

This qualification specification covers the following qualification:

Qualification number	Qualification title
603/6481/6	Gateway Qualifications Level 1 Award in Hair and Beauty Therapy

Version and date	Change detail	Section/page reference
2.0 (January 2026)	Specification template updated	n/a

The previous version of this qualification specification is available in Prism. Search for the qualification in the Qualification Library and select the 'Documents' tab.'

About this qualification specification

Gateway Qualifications is a nationally regulated Awarding Organisation that supports education and training providers through its strong relationships, adaptability and expert team.

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Gateway Qualifications Level 1 Award in Hair and Beauty Therapy.

This document should be read in conjunction with the Gateway Qualifications' Centre Handbook and other publications available on the website, which contain more detailed guidance on assessment and quality assurance practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre and be approved to offer this qualification.

If your centre is not yet recognised, please contact our Business Development team to discuss becoming a Gateway Qualifications recognised centre:

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Website: [Gateway Qualifications](https://www.gatewayqualifications.org.uk)

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Introduction

The qualification has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

This qualification is intended to provide learners with a broad introduction to the Hair and Beauty sector, equipping learners with underpinning knowledge and skills specific to the sector. It is designed to support progression to further learning and ultimately to work in hair and beauty therapy or other related sectors.

The qualification has been developed with the support of a number of further education colleges, training providers and adult and community learning providers. It has been designed to be consistent with the principles for study programmes for 16-19 year olds, but is also relevant for adults. This qualification is also suitable for pre-16 learners.

1. Qualification overview

1.1 Qualification purpose

The purpose of this qualification is to provide learners with an introduction to the hair and beauty sector. It is designed for learners who wish to develop basic knowledge, understanding and practical awareness of salon environments. The qualification enables learners to explore key aspects of hair and beauty therapy, develop confidence, and begin to build the skills and professional behaviours needed to progress to further study or training within the sector.

1.2 Aims and objectives

The aim of this qualification is to introduce learners to the hair and beauty industry while developing foundational knowledge, practical awareness and professional standards relevant to salon work. The qualification allows learners to tailor their learning to their interests within hair and beauty and supports progression to further learning, training or study within the sector.

The objectives of the qualification are to provide learners with the opportunity to:

- understand the basic structure and expectations of the hair and beauty sector
- recognise the importance of health and safety and safe working practices in a salon environment
- develop a professional image and appropriate behaviour for salon settings
- gain introductory practical experience in selected hair and beauty services
- follow instructions and procedures safely and effectively
- build confidence and motivation to progress to further qualifications, training or study in hair and beauty therapy

1.3 Key information

Qualification summary	
Qualification title	Gateway Qualifications Level 1 Award in Hair and Beauty Therapy
Qualification type	Regulated Qualifications Framework (RQF)
Qualification number	603/6481/6
Learning aim reference number	60364816
Level	Level 1
Guided learning hours (GLH)	45
Total qualification time (TQT)	60
Credit value	6

Sector subject area	7.3 Service Enterprises
Age appropriateness	Pre 16, 16-18, 19+
Grading scale	Pass/Fail
Assessment method	Portfolio of Evidence
Regulation information	This qualification is regulated by Ofqual for use in England only

1.4 Entry requirements

There are no specific prior skills/knowledge learners must have for this qualification.

Centres must ensure that learners have the correct information and advice when selecting qualifications to ensure that the qualification will meet their needs.

Centres must ensure that this qualification suits the age and abilities of their learners by ensuring that learners can meet the relevant literacy, numeracy, digital, and health and safety requirements of the qualification.

Learners enrolled on this qualification should not undertake another qualification at the same level with a similar title or content, as this could impact funding eligibility due to duplicated learning.

Centres are responsible for registering learners via the Gateway Qualifications' online registration portal Quartz. Learner registration guidance is available on our website, [Registering learners](#).

1.5 Progression opportunities

On completion of this qualification, learners will be equipped with a basic, introductory set of knowledge and skills relevant to the Hair and Beauty sector.

Successful completion of the Gateway Qualifications Level 1 Award in Hair and Beauty Therapy could allow learners to progress onto:

- Level 2 qualifications in Hair and Beauty, Barbering, Hairdressing, Beauty Consultancy, Beauty Therapy
- apprenticeships in Hairdressing/Barbering or Beauty Therapy
- employment, for example, make-up assistant, beauty therapist or junior hairdresser

A full in-depth careers information, advice and guidance session should be completed for learners before, during and after completion of learning, finding them the most appropriate progression pathways unique to them and based on their ability and aspirations.

1.6 Equity, diversity and inclusion

At Gateway Qualifications we aim to create an environment which celebrates differences and strives for equitable opportunities and outcomes for all. More than a mere commitment,

this Equity, Diversity, and Inclusion Policy stands as a framework, informing every aspect of the work we do. It is our aim to support our staff and learners of all abilities, ensuring the development, delivery, and awarding of qualifications in a fair and inclusive manner.

Whilst developing our qualifications, we have given due consideration to eliminating discrimination, harassment and victimisation, advancing equality of opportunity, and fostering good relations between people who share a relevant protected characteristic (as defined in the Equality Act 2010) and those who do not.

For full details please see the [Equity, Diversity and Inclusion Policy](#).

1.7 Resource requirements

There are no prescribed resource requirements for this qualification. However, centres must ensure that learners have access to appropriate and sufficient resources to support the achievement of all learning outcomes.

1.8 Achieving this qualification

The qualification will be awarded to learners who successfully demonstrate their achievement of all learning outcomes of the units of the qualification and satisfy the rules of combination.

The knowledge and skills that will be assessed as part of the qualification are set out within the unit details.

To be awarded this qualification, learners must meet the rule of combination by successfully achieving at least one unit from Mandatory Group, worth a minimum of 3 credits, and at least 3 further credits from Mandatory Group or Optional Group O1 (Hair and Beauty Therapy).

Mandatory Group

Unit reference	Unit title	Unit level	Credit value	GLH
A/600/6327	Follow Health and Safety in the Salon	Level 1	3	22
R/502/3981	Introduction to the Hair and Beauty Sector	Level 1	3	25
Y/502/3982	Presenting a Professional Image in a Salon	Level 1	3	25

Optional Group O1 (Hair and Beauty Therapy)

Unit reference	Unit title	Unit level	Credit value	GLH
J/502/3797	Basic Make-up Application	Level 1	3	30
Y/600/4875	Create a Hair and Beauty Image	Level 1	3	30
K/502/3470	Nail Art Application	Level 1	3	30
Y/502/3805	Plaiting and Twisting Hair	Level 1	3	30
**R/601/3557	Providing Basic Manicure Treatment	Level 1	3	30
**L/601/3556	Providing Basic Pedicure Treatment	Level 1	3	30

R/600/6334	Salon Reception Duties	Level 1	3	22
A/600/1208	Shampoo and Condition Hair	Level 1	4	40
A/502/3795	Styling Men's Hair	Level1	3	30
F/502/3796	Styling Women's Hair	Level 1	3	30

**The following units are not permissible for delivery to pre 16 learners for health and safety reasons:

Unit reference	Unit title	Unit level
R/601/3557	Providing Basic Manicure Treatment	Level 1
L/601/3556	Providing Basic Pedicure Treatment	Level 1

1.9 Indicative content

The examples included within the indicative content are provided as guidance only. They are not exhaustive and should not be regarded as limiting the range of knowledge, skills or understanding that may be taught, developed or assessed. Centres may incorporate additional relevant material, contexts or approaches as appropriate, provided these remain aligned with the stated learning outcomes and overall requirements of the qualification.

2. Assessment

2.1 Assessment overview

The qualification is assessed through a portfolio of evidence which is internally assessed by centre staff and externally quality assured by Gateway Qualifications. For more information, please see the [Centre Guide to Best Practice in Internal Assessment](#).

Each learner must build a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit through practical, work related tasks.

On completion of each unit learners must declare that the work produced is their own and the Assessor must counter sign this.

Should a learner not achieve the required standard to pass an assessment, further teaching and learning should take place before attempting the assessment again.

The qualification will be awarded to learners who successfully demonstrate their achievement of all learning outcomes of the units of the qualification.

For learners who are not successful in achieving the whole qualification but still achieve any full unit, a unit certificate of achievement may be awarded.

2.2 Assessment language

This qualification will be assessed in English. All learners' work must be in English. British Sign Language can be used where it is permitted for the purpose of a reasonable adjustment.

2.3 Explanation of assessment terms used in this qualification

Gateway Qualifications has produced guidance to support consistent delivery of units across all centres offering our qualifications.

For clarification on how to interpret and deliver the command words used in our assessments, please refer to the Assessment Command Word Definitions document, available on the Gateway Qualifications website [Internal & External Assessment Practice - Gateway Qualifications](#) under assessment design.

3. Unit details

3.1 Mandatory Group units

Follow Health and Safety in the Salon

Unit reference:	A/600/6327
Unit level:	Level 1
GLH:	22
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to maintain health and safety practices.	1.1 Identify hazards in the salon environment. 1.2 Carry out a simple risk analysis of the salon. 1.3 Follow safe and hygienic working practices . 1.4 Outline the main provisions of the Health and Safety legislation . 1.5 State the difference between a 'hazard' and 'risk'. 1.6 State the employers' responsibilities for the safety of employees and customers in the salon. 1.7 Outline safe and hygienic working practices .
2. Be able to follow emergency procedures.	2.1 Locate fire fighting equipment in the salon. 2.2 Locate the first aid equipment and the accident report book. 2.3 Follow fire and evacuation procedures . 2.4 State the procedures for dealing with accidents and emergencies.

Indicative content:

AC1.1: Hazards, for example:

- physical hazards
- chemical hazards
- fire hazards
- biological hazards
- environmental hazards

AC1.2: Simple risk analysis, for example:

- identifying hazards
- assessing risks
- considering control measures

AC1.3: Safe and hygienic working practices, for example:

- personal hygiene
- clean equipment/disinfect tools
- chemical safety
- salon maintenance

AC1.4: Main provisions of the health and safety legislation, for example:

- employer responsibilities
- employee responsibilities
- maintaining a safe workplace
- reporting accidents and incidents

AC1.7: Safe and hygienic working practices, for example:

- tool hygiene
- workstation hygiene
- chemical handling
- personal hygiene
- salon safety

AC2.1: Fire-fighting equipment in the salon, for example:

- fire extinguishers
- fire blankets
- fire alarms
- emergency exits

AC2.2: First aid equipment, for example:

- first aid kit
- accident report book
- signage

AC2.3: Fire and evacuation procedures, for example:

- raise the alarm
- evacuate safely
- follow instructions
- do not re-enter

Assessment guidance:

LO1 and LO2: This unit should be delivered in a realistic learning environment. The word client can be related to friends, peers, mannequins, and does not need to be carried out on paying clients or within commercial timescales.

Introduction to the Hair and Beauty Sector

Unit reference:	R/502/3981
Unit level:	Level 1
GLH:	25
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the career opportunities and working patterns within the hair and beauty sector.	1.1 Identify occupational roles in the hair and beauty sector. 1.2 Outline the working patterns in the hair and beauty sector. 1.3 Identify the main career opportunities available in the hair and beauty sector and related industries. 1.4 Give examples of sources of information on training and career opportunities in the sector.
2. Know the main hairdressing services and beauty treatments.	2.1 Identify different types of salons and the types of clients they attract. 2.2 Outline the main hairdressing services offered by salons. 2.3 Outline the main beauty treatments offered by salons.

Indicative content:

AC1.1: Occupational roles, for example:

- hair roles
- beauty roles
- spa roles
- supporting roles

AC1.2: Working patterns, for example:

- full-time work
- part-time work
- shift work
- freelance work
- seasonal work

AC1.3: Main career opportunities, for example:

- salon-based careers
- freelance careers
- retail careers

AC1.4: Sources of information on training and career opportunities, for example:

- online resources
- educational institutions
- industry events
- professional associations
- local salons

AC2.1: Types of salons and the types of clients, for example:

- high-street salons
- luxury or boutique salons
- mobile or freelance services
- specialist salons
- spa salons

AC2.2: Main hairdressing services, for example:

- cutting and styling
- colouring services
- hair treatments
- hair extensions
- men's services

AC2.3: Main beauty treatments, for example:

- skincare treatments
- nail services
- makeup services
- hair removal
- massage and relaxation
- lash and brow treatments

Presenting a Professional Image in a Salon

Unit reference:	Y/502/3982
Unit level:	Level 1
GLH:	25
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to communicate in a salon environment.	1.1 Communicate professionally in a salon environment to meet the needs of different people. 1.2 Identify the effects of positive and negative attitudes and behaviours .
2. Be able to present a professional image and maintain personal hygiene in a salon.	2.1 Identify how to promote a professional image in a salon. 2.2 Identify how to maintain personal hygiene . 2.3 Present a professional image in line with salon policy.

Indicative content:

AC1.1: Communicate professionally, for example:

- use polite language
- active listening
- adapt communication style
- non-verbal communication
- team communication

AC1.2: Effects of positive and negative attitudes and behaviours, for example:

- effects on clients
- effects on colleagues
- effects on the salon or business

AC2.1: Promote a professional Image, for example:

- dress code
- personal grooming
- positive body language
- professional conduct
- work environment

AC2.2: Maintain personal hygiene, for example:

- hand hygiene
- clean uniforms
- oral hygiene
- body care
- hair care

AC2.3: Professional image, for example:

- follow salon standards
- workstation appearance
- client interactions
- personal presentation
- adaptability

3.2 Optional Group O1 (Hair and Beauty Therapy) units

Basic Make-up Application

Unit reference:	J/502/3797
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for make-up.	1.1 State the factors that could influence the choice of basic make-up products and techniques. 1.2 State the importance of the preparation procedures for applying basic make-up. 1.3 Prepare for applying basic make-up. 1.4 Select products, tools and equipment. 1.5 State how and when to use products, tools and equipment for basic make-up.
2. Be able to carry out make-up.	2.1 State basic skin types. 2.2 State the basic structure and function of the skin. 2.3 State the bone structure of the face. 2.4 Prepare the face. 2.5 Apply basic make-up products. 2.6 Remove basic make-up. 2.7 Follow safe and hygienic working practices. 2.8 Communicate and behave in a professional manner.

Assessment guidance:

LO1 and LO2: Learners are required to be able to carry out a visual inspection of the skin and know how to identify skin types, skin disorders, and allergies. Carry out basic skin preparation, including cleansing, toning and moisturising, choose suitable products, tools and equipment for application, etc.

Create a Hair and Beauty Image

Unit reference:	Y/600/4875
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan an image.	1.1 Access sources of information for creating an image. 1.2 Identify sources of information for creating an image. 1.3 State the importance of researching when developing a plan for creating an image. 1.4 Prepare and develop a plan for creating an image. 1.5 Describe how to develop a plan for creating a range of images.
2. Be able to create an image.	2.1 Develop the image. 2.2 State the importance of developing an image. 2.3 Describe ways of effectively presenting a created image. 2.4 Produce and present the final image. 2.5 Follow safe working practices. 2.6 Outline the safety considerations that must be taken into account.

Assessment guidance:

This unit should be delivered in a realistic learning environment. The word client can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales. An independent assessment of practical skills, knowledge and understanding is required.

Nail Art Application

Unit reference:	K/502/3470
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for nail art techniques.	1.1 Prepare for basic nail art techniques. 1.2 Select products, tools and equipment for basic nail art techniques. 1.3 Design a 2D nail art image. 1.4 State the factors that could influence the choice of basic nail art techniques. 1.5 State the importance of the preparation procedures for basic nail art techniques. 1.6 State the products and basic techniques used in nail art.
2. Be able to carry out nail art techniques.	2.1 Carry out basic nail art techniques adapting the 2D nail art image to a 3D surface. 2.2 Follow safe and hygienic working practices. 2.3 Communicate and behave in a professional manner.

Assessment guidance:

Techniques to include striping and colour blending. Products include transfers, glitter, enamels, gems and foils.

Plaiting and Twisting Hair

Unit reference:	Y/502/3805
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for basic plaiting and twisting hair.	1.1 Identify a range of finished looks that use plaiting and twisting techniques. 1.2 Prepare for plaiting and twisting techniques. 1.3 State the importance of the preparation procedures for plaiting and twisting techniques. 1.4 State the factors that influence the choice of plaiting and twisting techniques. 1.5 Select products and tools for plaiting and twisting techniques. 1.6 State when and how to use products, tools and equipment.
2. Be able to carry out basic hair plaiting and twisting techniques.	2.1 Carry out plaiting and twisting techniques with and without decoration. 2.2 Provide home care advice. 2.3 Follow safe and hygienic working practices. 2.4 Communicate and behave in a professional manner. 2.5 State the purpose of home care advice.

Assessment guidance:

LO1 and LO2: Plaiting techniques to include on and off the scalp plaits and twists.

Providing Basic Manicure Treatment

Unit reference:	R/601/3557
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for basic manicure treatments.	1.1 Prepare themselves, the client and work area for a basic manicure treatment. 1.2 Carry out a visual study of the hands and nails to identify factors that will influence the treatment. 1.3 Outline salon's requirement for client preparation, preparing themselves and the work area. 1.4 State the importance of carrying out a visual study of the hands and nails to identify factors that will influence the treatment.
2. Be able to provide basic manicure treatments.	2.1 Identify typical nail shapes and basic nail structure. 2.2 Select and use products, techniques and equipment taking into account identified factors. 2.3 Carry out a basic manicure treatment. 2.4 State possible contra-actions and how to respond. 2.5 Follow safe and hygienic working practices. 2.6 Communicate and behave in a professional manner.

Assessment guidance:

This unit is based on the relevant National Occupational Standards and should be delivered in accordance with Gateway Qualifications' assessment and delivery guidance.

To take this unit, candidates must have either completed the health and safety unit or have prior industry experience.

Please note this unit is not permissible for delivery to pre 16 learners for health and safety reasons.

Providing Basic Pedicure Treatment

Unit reference:	L/601/3556
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for a basic pedicure treatment.	1.1 Prepare themselves, the client and work area for a basic pedicure treatment. 1.2 Carry out a visual study of the feet and nails to identify factors that will influence the treatment. 1.3 Outline salon's requirement for client preparation, preparing themselves and the work area. 1.4 State the importance of carrying out a visual study of the feet and nails to identify factors that will influence the treatment.
2. Be able to provide a basic pedicure treatment.	2.1 Identify typical nail shapes and basic nail structure. 2.2 Select and use products, techniques and equipment taking into account identified factors. 2.3 Carry out a basic pedicure treatment. 2.4 State possible contra-actions and how to respond. 2.5 Follow safe and hygienic working practices. 2.6 Communicate and behave in a professional manner.

Assessment guidance:

This unit is based on the relevant National Occupational Standards and should be delivered in accordance with Gateway Qualifications' assessment and delivery guidance.

To take this unit, candidates must have either completed the health and safety unit or have prior industry experience.

Please note this unit is not permissible for delivery to pre 16 learners for health and safety reasons.

Salon Reception Duties

Unit reference:	R/600/6334
Unit level:	Level 1
GLH:	22
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to carry out salon reception duties.	1.1 Present a positive image of themselves and the salon. 1.2 Communicate and behave in a professional manner. 1.3 Record and pass on information accurately and clearly. 1.4 Maintain client confidentiality. 1.5 Outline the need to present a positive image. 1.6 Outline typical salon reception duties. 1.7 List features of a well-run reception service. 1.8 State the importance of maintaining client confidentiality. 1.9 Identify payment methods used for salon services. 1.10 State how to communicate and behave within a salon environment.
2. Be able to record salon appointments.	2.1 Record salon appointments for a variety of services. 2.2 Outline how to record appointments for a variety of services. 2.3 List the basic information required from the client. 2.4 Identify the different systems for recording appointments.

	2.5 Outline factors to consider when agreeing appointments.
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Assessment guidance:

This unit should be delivered in a realistic learning environment. The word client can be related to friends, peers, mannequins and does not need to be carried out on paying clients or within commercial timescales.

Shampoo and Condition Hair

Unit reference:	A/600/1208
Unit level:	Level 1
GLH:	40
Credit value:	4
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1. Be able to use effective and safe working methods when shampooing and conditioning hair.</p>	<p>1.1 Protect the client's clothing throughout the service.</p> <p>1.2 Clean and tidy the work area throughout the service.</p> <p>1.3 Remove waste immediately at the end of the shampooing and conditioning service.</p> <p>1.4 Use working methods that:</p> <ul style="list-style-type: none"> • minimise the wastage of products • minimise the risk of cross-infection, infestation and offence to clients and colleagues • make effective use of working time • ensure the use of clean resources • ensure clients are correctly positioned to meet the needs of the service without causing discomfort • minimise the risk of harm or injury to yourself and others <p>1.5 Maintain personal standards of health and hygiene which minimise the risk of cross-infection, infestation and offence to their clients and colleagues.</p> <p>1.6 Replenish resources, when required, to minimise disruption.</p> <p>1.7 Report products that need reordering to the relevant person.</p> <p>1.8 Complete the shampooing and conditioning service in a commercially viable time.</p>

<p>2. Be able to shampoo hair.</p>	<p>2.1 Use products and tools following the stylist's instructions.</p> <p>2.2 Use massage techniques suitable for the client's hair and part of the service.</p> <p>2.3 Use massage techniques to achieve an even distribution of shampoo over the hair and scalp.</p> <p>2.4 Adapt the water temperature, flow and direction to suit the needs of the client's hair and the next part of the service.</p> <p>2.5 Clean the client's hair and scalp of shampoo and remove excess water.</p> <p>2.6 Detangle the client's hair without damage to the hair and scalp.</p> <p>2.7 Refer problems that arise to the relevant persons.</p>
<p>3. Be able to apply conditioner and treatments to the hair.</p>	<p>3.1 Use conditioning and treatment products and tools following the stylist's instructions.</p> <p>3.2 Use massage techniques suitable for the client's hair and part of the service.</p> <p>3.3 Remove the conditioning and treatment products in a way that avoids disturbing the direction of the cuticle.</p> <p>3.4 Comb the client's hair without causing damage to the hair and scalp prior to the next part of the service.</p> <p>3.5 Remove excess moisture from the hair.</p> <p>3.6 Refer problems that arise to the relevant persons.</p>
<p>4. Know the salon and legal requirements.</p>	<p>4.1 State the salon's requirements for client preparation.</p> <p>4.2 Identify the person to whom low levels of resources should be reported.</p> <p>4.3 State the salon's expected service time for shampooing and conditioning.</p>

	<p>4.4 State personal responsibilities under the current regulations in relation to shampooing and conditioning services:</p> <ul style="list-style-type: none"> • Control of Substances Hazardous to Health Regulations • Electricity at Work Regulations.
<p>5. Know how to work safely, effectively and hygienically when shampooing and conditioning hair.</p>	<p>5.1 Describe contact dermatitis and the steps that can be taken to avoid it whilst carrying out hairdressing services.</p> <p>5.2 Identify the types of protective clothing that should be available to clients.</p> <p>5.3 Describe how personal and client positioning can affect the desired outcome and reduce fatigue and the risk of injury.</p> <p>5.4 Outline the safety considerations which must be taken into account when shampooing and conditioning.</p> <p>5.5 Outline the importance of keeping the work area clean and tidy.</p> <p>5.6 Outline safe and hygienic working methods that minimise the risk of cross-infection and cross-infestation.</p> <p>5.7 Outline the importance of personal hygiene.</p> <p>5.8 Outline the importance of thoroughly rinsing hair when shampooing and conditioning.</p>
<p>6. Know the basic science of shampooing and conditioning.</p>	<p>6.1 State the direction in which the hair cuticle lies and its importance when disentangling wet hair.</p> <p>6.2 Outline the effects of water temperature on the scalp.</p> <p>6.3 Describe how shampoo and water act together to cleanse the hair.</p> <p>6.4 Outline how the build up of products can affect the hair, scalp and effectiveness of other services.</p> <p>6.5 Identify types of conditioning products and their effects.</p>

<p>7. Know about shampooing and conditioning techniques.</p>	<p>7.1 Describe when and how to use rotary, effleurage, friction and petrissage massage techniques when shampooing and conditioning different lengths of hair.</p> <p>7.2 Describe how to shampoo natural hair and the potential consequences of doing this wrongly.</p> <p>7.3 Outline the importance of evenly distributing shampoo.</p> <p>7.4 State how conditioning and treatment products should be applied to hair.</p> <p>7.5 Describe the importance of removing products and excess water from the hair after each service.</p> <p>7.6 Outline the importance of detangling hair from point to rootcomb hair from point to root.</p> <p>7.7 State how often the hair according to hairstyle, hair and scalp condition and lifestyle should be cleansed and shampooed.</p> <p>7.8 Outline the importance of using shampoos and conditioners cost-effectively.</p>
<p>8. Know about products, equipment and their use.</p>	<p>8.1 Describe the manufacturers' instructions relating to the use of shampooing and conditioning products in the salon.</p> <p>8.2 Describe how to use electrical equipment for conditioning hair.</p> <p>8.3 Outline the potential implications if shampooing and conditioning instructions are not followed.</p> <p>8.4 Identify the types and causes of problems that can arise when shampooing and conditioning hair.</p> <p>8.5 Identify the types of problems that should be reported and the person to whom they should be reported.</p>

Styling Men's Hair

Unit reference:	A/502/3795
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for styling for men.	1.1 Identify basic styling techniques for men's hair. 1.2 State the factors that influence the choice of hair styling techniques for men. 1.3 State the importance of the preparation procedures for styling men's hair. 1.4 Prepare for styling men's hair.
2. Be able to provide styling for men.	2.1 State the purpose of hair styling and finishing products, tools and equipment. 2.2 Select appropriate products, tools and equipment. 2.3 Style men's hair using basic styling techniques. 2.4 Follow safe and hygienic working practices. 2.5 Communicate and behave in a professional manner.

Styling Women's Hair

Unit reference:	F/502/3796
Unit level:	Level 1
GLH:	30
Credit value:	3
Grading method:	Pass/Fail

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for styling for women.	1.1 Identify basic techniques for styling women's hair. 1.2 State the factors that influence the choice of hair styling techniques for women. 1.3 State the importance of the preparation procedures for styling women's hair. 1.4 Prepare for styling women's hair.
2. Be able to provide styling for women.	2.1 State the purpose of hair styling and finishing products, tools and equipment. 2.2 Select appropriate products, tools and equipment. 2.3 Style women's hair using basic techniques. 2.4 Follow safe and hygienic working practices. 2.5 Communicate and behave in a professional manner.

4. Quality assurance

As the portfolio of evidence is assessed by the centre's assessor, the centre must operate an internal quality assurance process. This ensures that qualification standards are being applied consistently within a centre through training, standardisation, sampling of marking and feedback.

4.1 Internal quality assurance

Centres should refer to the online [Centre Handbook](#) for further guidance on staffing requirements.

A centre's internal quality assurance process is led by the Internal Quality Assurer (IQA), who is responsible for identifying and promoting best practices in teaching, learning, and assessment. They are responsible for:

- monitoring assessment practices to ensure they meet our standards
- sampling assessment decisions and learner work to verify accuracy and consistency
- observing assessors and tutors, providing feedback and support for improvement
- facilitating standardisation meetings to align assessment practices across teams
- supporting assessors with professional development and guidance
- identifying and promoting best practices in teaching, learning, and assessment
- handling appeals and complaints related to assessment outcomes
- maintaining detailed records for audits and external quality assurance visits

The portfolio of evidence is subject to internal quality assurance whereby a centre regularly samples and evaluates its assessment practices and decisions, and acts on the findings to ensure consistency and fairness.

To ensure the integrity of the internal quality assurance process, Internal Quality Assurers (IQAs) must not quality assure work that they have assessed.

Assessors must ensure fair assessment and equality of opportunity for the learner within the assessment process. In order to ensure that the assessor is making judgements that are consistent with the rest of the assessment team, they must meet regularly with other assessors and internal quality assurers to discuss assessment decisions.

4.2 Sampling

Sampling is a key element of the internal quality assurance process whereby the IQA:

- uses a risk-based approach to determine what to sample and when
- checks the quality and consistency of each assessor's decisions
- maintains a common standard of marking within the centre over time
- applies methods like vertical sampling (same unit across assessors), horizontal sampling (multiple units from one learner), and diagonal sampling (across units and learners)
- ensures sampling covers all units over time, not just at the end of the assessment process

4.3 Internal standardisation

Internal standardisation is a collaborative process by which tutors and assessors within a centre consider work that they have assessed and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level or grade by comparing samples and providing peer evaluation.

The process of internal quality assurance provides an opportunity for assessors to receive feedback and support, which can help improve their assessment skills. It fosters a culture of continuous improvement and professional development among teaching and assessment staff.

Standardisation will be facilitated by the Centre's IQA and should include all those involved in assessing learner evidence. Centre standardisation events should be held at regular intervals. Centres will be required to keep records of each internal standardisation event, including the date, attendees and notes on any outcomes and actions. Centres will be required to store these records securely for three years, and Gateway Qualifications may ask to see them as part of the centre's quality assurance and monitoring activities.

4.4 External quality assurance

The external quality assurance process for this qualification takes a risk-based approach where external monitoring visits are carried out to review the internal quality systems of centres against key quality standards.

External quality assurance falls into two categories, the first being the quality assurance of the centre's policies and procedures (Centre monitoring) as detailed below, with the second being external sampling of the assessment decisions at qualification level.

4.5 Centre monitoring

Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- carrying out an annual compliance visit
- risk rating centres on the above

The EQA will carry out an initial risk assessment at the centre recognition stage and then annually on an ongoing basis and will give a high/medium/low-risk.

The EQA will arrange the annual quality monitoring visits. These visits:

- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with through an audit trail, and make sure that the award of certificates of achievement to learners is secure

The EQA will contact the centre in advance of a visit. However, Gateway Qualifications reserves the right to undertake unannounced visits, including during assessment times.

4.6 Quality assuring centre assessment decisions

The external quality assurance process for this qualification involves a risk-based approach where sampling of assessment decisions and internal quality assurance activity to ensure that qualification standards are maintained.

An External Quality Assurer (EQA) will be allocated to the centre to sample the centre's assessment decisions, who will consider whether the sample provides evidence of the following:

- that the standard set out in the units is evidenced and assessment decisions are applied consistently
- appropriate teaching, stimulus, support, or learning materials and resources
- an appropriate internal quality assurance strategy and sampling plans
- appropriate and consistent feedback provided by the assessor to the learner, and by the IQA to the assessor

A report will be completed by the EQA and made available to the Centres once the sampling activity has been completed.

4.7 Malpractice and maladministration

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large

Centre staff should be familiar with the [Malpractice and Maladministration Policy and Procedure](#).

4.8 Direct claim status

Direct claim status (DCS) is a status given to centres on an individual qualification basis and allows centres to claim certification without waiting for an external quality assurance activity to take place.

DCS is permitted for this qualification. Refer to the [Direct Claims Status page for further details](#).

4.9 Recognition of prior learning

Recognition of Prior Learning enables recognition of achievement from a range of activities through the knowledge, understanding or skills that learners already possess and so do not need to develop these through a course of learning.

The use of RPL is not permitted for this qualification.

4.10 Reasonable adjustments and special considerations

The following are reasonable adjustments that require permission from Gateway Qualifications prior to assessment.

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material on coloured paper or in audio format
- use of British Sign Language (BSL)
- changing usual assessment arrangements
- extra time, for example, assignment extensions
- reader
- scribe
- use of assistive software
- use of assistive technology
- use of coloured overlays, low vision aids
- use of a different assessment location

If not specifically listed in this section, reasonable adjustments are centre permitted, for details on this Centres should refer to the [Reasonable Adjustments and Special Considerations Centre Guidance](#)

For learners who require special consideration at the point of assessment, complete a Special Consideration Request Form.

4.11 Appeals

Learners who wish to appeal about their assessment results or a decision affecting their learning should either be supported by their Centre or should have exhausted their Centre's own appeals process before appealing to Gateway Qualifications. In the latter case, learners must provide Gateway Qualifications with evidence that they have first appealed to their Centre.

Centres and learners should refer to the [Appeals policy](#) for further information.

5. Glossary of terms

This section provides a concise compilation of frequently used terms and acronyms within our organisation and the broader educational context.

Term	Definition
Assessment Criteria (AC)	The standard a learner is expected to meet to demonstrate that learning outcomes have been met.
Guided Learning Hours (GLH)	The number of hours associated to a qualification/unit relating to the activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
Learning Outcomes (LO)	Describes what a learner is expected to know, understand and be able to do as a result of the process of learning.
Office of Qualifications and Examinations Regulation (Ofqual)	Ofqual regulates qualifications, examinations and assessments in England. Ofqual is a non-ministerial department.
Recognition of Prior Learning (RPL)	A method of assessment that considers whether a learner can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
Total Qualification Time (TQT)	Is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.



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