

COURSE COS3050: HAIRCUTTING 2**Level:** Advanced**Theme:** Haircutting**Prerequisites:** COS2040 Haircutting 1
COS1040 Forming & Finishing 1
COS1030 Hair & Scalp Care 1
COS1010 Personal Images**Description:** Students demonstrate the ability to design and follow cutting patterns, and safely use haircutting and thinning shears, razors and electric clippers.**Parameters:** Access to professional hairstyling facility.**Note:** Journeyman hairstylist qualification required.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> create a variety of cutting patterns/plans 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> Process in which the student will: <ul style="list-style-type: none"> design and create a minimum of three cutting plans to indicate hair lengths, elevations, guideline(s). 	30
<ul style="list-style-type: none"> follow cutting patterns, and apply principles of elevation to produce a variety of layered/ tapered haircuts by selecting and using cutting implements appropriate to the task 	<ul style="list-style-type: none"> Product in which the student will: <ul style="list-style-type: none"> using appropriate cutting implements and applying appropriate principles of elevation, produce a minimum of one each of the following: <ul style="list-style-type: none"> blunt cut layer cut clipper cut child's haircut. <p><i>Assessment Tool</i> <i>COSTAT3050: Haircutting 2</i></p>	70
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

COURSE COS3050: HAIRCUTTING 2 (continued)

Concept	Specific Outcomes	Notes
Implements	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and describe the advantages/disadvantages of different haircutting implements, including: <ul style="list-style-type: none"> – shears – razors – clippers • describe the uses of different models of haircutting implements; e.g.: <ul style="list-style-type: none"> – long shears/short shears – safety razors/open razors – mechanical and electrical clippers – adjustable clippers/replaceable head clippers • describe the uses of attachments and related terms for different haircutting implements; e.g.: <ul style="list-style-type: none"> – finger rests – safety guards – strops/hones – replaceable razor blades. 	
Guidelines and Evaluations	<ul style="list-style-type: none"> • cut guidelines at various areas of head; e.g.: <ul style="list-style-type: none"> – stationary guidelines – moving guidelines • comb, hold and cut hair at selected angles/elevations ranging from 0° to 90° and from 90° to 180°. 	
Using Clippers	<ul style="list-style-type: none"> • demonstrate haircutting techniques using hair clippers, including: <ul style="list-style-type: none"> – outlining (e.g., blocked, tapered, feathered) – arching – cutting length – clipper-over-comb. 	

MODULE COS3050: HAIRCUTTING 2 (continued)

Concept	Specific Learner Expectations	Notes
Combining Implements	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • use a combination of haircutting implements to produce various styles of haircuts on: <ul style="list-style-type: none"> – straight hair – wavy hair – over-curly hair • perform special cutting techniques; e.g.: <ul style="list-style-type: none"> – scissors-over-comb – clipper-over-comb – razor and comb. 	
Interpretation and Design	<ul style="list-style-type: none"> • interpret photographic and other images to determine haircutting techniques • design cutting patterns based on interpretations of images • adapt cutting patterns to meet individual needs. 	<p>Review current resources; e.g., videos, magazines.</p> <p>A computer-aided design program may be used, if available.</p>
Cutting Children’s Hair	<ul style="list-style-type: none"> • identify and describe characteristics of children’s hair • describe challenges that may be faced when cutting children’s hair • demonstrate behaviour appropriate to providing haircutting services to children. 	
Individualizing Haircutting Techniques and Styles	<ul style="list-style-type: none"> • analyze different head and facial shapes and recommend haircuts suited to these shapes • select implements required to perform recommended haircuts • perform complete haircutting services, including: <ul style="list-style-type: none"> – preparing the work area – preparing clients – analyzing hair and scalp conditions, head and facial shapes – designing the cuts – sectioning the hair for desired patterns – using selected cutting implements – checking each cut for balance – removing cut hair – forming and/or finishing the hair – removing drappings – sanitizing the work area. 	<p>Hair should be cut using a combination of blunt, slither or other techniques at various elevations.</p> <p>To meet assessment standards, a minimum of five haircuts should be performed on live models.</p>

MODULE COS3050: HAIRCUTTING 2 (continued)

Concept	Specific Learner Expectations	Notes
Safety and Sanitation	<p><i>The student should:</i></p> <ul style="list-style-type: none">• follow safe and sanitary practices• perform first aid for minor cuts• maintain a clean, safe work area• sanitize implements after each use and return to proper storage area• dispose of waste materials in an environmentally safe manner.	Review local and provincial health and safety regulations.