

| Session           | Topic                                                    | Learning Objective(s)                                                                                                                                                                                      | Lesson Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Resources                                                                                                                    |
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| Week 1, Session 1 | Introduction to long graduation within hair cutting      | By the end of the session, learners will be able to define long graduation, identify where it sits between graduation and layering, and explain why it is a valuable structure for modern long styles.     | 0–10 mins: Teacher-led introduction to the four-week scheme, learning expectations, and assessment approach. 10–25 mins: Guided discussion using visual examples to compare solid form, graduation and layering. 25–40 mins: Teacher explanation of cutting angles (0°, 45°, 90°, 180°) and how elevation changes shape, weight and movement. 40–55 mins: Paired annotation task; learners label diagrams showing weight distribution and likely outcomes of each angle. 55–70 mins: Whole-class questioning and recap. 70–75 mins: Exit check using three short oral questions and one written sentence defining long graduation.                                   | Whiteboard, slide deck, haircut diagrams, visual references, worksheets, pens, highlighters.                                 |
| Week 1, Session 2 | Consultation, preparation and safety for long graduation | Learners will be able to carry out a basic client consultation, identify contraindications and explain the importance of sanitation, personal protective equipment and correct preparation before cutting. | 0–15 mins: Starter recap of key terms from Session 1. 15–30 mins: Teacher models a consultation sequence, including identifying hair goals, maintenance needs, face shape and suitability. 30–45 mins: Learners work in pairs using a consultation prompt sheet to practise questioning and note-taking. 45–60 mins: Teacher-led input on contraindications, scalp observations, hygiene, tool sterilisation and PPE, linked to salon professionalism. 60–70 mins: Demonstration of correct gowning, towel placement, checking hair dampness and readiness. 70–75 mins: Quick written self-assessment: learners list three checks they must complete before cutting. | Consultation forms, contraindication checklist, gown, towel, combs, clips, sanitiser, sample PPE, projector.                 |
| Week 1, Session 3 | Sectioning, head shape and tension control               | Learners will be able to describe the key head zones used in long graduation, produce clean sectioning and explain how tension, moisture and body position affect accuracy.                                | 0–10 mins: Retrieval quiz on consultation and safety. 10–30 mins: Teacher demonstration of centre parting, ear-to-ear parting and clipping out sections. 30–50 mins: Guided practice on mannequins; learners create the four main sections and check for symmetry. 50–60 mins: Teacher explains how head shape, natural fall and the occipital, crown and side areas influence the silhouette. 60–70 mins: Mini-demo on tension control, comb direction and body                                                                                                                                                                                                     | Mannequin heads, sectioning clips, cutting combs, spray bottles, mirrors, visual guide sheet, camera or tablet for evidence. |

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|                   |                                                  |                                                                                                                                                                                | position, with emphasis on not twisting the torso. 70–75 mins: Peer feedback and photographic check against a visual standard.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                              |
| Week 2, Session 1 | Establishing the back guideline                  | Learners will be able to establish a central back guideline at the nape, maintain a consistent elevation, and explain how the guide controls the entire shape.                 | 0–10 mins: Teacher recap of sectioning and angle principles. 10–25 mins: Live demonstration of the nape guideline: taking a 0.5–1 cm central section, combing with minimal tension and cutting to the chosen design line. 25–50 mins: Supported practical practice on mannequins; learners replicate the central guide and verbalise the reason for their angle choice. 50–65 mins: Teacher shows how to work upwards using vertical sections, overdirecting each section back to the guide. 65–75 mins: Individual coaching and spot assessment using a checklist for guide visibility, accuracy and neatness. | Mannequin heads, scissors, combs, clips, spray bottles, sectioning clips, checklist, mirror. |
| Week 2, Session 2 | Building the back shape and cross-checking       | Learners will be able to continue the back section with consistent elevation and tension, then cross-check the back to identify uneven weight, steps or imbalance.             | 0–10 mins: Starter using images of successful and faulty back shapes. 10–25 mins: Teacher models moving through the back in vertical sections, maintaining the same body position and cutting line. 25–55 mins: Practical work in pairs, with one learner cutting and the other checking tension, section size and guide following. 55–65 mins: Teacher introduces horizontal cross-checking and demonstrates how to spot asymmetry. 65–75 mins: Learners complete a short written reflection identifying one strength and one correction from their practical work.                                            | Mannequins, scissors, combs, clips, printed fault-finding images, reflection sheet, mirror.  |
| Week 2, Session 3 | Refining the back and beginning side transitions | Learners will be able to refine the back with light point cutting where appropriate and begin transferring the guideline into the side sections with controlled overdirection. | 0–15 mins: Retrieval quiz on guideline establishment and cross-checking. 15–35 mins: Teacher demonstration of soft refinement using point cutting without breaking the outline. 35–55 mins: Practical refinement of the back section; learners remove minor weight lines and maintain the silhouette. 55–70 mins: Teacher demonstration of pivoting around the ear and matching the back guide to the side                                                                                                                                                                                                      | Mannequin heads, scissors, combs, clips, fault examples, note cards, mirror.                 |

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|                   |                                                   |                                                                                                                                                                                                                      | sections. 70–75 mins: Plenary check: learners describe one common error when moving from back to sides.                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                     |
| Week 3, Session 1 | Cutting the side sections and controlling blend   | Learners will be able to cut the side sections in line with the back guide, control overdirection and produce a smooth transition around the ears and towards the front.                                             | 0–10 mins: Recap of back-to-side transition principles. 10–25 mins: Teacher models side cutting from a safe stance, showing how to keep shoulders, feet and hips aligned. 25–55 mins: Guided practical; learners work one side at a time, checking length against the back guide and keeping section sizes small and even. 55–65 mins: Demonstration of how incorrect overdirection creates a visible jump in length. 65–75 mins: Pair review of the side blend and action points for improvement.                           | Mannequins, combs, scissors, sectioning clips, mirror, blend checklist, slide show of side transitions.                             |
| Week 3, Session 2 | Personalisation techniques and texture adaptation | Learners will be able to select suitable personalisation techniques such as point cutting, slide cutting, channel cutting or razor work, and adapt section size, tension and tool choice to different hair textures. | 0–15 mins: Starter on hair texture and density. 15–35 mins: Teacher explanation of how fine, thick, wavy, curly and highly dense hair affect the haircut. 35–55 mins: Demo of suitable adjustments, including dry versus damp cutting decisions and comb selection. 55–70 mins: Learners complete a decision-making task, matching hair types to correct tools and techniques. 70–75 mins: Exit ticket on one safe adjustment for a textured hair type.                                                                      | Hair texture reference cards, combs of different widths, scissors, razor demonstration tools, decision-making worksheet, projector. |
| Week 3, Session 3 | Troubleshooting common long graduation faults     | Learners will be able to identify common faults in long graduation, explain likely causes and choose realistic corrective actions.                                                                                   | 0–10 mins: Retrieval quiz on texture adaptation. 10–30 mins: Teacher-led analysis of faults such as uneven weight, bulky crown, weak nape and disconnected sides. 30–50 mins: Group task using case studies; learners diagnose the cause of the problem and propose a fix. 50–65 mins: Practical correction on mannequins where possible, using careful re-sectioning, controlled cross-checking and light refinement. 65–75 mins: Written evaluation of the most likely cause of one fault and how to prevent it next time. | Fault-analysis handouts, mannequins, scissors, combs, clips, mini whiteboards, marker pens.                                         |
| Week 4, Session   | Full long graduation haircut: teacher             | Learners will be able to plan a full long graduation service from consultation to                                                                                                                                    | 0–15 mins: Recap of the full process from Week 1 to Week 3. 15–35 mins: Teacher demonstrates the complete haircut                                                                                                                                                                                                                                                                                                                                                                                                            | Scheme summary sheet, haircut plan template,                                                                                        |