



SAMPLE ASSESSMENT MATERIALS (SAMs)

BT2D2 - Level 2 Diploma in Beauty Counter
Consultancy
(603/0231/8)

External Sample Assessment Material

There are two written exams for this qualification.

Each examination will consist of a written paper with two sections, A and B. Learners will have to complete both sections and there will be no optional questions in either section. There is no separate time limit for Section A and B; the total time stated is to complete both Section A and B. It is suggested that you start with Section A.

Section A consists of a blend of multiple choice and short response questions which will assess knowledge and understanding across the breadth of mandatory units.

Section B comprises extended response questions. Each of these will challenge learners in the application of knowledge and understanding, in a practical technical context. Real-life case studies, scenarios and client examples are used to 'set the scene' and provide the basis for the objective assessment of applied knowledge and understanding.

Photographs and diagrams are used where applicable to illustrate and provide content.

Questions will vary year on year and will cover the full breadth of mandatory content over time. Coverage is not based on set rotation of topics to avoid predictability.

Learners will be required to answer all of the questions in Sections A and B.

All mandatory units are assessed in each and every examination series. The full breadth of mandatory content will be covered over the life of the qualification.

The mandatory units assessed in Paper 1 (EX.1) and Paper 2 (EX.2) are set out below:

External examination (BT2D2.EX1)	
Units covered	UC034M - Health, safety and hygiene UBT205M - Consultation and record keeping UBT201M - Make-up applications UBT207M - Display stock to promote beauty sales
External examination (BT2D2.EX2)	
Units covered	UBT208M - Process payment for beauty purchases UBT212M - Principles of the retail sales of make-up, cosmetics and perfumery products UBT204M - Principles of effective customer service skills UBT209M - Instruction on make-up application UBT211M - Express facial treatments UBT210M - Instruct on product application UBT213M - Anatomy and physiology for beauty counter consultants

External Sample Assessment Material



BT2D2 - Level 2 Diploma in Beauty Counter Consultancy (603/0231/8)

Please write clearly in block capitals.										
Centre number										
Learner number										
Surname										
Other names										
Learner signature										
Date										

SAMPLE EXAM QUESTIONS

Time allowed: 80 minutes

Instructions

- Use black ink.
- Answer all questions.
- You must answer questions in the spaces provided.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- There are two sections to this paper.
- Both sections should be attempted.
- The marks for the questions are shown in brackets.

Advice

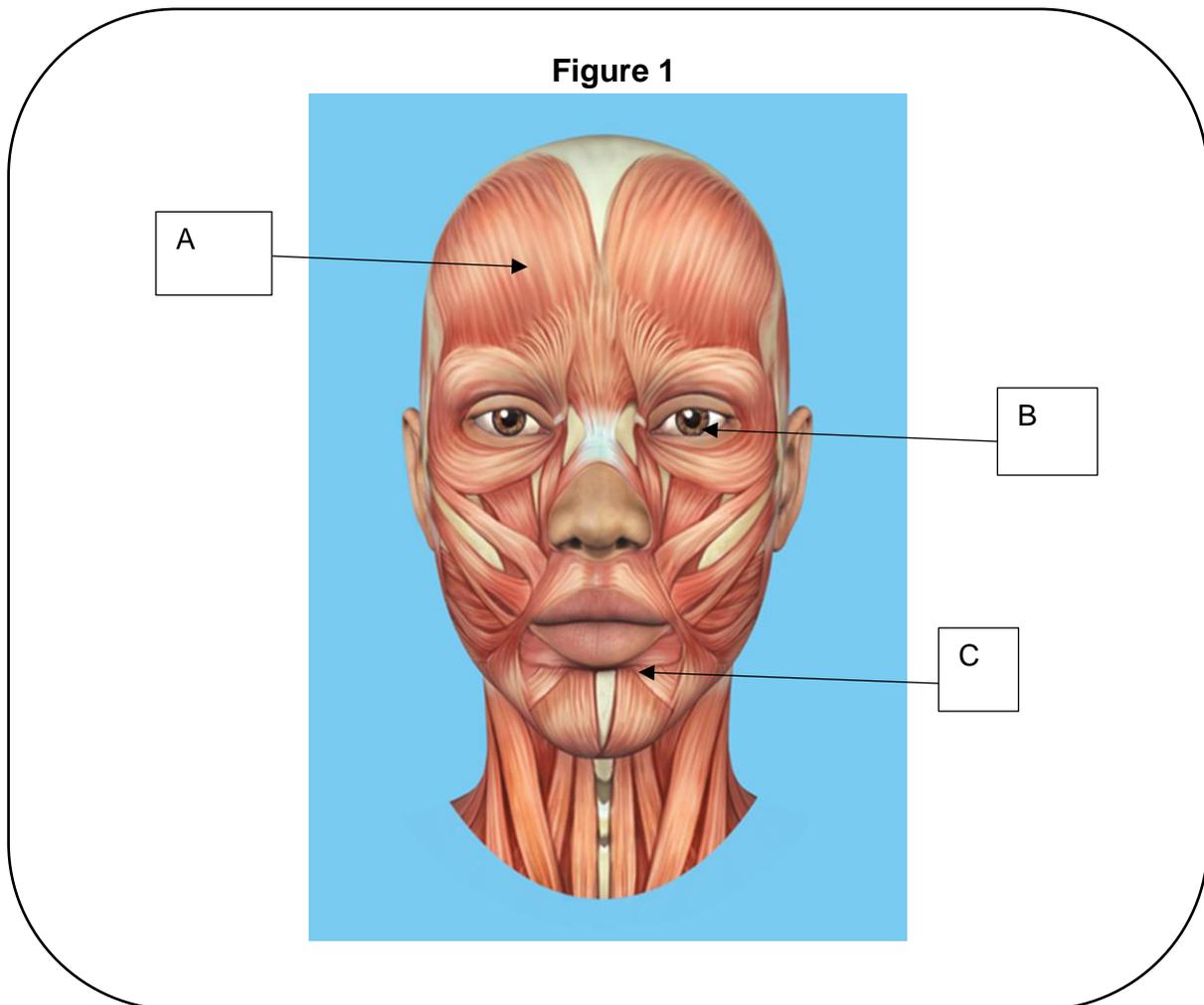
- Please read each question carefully before answering.

SECTION A - 30 Marks

Answer ALL questions. Write your answers in the spaces provided.

A thorough understanding of anatomy and physiology supports a beauty counter consultant when providing treatments and services. This knowledge will support a consultant when promoting products and educating customers.

1 (a) Identify the facial muscles highlighted in **Figure 1**.



(3 marks)

A =

B =

C=

(b) Describe **two** functions of the lymphatic system.

(2 marks)

(c) Explain the effects of ultra violet light on the skin.

(3 marks)

Total for Question 1 = 8 marks

Kendra has returned to the salon as she is not satisfied with a facial cleanser she purchased three weeks ago. She was advised by the consultant that the cleanser would reduce her pigmentation within one week. The customer has not seen any improvement in her pigmentation.

2 (a) From the list of options, select the legislation or regulation that will support the customer with her refund:

(1 mark)

- | | | |
|--------------------------|---|--|
| <input type="checkbox"/> | A | consumer protection legislation |
| <input type="checkbox"/> | B | cosmetic products (safety) regulations |
| <input type="checkbox"/> | C | the prices act |
| <input type="checkbox"/> | D | sale and supply of goods legislation |
| <input type="checkbox"/> | E | trade descriptions legislation |

Total for Question 2 = 1 mark

The principles of selling can be used across the hair and beauty sector. Understanding the theory will allow beauty counter consultants to effectively promote their products and services.

3 (a) Identify the difference between a feature and a benefit.

(2 marks)

Total for Question 3 = 2 marks

Chen has approached the counter for advice on skin care products. She has not used a professional range before but has some gift vouchers from her birthday to spend. She works full time so doesn't have a lot of time to spend on herself. She is particularly looking for a cleanser which will help control the shine on her skin and help keep comedones away.

4 (a) From the list of options, select the appropriate cleansing product for the client:

(1 mark)

- | | | |
|--------------------------|---|------------------|
| <input type="checkbox"/> | A | cleansing cream |
| <input type="checkbox"/> | B | cleansing lotion |
| <input type="checkbox"/> | C | cleansing milk |
| <input type="checkbox"/> | D | facial wash |
| <input type="checkbox"/> | E | facial wipes |

Total for Question 4 = 1 mark

There are a range of employer guidelines on professional presentation for beauty counter consultants, which cover uniform expectations and personal hygiene.

5 (a) From the list of options, select the reason for beauty counter consultants wearing flat shoes:

(1 mark)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | A ensures consultants can perform treatments effectively |
| <input type="checkbox"/> | B it is a form of personal protective equipment |
| <input type="checkbox"/> | C protects the consultants' feet if objects are dropped |
| <input type="checkbox"/> | D reduces risk of postural problems |
| <input type="checkbox"/> | E reduces risk of tripping behind the counter |

Total for Question 5 = 1 mark

Jackie has arrived at the counter for an express facial followed by a make-up application. The beauty counter consultant asks the customer to complete a consultation card before the service can begin. The customer indicates she had micro-pigmentation carried out two days ago, has elements of vitiligo on her neck and has just completed a course of roaccutane, 1 month ago. There are signs of sunburn across the customer's chest and there appears to be a heat rash present.

6 (a) From the list of options, select the reason the customer would be contra-indicated to the service:

(1 mark)

- | | |
|--------------------------|----------------------|
| <input type="checkbox"/> | A heat rash |
| <input type="checkbox"/> | B micro-pigmentation |
| <input type="checkbox"/> | C roaccutane |
| <input type="checkbox"/> | D sunburn |
| <input type="checkbox"/> | E vitiligo |

Total for Question 6 = 1 mark

A beauty counter consultant's professional image and behaviour is an important aspect of their job. Specific guidelines and expectations will be issued by their employer and outlined in their job description.

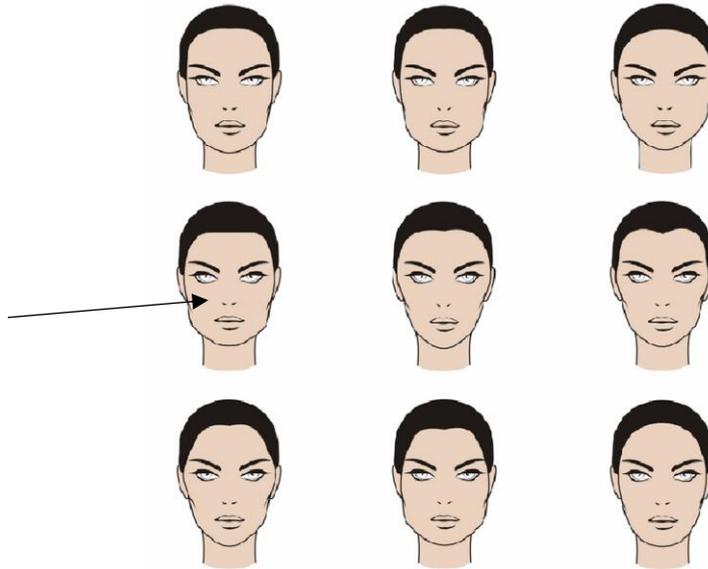
7 (a) Outline **two** guidelines from the codes of ethics for beauty counter consultants. (2 marks)

(b) Evaluate the impact a consultant's negative behaviour could have on the counter: (3 marks)

Total for Question 7 = 5 marks

When deciding on contouring techniques for make-up application, a beauty counter consultant must first decipher the face shape of the customer to ensure they apply the products on the most suitable areas. Study the image highlighted in **Figure 2**:

Figure 2



8 (a) State the face shape shown in **Figure 2** and identify suitable contouring techniques.

(3 marks)

Total for Question 8 = 3 marks

Cameron has arrived at the till to purchase a male skin care set. The beauty counter consultant processes the payment, however the debit card is declined.

9 (a) Describe the action the consultant should take in this situation.

(2 marks)

Total for Question 9 = 2 marks

Professional products can contain an array of different ingredients, all with different effects on the skin. Knowledge of these ingredients allows a beauty counter consultant to select products that are most suitable for the customers.

10 (a) From the list of options, select the ingredient that increases moisture within the skin.

(1 mark)

- | | |
|--------------------------|-------------------|
| <input type="checkbox"/> | A anti-oxidant |
| <input type="checkbox"/> | B detergent |
| <input type="checkbox"/> | C glycolic acid |
| <input type="checkbox"/> | D humectant |
| <input type="checkbox"/> | E hyaluronic acid |

Total for Question 10 = 1 mark

The beauty counter consultants are starting to prepare for the busy Christmas period. The consultant has been given an area of the window by the main entrance to create a visual display.

11 (a) State three purposes of creating window displays for beauty counters. (3 marks)

(b) State and describe one legislation or regulation that needs to be enforced when dismantling window displays. (2 marks)

Total for Question 11 = 5 marks

TOTAL FOR SECTION A = 30 MARKS

(b) Identify how you would adapt your consultation techniques when communicating with the client.

(2 marks)

Total for Question 12 = 10 marks

(c) Explain the importance of the customer having realistic expectations of the professional products:

(3 marks)

Total for Question 12 = 10 marks

Study the image in **Figure 3**:

Figure 3



Fleur has an appointment with the beauty counter consultant for a make-up lesson. The customer is a fan of make-up but is keen to explore new styles and techniques. She is particularly seeking a look she can wear day-to-day, for work or weekends.

After completing the consultation card the customer highlights the following areas:

She suffers with mild psoriasis around her hair line, papulosa nigra is present on her cheeks and her hay fever is particularly bad today. She suffers with lower back ache but otherwise her health is good.

14 (a) Identify suitable techniques and considerations for the customer, and describe the importance of adapting them to suit their needs.

(10 marks)

- All learners must receive the same marking treatment. Examiners must mark all learners in the exact same way.
- Examiners should positively apply marking grids. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- The marking grid should be used at all times with all marks used appropriately.
- Marks on the marking grid are designed to be awarded. Examiners are encouraged to award full marks if deserved. In contrast, examiners should award zero marks if there is no rewardable content.
- Where judgement is required, the marking grid will provide the principles by which marks will be awarded.
- Answers provided are indicative and not exhaustive. Other suitable answers provided by a learner should be rewarded.
- Examiners in doubt regarding the application of the marking grid to a learner's response must consult with a senior examiner.
- Spelling, punctuation, grammar, presentation and responses should not be penalised or rewarded.

Section A

A thorough understanding of anatomy and physiology supports a beauty counter consultant when providing treatments and services. This knowledge will support a consultant when promoting products and educating customers.
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Q1 (a) Identify the facial muscles highlighted in Figure 1.
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UBT213M LO1	Answer	Total marks
Pass	1 mark for each correctly identified muscle - maximum of 3 marks A = frontalis B = orbicularis oculi C = mentalis	3 marks

A thorough understanding of anatomy and physiology supports a beauty counter consultant when providing treatments and services. This knowledge will support a consultant when promoting products and educating customers.		
Q1 (b) Describe two functions of the lymphatic system.		
UBT213M LO1	Answer	Total marks
Merit	<p>1 mark for each description - maximum of 2 marks</p> <p>Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • fights infection by producing specialised cells • transports digested fats • removes of waste, toxins and excess tissue fluid from tissues and cells 	2 marks
Additional guidance	Learners must give two different functions to achieve full marks	

A thorough understanding of anatomy and physiology supports a beauty counter consultant when providing treatments and services. This knowledge will support a consultant when promoting products and educating customers.		
Q1 (c) Explain the effects of ultra violet light on the skin.		
UBT213M LO1	Answer	Total marks
Distinction	<p>1-3 marks for explanation of the effects on the skin Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • UV light will cause the skin to become dehydrated and dry, skin will feel tight and is at risk of being burnt. If burning occurs the skin can blister and peel • the UV light will promote melanin production in the skin causing a change in the skin colour • long term exposure to UV light will speed up the ageing process of the skin and increases the chances of skin cancer 	3 marks

Kendra has returned to the salon as she is not satisfied with a facial cleanser she purchased three weeks ago. She was advised by the consultant that the cleanser would reduce her pigmentation within one week. The customer has not seen any improvement in her pigmentation.

Q2 (a) From the list of options, select the legislation or regulation that will support the customer with her refund:

UBT212M LO1	Multiple Choice Question	Answer
A	consumer protection legislation	Incorrect answer because this legislation covers the manufacture and supply of unsafe goods
B	cosmetic products (safety) regulations	Incorrect answer because this legislation covers hazardous products
C	the Prices Act	Incorrect answer because this act covers the pricing of an item on display or being sold
D	sale and supply of goods legislation	Incorrect answer because this legislation covers products having to be of 'satisfactory quality'
E	trade descriptions legislation	Correct answer because legislation covers the description of the item when being sold

Most correct answer

Least correct answer

E	D A	B C
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<p>The principles of selling can be used across the hair and beauty sector. Understanding the theory will allow beauty counter consultants to effectively promote their products and services.</p>		
<p>Q3 (a) Identify the difference between a feature and a benefit.</p>		
<p>UBT212M, UBT209M UBT210M LO2</p>	<p>Answer</p>	<p>Total marks</p>
<p>Pass</p>	<p>1-2 marks for identification:</p> <ul style="list-style-type: none"> • feature - added attraction for the customer • benefit - what it will do for the customer 	<p>2 marks</p>
<p>Additional guidance</p>	<p>Learners have information for both a feature and a benefit. Learner cannot access full marks with a description of just one</p>	

Chen has approached the counter for advice on skin care products. She has not used a professional range before but has some gift vouchers from her birthday to spend. She works full time so doesn't have a lot of time to spend on herself. She is particularly looking for a cleanser which will help control the shine on her skin and help keep comedones away.

Q4 (a) From the list of options, select the appropriate cleansing product for the client:

UBT210M LO2	Multiple Choice Question	Answer
A	cleansing cream	Incorrect answer because this is not suitable for the clients skin type, it is more suitable for dry skin
B	cleansing lotion	Incorrect answer because this is suitable product for skin type but it involves more steps and time than the facial wash
C	cleansing milk	Incorrect answer because this is more suitable for dry/sensitive/normal skin types
D	facial wash	Correct answer because this is suitable for oilier skins and is a quick product to use
E	facial wipes	Incorrect answer because this is not a professional product and does not effectively cleanse the skin

Most correct answer

Least correct answer

D	B	C	E	A
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<p>There are a range of employer guidelines on professional presentation for beauty counter consultants, which cover uniform expectations and personal hygiene.</p>		
<p>Q5 (a) From the list of options, select the reason for beauty counter consultants wearing flat shoes:</p>		
<p>UBT201M, UBT209M, UBT211M, UBT210M LO1</p>	<p>Multiple Choice Question</p>	<p>Answer</p>
A	ensures consultants can perform treatments effectively	Incorrect answer because the shoes do not have a direct impact on the standard of the treatment
B	it is a form of personal protective equipment	Incorrect answer because the shoes are not a form of PPE for the industry
C	protects the consultants feet if objects are dropped	Incorrect answer because shoes are not complete protection from objects being dropped
D	reduces risk of postural problems	Correct answer because this will ensure consultants reduce risk of postural issues due to being on their feet all day
E	reduces risk of tripping behind the counter	Incorrect answer because hazards behind the counter are more likely to cause trips

Most correct answer

Least correct answer

D	E	C	A	B
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Jackie has arrived at the counter for an express facial followed by a make-up application. The beauty counter consultant asks the customer to complete a consultation card before the service can begin. The customer indicates she had micro-pigmentation carried out two days ago, has elements of vitiligo on her neck and has just completed a course of roaccutane, 1 month ago. There are signs of sunburn across the customer’s chest and there appears to be a heat rash present.

Q6 (a) From the list of options, select the reason the customer would be contra-indicated to the service:

UBT211M LO2	Multiple Choice Question	Answer
A	heat rash	Incorrect answer because this could be avoided during the service and would not prevent it
B	micro-pigmentation	Correct answer because the client had this carried out two days go so skin would still be sore and healing
C	roaccutane	Incorrect answer because the products used could be adapted to take into consideration the dryness and delicate skin condition
D	sunburn	Incorrect answer because this could be avoided during the service
E	vitiligo	Incorrect answer because this would not impact on the service or the products used

Most correct answer

Least correct answer

B	C	D	E	A
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A beauty counter consultant's professional image and behaviour is an important aspect of their job. Specific guidelines and expectations will be issued by their employer and outlined in their job description.		
Q7 (a) Outline two guidelines from the codes of ethics for beauty counter consultants.		
UBT205M LO1	Answer	Total marks
Pass	<p>1 mark for each code of ethics outlined - maximum of 2 marks</p> <p>Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • all health and safety must be adhered to • the best possible treatment should be given to the client • the client should be respected and dignity maintained • a consultant should not treat a client who is contra-indicated • all information, written or verbal, is confidential • client record cards must be kept up-to-date • consultants should be members of a professional body 	2 marks

<p>A beauty counter consultant's professional image and behaviour is an important aspect of their job. Specific guidelines and expectations will be issued by their employer and outlined in their job description.</p>		
<p>Q7 (b) Evaluate the impact a consultant's negative behaviour could have on the counter.</p>		
UBT205M LO1	Answer	Total marks
Distinction	<p>1-3 marks for evaluating the impact of negative behaviour Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • it would create a negative team working environment and atmosphere • customers could receive bad customer service • customers may complain • health and safety practices could be in breach putting other staff and customers at risk 	3 marks

<p>When deciding on contouring techniques for make-up application, a beauty counter consultant must first decipher the face shape of the customer to ensure they apply the products on the most suitable areas. Study the image highlighted in Figure 2.</p>		
<p>Q8 (a) State the face shape shown in Figure 2 and identify suitable contouring techniques.</p>		
<p>UBT201M LO3</p>	<p>Answer</p>	<p>Total marks</p>
<p>Pass</p>	<p>1 mark for correctly stating face shape = square</p> <p>1-2 further marks for appropriate contouring techniques:</p> <ul style="list-style-type: none"> • highlight down the centre of the face • apply shade to the outer corners to soften and make the face appear more oval 	<p>3 marks</p>

Cameron has arrived at the till to purchase a male skin care set. The beauty counter consultant processes the payment however the debit card is declined.		
Q9 (a) Describe the action the consultant should take in this situation.		
UBT208M LO1	Answer	Total marks
Merit	<p>1-3 marks for an description of suitable action to be taken Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • remain discreet, professional and polite to the client • politely ask for another form of payment • if alternative payment isn't available offer to hold products until customer returns with another payment method 	2 marks

Professional products can contain an array of different ingredients, all with different effects on the skin. Knowledge of these ingredients allows a beauty counter consultant to select products that are most suitable for the customers.

Q10 (a) From the list of options, select the ingredient that increases moisture within the skin:

UBT210M LO2	Multiple Choice Question	Answer
A	anti-oxidant	Incorrect answer because this ingredient helps to fight against the effects of free radicals
B	detergent	Incorrect answer because this ingredient removes oil from the skin's surface
C	glycolic acid	Incorrect answer because this ingredient removes dead skin cells and improves skins appearance
D	humectant	Incorrect answer because this ingredient prevents water loss in the skin
E	hyaluronic acid	Correct answer because this is one of the benefits of this ingredient

Most correct answer

Least correct answer

E	D	C	A	B
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The beauty counter consultants are starting to prepare for the busy Christmas period. The consultant has been given an area of the window by the main entrance to create a visual display.		
Q11 (a) State three purposes of creating window displays for beauty counters.		
UBT207M LO1	Answer	Total marks
Pass	<p>1 marks for each purpose stated - maximum of 3 marks</p> <p>Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • introduce existing customer to new product/services or new customers to existing product or services • creating a buzz • customers will discuss visual impact of displays • enhances retail opportunities • used to help gain a competitive advantage in the marketplace • peaks interest of consumers • can lead to increased profitability - more sales more often • window displays can be adapted for the seasons and current themes 	3 marks

The beauty counter consultants are starting to prepare for the busy Christmas period. The consultant has been given an area of the window by the main entrance to create a visual display.		
Q11 (b) State and describe one legislation or regulation that needs to be enforced when dismantling window displays.		
UBT207M LO3 UC034M LO1	Answer	Total marks
Pass	1 mark correctly identifying suitable legislation or regulation: <ul style="list-style-type: none"> • manual handling operations 	1 mark
Merit	1 further mark for describing legislation or regulation Areas the candidate may discuss: <ul style="list-style-type: none"> • assessing and reducing the risks of lifting and moving heavy objects, training staff in appropriate lifting techniques 	1 mark

Section B

Christine has attended the salon for a make-up trial for her wedding in six months' time. She is nervous as she has never had any treatments before and does not wear a lot of make-up. Due to the client's nerves she is responding to questions with very short answers and avoiding eye contact. She is unsure of the look she would like but her colour schemes are creams, greens and golds.

After preparing the skin for the make-up application the beauty counter consultant notes she has oily/combination skin, with a few break-out areas on her chin and slight redness on her cheeks. She uses high street products at home, usually facial wipes and a light moisturiser.

Christine is a brunette with green eyes and fair skin.

Q12 (a) Create a make-up plan for the client, explaining your chosen techniques.

UBT201M LO2, LO3 and LO4	Answer	Total marks
Merit	Marks awarded for identification of suitable make-up plan for client - maximum of 4 marks Areas the candidate may discuss: <ul style="list-style-type: none"> • apply primer before foundation • choose light weight foundation • waterproof mascara • warm natural colours • oil free foundation • use loose powder • green concealer • recommend professional products for use at home 	4 marks

Distinction	<p>4 further marks to be awarded for suitable explanation of their chosen techniques - maximum of 4 marks</p> <p>Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • apply primer before foundation - to ensure longevity of make-up • choose a light weight foundation - so client does not feel like she has a lot of make-up on • waterproof mascara - in case of emotions on the day and smudging • warm natural colours - to suit client characteristics and wedding theme colours • oil free foundation - to combat oiliness of skin type • use loose powder - to absorb excess oil and improve longevity of make-up • green concealer - to combat redness on cheeks and any redness from break-outs • recommend professional products for use at home - to improve client's skin condition in preparation for the wedding and make-up application 	4 marks
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Christine has attended the salon for a make-up trial for her wedding in six months' time. She is nervous as she has never had any treatments before and does not wear a lot of make-up. Due to the client's nerves she is responding to questions with very short answers and avoiding eye contact. She is unsure of the look she would like but her colour schemes are creams, greens and golds.

After preparing the skin for the make-up application the beauty counter consultant notes she has oily/combination skin, with a few break-out areas on her chin and slight redness on her cheeks. She uses high street products at home, usually facial wipes and a light moisturiser.

Christine is a brunette with green eyes and fair skin.

Q12 (b) Identify how you would adapt your consultation techniques when communicating with the client.

UBT205M LO2 UBT204M LO1	Answer	Total marks
Pass	<p>2 marks for identifying suitable communication techniques for the client Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • positive body language • confident approach • explain each stage of the process • demonstrate products and techniques • listen carefully to clients concerns • professional approach to reassure client • avoid technical jargon • ask open questions 	2 marks

<p>Eleanor has approached the beauty counter consultant to discuss professional skin care products. She does not currently use any professional products and is looking for a complete skin care routine. Her current routine is minimal and she is not confident in the techniques that should be used when applying products.</p> <p>The consultant encourages the customer to sit down and have a product demonstration.</p> <p>Q13 (a) State four factors that need to be considered when recommending professional skin care products to a customer.</p>		
<p>UBT210M LO2 UBT212M LO1, LO2</p>	<p>Answer</p>	<p>Total marks</p>
<p>Pass</p>	<p>1 mark for each factor stated - maximum of 4 marks Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • current skin care regime • knowledge on professional products • time spent on skin care routine • budget • client concerns • skin type and condition 	<p>4 marks</p>

<p>Eleanor has approached the beauty counter consultant to discuss professional skin care products. She does not currently use any professional products and is looking for a complete skin care routine. Her current routine is minimal and she is not confident in the techniques that should be used when applying products.</p>		
<p>The consultant encourages the customer to sit down and have a product demonstration.</p>		
<p>Q13 (b) Describe how the product demonstration could be adapted to meet the needs of the customer.</p>		
UBT210M LO3, LO4	Answer	Total marks
Merit	<p>1-3 marks for a description of suitable adaptations for the customer Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • explain any technical jargon to the customer • talk the customer through how the products should be used • demonstrate the products and if possible get the customer to use them herself • select a simple routine that will be easy for her to follow due to her lack of knowledge and experience • avoid demonstrating too many different products • check customer's understanding frequently 	3 marks

<p>Eleanor has approached the beauty counter consultant to discuss professional skin care products. She does not currently use any professional products and is looking for a complete skin care routine. Her current routine is minimal and she is not confident in the techniques that should be used when applying products.</p>		
<p>The consultant encourages the customer to sit down and have a product demonstration.</p>		
<p>Q13 (c) Explain the importance of the customer having realistic expectations of the professional products.</p>		
<p>UBT212M LO1 UBT210M LO4</p>	<p>Answer</p>	<p>Total marks</p>
<p>Distinction</p>	<p>1-3 marks for suitable explanation of the importance of realistic expectations Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • client may be dissatisfied with products and return to complain • consultant may be in breach of selling legislation and regulations • consultant may face disciplinary action by the employer 	<p>3 marks</p>

Fleur has an appointment with the beauty counter consultant for a make-up lesson. The customer is a fan of make-up but is keen to explore new styles and techniques. She is particularly seeking a look she can wear day-to-day, for work or weekends.

After completing the consultation card the customer highlights the following areas:

She suffers with mild psoriasis around her hair line, papulosa nigra is present on her cheeks and her hay fever is particularly bad today. She suffers with lower back ache but otherwise her health is good.

Q14 (a) Identify suitable techniques and considerations for the customer, and describe the importance of adapting them to suit their needs.

UBT209M LO2, 3 and 4	Answer	Total marks
<p>Pass</p>	<p>1-4 marks for suitable techniques for the customer Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • avoid pearl, glitter, sparkle colours and products due to customer’s age • demonstrate new techniques that are available on the market • overall look to be natural but easy to change into an evening look • colour selection to be suitable for skin tone, brighter colours are more complementary to dark skin tones • waterproof mascara/eye products due to hay fever • check strength of glasses as this may make eyes appear smaller or larger - corrective techniques could be applied to counteract the glasses <p>1-4 further marks for suitable considerations Areas the candidate may discuss:</p> <ul style="list-style-type: none"> • ensure products are suitable for client’s skin type check sensitivity of the skin where the psoriasis is present • communicate with client when applying eye make-up, allow breaks for watery eyes and extra tissues to avoid smudging the make-up 	<p>8 marks</p>

	<ul style="list-style-type: none"> • ensure client is comfortable due to lower back, adapt position if necessary or provide extra support • remove glasses for application but ensure they are returned to the customer when final look is presented to them • potential corrective techniques for papulosa nigra or avoid applying too much product directly on to the area 	
Merit	<p>1-2 further marks for describing importance of meeting the needs of the client Areas the learner may discuss:</p> <ul style="list-style-type: none"> • ensure customer satisfaction with service • customer may be more likely to make purchase and return to consultant for further advice and guidance 	2 marks

Internal Sample Assessment Material



Graded Synoptic Assessment – Assessor Pack

Qualification title	Level 2 Diploma in Beauty Counter Consultancy
Qualification product code	BT2D2
Graded synoptic assessment code	BT2D2.SYN
Units covered	<p>UCO34M – Health, safety and hygiene</p> <p>UBT205M – Consultation and record keeping</p> <p>UBT201M – Make-up applications</p> <p>UBT209M – Instruct on make-up application</p> <p>UBT213M – Anatomy and physiology for beauty counter consultants</p> <p>UBT212M - Principles of the retail sales of make-up, cosmetics and perfumery products</p> <p>UBT204M - Principles of effective customer service skills</p> <p>UBT211M - Express facial treatments</p> <p>UBT207M – Display stock to promote beauty sales</p> <p>UBT208M – Process payment for beauty purchases</p>
Series	Sample

What is in this pack?

- Instructions for assessors
- Client requirements
- Marking pack

Instructions for assessors

1. The purpose of the graded synoptic assessment is for learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification.

2. The graded synoptic assessment is set by VTCT and requires learners to carry out a complete commercial service in a real or realistic working environment on a real and unfamiliar client, thus simultaneously drawing together a range of skills and knowledge, and using them in an integrated way. Learners will provide a complete personalised bespoke massage therapy treatment, whilst taking into account unpredictable, client-centred variable factors, which will mirror commercial practice in industry.
3. The complete service must be completed in a commercially acceptable time frame. Learners are permitted up to a **maximum of one hour and forty five minutes** to complete the service.
4. The Learner Pack details the services to be provided and includes a set of tasks, which specify the activities that need to be demonstrated.
5. Assessments must be conducted on real clients. It is the centres responsibility to source suitable clients. Learners must not be assessed on a client they have previously worked on – assessments on family members, friends and peers are strictly prohibited (see client requirements section for more information).
6. This graded synoptic assessment has been designed with employers and professional associations to reflect industry practice. It has also been informed by the experience and assets of WorldSkills International.
7. The information in this pack should be read in conjunction with the Learner Pack, the qualification specification and unit specifications, in particular the assessment requirements and assessment guidance sections.
8. Centres may involve industry practitioners or employers in the synoptic assessment process. For clarification on employer participation see the Technical Certificate Specification section 5.7 Meaningful employer involvement.

Scheduling the graded synoptic assessment

9. VTCT sets the graded synoptic assessment, which is changed annually. It is the responsibility of the centre to internally assess and internally quality assure the assessment, which is subject to external verification by VTCT.
10. Learners must complete the graded synoptic assessment towards the end of their learning programme; this might be in the final term or last third of the qualification.
11. Assessments should be conducted only when learners are suitably prepared for assessment. Centres may determine the precise timetabling of graded synoptic assessments to suit local needs.
12. Centres must produce and maintain an assessment plan which includes the graded synoptic assessment. VTCT EQAs will arrange with centres to conduct quality assurance visits to observe graded synoptic assessments, to quality assure the consistency of assessment decisions and that learner work is to the required national standard. VTCT will also conduct random spot-checking of graded synoptic assessments.

Preparing for the graded synoptic assessment

13. Centres must identify clients for the graded synoptic assessment. Potential clients must meet the specified client characteristics.

14. It is the responsibility of the centre to meet with potential clients at the centre to establish suitability and to meet the health and safety requirements for thermal, pressure and product sensitivity testing if applicable.
15. Clients deemed suitable must be provided with the date and time they are required to attend the centre for the graded synoptic assessment.
16. Learners must carry out their assessment on a new client, that is, one not previously worked on.

Conducting the graded synoptic assessment

17. *Time*: All services must be completed in a commercially acceptable time frame. Learners are permitted up to a **maximum of one hour and forty five minutes** to complete the service. The exact time taken must be documented.
18. *Environment*: Assessments must take place in a real or realistic working environment on a real client.
19. *Resources*: Learners must be given access to the full range of products, tools and equipment required to carry out all services within the graded synoptic assessment.
20. *Supervision/Authenticity*: The assessment must be supervised at all times by an assessor.
21. *Collaboration*: Whilst learners can work in groups to practise and prepare for this assessment, the graded synoptic assessment itself is an assessment of individual learner performance and does not permit collaboration or discussion between learners.
22. *Reflective discussion (optional)*: Reflective discussion provides a holistic approach to assessing learners' analytical and decision making abilities. In the marking pack, VTCT has provided a professional discussion template to assist assessors which may be used to capture the evidence that has not naturally occurred or been observed during the assessment. Reflective discussions must be recorded. There are various options for recording reflective discussions such as audio, video or paper-based recording.
23. *Feedback*: Learners must not be provided with feedback throughout the assessment. At the end of the assessment a provisional grade can be discussed with learners. Final results and grades can only be confirmed once internal verification and external verification has taken place, following VTCT's EQA visit.

Judging and grading the synoptic assessment

24. Learner performance must be internally assessed by centre staff.
25. The synoptic assessment is graded Fail, Pass, Merit or Distinction.
26. Assessors must observe learner performance and use the holistic rubric to assign a single grade based on an overall judgement of the complete service provided. Judgement is made against specified characteristics that define the Pass, Merit and Distinction grades.

Assessors must not attempt to assign a grade to each and every task, instead they must weigh up the strengths and weaknesses of the service provided as a whole and decide which grade best reflects the learner's overall performance.

27. Assessors must use the marking grid to record assessment decisions which include:

- the grade awarded
- justification for the grade awarded
- details of reference material or supporting evidence (i.e. treatment plans, consultation cards/records, client feedback or testimony etc.)

Internal quality assurance of the graded synoptic assessment

28. Centres must ensure the internal quality assurance and quality control of all learner assessment including reliability, validity, fairness and authenticity.

29. It is the responsibility of the centre to ensure that rigorous internal standardisation has taken place to ensure:

- the correct procedures relating to the delivery of the graded synoptic assessment are administered
- the grading criteria and standard of evidence required by grade, is clearly understood
- assessment decisions taken by different assessors (across sites, where applicable) are consistent, fair and reliable

30. Once learners have completed the graded synoptic assessment and grades have been determined, centres must internally quality assure a suitable sample of learner work. As a minimum, centre sampling must meet all criteria, which include:

- a minimum sample of 20 or the square root (whichever is the largest)
- for cohorts below 20, a 100% sample is required
- all assessors and internal verifiers, and all sites (where applicable).
- learner work at all grades, including learner work which has been given a Fail grade

31. Centres must ensure that assessors have:

- applied grading criteria fairly and consistently across all learners

Internal quality assurance outcomes for the graded synoptic assessment, including changes to learner grades must be recorded and made available to the EQA

External quality assurance of the graded synoptic assessment

32. The graded synoptic assessment is subject to external quality assurance by VTCT. EQAs will schedule visits to observe graded practical assessments.

33. On a centre visit an EQA will:

- verify that appropriate staff and sufficient resources are in place, and that the centre is continuing to meet the criteria specified in the centre contract
- check that the centre's policies and procedures, specifically those that relate to internal standardisation and record keeping, continue to meet VTCT's requirements

- review the quality of meaningful employer involvement
 - in line with VTCT's sampling strategy, sample learner work to verify that it is to the required standard for a given grade, this includes observation of graded synoptic assessments
 - review evidence of the activities that have been undertaken to standardise assessments
 - sample work and observe assessments at/from different sites if the centre operates at more than one location, from different centres and IQAs and at different stages of delivery. All samples are selected by the IQA
34. Centres must provide assessment plans to their EQA at the earliest possible opportunity, so that the EQA can plan to undertake visits that coincide with any practical assessments taking place at the centre so that external verification can take place.
35. Random sampling is arranged between the centre and the EQA. The EQA will choose a sample of named learners to cover a variety of skills, knowledge, units and assessors. Through the sampling process the EQA will seek to assure that all assessment decisions made at the centre are consistent, fair, valid, and reliable. The EQA will also seek to confirm that all assessments conducted meet national standards.
36. Depending on their findings, the EQA may take different courses of action; including agreeing an improvement plan and timeline for improvement with the centre, increasing the sample size which may result in a further quality assurance visit (chargeable to the centre) or sanctions may be applied in accordance with the VTCT Sanctions Policy.
37. In addition to the two normal EQA visits per year, targeted and unannounced spot checks of centres delivering this qualification will be undertaken as part of VTCT's formal quality assurance process. Spot checks are carried out by VTCT EQAs and will interrogate the delivery, assessment and internal quality assurance of the graded synoptic assessment.

The EQA conducting a spot check will:

- be independent of the centre
- ensure graded synoptic assessments are conducted appropriately and in line with VTCT procedures
- judge and grade learner performance in graded synoptic assessments alongside centre assessors to ensure the national standard is being achieved
- compare judgements between assessors to ensure grading criteria and characteristics are being consistently applied

VTCT will draw on centre assessment plans to conduct unannounced spot checks.

Submitting grades for the graded synoptic assessment

38. The centre should submit learner grades to VTCT using Linx2Online on the VTCT website.

Retaking the graded synoptic assessment

39. *Retakes for learners who have failed* - Learners who fail to reach the required Pass standard in the graded synoptic assessment, are permitted ONE retake opportunity

after feedback and appropriate tuition have taken place. The assessment retake must be conducted with a different client, which will provide sufficient variation to the original assessment.

40. *Retakes for underperforming learners* - Learners who achieve the Pass standard or above but are deemed to have underperformed in the graded synoptic assessment, are permitted ONE retake opportunity. The assessment retake must be conducted with a different client, which will provide sufficient variation to the original assessment.

Evidence of underperformance must be recorded and retained by centres. Evidence may include grades achieved by learners in other assessments which demonstrate comparative underperformance. This evidence must be made available for external quality assurance.

Centre guidance

For this qualification, centres are required to inform the learners of the client requirements **one month** before the planned graded synoptic assessment.

Centres must identify suitable clients for the graded synoptic assessment. Centres may ask learners to identify suitable clients.

Client requirements

Clients must meet all of the following requirements:

- be 16 years or over
- not be contra-indicated for facial and make-up treatments
- not be hypersensitive to touch or pressure
- not be sensitive to eye lash glue
- be willing to have a full range make-up applied
- be willing to divulge relevant personal and medical details for the purpose of consultation
- be prepared for the treatment to be carried out by a learner unknown to them
- not have practitioner knowledge or experience
- provide consent to participate.

Marking pack

Learner name:	
Date:	
Graded synoptic assessment code:	BT2D2.SYN
Series:	Sample
Theme:	Provide a bespoke evening make-up application, including product selection and application lesson
Assessor name:	

Instructions

You (the assessor) must observe learner performance and use the holistic rubric to assign a single grade based on an overall judgement of the complete service provided.

You must not attempt to assign a grade to each and every task, instead you must weigh up the strengths and weaknesses of the service provided as a whole and decide on which grade best reflects the learners overall performance. Grade characteristics must not be used as a tick list.

You are required to justify the grade awarded.

Support and guidance

Prior to conducting graded synoptic assessments, you are strongly encouraged to attend an 'Establishing the Standard' workshop hosted by VTCT, to explore best practice in conducting graded synoptic assessments and in particular, correctly using the grading rubric.

For more information, visit the VTCT website (www.vtct.org.uk).

Holistic grading rubric

Use the grading rubric below to award the learner a grade for the synoptic assessment.

All or most of the characteristics must be achieved to award the given grade
Characteristics of a Pass
<p>The learner set their work area up independently and demonstrated satisfactory personal presentation. The learner demonstrated confident communication and behaviour using suitable consultation techniques to identify client needs and service options. The consultation included contra-indication check, medical history and client service objectives. The learner explained the service procedure to the client giving instruction on how to prepare for the service. The learner completed a skin analysis. The learner carried out a complete service without support using suitable methods and techniques for the client. The learner gave basic instructions to the client on the application techniques to use and how to select appropriate products for their requirements. The learner complied with health and safety guidelines and product instructions. The learner provided basic aftercare and homecare advice including a product recommendation. Throughout the treatment the learner maintained a clean, tidy work area and prepared for the next treatment. The learner completed accurate client records. All aspects of the treatment aligned with customer satisfaction.</p> <p>The learner demonstrated basic knowledge and understanding throughout the assessment and outlined the reasons for treatment choice and decisions made. The learner made suggestions for improvement to personal performance. Assessors may use the Professional Discussion Record provided to capture evidence that has not naturally occurred or been observed during the assessment.</p>
Characteristics of a Merit
<p>The learner demonstrated the use of effective consultation techniques using a range of open and closed questions to identify the client service objectives, contra-indication check and medical history. Visual aids were used to support the consultation process. The learner completed a skin analysis and considered other influencing factors when selecting the most appropriate products and application methods. The learner demonstrated positive communication and behaviour by ensuring a polite, friendly manner and positive body language. The learner provided a complete treatment which exceeded customer needs and expectations. The learner adjusted their communication techniques meeting individual client needs. The learner explained the application methods of each product and their suitability for the client's requirements. The learner provided the agreed service which fully aligned with the consultation process.</p> <p>The learner managed materials, tools and equipment following employer guidelines whilst maintaining a safe working area. The learner managed the cost effectiveness of the service, minimised waste and adhered to environmental sustainability policies. The learner discussed suitable homecare and aftercare advice with the client, linking to client concerns. Professional products were recommended and the learner described their use and suitability for the client.</p> <p>The learner demonstrated sufficient knowledge and understanding throughout the assessment and described the reasons for service choice and decisions made. The learner identified areas for improvement to personal performance and how this could be achieved. Assessors may use the Professional Discussion Record provided to capture evidence that has not naturally occurred or been observed during the assessment.</p>

Characteristics of a **Distinction**

The learner reflected on the individual needs and requirements of the client when completing the consultation and developing a service plan for the client. A detailed skin analysis was completed and the learner explained the reasons for the process. Visual aids were used to support the consultation process and service explanation. The learner used a communication strategy that was courteous, considerate and attuned to the clients responses, establishing a positive relationship with the client and excelling in customer service. The learner completed each part of the treatment with smooth transition, which fully aligned with the consultation and exceeded client expectations. The learner explained the selection of methods of products and their application techniques used during the service, the learner used questioning techniques to check client understanding. The learner was flexible throughout the service and was responsive to the client's needs. The learner used techniques that were individually tailored to meet customer needs and requirements.

The learner was proactive and committed to following environmental sustainability procedures whilst demonstrating a strong commercial focus. The learner confidently demonstrated effective time management and optimal organisational skills throughout the service. The learner complied with employer expectations by explaining aftercare and homecare advice and actively recommended professional products in both skin care and make-up. Clear links were made by the learner between the recommendations and the client's needs and concerns.

The learner demonstrated self-confidence, effective interpersonal and communication skills throughout all observed interactions. The learner demonstrated the ability to modify their techniques during the service to meet the client needs.

The learner demonstrated comprehensive knowledge throughout the assessment and explained the reasons for service choice and decisions made. The learner reflected on their personal performance, making recommendations on how they could improve and creating a realistic action plan to continue their development. Assessors may use the Professional Discussion Record provided to capture evidence that has not naturally occurred or been observed during the assessment.

Professional Discussion Record (optional)

Purpose:	<p>The professional discussion is a tool to support assessors in the grading of the synoptic assessment and for gaining clarification on areas that have not naturally occurred during the practical observation.</p> <p><i>This is not a compulsory part of the synoptic assessment</i></p>
Rationale:	<p><i>For example:</i></p> <p><i>Why did you select the specific skin care products when preparing your client for the make-up application?</i></p> <p><i>Why did you perform your treatment in that sequence?</i></p>
Modifications:	<p><i>For example:</i></p> <p><i>How did you modify your communication to suit your client's needs?</i></p> <p><i>How did you modify your instructions to accommodate the clients existing knowledge of products and techniques?</i></p>
Service Specific Questions:	<p><i>For example:</i></p> <p><i>Explain the key product recommendations for your client?</i></p>
Assessor name:	
IQA name: (if applicable)	
Learner Signature:	

Grading Decision

Duration of
assessment:

Grade
awarded:

Justification
for grade
awarded:

Reference
material /
supporting
evidence:

Assessor
name:

IQA name:

Graded Synoptic Assessment – Learner Pack

TO BE ISSUED TO LEARNERS AT THE START OF THE ASSESSMENT

Qualification title	Level 2 Diploma in Beauty Counter Consultancy
Qualification product code	BT2D2
Graded synoptic assessment code	BT2D2.SYN
Series	sample

What is in this pack?

- Instructions for learners
- Assessment brief

Instructions for learners

1. This graded synoptic assessment requires you to complete a commercial service on a new client to industry standard, in a commercially acceptable time frame. You have up to a **maximum of one hour and forty five minutes** to complete the service.
2. You are required to demonstrate knowledge, understanding and skills from across a range of mandatory units.
3. You will have access to the full range of products, tools and equipment required to carry out services.
4. You will be supervised by your assessor at all times.
5. You must not communicate or collaborate with other learners at any time throughout the assessment.
6. At the end of your assessment, your assessor may ask you a number of structured questions. You may be required to explain and reflect your choices and use of products, tools, equipment and techniques used throughout the service.
7. Your assessor will make an overall judgement of your performance and will award you with a grade of Fail, Pass, Merit or Distinction. You will not be issued with your

grade until a later time. This assessment is worth 20% of your overall qualification grade.

8. The assessment brief section details the theme of the service and the tasks you are required to undertake.

TO BE ISSUED TO LEARNERS AT THE START OF THE ASSESSMENT

Assessment brief

1. Service to be provided

You must provide a bespoke evening make-up application, including product selection and application lesson for your client.

2. Time allocation

The total time allocated for this assessment is a **maximum of one hour and forty five minutes**

3. What you must do

Tasks
1. Comply with health and safety standards throughout <ul style="list-style-type: none"> • maintain a clean and tidy work area throughout the assessment
2. Plan, prepare and set up the work area with the resources to provide the service to be included.
3. Complete a thorough consultation to establish the service aims and objectives <ul style="list-style-type: none"> • time allocated up to 20 minutes
4. Devise a personalised service procedure, incorporating the instruction on the application technique of all products to suit the needs of the client as established at consultation <ul style="list-style-type: none"> • carry out a skin analysis • prepare the clients skin using suitable skin care products • provide an evening make-up application incorporating the application of false lashes • provide the client with a make-up application lesson, giving instructions on how to create the look at home • complete the service in a commercially acceptable time frame • you have up to a maximum of one hour and twenty five minutes to complete the service
5. Provide the personalised service in line with the consultation and devised personal service procedures
6. Provide aftercare advice and recommendations
7. Complete post-service maintenance and maintain client records

