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# **Private Career College Esthetician Subject Specific Standard**

*The approved Subject Specific Standard for all  
Esthetician programs of instruction leading to  
the Diploma I credential of the Ontario  
Qualifications Framework delivered by  
Private Career Colleges of Ontario.*

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This publication is available on the Ministry’s Web site at <http://www.edu.gov.on.ca>

© 2010, Queen’s Printer for Ontario  
ISBN 978-1-4435-2794-1 (PDF)  
ISBN 978-1-4435-2793-4 (HTML)

# Acknowledgements

The Ministry of Training, Colleges and Universities acknowledges with thanks the significant contribution of the many individuals and organizations who participated in the development of this subject specific standard. In particular, the Ministry of Training, Colleges and Universities would like to acknowledge the important roles of

- All those who participated in the focus groups in Milton and Toronto, and to the many individuals and organizations who participated in the broad-based consultations

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# I. Introduction

*This document is the Subject Specific Standard for all Esthetician programs of instruction leading to the Diploma I credential of the Ontario Qualifications Framework<sup>1</sup> (OQF) delivered by Private Career Colleges (PCC) of Ontario.*

## Development of System-Wide Subject Specific Standards

In 2008, the Program Standards and Evaluation Unit of the Ministry of Training, Colleges and Universities initiated the development of Subject Specific Standards for Private Career Colleges (PCC) programs. This initiative is in keeping with the Unit's responsibility to develop, review, and approve standards for programs of instruction at Ontario colleges, including CAATs and PCCs.

In 1993, the Government of Ontario initiated program standards development with the objectives of:

- bringing a greater degree of consistency to Colleges of Applied Arts and Technology (CAAT) programming offered across the province,
- broadening the focus of CAAT 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 CAAT college programs.

Introducing Subject Specific Standards for PCCs will bring a greater degree of consistency and public accountability for quality and relevance to the PCC sector.

## PCC Subject Specific Standards

A PCC Subject Specific Standard applies to all similar programs of instruction offered by private career colleges across the province. Subject Specific Standards are aligned with the requirements of the OQF.

Each PCC Subject Specific Standard includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program of instruction in question), and
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction)

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

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<sup>1</sup> Please refer to the Ontario Qualifications Framework for an overview of the different kinds of credentials offered by post-secondary institutions in Ontario. (<http://www.edu.gov.on.ca/eng/general/postsec/oqf.html>)

Individual private career colleges offering the program of instruction determine the specific program design, program structure, delivery methods and curriculum to be used in assisting students to achieve the outcomes articulated in the standard. In those cases where PCC programs must be accredited in order to offer the program, the program design, program structure, delivery methods and curriculum will be predetermined by the accrediting body.

Individual colleges may also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

## The Expression of Subject Specific Standards as Learning Outcomes

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, learning outcomes are interrelated and cannot be viewed in isolation of 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 learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges program design, program structure, delivery methods and curriculum.

## The Presentation of the Vocational Learning Outcomes

The **vocational learning outcome** statement sets 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 learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of the performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of the performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

## The Development of a Subject Specific Standard

Private Career College Subject Specific Standards must include vocational skills coupled with a broader set of essential employability skills. This combination is considered critical to ensuring that private career college graduates have the skills required to be successful upon graduation from the program and during working and personal activities.

The vocational standard component of the Subject Specific Standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, and program graduates working in the field, in addition to students, faculty, and administrators at the colleges.<sup>2</sup>

## Updating the Subject Specific Standard

The Ministry of Training, Colleges and Universities undertakes reviews of the vocational standard of programs to ensure that the Subject Specific Standards remain appropriate and relevant to the needs of students and employers across the Province of Ontario.

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<sup>2</sup> Private career college subject specific standards include vocational standard and essential employability skills, while the public community college program standards include vocational standards, essential employability skills, as well as a general education component for programs of a typical duration of two semesters and above.

## II. Preamble to the PCC Esthetician Subject Specific Standard

### Preamble

The PCC Esthetician program is offered as an Ontario Diploma I and provides students with integrated theoretical and practical learning experiences and a strong foundation in personal care and specialized beauty and body treatments. The goal of the program is to prepare graduates to function effectively in a diverse, competitive, and growing customer service industry.

The Esthetics industry centres on the promotion of well being through the provision of specialized facial, hand, foot, skin, and body treatments. There is a high expectation of proficiency and excellence in the skills and professionalism of practitioners, and service provision is customized to the needs of individual clients.

The vocational learning outcomes for the program encompass codes of ethics and conduct, use of specialized equipment and products, technical instruction pertaining to personal skin care treatments and services, business and customer service skills, sales techniques and knowledge of infection prevention and control and occupational health and safety necessary for entry level positions as Estheticians.

As Estheticians, graduates will be responsible for safe<sup>3</sup> and proficient practice. In carrying out their work as practitioners, they will be responsible for safely and competently adhering to relevant legislation and for complying with established policies and procedures. They will refrain from performing controlled acts which are restricted/prohibited as per current legislation on Regulated Health Professions. They will need to carefully assess each client's needs and determine appropriate personal care in relation to that client's condition, the procedure to be offered, the associated risk of performing the procedure, and the appropriate equipment and products required to safely and competently carry out the procedure. They will perform a wide range of professional treatments, encompassing services such as facial, waxing, body, manicure-pedicure and make up.

Following successful completion of the program, graduates of the PCC Esthetician program can expect to find employment in day or resort spas, salons, beauty institutes, health clubs, cruise ships, and cosmetic firms. They may also be employed as sales representatives for manufacturers, distributors and retailers of esthetic products, or may find opportunities for self-employment, contract, and consulting work.

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<sup>3</sup> Prospective graduates are reminded of the Health Protection and Promotion Act which requires persons with a communicable disease to conduct himself or herself in such a manner as not to expose another person to infection.



### Typical Duration

The duration of a credential leading to a Diploma I credential will not be less than 1000 hours.

### Prerequisites

Secondary School diploma or equivalent

### III. Vocational Standard

*All graduates of PCC Esthetician programs of instruction must have achieved the 9 vocational learning outcomes<sup>4</sup> listed in the following pages, in addition to achieving the essential employability skills learning outcomes.*

#### Synopsis of the Vocational Learning Outcomes Esthetician Programs

*The graduate has reliably demonstrated the ability to*

- 1. perform a variety of specialized body and skin care treatments following correct procedures and precautions and supporting client needs (including and not limited to facials, manicures, pedicures, hair removal, and non permanent make up applications).**
- 2. use a range of specialized equipment and products, in compliance with established national, provincial, industry, and other related standards, regulations, policies, and procedures.**
- 3. apply relevant knowledge of anatomy, physiology, pathology and histology to the provision of specialized esthetic treatments and services.**
- 4. adhere to Occupational Health and Safety, sanitation, and Infection Prevention and Control best practice guidelines, according to current legislation and national, provincial, municipal, and industry standards and regulations.**
- 5. identify business skills and activities required for the successful establishment and operation of a small esthetic business in a salon or spa environment.**
- 6. select and recommend the use of esthetic products and product ingredients to clients, taking into account health status and identified needs.**
- 7. establish and maintain professional relationships in adherence to standards and ethics associated with the profession.**
- 8. develop customer service strategies that meet and adapt to individual needs and expectations in accordance with professional standards and ethics.**
- 9. determine professional development strategies that lead to the enhancement of work performance and career opportunities and keep pace with industry change.**

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<sup>4</sup> 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*

**perform a variety of specialized body and skin care treatments following correct procedures and precautions and supporting client needs (including and not limited to facials, manicures, pedicures, hair removal, and non permanent make up applications).**

### **Elements of the Performance**

- conduct an in depth skin analysis and record the observations and the client's health history to determine service expectations, customized treatments, modifications, or contraindications
- use various mediums and techniques required for safe removal of excess body and facial hair such as hard and soft waxes, sugaring, threading, and tweezing
- perform and customize hand and foot treatments and the complete steps of a professional manicure and a pedicure, and explain to the client required modifications and procedures for effective home maintenance
- apply make up for a variety of occasions (such as day, evening, and wedding) according to client needs and preferences
- perform a variety of body care treatments such as non therapeutic massage, hydrotherapy, exfoliation, peeling, body wraps, and décolleté<sup>5</sup> and back treatments
- determine contraindications and necessary modifications to treatments, utilizing information related to product ingredients and client health history
- Apply appropriate infection prevention and control practices to prevent transmission of infections to provide a safe environment for clients and staff
- Advise client where there is contraindication to treatment and if appropriate, refuse to perform treatment

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<sup>5</sup> Front part of the body between the neck and cleavage

2. *The graduate has reliably demonstrated the ability to*

**use a range of specialized equipment and products, in compliance with established national, provincial, industry, and other related standards, regulations, policies, and procedures.**

### **Elements of the Performance**

- use safe effective and appropriate cleaning and either disinfection or sterilization methods for instruments, specialized equipment, client draping materials, work surfaces, and work stations as required by local public health units and provincial best practices recommendations
- use machines and electrical equipment (such as facial steamers, vacuum/sprays, high frequency and galvanic machines) safely and appropriately while conducting professional body and skin care treatments
- use manicure and pedicure instruments in a safe, correct, and professional manner, considering client health history and needs
- correctly operate and determine maintenance requirements for equipment in compliance with occupational health and safety legislation, regulations, national and provincial infection prevention and control guidelines, policies, and procedures
- maintain and store all instruments, materials, and supplies according to manufacturer's directions and as required by local public health units
- Use Infection Prevention and Control (IPAC) Routine Practices with all client interactions

3. *The graduate has reliably demonstrated the ability to*

**apply relevant knowledge of anatomy, physiology, pathology and histology to the provision of specialized esthetic treatments and services.**

**Elements of the Performance**

- apply knowledge of the structure and composition of the skin, body and nail, identifying skin, body and nail types, skin, body and nail disorders, and related conditions
- assess the impact of general health, age, gender, nutrition, and diet, stress, and external environmental factors on the skin, body and nail and determine appropriate skin, body and nail care treatments
- apply knowledge of body systems, such as immune and circulatory systems, and apply their basic functions to the provision of esthetic services, taking into account contraindications, cautions, and appropriate modifications

4. *The graduate has reliably demonstrated the ability to*

**adhere to Occupational Health and Safety, sanitation, and Infection Prevention and Control best practices guidelines, according to current legislation and national, provincial, municipal, and industry standards and regulations**

**Elements of the Performance**

- use safe and appropriate cleaning and either disinfection or sterilization methods before, during and after treatments, in accordance with national, provincial, and municipal regulations, and manufacturer's directions
- clean and either disinfect or sterilize tools after each use, keep work stations clean and disinfected, and safely dispose of single use items and sharps, in accordance with proper hygiene procedures as required by local public health units
- follow IPAC Routine Practices and use gloves, mask, eye protection, and other suitable personal protective equipment appropriately during the provision of treatments to ensure safety of the client and others.
- seek out information and follow directions pertaining to occupational health and safety legislation, regulations, established policies and procedures, and relevant municipal by laws
- handle hazardous materials and dispose of waste and equipment in compliance with current legislation, municipal by-laws, regulations, standards, and established policies and procedures
- evaluate the work environment to ensure that it is not hazardous
- demonstrate a clear understanding of the restrictions and prohibitions on the performance of controlled acts as prescribed by current legislation on Regulated Health Professions.

*5. The graduate has reliably demonstrated the ability to*

**identify business skills and activities required for the successful establishment and operation of a small esthetic business in a salon or spa environment.**

**Elements of the Performance**

- identify specific pricing, sales and marketing strategies required for the successful operation of a small esthetic business in a salon or spa environment
- review record-keeping systems used to manage Esthetician business inventory and to track client purchasing activities
- identify strategies for an effective display of retail esthetic products
- contribute to the maintenance of business documents, records, and client files by accurately recording written and electronic information

*6. The graduate has reliably demonstrated the ability to*

**select and recommend the use of esthetic products and product ingredients to clients, taking into account health status and identified needs.**

### **Elements of the Performance**

- take into account skin types and conditions to recommend to clients specific ingredients in esthetic products and appropriate treatments for each skin type and condition
- identify the properties, classifications, effects, and contraindications of a variety of ingredients found in esthetic products
- consult with and recommend to clients essential home maintenance products in order to maintain the health of the skin
- promote the features and benefits of esthetic products and services to clients to assist them in determining a course of action matched to their needs, lifestyle, and personal preferences
- explain a home maintenance schedule and demonstrate to the client the correct usage of various skin and body care and makeup products, and tools
- explain to the client the benefits and effects of ingredients and products used in body and skin care



*7. The graduate has reliably demonstrated the ability to*

**establish and maintain professional relationships in adherence to standards and ethics associated with the profession.**

**Elements of the Performance**

- adhere to professional expectations for dress, hygiene, and grooming
- employ effective interpersonal, verbal, and non verbal communications skills in dealing with clients, suppliers, coworkers, and supervisors
- conduct a professional client consultation and needs analysis and elicit appropriate information in order to recommend a range of customized esthetic services
- comply with and promote municipal, provincial, and federal regulations related to the profession, such as sign waiver or consent, insurance, registration, and certification, where appropriate
- protect the client's legal rights to privacy and confidentiality
- maintain confidentiality of all workplace, client and corporate data

8. *The graduate has reliably demonstrated the ability to*

**develop customer service strategies that meet and adapt to individual needs and expectations in accordance with professional standards and ethics.**

**Elements of the Performance**

- describe the characteristics and benefits of excellent customer service
- recommend services and products to meet individual needs and expectations
- use effective communication skills and problem solving strategies to respond to customer complaints in the Esthetician practice setting
- adhere to human rights legislation, principles of accommodation and codes of ethics and conduct related to quality customer service
- analyze the impact of excellent customer service and the ability to promote home maintenance products and their correct usage on the success of the professional Esthetician practice

*9. The graduate has reliably demonstrated the ability to*

**determine professional development strategies that lead to the enhancement of work performance and career opportunities and keep pace with industry change.**

**Elements of the Performance**

- solicit constructive feedback relating to one's own performance, strengths, and limitations to identify areas for professional growth and development
- determine and implement current trends and issues impacting upon the delivery of esthetic services
- review the role and mandate of professional associations affiliated with the Esthetician field of practice
- identify learning resources and opportunities which promote professional competence and skill development

## IV. Essential Employability Skills

*All graduates of PCC Esthetician programs of instruction must have reliably demonstrated the essential employability skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes*

### 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 Private career colleges 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 / Implementation

In each of the six skill categories, there is 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 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.

<b>SKILL CATEGORY</b>	<b>DEFINING SKILLS: Skill areas to be demonstrated by graduates:</b>	<b>LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:</b>
COMMUNICATION	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> <li>• Presenting</li> <li>• Visual literacy</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</i></li> <li>2. <i>respond to written, spoken, or visual messages in a manner that ensures effective communication.</i></li> </ol>
NUMERACY	<ul style="list-style-type: none"> <li>• Understanding and applying mathematical concepts and reasoning</li> <li>• Analyzing and using numerical data</li> <li>• Conceptualizing</li> </ul>	<ol style="list-style-type: none"> <li>3. <i>execute mathematical operations accurately.</i></li> </ol>
CRITICAL THINKING & PROBLEM SOLVING	<ul style="list-style-type: none"> <li>• Analysing</li> <li>• Synthesising</li> <li>• Evaluating</li> <li>• Decision making</li> <li>• Creative and innovative thinking</li> </ul>	<ol style="list-style-type: none"> <li>4. <i>apply a systematic approach to solve problems.</i></li> <li>5. <i>use a variety of thinking skills to anticipate and solve problems.</i></li> </ol>

<p>INFORMATION MANAGEMENT</p>	<ul style="list-style-type: none"> <li>• Gathering and managing information</li> <li>• Selecting and using appropriate tools and technology for a task or a project</li> <li>• Computer literacy</li> <li>• Internet skills</li> </ul>	<p>6. <i>locate, select, organize, and document information using appropriate technology and information systems.</i></p> <p>7. <i>analyze, evaluate, and apply relevant information from a variety of sources.</i></p>
<p>INTERPERSONAL</p>	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Relationship management</li> <li>• Conflict resolution</li> <li>• Leadership</li> <li>• Networking</li> </ul>	<p>8. <i>show respect for the diverse opinions, values, belief systems, and contributions of others.</i></p> <p>9. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals</i></p>
<p>PERSONAL</p>	<ul style="list-style-type: none"> <li>• Managing self</li> <li>• Managing change and being flexible and adaptable</li> <li>• Engaging in reflective practices</li> <li>• Demonstrating personal responsibility</li> </ul>	<p>10. <i>manage the use of time and other resources to complete projects.</i></p> <p>11. <i>take responsibility for one's own actions, decisions, and consequences.</i></p>