appointments.
- Demonstrate knowledge of interacting with clients.
- Demonstrate knowledge of procedures for completing financial transactions.

2024 Nova Scotia Occupational Standard Reference:

- 14.01 Performs communications duties.
- 14.02 Schedules appointments.
- 14.03 Interacts with clients.
- 14.04 Completes financial transactions.
- 15.02 Presents professionalism.

Suggested Hours:

6 hours

Theoretical Objectives:

1. Explain the importance of personal hygiene and dressing professionally.
2. Explain the importance of communicating in a professional manner with clients.
 - i) telephone
 - ii) text messages
 - iii) online messaging
 - iv) verbal
3. Explain the importance of good listening skills and digital literacy when communicating with clients.
4. Explain the importance of relaying and returning messages in a clear and timely manner.
5. Identify types of appointment booking systems and describe their characteristics and applications.
6. Describe information communicated to the client when scheduling an appointment.
 - i) additional salon services
 - ii) promotions
 - iii) date, time and length of appointment

7. Describe basic conflict resolution techniques to resolve client concerns.
8. Explain basic principles of math to perform financial transactions.
 - i) percentages
 - ii) fractions
 - iii) additions
 - iv) subtractions
9. Identify types of point-of-sale equipment and describe their applications and procedures for use.
 - i) cash register
 - ii) debit machine
 - iii) computer
 - iv) online payments
10. Explain methods of payment.
 - i) gift cards
 - ii) online payments
 - iii) credit
 - iv) cash

Practical Objectives:

1. Perform front desk duties.

MENT-700 Mentoring I

Learning Outcomes:

- Demonstrate knowledge of effective communication practices as a learner.
- Demonstrate knowledge of strategies for learning skills in the workplace.

2024 Nova Scotia Occupational Standard Reference:

- 4.01 Uses communication techniques.
- 4.02 Uses mentoring techniques.

Suggested Hours:

6 hours

Theoretical Objectives:

1. Describe the importance of one's own individual experiences.
2. Identify behaviours that demonstrate positive learning experiences.
3. Identify the benefits of workplace mentoring for the apprentice, mentor, and employer.
4. Identify the partners involved in apprenticeship training.
5. Describe the shared responsibilities for workplace learning in apprenticeship.
6. Identify different learning needs and strategies to address challenges or barriers in the workplace.
 - i) learning disabilities
 - ii) language
 - iii) underrepresentation
7. Identify the components that create a positive and inclusive workplace culture.
 - i) workplace characteristics
 - ii) individual behaviours
8. Identify various learning styles and determine one's own learning preferences.
9. Explain how learning preferences impact learning new skills.
10. Identify different learning strategies to meet individual learning needs.

11. Describe the importance of adapting to a variety of teaching and learning methods in the workplace.
12. Identify techniques for effective communication as a learner.
 - i) verbal and non-verbal
 - ii) active listening
13. Identify and describe personal responsibilities and attitudes that contribute to on-the-job success.
 - i) self advocating
 - ii) asking questions
 - iii) accepting constructive feedback
 - iv) working safely
 - v) employing time management techniques and being punctual

Practical Objectives:

N/A

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Level 1–B
3 Weeks (84 hours)

MENT-701 MENTORING II

Learning Outcomes:

- Demonstrate knowledge of effective communication practices as a mentor.
- Demonstrate knowledge of strategies for teaching workplace skills.

2024 Nova Scotia Occupational Standard Reference:

- 4.01 Uses communication techniques.
- 4.02 Uses mentoring techniques.

Suggested Hours:

6 hours

Theoretical Objectives:

1. Identify the different roles played by a workplace mentor.
2. Identify strategies to create a supportive learning environment.
3. Identify techniques for effective communication as a mentor.
 - i) constructive feedback
 - ii) active listening
 - iii) leading meetings and one-on-one sessions
4. Describe the steps in teaching a skill.
 - i) identifying the point of lesson
 - ii) linking the lesson
 - iii) demonstrating the skill
 - iv) providing practice
 - v) giving feedback
 - vi) assessing skill and progress
5. Identify strategies to assist in teaching a skill while meeting individual learning needs.
 - i) principles of instruction
 - ii) coaching skills
6. Explain how to adjust a lesson for various situations.

Practical Objectives:

N/A

BBC-200 Advanced Braids, Locks and Twists

Learning Outcomes:

- Demonstrate knowledge of the historical significance of Black hair and its impact on hair trends.
- Demonstrate knowledge of protective measures to protect scalp and hairline.
- Demonstrate knowledge of advanced braiding, locking and twisting techniques.
- Demonstrate knowledge of cultural innovation in styling designs and patterns.
- Demonstrate knowledge of ergonomic practices.

2024 Nova Scotia Occupational Standard Reference:

- 3.01 Consults with client.
- 5.01 Uses cultural knowledge to communicate with guests.
- 5.02 Uses historical knowledge to communicate with guests.
- 6.01 Analyzes hair and scalp health.
- 10.01 Divides, parts and sections hair.
- 10.02 Braids hair.
- 12.01 Sections hair for locking.
- 12.02 Braids or twists hair for locking.

Suggested Hours:

12 hours

Theoretical Objectives:

1. Define terminology associated with braiding, locking and twisting.
2. Describe the historical significance of Black hair and its impact on hair trends.
 - i) straightening
 - ii) afros
3. Explain reference points related to advanced hair styling techniques.
 - i) parting and sectioning
 - ii) areas of the head
 - iii) lines and sectioning
 - iv) angles and elevation
 - v) cutting line and finger angle
 - vi) guidelines

4. Describe ergonomic practices for procedures that extend over several hours.
5. Explain the importance of consultation and hair analysis when deciding on style.
6. Describe protective measures for the scalp and hairline during braiding, locking and twisting procedures.
7. Explain the effects of lock weight on hair.
 - i) tension and scalp discomfort
 - ii) hair breakage/thinning
8. Identify cultural innovation in styling techniques, incorporating patterns and creative variations.
 - i) braids
 - ii) locks
 - iii) twists
9. Identify tools and styling aids used to perform advanced braiding, locking and twisting techniques and describe their applications and procedures for use.
10. Describe the procedures to perform advanced styling techniques.
 - i) braids
 - ii) locks
 - iii) twists
11. Describe products and procedures to create a finished look.

Practical Objectives

1. Perform sectioning and parting for advanced styling techniques.
2. Create and perform advanced cultural innovator styles.
 - i) braid design on a guest, classmate or mannequin.
 - ii) lock design on a guest, classmate or mannequin.
 - iii) twist design on a guest, classmate or mannequin.
3. Perform a locking style with optimal tension to ensure the safety of the scalp or hairline.

BBC-205 Removal Process

Learning Outcomes:

- Demonstrate knowledge of procedures to open braids, extensions, locks or twists.
- Demonstrate knowledge of debris build up and removal.
- Demonstrate knowledge of protective treatments.

2024 Nova Scotia Occupational Standard Reference:

13.01 Opens braids, extensions, locks and twists.

13.02 Treats and removes debris.

Suggested Hours:

6 hours

Theoretical Objectives:

1. Define terminology associated with the removal process of braids, extensions, locks and twists.
2. Identify characteristics of scalp irritation, hair breakage, bald spots, sores and flaking.
3. Explain how hair characteristics impact the removal of braids, extensions, locks and twists.
 - i) density
 - ii) porosity
 - iii) texture
 - iv) wave pattern
 - v) growth pattern
 - vi) elasticity
 - vii) stages of hair growth
4. Identify tools used to remove braids, extensions, locks and twists and describe their applications and procedures for use.
 - i) combs
 - ii) clips
 - iii) rollers
 - iv) brushes
 - v) picks
 - vi) curved needle
 - vii) straight needle

viii)crochet hook

5. Describe the procedures used to open braids, extensions, locks and twists.
6. Describe the procedures used to remove debris build up.
7. Describe causes of hair loss and treatment procedures used to minimize damage to hair and scalp.
8. Identify massage techniques to relax and soothe the scalp during shampooing.
9. Identify culturally significant scalp treatments and describe their characteristics and applications.

Practical Objectives

1. Open braids, extensions, locks or twists.
2. Remove debris and perform scalp massage and treatment.

BBC-210 Advanced Extensions, Wigs and Hairpieces

Learning Outcomes:

- Demonstrate knowledge of advanced hairstyling techniques that incorporate hair additions.
- Demonstrate knowledge of procedures to select and customize hair extensions, wigs and hairpieces.
- Demonstrate knowledge of procedures to design and make wigs.
- Demonstrate knowledge of procedures to trim and shape wigs.
- Demonstrate knowledge of procedures to maintain hair extensions, wigs and hairpieces.

2024 Nova Scotia Occupational Standard Reference:

- 11.01 Selects and customizes hair extensions, wigs and hairpieces.
- 11.02 Maintains hair extensions, wigs and hairpieces.

Suggested Hours:

18 hours

Theoretical Objectives:

1. Define terminology associated with extensions, wigs and hairpieces.
2. Explain reference points related to hair styling techniques.
 - i) parting and sectioning
 - ii) areas of the head
 - iii) lines and sectioning
 - iv) angles and elevation
 - v) cutting line and finger angle
 - vi) guidelines
3. Explain the importance of consultation and hair analysis when deciding on style.
4. Identify hairstyles, including braids, that are created with hair additions.
5. Identify types of materials, products and tools used to customize, style and maintain extensions, wigs and hairpieces.
6. Explain the process of selecting and customizing extensions, wigs and hairpieces.
7. Identify the differences between human and synthetic hair extensions, wigs and hairpieces.

8. Describe the procedures used to design and make wigs and hairpieces.
9. Describe the procedures used to shape and trim extensions, wigs and hairpieces.
10. Describe techniques used to reposition and reattach extensions, wigs and hairpieces.
11. Describe products and procedures to create a finished look.
12. Describe the procedures used to clean and maintain extensions, wigs and hairpieces.

Practical Objectives

1. Measure, design and make a customized wig.
2. Clean and maintain hair extensions, wigs and hairpieces.

BBC-215 Salon Management and Entrepreneurship

Learning Outcomes:

- Demonstrate knowledge of Black Beauty salon ownership in Nova Scotia.
- Demonstrate knowledge of retail and salon management practices.
- Demonstrate knowledge of business planning and marketing.
- Demonstrate knowledge of techniques used to present professionalism.

2024 Nova Scotia Occupational Standard Reference:

- 14.05 Maintains inventory.
- 14.06 Prices retail products.
- 14.07 Maintains retail displays.
- 15.01 Develops business plan.
- 15.02 Presents professionalism.
- 15.03 Markets products and services.

Suggested Hours:

6 hours

Theoretical Objectives:

1. Identify historical black communities in Nova Scotia and discuss their business and entrepreneurship development in the beauty industry.
2. Explain marketing and sales techniques for promoting salon services and products.
3. Describe the procedures used to maintain and control inventory.
4. Describe the procedures used to place and create product orders.
 - i) call-in
 - ii) sales representatives
 - iii) online
5. Describe the procedures used to calculate markups and markdowns on retail products.
6. Describe the procedures used to operate pricing equipment for retail products.
 - i) price gun
 - ii) scanners
 - iii) manual pricing

7. Explain how costs of services performed are calculated.
 - i) services
 - ii) retail
 - iii) taxes
 - iv) discounts
 - v) miscellaneous fees
8. Describe the importance of effective record keeping skills.
9. Describe types of business ownership models.
 - i) sole proprietorship
 - ii) partnership
 - iii) corporation
 - iv) booth or chair rental
10. Explain the importance of complying with jurisdictional requirements.
 - i) regulatory (licenses, permits, health and safety, labour standards, accessibility)
 - ii) insurance (liability coverage, worker's compensation)
11. Explain the components of a business plan.
12. Identify strategies to develop a business identity and brand.
13. Describe floor plan requirements and identify equipment and supplies needed to start up a salon.
14. Identify strategies of how to build clientele.
 - i) referrals
 - ii) social media
 - iii) local events
 - iv) promotional and special offers
15. Identify opportunities to network and remain current and knowledgeable in the profession.

Practical Objectives:

N/A

BBC-220 Program Review

Learning Outcomes:

- Demonstrate knowledge of the Occupational Standard and its relationship to the Certification Examination.
- Demonstrate knowledge of overall comprehension of the trade in preparation for the Certification Examination.

2024 Nova Scotia Occupational Standard Reference:

Entire Nova Scotia Occupational Standard

Suggested Hours:

30 Hours

Theoretical Objectives:

1. Define terminology associated with an Occupational Standard.
 - i) major work activities (MWA)
 - ii) tasks
 - iii) sub-tasks
2. Explain how an Occupational Standard is developed and the link it has with the Certification Examination.
 - i) development
 - ii) validation
 - iii) MWA and task weighting
 - iv) examination breakdown (pie-chart)
3. Identify exam preparation resources and products and describe their use for preparing for the Certification Examination.
 - i) Red Seal and Agency websites
 - ii) examination preparation guide
 - iii) exam breakdowns/counselling sheets
 - iv) sample questions
4. Explain the relationship between the Occupational Standard and the Curriculum Standard.

5. Review common occupational skills for the trade as identified in the Occupational Standard.
 - i) safety-related and hygienic functions
 - ii) tools and equipment
 - iii) client services preparation
 - iv) communication and mentoring
 - v) cultural and historic knowledge

6. Review process to perform hair and scalp care for the trade as identified in the Occupational Standard.
 - ii) Analyzes and responds to hair and scalp conditions
 - iii) Shampoos and conditions hair and scalp

7. Review process to style and finish hair for the trade as identified in the Occupational Standard.
 - i) Prepares and styles wet hair
 - ii) Styles and finishes dry hair

8. Review process to perform specialized services for the trade as identified in the Occupational Standard.
 - i) Braids hair
 - ii) Performs extensions, wigs and hairpiece services
 - iii) Performs and maintains locks and twists
 - iv) Removes braids, extensions, locks and twists

9. Review process to perform salon operations for the trade as identified in the Occupational Standard.
 - i) Performs front desk responsibilities
 - ii) Establishes business fundamentals

Practical Objectives:

N/A

Feedback and Revisions

This curriculum standard will be amended periodically; comments or suggestions for improvements should be directed to:

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Any comments or suggestion received will be reviewed and considered to determine the course of action required. If the changes are deemed to be minor, they will be held for implementation during the next review cycle. If immediate change is deemed appropriate, it will result in a revision to this version of the AACS and will be detailed in the following section.

Version Changes

Revision Date	Revision	Implementation Date
September 28, 2022 (v1.0)	Developed based on the 2022 NSOS	2022-2023 Training Year
January 16, 2023	Updated dates to reflect 2023	2023 Training Year