



Australian Government

SIHHHCS305A Apply over-comb techniques

Release 2

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Modification History

The release details of this endorsed unit of competency are set out in the table below. The latest information is at the top.

Release	Comments
2	Editorial corrections. Competency field added.
1	Initial release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply over-comb techniques.

Application of the Unit

This unit applies to hairdressers in salon environments who plan and then select tools and equipment, to apply scissor-over-comb and clipper-over-comb techniques, to remove bulk, to blend different structures within haircuts and to outline or blend perimeters on specific haircut finishes.

A person undertaking this role applies discretion and judgement and accepts responsibility for outcomes of own work.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIHHHCS301A Design haircut structures

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Element

Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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|---|--|
| 1. Plan tapered haircut structures. | <p>1.1. Produce a <i>haircut plan</i> to represent the haircut structure.</p> <p>1.2. Select <i>appropriate tools</i> and <i>over-comb techniques</i> to achieve planned haircut finish.</p> |
| 2. Apply scissor-over-comb techniques. | <p>2.1. Apply scissor-over-comb techniques in a logical sequence and pattern and with a continuous comb and scissoring action to <i>the exterior of the haircut</i>.</p> <p>2.2. Enable access and application of technique by adjusting position of <i>client's</i> head and neck during service.</p> <p>2.3. Apply scissors over the fine or coarse end of the comb to vary <i>taper effect</i> on a <i>variety of neckline shapes and lengths</i>, according to the haircut plan.</p> <p>2.4. Blend structures in the interior and exterior of the haircut by applying scissors and comb at various angles.</p> |
| 3. Apply clipper-over-comb techniques. | <p>3.1. Apply clipper-over-comb techniques to blend hair lengths according to the haircut plan.</p> <p>3.2. Create a variety of neckline shapes by applying clipper-over-comb techniques.</p> <p>3.3. Use clippers with attachments to create a variety of haircut effects.</p> |
| 4. Outline haircuts. | <p>4.1. Use clippers or scissors to mark haircut outlines over and behind ears, where indicated by the haircut plan.</p> <p>4.2. Use clippers to outline sideburns where indicated by the haircut plan.</p> <p>4.3. Lather neckline, stretch skin and shave in the direction of hair growth ensuring a smooth result without client skin discomfort.</p> |
| 5. Select and apply finishing techniques. | <p>5.1. Select the appropriate <i>finishing products and equipment</i>.</p> <p>5.2. Apply appropriate <i>finishing techniques</i> for tapered structures.</p> <p>5.3. Dispose of waste, according to relevant health regulations</p> |

and *salon procedures*.

5.4. Clean or dispose of equipment, according to health regulations and salon procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- technical skills to:
 - develop a haircut plan
 - apply scissor-over-comb techniques
 - apply clipper-over-comb techniques
 - apply serrated scissors to remove bulk
 - cut outline shapes
 - blend structures in the interior and exterior of the haircut
- mathematical skills to interpret angles and lines in the haircut structure
- numeracy skills to calculate exterior and interior lengths in the haircut structure
- literacy skills to interpret and follow salon procedures

Required knowledge

- the natural distribution and growth patterns of hair
- the relationship between quality of hair and the finished result
- relationship between the size of the comb and tapering effects
- soft and hard lines
- different tapered shapes
- design guide lines used in layered haircut structures
- salon procedures, including:
 - compliance with state or territory and local government health regulations relevant to the service
 - environmental protection practices, such as waste minimisation, waste disposal and water efficiency

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- selecting tools and tapering techniques appropriate to the planned finish
- maintaining hands and cutting tools parallel to the exterior design line when applying over-comb techniques
- positioning the head and neck and making any necessary adjustments during service to achieve planned layering effects
- using over-comb techniques to blend in tapered area and structures in the interior and exterior of the haircut
- outlining tapered haircuts using clippers and scissors or shaving techniques as required
- achieving over-comb techniques
- applying finishing techniques for tapered structures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a salon or a simulated salon environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the salon
- an adjustable client chair
- clean client gown or wrap
- haircutting tools and equipment
- a range of clients for haircuts with tapered structures
- finishing tools and equipment
- relevant documentation, including:
 - cutting plans
 - salon procedures.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate their handling of a range of contingencies. Tasks include:

- developing plans for tapered haircut structures
- applying tapered haircut techniques
- applying finishing techniques to tapered haircuts
- written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which include:
 - elements and principles of design
 - geometric principles related to angles and shapes
- review of portfolios of evidence and third-party reports of on-the-job performance by the learner.

**Guidance information
for assessment**

A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another— they are related skills.

Holistic assessment with other units relevant to the industry sector, salon and job role is recommended, for example:

- SIHHIND201A Maintain and organise tools, equipment and work areas
- SIHHOHS201A Apply salon safety procedures

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Haircut plan*** must include:
- soft and hard interior and exterior design lines
 - taper width for each section where tapering is planned
 - structural graphic
 - a simple line drawing representing the finished haircut design.
- Appropriate tools*** may include:
- tapering combs
 - scissors
 - serrated scissors
 - thinning scissors
 - straight razors
 - open blade razors
 - electric clippers
 - clipper attachments
 - flat top tools.
- Over-comb techniques*** must include:
- high, medium and low graduation
 - gradation
 - scissor-over-comb
 - clipper-over-comb.
- The ***exterior of the haircut*** may include:
- varying width of area up to the occipital bone
 - high, medium and low graduation
 - gradation
 - scissor-over-comb
 - clipper-over-comb.
- Client*** may include:
- men
 - women
 - children
 - people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.
- Taper effects*** may include:
- long
 - medium
 - short.
- Variety of neckline shapes and lengths*** may include:
- short, medium and long tapered
 - short, medium, long square and curved necklines.

Finishing products and equipment may include:

- blow dryers
- brushes
- combs
- dressings
- waxes.

Finishing techniques may include:

- drying using electrical equipment
- finger drying
- natural drying using finishing products.

Salon procedures must include:

- procedures that comply with state or territory and local government health regulations relevant to the service
- occupational health and safety
- environmental protection practices, such as waste disposal.

Unit Sector(s)

Hairdressing

Competency Field

Haircutting