

Uniform Layer Cutting Scheme of Learning

Course:

Further Education Hairdressing

Unit:

Cutting Fundamentals: Uniform Layer Cutting

Teacher:

Teacher name to be inserted by provider

Duration:

4 weeks, 3 sessions per week, 75 minutes per session

Sector:

Further Education

Assumed prior learning:

Basic salon health and safety, shampooing and preparing hair, and introductory cutting theory

Overview:

This scheme of work translates the Uniform Layer Cutting content into 12 chronological teaching sessions. It progresses from underpinning theory, professional preparation, sectioning and angle control, through guided practice, troubleshooting, and final assessment. The teaching is designed to build technical accuracy, safe working practices, consultation skills, and the ability to produce a balanced 90° uniform layer cut on a training head or suitable model.

Session	Topic	Learning Objective(s)	Lesson Activities	Resources
Week 1, Session 1	Introduction to cutting fundamentals and the purpose of the uniform layer cut	Learners will be able to describe why cutting techniques matter, identify the difference between one-length, graduation, layering and texturising, and explain what a uniform layer cut is intended to achieve.	Starter: recap prior learning and elicit learner understanding of haircutting. Teacher-led presentation on the importance of precision, shape, movement, density and weight distribution. Demonstrate how 0°, 45°, 90° and 180° affect length and layering. Mini-plenary questions every 10-15 minutes to check understanding. Main activity: learners label a diagram of the head and match each cutting angle to likely	Whiteboard, slides, hand-outs on cutting angles, annotated head diagrams, pens, training folders, internet-disabled images or printed references

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			outcomes. Teacher models the professional language expected in assessment. Plenary: learners complete a short exit ticket explaining, in their own words, why 90° produces uniform layers. Assessment method: verbal questioning, diagram labelling and exit ticket.	
Week 1, Session 2	Client preparation, consultation, contraindications and learner safety	Learners will be able to complete a structured consultation, identify contraindications, select safe working practices, and prepare a client correctly for a uniform layer cut.	Starter: quick quiz on safety terminology. Teacher explains consultation priorities, scalp and hair analysis, and when to adapt or refuse service. Teacher-led discussion of the contraindications listed in the brief, with emphasis on ethical decision-making and referral. Demonstration: client preparation sequence including gowning, towel placement, moisture control, detangling and checking the head position. Learners practise consultation questioning in pairs using a checklist, then rehearse section-preparation sequencing without tools. Teacher circulates to correct terminology and body positioning. Plenary: learners complete a safety checklist and state two reasons why the cut should be postponed or modified. Assessment method: observation of paired practice, checklist completion and oral questioning.	Consultation pro-forma, contraindications sheet, gown, towel, spray bottle, combs, mirror, sanitary wipes, PPE examples, safety posters
Week 1, Session 3	Equipment, sectioning patterns and the importance of a reliable guide	Learners will be able to name and correctly use the equipment needed, create clean sectioning on a head block or mannequin, and explain why even sectioning and a clear guide are essential for accuracy.	Starter: identification task where learners match tools to purpose. Teacher demonstrates the equipment set-up and shows how to maintain readiness and hygiene. Demonstrate centre parting and ear-to-ear parting, then explain how the four working areas are created. Learners then section training heads in pairs, with the teacher checking symmetry, tension and clip placement. Introduce the concept of the stationary guide and why it controls the entire shape. Learners annotate a sequence card showing the order of sectioning and guide creation. Plenary: learners self-assess sectioning against success criteria. Assessment method: practical observation and	Training heads or mannequins, sectioning clips, cutting combs, spray bottles, scissors, sectioning sequence cards, visual aid of head zones, mirror

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			self-assessment against a model checklist.	
Week 2, Session 4	Understanding 90° elevation, body position and tension control	Learners will be able to demonstrate true 90° elevation, maintain consistent body alignment, and explain how tension affects accuracy and final shape.	Starter: recap on angles and movement. Teacher demonstrates the relationship between elevation, over-direction and layer formation, with emphasis on keeping the head level and the stylist square to the section. Demonstrate the professional body mechanics outlined in the source document: plant the feet, keep shoulders square, move the body rather than twisting the client's head, and reset elevation at each new section. Learners practise holding the comb, fingers and cutting line at 90° on a static head or training block before any cutting. Teacher gives live correction to hand position and section size. Plenary: learners state one common error and one correction strategy. Assessment method: practical observation and oral explanation.	Training heads, combs, clips, mirrors, point-of-view demonstration screen, angle visualiser or printed angle chart, notepads
Week 2, Session 5	Establishing the central guideline and building the back section	Learners will be able to create a precise central guideline at the nape or chosen starting point, continue the guideline through the back using controlled sections, and maintain even graduation and symmetry.	Starter: teacher-led demonstration of the first guideline, stressing minimal tension and careful cutting. Main activity: learners practise taking a 5-10 mm or ½-1 cm central guide and then build the back using parallel sections, over-directing only as required by the design and keeping the chosen angle consistent. Teacher models how to check visibility of the guide, how to hold the comb parallel, and how to avoid chipping into the line. Learners work slowly in pairs, alternating stylist and observer, and complete a guided worksheet noting where weight sits and how the shape is developing. Teacher carries out mini-assessments after each section. Plenary: group review of common faults such as dropped elevation, tension changes and sections that are too large. Assessment method: observational assessment using a skills checklist and peer feedback.	Training heads, sharp scissors, cutting combs, sectioning clips, sectioning guides, mirrors, worksheets, clipboards, towels, spray bottles