



Qualification Specification

# **ProQual Level 2 Award in Gel Polish Treatments**

# ProQual Level 2 Award in Gel Polish Treatments



This qualification is part of ProQual's broad offer of qualifications in the Hair and Beauty Sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:



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### Introduction

The ProQual Level 2 Award in Gel Polish Treatments provides a nationally recognised qualification for those working in the beauty industry, and who wish to develop and demonstrate their competence at providing LED or UV cured gel nail polish treatments.

The aims of this qualification are:

- To develop an understanding of gel polish treatments.
- To demonstrate competence at carrying out gel polish treatments, in accordance with health and safety requirements.
- To provide a progression route within the beauty industry, for those interested in providing nail services.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England and Northern Ireland. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

## Qualification Profile

<b>Qualification Title:</b>	ProQual Level 2 Award in Gel Polish Treatments
<b>Qualification Number:</b>	610/4482/9
<b>Level:</b>	Level 2
<b>Total Qualification Time (TQT):</b>	90 Hours
<b>Guided Learning Hours (GLH):</b>	60 Hours
<b>Assessment:</b>	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
<b>Qualification Start Date:</b>	02/09/2024
<b>Qualification Review Date:</b>	02/09/2027

### Learner Profile

There are no formal academic entry requirements for this qualification. Centres should carry out their own initial assessment of a candidate's initial knowledge and skills.

Candidates for this qualification should either:

- Be employed in a role where they will have the opportunity to carry out a number of gel polish treatments on a range of clients.

**OR**

- Be enrolled with a training provider, which will enable them to carry out a number of gel polish treatments on a range of simulated or real clients.

Candidates who complete this qualification, and who wish to further develop their knowledge and skills in the beauty sector, could progress to study additional qualifications from ProQual's hair and beauty suite.

## Qualification Structure

This qualification consists of **three** units. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete <b>all</b> units in this group.				
J/651/2395	Health and Safety in a Salon Environment	2	10	10
K/651/2421	Carrying Out Client Consultation as a Beauty Professional	2	30	20
L/651/2422	Providing UV or Gel Polish Treatments	2	50	30

### Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.



### Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

### ProQual Level 2 Award in Gel Polish Treatments

#### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

#### Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

#### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

## Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor
- Assignments/projects/reports
- Professional discussion
- Witness testimony
- Candidate product
- Worksheets
- Record of oral and written questioning
- Recognition of Prior Learning

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.  
*(Suitable for assessment taking place in a working salon only.)*
- ProQual Level 3 Award in Assessing Vocational Achievement.  
*(Suitable for assessment taking place in a simulated training environment only.)*

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

**Occupationally competent** means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

## **Enquiries, Appeals and Adjustments**

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Units – Learning Outcomes and Assessment Criteria

<b>Title:</b>		Health and Safety in a Salon Environment		<b>Level:</b>		2	
<b>Unit Number:</b>		J/651/2395		<b>TQT:</b>		10	
				<b>GLH:</b>		10	
<b>Learning Outcomes</b> <i>The learner will be able to:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>					
1	Prepare salon areas for treatment.	1.1	Identify common hazards and risks in a salon environment.				
		1.2	State the health and safety requirements for practitioners carrying out beauty treatments, including but not limited to: <ul style="list-style-type: none"> <li>• Health and Safety at Work Act.</li> <li>• The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).</li> <li>• Manual Handling Operations Regulations.</li> <li>• Control of Substances Hazardous to Health Regulations (COSHH).</li> </ul>				
		1.3	Describe how to clean, disinfect and sterilise different types of tools and equipment.				
		1.4	Explain the difference between sterilisation and disinfection.				
		1.5	Explain why it is important to follow salon procedures and any given instructions when setting up tools and equipment for a given treatment.				
		1.6	Describe the required environmental conditions for a given treatment, including: <ul style="list-style-type: none"> <li>• Lighting.</li> <li>• Heating.</li> <li>• Ventilation.</li> <li>• General Comfort.</li> </ul>				

1	<i>Continued</i>	1.7	Explain why it is important that the above environmental conditions are provided.
		1.8	Explain why it is important to maintain personal hygiene, protection and appearance according to accepted industry and organisational standards.
		1.9	Explain the reasons and importance of keeping records of treatments.
2	Maintain salon treatment areas.	2.1	Explain how to safely dispose of waste materials and products from beauty treatments.
		2.2	Explain the requirements for re-stocking products and other items.
		2.3	Describe own responsibilities in relation to the storage of: <ul style="list-style-type: none"> <li>• Equipment.</li> <li>• Products.</li> <li>• Client Records.</li> </ul>
		2.4	Describe how the work area should be left after a treatment.
		2.5	Explain why it is important to leave the work area in the condition described above.

### Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the ProQual Level 2 Award in Ear Candling Candidate Workbook, or their own, centre devised, assignments.

This unit is a **common unit**. Centres should be aware that candidates may have completed this unit as part of another ProQual Hair and Beauty qualification and may be eligible for recognition of prior learning.

<b>Title:</b>		Carrying Out Client Consultation as a Beauty Professional		<b>Level:</b>		2	
<b>Unit Number:</b>		K/651/2421		<b>TQT:</b>		30	
				<b>GLH:</b>		20	
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>					
<i>The learner will be able to:</i>		<i>The learner can:</i>					
1	Understand how to carry out a client consultation as a beauty professional.	1.1	Explain the importance of taking account of: <ul style="list-style-type: none"> <li>The client's declared medical history and current medical status.</li> <li>The client's service history.</li> <li>The client's service requirements.</li> <li>The client's concerns, expectations and desired outcome.</li> <li>The client's physical and psychological wellbeing.</li> <li>Any contra-indications.</li> </ul>				
		1.2	Explain why it is important to work with competent professionals to support effective and safe working practice.				
		1.3	Explain what is meant by the terms: <ul style="list-style-type: none"> <li>Relative contra-indications.</li> <li>Absolute contra-indications.</li> </ul>				
		1.4	Identify common relative and absolute contra-indications for common beauty services.				
		1.5	Describe the visible symptoms of common contra-indications for beauty services.				
		1.6	Explain the importance of referring contraindications and medical conditions to an appropriate professional.				

1	Continued	1.7	Explain why common medical conditions may contraindicate common beauty services.
		1.8	Explain the importance of communicating with the client: <ul style="list-style-type: none"> <li>• In a professional manner.</li> <li>• Within the limits of your own competencies.</li> </ul>
		1.9	Describe the impact of social influences, the media and current trends on the consultation process.
		1.10	Explain why it is important to assess, discuss, agree, review and document the consultation outcomes.
		1.11	Explain the importance of clearly explaining the service process, expected outcomes and associated risks.
		1.12	Describe the benefits of using visual aids during consultation.
		1.13	Explain how to manage a client's expectations.
		1.14	Identify beauty services that may be prohibited or restricted for minors.
		1.15	Identify beauty services that require a test to be carried out before they are supplied.
		1.16	Explain the importance of carrying out pre-treatment tests.



1	Continued	1.17	Describe the legislative requirements for gaining, recording, storing, protecting and retaining any client data.
		1.18	Describe the legislative and regulatory requirements for taking and storing visual media of the client's treatment area.
		1.19	<p>Explain the client's rights, in relation to beauty services, including:</p> <ul style="list-style-type: none"> <li>• Reflection time.</li> <li>• Informed consent.</li> <li>• Financial/contractual agreement.</li> <li>• The right to request the subject specific qualifications, training and indemnity insurance.</li> </ul>
		1.20	Explain the importance of providing instructions and advice both pre and post the service.
2	Carry out a client consultation as a beauty professional.	2.1	<p>Carry out a consultation, taking account of:</p> <ul style="list-style-type: none"> <li>• The client's declared medical history and current medical status.</li> <li>• The client's service history.</li> <li>• The client's service requirements.</li> <li>• The client's concerns, expectations and desired outcome.</li> <li>• The client's physical and psychological wellbeing</li> <li>• Any contra-indications.</li> </ul>
		2.2	Recognise, respond and sign-post appropriately in response to any disclosed conditions or contra-indications.
		2.3	Explain the fee structure.
		2.4	Provide the client with pre-treatment instructions and recommendations.
		2.5	Explain any associated risks to the client.

2	Continued	2.6	Agree and document the consultation and expected service outcomes.
		2.7	Discuss any physical sensation that may occur during the service.
		2.8	Agree the service plan and obtain the client's informed consent for the treatment.

## Additional Assessment Information

Learning Outcome 1 is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 2 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the ProQual 2 Award in Ear Candling Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

It is expected that competence of each assessment criteria will be observed **at least twice** before it is awarded.

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.

<b>Title:</b>		Providing UV or LED Gel Polish Treatments		<b>Level:</b>		2	
<b>Unit Number:</b>		L/651/2422		<b>TQT:</b>		50	
				<b>GLH:</b>		30	
<b>Learning Outcomes</b> <i>The learner will be able to:</i>				<b>Assessment Criteria</b> <i>The learner can:</i>			
1	Understand how to carry out UV and/or LED gel polish treatments.	1.1	Describe the differences between UV and LED gel polish.				
		1.2	Explain the chemical processes that take place during UV and/or LED gel polish treatments.				
		1.3	Identify contra-indications to UV or LED gel polish treatments.				
		1.4	Explain the importance of following manufacturer's instructions, including the impact of not following instructions on: <ul style="list-style-type: none"> <li>Nail preparation.</li> <li>Curing of the product.</li> <li>Removal of excess product.</li> <li>The finished result.</li> </ul>				
		1.5	Explain why it is important to complete UV and/or LED gel polish treatments: <ul style="list-style-type: none"> <li>To client satisfaction.</li> <li>Within an appropriate timescale.</li> </ul>				
		1.6	Describe the actions that should be taken in the event of an adverse reaction to a UV and/or LED gel polish treatment.				
2	Provide UV or LED gel polish treatments.	2.1	Ensure the working area, client and self are ready for the UV or LED gel polish treatment.				
		2.2	Ensure tools, equipment and materials are prepared for the treatment.				
		2.3	Communicate and behave in a professional manner throughout the treatment.				

2	Continued	2.4	<p>Identify treatment objectives, through consultation with the client, including but not limited to:</p> <ul style="list-style-type: none"> <li>• The desired nail length.</li> <li>• The desired nail shape.</li> <li>• The client's informed consent.</li> </ul>
		2.5	<p>Carry out and document a skin and nail analysis to determine treatment suitability, including at least <b>one</b> of the following actions:</p> <ul style="list-style-type: none"> <li>• Modifying the service.</li> <li>• Encouraging the client to seek medical advice.</li> <li>• Explain why the treatment cannot be carried out.</li> </ul>
		2.6	<p>Prepare client's skin and nails for UV or LED gel polish treatment. Including removal of existing gel polish, using:</p> <ul style="list-style-type: none"> <li>• Manual methods.</li> <li>• Chemical methods.</li> </ul>
		2.7	<p>Shape the nails to ensure a smooth free edge, as appropriate, in accordance with standard procedures, best practice, and manufacturer's instructions.</p>
		2.8	<p>Prepare cuticles in accordance with standard procedures, best practice, and manufacturer's instructions.</p>
		2.9	<p>Prepare the nail plate for treatment in accordance with standard procedures, best practice and manufacturer's instructions.</p>

2	Continued	2.10	<p>Apply the UV or LED gel polish product in accordance with standard procedures, best practice, and manufacturer's instructions. Including all of the following range:</p> <ul style="list-style-type: none"> <li>• Dark colour.</li> <li>• Light colour.</li> <li>• French polish.</li> <li>• Design.</li> <li>• Base coat.</li> <li>• Top Coat.</li> </ul>
		2.11	<p>Cure the UV or LED gel polish in accordance with standard procedures, best practice, and manufacturer's instructions.</p>
		2.12	<p>Remove the inhibition layer of the UV or LED gel polish in accordance standard procedures, best practice, and manufacturer's instructions.</p>
		2.13	<p>Discuss and provide appropriate aftercare for UV or LED gel polish treatment, including:</p> <ul style="list-style-type: none"> <li>• Legal rights and responsibilities of the client and practitioner.</li> <li>• Post-treatment instructions and care.</li> <li>• Restrictions and associated risks.</li> <li>• Future treatment needs.</li> </ul>
		2.14	<p>Document treatments on client records, in accordance with organisational policy.</p>
		2.15	<p>Clean and sanitise working areas after treatment.</p>

### Additional Assessment Information

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Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

It is expected that competence of each assessment criteria will be observed **at least twice** before it is awarded, once on finger nails and once on toe nails.

Evidence of practical skills **may** be simulated, provided:

- The simulated environment matches, as close as possible, the real-world working environment.
- The candidate performs any assessed treatment on a live model.



## Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

<b>Apply</b>	Use existing knowledge or skills in a new or different context.
<b>Analyse</b>	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
<b>Classify</b>	Organise information according to specific criteria.
<b>Compare</b>	Examine subjects in detail, giving the similarities and differences.
<b>Critically Compare</b>	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
<b>Describe</b>	Provide detailed, factual information about a subject.
<b>Discuss</b>	Give a detailed account of a subject, including a range of contrasting views and opinions.
<b>Explain</b>	As with describe, but extended to include causation and reasoning.
<b>Identify</b>	Select or ascertain appropriate information and details from a broader range of information or data.
<b>Interpret</b>	Use information or data to clarify or explain something.
<b>Produce</b>	Make or create something.
<b>State</b>	Give short, factual information about something.
<b>Specify</b>	State a fact or requirement clearly and in precise detail.

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**ProQual** AB

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Effective,  
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