



# Hairstyling Standard

The approved standard for Hairstyling programs of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 53400) and Diploma in Hairstyling delivered by Career Colleges (CCs)<sup>1</sup>.

Ministry of Colleges and Universities  
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<sup>1</sup> Although the standard is the same, it may be referred to as a Program Standard by the CAATs and a Training Standard by the CCs. The name of the credential issued will vary depending on the education provider (for example, Ontario College Diploma for the CAATs and Diploma in Hairstyling for the CCs).

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# Introduction

This document is the Standard for the Hairstyling programs of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 53400) and Diploma in Hairstyling delivered by Career Colleges (CCs).

## Development of system-wide program standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards Unit of the Ministry of Colleges and Universities has responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario Colleges of Applied Arts and Technology and Career Colleges.

## Program standards

Program standards apply to all similar programs of instruction offered by Colleges of Applied Arts and Technology and Career Colleges across the province of Ontario. Each program standard for a postsecondary program includes the following elements:

- [Vocational standard](#) (the vocationally specific learning outcomes which apply to the program of instruction in question),
- [Essential employability skills](#) (the essential employability skills learning outcomes which apply to all programs of instruction); and
- [General education requirement](#) (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual Colleges of Applied Arts and Technology and Career Colleges offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

## The expression of program standards as vocational learning outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation from one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges, curriculum matters such as the specific program structure and delivery methods.

## The presentation of the vocational learning outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

## The development of a program standard

In establishing the standards development initiative, the Government of Ontario determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

The Hairstyling Standard was developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

## Updating the program standard

The Ministry of Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Hairstyling Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, please contact the [Ministry of Colleges and Universities](#).

# Vocational standard

All graduates of Hairstyling programs have achieved the [twelve vocational learning outcomes \(VLOs\)](#), in addition to achieving the essential employability outcomes and meeting the general education (GE) requirement.

## Preamble

Combining integrated theoretical and practical learning experiences, the Hairstyling program provides a solid foundation for graduates to function in a diverse and competitive personal service industry.

At all times, learners in the Hairstyling program act in compliance with the pertinent legislation and established standards, policies and procedures in their roles and responsibilities as a hairstylist.

Hairstylists meet and adapt to client hair types, needs and expectations to provide haircare, haircutting, and hairstyling services. Graduates use various techniques, tools, and products to prepare, support, and perform a wide range of hair services such as shampooing, conditioning, cutting, colouring, styling, **permanent wave** and **relaxing chemical texture services**, **hair additions** and treatments.

In addition to technical skills, solid self-awareness, communication, interpersonal, business, and entrepreneurial skills and strategies, staying informed on the latest trends, and ongoing personal and professional development are required to establish work as a hairstylist.

Graduates are prepared with the knowledge and skills to promote and maintain their own personal safety and wellness, client well-being, and hair health/integrity while conducting services. They also use environmentally **sustainable** practices and products to support other areas of well-being.

Learning about the art and science of hairstyling provides opportunity for creative exploration and expression and can open up diverse employment options. This 1500-hour diploma program equips students with the skills and techniques necessary to sign an apprenticeship contract with an employer and begin, if interested, a practicum leading to a Certificate of Apprenticeship.

[See Glossary](#)

Note: The [Ontario Council on Articulation and Transfer](#) (ONCAT) maintains the provincial postsecondary credit transfer portal, [ONTransfer](#).

# Synopsis of the vocational learning outcomes Hairstyling (Ontario College Diploma)

## Summary of Vocational Learning Outcomes (VLOs)

VLO1 - Ethics, Regulation, Standards and Policy  
VLO2 - Personal Health and Safety  
VLO3 - Business and Entrepreneurial Skills  
VLO4 - Personal and Professional Development  
VLO5 - Client Service and Communication  
VLO6 - Preparatory Procedures and Treatments  
VLO7 - Cut Hair  
VLO8 - Style Hair  
VLO9 - Chemical Services  
VLO10 - Alter Hair Colour  
VLO11 - Hair Additions  
VLO12 - Sustainability

The graduate has reliably demonstrated the ability to:

1. complete all work in adherence to professional ethics, government regulations, health, safety, and workplace standards and policies, and according to manufacturer's specifications.
2. engage in self-care including ergonomics, hygiene, safe use of equipment, and stress management activities to prevent issues and maintain physical, emotional, and mental health.
3. use business and entrepreneurial skills and strategies to establish work as a hairstylist.
4. plan and apply strategies for personal and professional development to enhance work performance, adapt to changes, and maintain currency with the hairstyling industry.
5. use inclusive customer service, consultation, and communication strategies to meet and adapt to diverse client needs and expectations.
6. select and apply hair and scalp products, preparatory procedures and/or treatments based on hair and scalp analysis, process requirements, and client needs.
7. select and use a variety of hair cutting techniques and grooming tools according to all hair types, client needs, and expectations.
8. select and use standard and specialized techniques to effectively style wet and dry hair according to all hair types, client needs, and expectations.



9. perform chemical and non-chemical texture services including **permanent wave** and **relaxers** according to all hair types, client needs, and expectations.
10. formulate and apply products to colour, lighten, darken, tone, highlight and lowlight hair, and/or correct colour to the desired level according to all hair types, client needs, and expectations.
11. identify fibre types and use application techniques, specialized tools, and maintenance procedures when working with **hair additions** according to all hair types, client needs and expectations.
12. use environmentally **sustainable** hairstyling practices and products to support personal, ecological, social, and economic well-being.

[See Glossary](#)

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

## The vocational learning outcomes

1. The graduate has reliably demonstrated the ability to: complete all work in adherence to professional ethics, government regulations, health, safety, and workplace standards and policies, and according to **manufacturer's specifications**.

### Elements of the performance

- a. Adhere to professional ethics in the workplace.
- b. Comply with [Occupational Health and Safety Act \(OHSA\)](#) regulations, [Workplace Hazardous Materials Information Systems \(WHMIS\)](#) regulations, [Safety Data Sheet \(SDS\)](#) information and manufacturer's safe use specifications.
- c. Promote inclusivity and respect clients and colleagues without discrimination.
- d. Apply ethical practices to all professional relationships.
- e. Describe the characteristics and classifications of bacteria and viruses and ways to prevent communicable diseases for the protection of self and others in the workplace.
- f. Implement methods of **sanitation, disinfection, sterilization**, infection control and materials disposal to maintain a safe, organized, and sanitary workplace.
- g. Identify and assess an emergency situation and apply safety equipment for the protection of self and others.
- h. Assess and demonstrate the fundamentals of electrical safety within the workplace.
- i. Abide by mandatory public health guidelines to help protect the public when accessing hairstyling services.
- j. Use and dispose of personal protective equipment according to applicable regulations, standards, or policies.
- k. Identify ways to keep current with the latest guidelines, policies, regulations, and standards to fulfill professional responsibilities.
- l. Act in ways that protect the physical, mental, and psychological safety of all in the workplace.

[See Glossary](#)

2. The graduate has reliably demonstrated the ability to: engage in self-care including ergonomics, hygiene, safe use of equipment, and stress management activities to prevent issues and maintain physical, emotional, and mental health.

### **Elements of the performance**

- a. Adopt personal hygiene practices to preserve health and promote well-being.
- b. Maintain effective body posture and positioning during service.
- c. Operate and maintain equipment in accordance with manufacturers' specifications.
- d. Exhibit mental focus and physical care around tools and equipment.
- e. Set up and maintain an organized and safe workstation.
- f. Identify personal feelings and communicate and act in beneficial and healthy ways.
- g. Plan activities to maintain and/or improve physical stamina.
- h. Plan activities to reduce stress and burnout and maintain or improve mental health.
- i. Demonstrate ways to protect and promote one's own physical, mental, and psychological safety.
- j. Explain ways to support personal financial stability to reduce stress.

3. The graduate has reliably demonstrated the ability to: use business and entrepreneurial skills and strategies to establish work as a hairstylist.

### **Elements of the performance**

- a. Describe the fundamentals of salon business operation and organization.
- b. Describe roles and responsibilities associated with employees and apprentices.
- c. Perform customer service duties including greeting, reception duties, and appointment management.
- d. Plan marketing, promotional and sales strategies for salon products and services.
- e. Apply effective communication skills to establish professional rapport with clients, co-workers, vendors, and suppliers.
- f. Apply conflict resolution techniques with client and co-workers.
- g. Apply effective time management and organizational skills.
- h. Adhere to professional ethics in the workplace in accordance with the [Ontario Human Rights Code](#) for service providers, [Personal Information Protection and Electronic Documents Act \(PIPEDA\)](#), and other policies, standards, and legislation.
- i. Plan ways to use social media and other digital channels to establish a professional online presence and start, grow, and maintain clientele.
- j. Use various technologies commonly used in a hairstyling business including booking, inventory, and ordering software, computers, and basic financial transaction technology.
- k. Calculate the costs and sell/retail prices for services and products to ensure profitability.
- l. Explain different forms of remuneration including salary, commission, and chair rental agreements.

[See Glossary](#)

4. The graduate has reliably demonstrated the ability to: plan and apply strategies for personal and professional development to enhance work performance, adapt to changes and maintain currency with the hairstyling industry.

### **Elements of the performance**

- a. Cultivate a professional image to comply with client and employer expectations.
- b. Develop success strategies based on career goals.
- c. Identify learning resources and opportunities to promote professional competence and skill development.
- d. Identify areas for professional growth and development by assessing constructive feedback relating to one's own performance, strengths, and limitations.
- e. Use effective time management skills to prioritize services.
- f. Research and describe current trends for cutting and styling hair, **chemical texture services, colour and lightening services and hair additions.**
- g. Engage in on-going self-reflection activities to identify personal and professional strengths, challenges, and opportunities.
- h. Discuss the importance of lifelong learning in maintaining relevance and competence in hairstyling and meeting changing client needs and expectations.
- i. Adapt to changing technologies, applications, and procedures in the hair styling industry.

[See Glossary](#)

5. The graduate has reliably demonstrated the ability to: use inclusive customer service, consultation, and communication strategies to meet and adapt to diverse client needs and expectations.

### Elements of the performance

- a. Conduct an efficient and effective client consultation using verbal and non-verbal communication skills to reduce concerns and improve client retention.
- b. Apply knowledge of applicable anatomy (i.e. head, facial structure, shoulders, etc.) to the design and performance of client services.
- c. Describe characteristics of the hair and scalp.
- d. Assess one's own hairstyling competency level and self-reflect on any relevant skill limitations or boundaries when responding to client requests.
- e. Discuss the implications of client requests (e.g. feasibility, maintenance, etc.) based on the individual's hair length, **density**, type, and **texture**.
- f. Provide equitable and inclusive hairstyling services to diverse clientele.
- g. Recommend the most appropriate service(s) based on client needs, hair type and expectations.
- h. Conduct work according to the [Ontario Human Rights Code](#) and [Accessibility for Ontarians with Disabilities Act \(AODA\)](#).
- i. Inform the client as to the exact costs of service upon request and prior to service delivery to be transparent, assist in decision-making and prevent misunderstanding.
- j. Use inclusive, gender neutral language when describing hairstyles, techniques, and services (e.g., short cut instead of men's cut).

[See Glossary](#)

6. The graduate has reliably demonstrated the ability to: select and apply hair and scalp products, preparatory procedures and/or treatments based on **hair and scalp analysis**, process requirements, and client needs.

### **Elements of the performance**

- a. Explain the basic chemical properties of products and how they work.
- b. Identify conditions and disorders of the hair and scalp and make recommendations for service(s) the hairstylist can provide or refer to others if required.
- c. Analyze hair and scalp type using a variety of tests including predisposition, hair porosity, elasticity, strand test, etc.
- d. Perform preliminary hair and scalp services including shampooing and conditioning to cleanse, treat, and prepare for further services.
- e. Select and recommend products and services based on function and composition.
- f. Describe the features, advantages, and benefits of products and services to be rendered for hair and scalp.

[See Glossary](#)

7. The graduate has reliably demonstrated the ability to: select and use a variety of hair cutting techniques and grooming tools according to all hair types, client needs, and expectations.

### **Elements of the performance**

- a. Interpret consultation results to determine the type of cutting design to be performed.
- b. Describe the purpose of **elevations** and angles used in cutting hair.
- c. Describe how body position affects the overall shape or design of the haircut, and compare the results achieved from the use of stationary and traveling guides.
- d. Select motorized and non-motorized tools and accessories and apply techniques to achieve desired cutting results.
- e. Describe procedures for **non-elevated** and **elevated** haircuts on wet and dry hair.
- f. Trim facial hair and cut superfluous hair.
- g. Perform **elevated** and **non-elevated** haircuts on wet and dry hair.
- h. Customize cuts using detailing and texturing techniques on wet and dry hair.

[See Glossary](#)



8. The graduate has reliably demonstrated the ability to: select and use standard and specialized techniques to effectively style wet and dry hair according to all hair types, client needs, and expectations.

### **Elements of the performance**

- a. Interpret consultation results to determine the type of styling design to be performed.
- b. Describe the use of the various tools for wet, thermal, and dry hairstyling.
- c. Define the foundational elements of design, including profile and silhouette.
- d. Select and use hair styling products to prep, style and finish for wet, thermal, and dry hairstyling.
- e. Determine and demonstrate **base control** and tool placement for desired outcome.
- f. Style wet hair using a variety of tools and techniques including rollers, pin curls, braiding and **finger waves**.
- g. Thermal-set hair using blow dryers, hood dryers, curling irons, flat irons, and rollers.
- h. Perform special occasion hair styling service including upstyling and ornamentation on medium to long hair.
- i. Style all types/**textures** of hair to satisfy the diverse and personalized needs and wants of clients.

[See Glossary](#)

9. The graduate has reliably demonstrated the ability to: perform chemical and non-chemical texture services including permanent wave and relaxers according to all hair types, client needs, and expectations.

### Elements of the performance

- a. Describe the effect of each of the chemical (**permanent wave** and **relaxer**) processes on the composition of the hair.
- b. Perform preparatory and procedural steps to complete **permanent wave** and **chemical texture services** according to industry standards and **manufacturer specifications**.
- c. Interpret consultation results to determine the type of curl or straighten service to be performed to alter the natural **texture** of all hair types.
- d. Explain and apply the relevant knowledge for the selection of **permanent wave** solutions, chemical **relaxing** and neutralizing products, tools, and application methods.
- e. Protect hair and scalp while curling or straightening using timing, placement, and other safety precautions.
- f. Describe other texture services such as semi-permanent and permanent chemical hair straighteners, smoothing systems, etc.

[See Glossary](#)

10. The graduate has reliably demonstrated the ability to: formulate and apply products to colour, lighten, darken, tone, highlight and lowlight hair, and/or correct colour to the desired level according to all hair types, client needs, and expectations.

### Elements of the performance

- a. Explain the principles and inter-relationship between colours.
- b. Explain the composition and chemical action of products used to alter hair colour.
- c. Differentiate among all categories of colour and **lightening** products.
- d. Differentiate each stage of **colourizing** and **decolourization**.
- e. Explain the influence of the hair's **pigmentation** when **formulating colour** products.
- f. Interpret client consultation information and select colour and **lightening** products, tools, and application methods for all hair types.
- g. Describe and apply the methods and procedural steps for a retouch application.
- h. Demonstrate procedural steps for colouring virgin hair lighter or darker.
- i. Determine procedural steps for corrective service.
- j. Demonstrate procedural steps for double process.
- k. Apply procedural steps for a variety of colour placement techniques including highlighting or low lighting application techniques.
- l. Explain how to prevent and repair hair damage and maintain hair after colour service.

[See Glossary](#)

11. The graduate has reliably demonstrated the ability to: identify fibre types and use application techniques, specialized tools, and maintenance procedures when working with **hair additions** according to all hair types, client needs and expectations.

### **Elements of the performance**

- a. Describe function, performance, and uses of various fibre types.
- b. Interpret consultation results to determine type of **hair addition** service to be performed.
- c. Perform procedural steps to fit and apply selected **hair additions** such as wigs, extensions, and hair pieces.
- d. Describe procedural steps for **wefts**, extensions, and colouring **hair additions**.
- e. Cut and blend **hair additions** to desired shape, length, and thickness.
- f. Perform the procedural steps to style additions.
- g. Describe maintenance and home care procedures of additions.
- h. Explain the steps to remove **hair additions** to maintain the integrity of the natural hair.

[See Glossary](#)

12. The graduate has reliably demonstrated the ability to: use environmentally **sustainable** hairstyling practices and products to support personal, ecological, social, and economic well-being.

### Elements of the performance

- a. Identify environmentally conscious products and apply on all types of hair.
- b. Discuss economic and ecological impacts of environmental **sustainability** practices.
- c. Inform clients on **sustainable** hairstyling practices during consultation or service.
- d. Recognize the differences between multi-use vs. single use items.
- e. Perform hairstyling services using **sustainable** products and practices.
- f. Identify ways to reduce waste while working within health, safety, government and other standards and regulations.
- g. Explain the impacts of environmental **sustainability** on hairstylists and their clients.
- h. Dispose of unused products and tools (e.g. razor blades, leftover colour) responsibly.

[See Glossary](#)

## Glossary

**Accessibility for Ontarians with Disabilities Act (AODA)** – the Act develops, implements, and enforces accessibility standards with respect to goods, services, facilities, accommodation, employment, buildings, structures, and premises.

**Base Control** – The position of the tool in relation to the base.

**Colourizing** - Adding artificial colour to the hair.

**Decolourization** - Removing colour from the hair; also known as lightening or bleaching.

**Density** - Describes the number of hair strands in a given area, i.e. per square inch.

**Disinfection** - The act of destroying or killing bacteria and a broad spectrum of viruses (but does not kill bacteria spores).

**Elasticity** –Ability of the hair to stretch and then to return to its original state. Spring factor.

**Elevation** - Lifting hair out of natural fall; above zero degree.

**Finger waves** - Alternating C shaped waves made by shaping and molding wet hair, using only fingers and comb.

**Formulating colour** – Process of selecting colour products and/or developers to achieve desired colour, based on assessment.

**Hair addition(s)** – Intended to conceal hair loss, enhance natural hair and/or change appearance (e.g., fashion/entertainment purposes). Includes a variety of items including wigs, hair pieces and extensions.

**Hair and scalp analysis** - Examination of the general conditions of the hair and scalp: type, texture, density, breakage, oiliness, dryness, elasticity, porosity, colour, as well as chemical and relevant health history.

**Lightening** - Process of diffusing pigment within the hair.

**Manufacturer's specifications** – Directions and requirements outlined by a manufacturer in the product literature.

**Non-elevated** - Zero degree (natural fall of hair).

**Occupational Health and Safety Act (OHSA)** - Ontario's legislation for workplace health and safety.

**Ontario Human Rights Code** - Prohibits actions that discriminate against people based on a protected ground in a protected social area. <https://www.ohrc.on.ca/en/ontario-human-rights-code>

**Permanent wave** - Create an S formation of the hair. Waves or curls are added through a chemical process for results that can last months. Commonly referred to as a perm.

**Personal Information Protection and Electronic Documents Act (PIPEDA)** - An Act to support and promote electronic commerce by protecting personal information that is collected, used, or disclosed. <https://laws-lois.justice.gc.ca/eng/acts/p-8.6/index.html>

**Pigmentation** - The amount\type of melanin in the hair that determines hair colour.

**Porosity** - Ability of the hair to absorb and retain moisture.

**Predisposition test** - Test conducted to determine the sensitivity of the skin to certain chemicals; this process is also referred to as the allergy test, skin test or patch test.

**Relax(ing)/relaxer(s)** - Decrease of S formation of the hair.

**Safety Data Sheet (SDS)** - Summary documents that provide information about the hazards of a product and advice about safety precautions.

**Sanitation** - To remove dirt to aid in preventing the growth of microbes; sanitizing does not kill germs or spores.

**Sterilization** - The process of killing all microorganisms such as bacteria to prevent transmission of disease.

**Strand test** - Test performed to determine the degree of development or processing of a specific chemical service on a small section of hair.

**Sustainable/sustainability** - The ability to support or maintain resources so they continue; avoid depletion of resources.

**Texture(s)** - Diameter, thickness, movement, and feel of the individual hair strands (e.g., fine, medium, coarse). Also refers to curl pattern in chemical texture services.

**Texture service(s)** – Process(es) for services such as straightening, smoothing, relaxing, or curling the hair.

**Wefts** – An amount of hair or fibre which is doubled over and machine-sewn along the top to create a long strand of hair; often used for hair extensions and weaving.

**Workplace Hazardous Materials Information Systems (WHMIS)** - System for providing health and safety information on hazardous products intended for use, handling, or storage in Canadian workplaces.

# Essential employability skills

All graduates of the Hairstyling program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed below, in addition to achieving the [vocational learning outcomes](#) and meeting the [general education requirement](#).

## Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's Colleges of Applied Arts and Technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today
- our colleges are well equipped and well positioned to prepare graduates with these skills
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education

## Skill categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal



# Application and implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses or developed through discrete courses. However, these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

## Skill category: communication

### Defining skills

Skill areas to be demonstrated by graduates:

- reading
- writing
- speaking
- listening
- presenting
- visual literacy

### Learning outcomes

The graduate has reliably demonstrated the ability to:

1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.
2. respond to written, spoken or visual messages in a manner that ensures effective communication.

## Skill category: numeracy

### Defining skills

Skill areas to be demonstrated by graduates:

- understanding and applying mathematical concepts and reasoning
- analyzing and using numerical data
- conceptualizing

### **Learning outcomes**

The graduate has reliably demonstrated the ability to:

1. execute mathematical operations accurately

### **Skill category: critical thinking and problem solving**

#### **Defining skills**

Skill areas to be demonstrated by graduates:

- analyzing
- synthesizing
- evaluating
- decision making
- creative and innovative thinking

### **Learning outcomes**

The graduate has reliably demonstrated the ability to:

1. apply a systematic approach to solve problems.
2. use a variety of thinking skills to anticipate and solve problems.

### **Skill category: information management**

#### **Defining skills**

Skill areas to be demonstrated by graduates:

- Gathering and managing information
- Selecting and using appropriate tools and technology for a task or a project
- Computer literacy
- Internet skills

### **Learning outcomes**

The graduate has reliably demonstrated the ability to:

1. locate, select, organize and document information using appropriate technology and information systems.
2. analyze, evaluate and apply relevant information from a variety of sources.

## **Skill category: interpersonal**

### **Defining skills**

Skill areas to be demonstrated by graduates:

- Teamwork
- Relationship management
- Conflict resolution
- Leadership
- Networking

### **Learning outcomes**

The graduate has reliably demonstrated the ability to:

1. show respect for the diverse opinions, values, belief systems and contributions of others.
2. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

## **Skill category: personal**

### **Defining skills**

Skill areas to be demonstrated by graduates:

- Managing self
- Managing change and being flexible and adaptable
- Engaging in reflective practices
- Demonstrating personal responsibility

### **Learning outcomes**

The graduate has reliably demonstrated the ability to:

1. manage the use of time and other resources to complete projects.
2. take responsibility for one's own actions, decisions and their consequences.

# General education requirement

All graduates of the Hairstyling program must have met the [general education requirement](#) described below, in addition to achieving the [vocational](#) and [essential employability skills](#) learning outcomes.

## Requirement

The [General Education Requirement](#) for programs of instruction is stipulated in the [Credentials Framework](#) in the Minister's Binding Policy Directive Framework for Programs of Instruction.

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

## Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

## Themes

The themes listed below will be used to provide direction to Ontario Colleges in the development and identification of courses that are designed to fulfil the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall

goals of General Education.

### **Arts in society:**

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

### **Civic Life:**

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

Content:

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

### **Social and cultural understanding:**

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In

addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

### **Personal understanding:**

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

### **Science and technology:**

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the

human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

#### Content:

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.

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