

## National Unit Specification: General Information

<b>UNIT</b>	Gents' Haircutting (Higher) (x3)
<b>NUMBER</b>	D05L 12
<b>COURSE</b>	This is a free standing unit which may be used as part of a Scottish Group Award or be associated with other programmes of study in schools, colleges of further education or other centres.

### SUMMARY

The candidate will be able to use a range of gents' cutting techniques to achieve a variety of gents' hairstyles.

### OUTCOMES

- 1 Describe cutting categories and techniques in gents' haircutting and the maintenance of tools.
- 2 Establish the client's requirements taking account of influencing factors.
- 3 Plan and perform gents' haircuts safely and effectively.

### RECOMMENDED ENTRY

The candidate should have some knowledge of hair and scalp properties and conditions. This may be evidenced by possession of D05J 11 Analysis of Hair and Scalp (Intermediate 2) or similar qualifications or experience.

Entry is at the discretion of the centre.

### CREDIT VALUE

3 Credits at Higher.

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## Administrative Information

<b>Superclass:</b>	HL
<b>Publication date:</b>	December 1998
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	01

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## **CORE SKILLS**

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National unit specification: statement of standards**

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

### **OUTCOME 1**

Describe cutting categories and techniques in gents' haircutting and the maintenance of tools.

#### **Performance Criteria**

- a) Tools and techniques are accurately identified to achieve a desired effect.
- b) The different cutting categories are identified correctly.
- c) A range of cutting effects, achieved by a variety of tools, is described accurately.
- d) The angle of the comb in relation to the head to achieve the desired result is accurately identified.
- e) The cleaning and maintenance of cutting tools is described correctly.

#### **Note on range for the outcome**

Tools: scissors; thinning scissors; clipper; clipper guards/gauges; neck brush; flat-top comb; razor; combs.

Techniques: club cutting; tapering; scissor over comb; clipper over comb; thinning; razor rotation; freehand.

Effects: with fringe; without fringe; with parting; without parting; with ears exposed.

Cutting techniques: club cutting; razor; freehand; tapering; scissors/clipper over comb.

Cutting categories: one length hair; graduated; layered.

#### **Evidence Requirements**

The candidate should supply performance evidence of ability to clean and maintain tools, especially clippers.

This should be supported by written/oral evidence of methods of cleaning and maintaining other tools where performance evidence is not available.

The candidate should supply written oral evidence of ability to describe accurately:

- effects achieved by the range of tools
- techniques used to achieve the range of effects
- maintenance of cutting tools if performance evidence is not available.

## **National unit specification: statement of standards (cont)**

**UNIT**            Gents' Haircutting (Higher) (x3)

### **OUTCOME 2**

Establish the client's requirements taking account of influencing factors.

#### **Performance Criteria**

- a)        Communication skills are used to promote a professional image and establish a clear understanding between client and candidate.
- b)        The client is guided in relation to current fashions and advised of the potential of his hair in relation to influencing factors.
- c)        The finished length, shape and style direction is accurately determined.
- d)        The client is encouraged to seek clarification of advice and agreement on the finished result is reached between client and candidate.

#### **Note on range for the outcome**

Communication skills: clear speech; listening skills; questioning techniques; use of images where appropriate.

Influencing factors: hair texture; hair density; hair colour; head/face shape; hair growth pattern; existing hair line; presence of cysts; scar tissue; alopecia.

#### **Evidence Requirements**

The candidate should supply performance evidence of ability to consult to determine requirements with the client using communication skills appropriate to the situation.

The candidate should supply performance evidence of ability to analyse a client's hair and, taking into account the client's requirements and influencing factors, agree on an appropriate cut for that client.

Observation of the candidate's performance in practical work should be carried out by the lecturer/teacher, using a checklist.

### **OUTCOME 3**

Plan and perform gents' haircuts safely and effectively.

#### **Performance Criteria**

- a)        Preparation of clients is in accordance with salon procedures.
- b)        The cut is devised in accordance with hair type and clients requirements.
- c)        The cutting categories, techniques and tools selected are appropriate to the finished look.
- d)        The cut is performed effectively to the desired style and to the satisfaction of the client.
- e)        Health and safety regulations are adhered to at all times.
- f)        Advice given on aftercare of the style is appropriate to maintain the look.
- g)        The cutting strategy is accurately reviewed and conclusions drawn.

## **National unit specification: statement of standards (cont)**

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**Note on range for the outcome**

Preparation of clients: gowning; protection; positioning.

Cutting techniques: club cutting; razor; freehand; tapering; scissors/clipper over comb.

Finished look: with fringe; without fringe; with parting; without parting; with ears exposed.

Hair: wet; dry; curly; straight.

**Evidence requirements**

The candidate should supply performance evidence of ability to prepare three clients in accordance with salon requirements and to plan and perform hair cuts, one of which must give a tapered neckline.

Where performance evidence is not available, the candidate should supply written/oral evidence of knowing and adhering to the relevant health and safety regulations.

Written or oral evidence should also be used to establish that the candidate can make an accurate review of her/his performance, using appropriate criteria to evaluate the effectiveness of the cutting strategy, quoting relevant evidence and drawing justified conclusions.

## National unit specification: support notes

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This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

### **GUIDANCE ON CONTENT AND CONTEXT**

The candidate should achieve a good knowledge of categories and techniques as appropriate, to meet individual client requirements.

Corresponding to outcomes 1-3:

- 1        The candidate should demonstrate understanding of cutting effects and techniques used in gents' haircutting and knowledge of the range and maintenance of tools used in gents' haircutting. The candidate should know advantages and disadvantages of the various tools and techniques on different hair styles particularly the variation of manufacturers' tools, in relation to clipper guards.

The candidate should demonstrate knowledge and understanding of each category of cut used in gents' haircutting.

- 2        Consideration must be given to client care and safety and communicating effectively, influencing factors and observation of personal characteristics.
- 3        The candidate should demonstrate the ability to devise and perform a variety of gents' haircuts, including neck taper where appropriate, safely and effectively.

Safe and hygienic practices should be re-inforced throughout this unit in relation to client, self, equipment and the workplace.

The regulations which cover technical hair dressing services are:

- The Health and Safety at Work etc Act 1974
- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Manual Handling Operations Regulations 1992
- The Personal Protective Equipment at Work Regulations 1992
- The Provision and Use of Work Equipment Regulations 1992
- The Control of Substances Hazardous to Health Regulations 1992 (COSHH) to include subsequent amendments
- The Electricity at Work Regulations 1989
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1985

## **National unit specification: support notes (cont)**

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### **GUIDANCE ON TEACHING AND LEARNING APPROACHES**

Use of charts describing cutting effects, techniques and tools.

Demonstration of techniques.

Information sheets on categories used in gents' haircutting. Demonstration of categories followed by candidate practising cuts, eg, flat-top; crew cut and french crop.

The candidate should, through role play, attain a high standard of communicating effectively with the client. Throughout the communication process the candidate should observe the client's personal characteristics which may influence the desired style.

The candidate must be given the opportunity to demonstrate their competence on live models.

The candidate should cultivate the ability to reflect on what has been done and draw conclusions for the future.

### **GUIDANCE ON APPROACHES TO ASSESSMENT**

It is recommended that assessment is integrated so far as possible. For example, written or oral questioning used to generate evidence for knowledge and understanding in one outcome could be combined with questioning on knowledge and understanding for other outcomes in this or other units.

Particular attention should be paid to the safe placement of shops during treatment and their safe disposal in accordance with salon requirements and local bye laws.

For outcome 2 a checklist for observation of communication skills should include the following points:

- demonstration of tact and patience
- use of language at an appropriate level of formality
- vocabulary and sentence structure appropriate to purpose and the needs of the client
- all essential information conveyed accurately and coherently
- use of images/demonstrations as appropriate
- clear, audible speech
- use of appropriate body language: eye contact, posture, gesture appropriate to the client
- use of effective listening, questioning and guidance skills
- responses taking account of the contributions of the client
- appropriate advice

The practical assessments for outcomes 1-3 may be combined in the same assessment task.

See also the specification for the unit Problem Solving (Intermediate 2).

## **National unit specification: support notes (cont)**

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### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).