

Chief Examiner Report

Technical Level Qualifications

Level 2

Beauty Therapy

Easter 2019 Series

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Contents

Introduction	3
BT2D1.BT2ED1 Level 2 Diploma/Extended Diploma in Beauty Therapy	3
Paper 1.....	3
Paper 2.....	3
BT2D1 Level 2 Diploma in Beauty Counter Consultancy.....	3
Paper 1.....	3
Paper 2.....	4
BT2D4 Level 2 Diploma in Nail Technology (Liquid and Powder)	4
Paper 2.....	4
BT2D5 Level 2 Diploma in Hair and Media Make-up Artistry	5
Paper 1.....	5
Paper 2.....	5
BT2D6 Level 2 Diploma for Beauticians.....	5
Paper 1.....	5
Academic Recommendations.....	7

Introduction

This report has been prepared by the Chief Examiner. Centres are advised to use the report to support teaching and assessment. We advise that centres use this document when preparing learners for assessments.

BT2D1.BT2ED1 Level 2 Diploma/Extended Diploma in Beauty Therapy

Paper 1

Learners demonstrated a good understanding on the reasons for conducting consultations and skin analysis prior to carrying out a treatment. Learners also demonstrated a good range of knowledge on aftercare advice which should be provided to client's following their treatments. However, centres should strengthen the learner's understanding of the skin types and conditions and their differences.

Centres should strengthen the learner's understanding of the role that codes of practice play within the industry and their importance. Centres should also develop the learner's knowledge on the range of ingredients found within facial products.

Learners demonstrated a good understanding of the techniques used during nail services and how to select appropriate techniques to meet the client's needs.

Learners demonstrated a good understanding of facial techniques, including extraction. However, at times the learner's responses did not contain specific information, particularly on the safety precautions required. This limited the amount of marks which could be awarded.

Centres should reinforce to learners the importance of ensuring that their responses contain enough detail to meet the demand of the command verbs used within the question stem. The learner's responses often lacked detail when more descriptive verbs were used, which impacted on the amount of marks awarded.

Learners demonstrated a good understanding of how to prepare and assess a client's skin for facial treatments. However, at times the learners demonstrated inconsistent knowledge on the characteristics of skin types and conditions.

Paper 2

Learners demonstrated a good understanding of the theory relating to eyelash and eyebrow services, including the range of equipment to be used. However, centres should strengthen the learner's understanding of the range of factors which may influence an eyelash or eyebrow service.

Centres are advised to strengthen the learner's understanding of the skins characteristics of different ethnicities. Learner responses lacked detail which impacted on the number of marks awarded.

Learners were able to demonstrate breadth of knowledge on the range of products used during make-up services. However, centres should strengthen the learner's understanding of the products used during facial treatments. In particular centres should reinforce the importance of learner's responses containing types of products and not specific brand names.

Centres should reinforce to learners the importance of ensuring that their responses contain enough detail to meet the demand of the command verbs used within the question stem. At times the learner's responses were weak, particularly when questions required learners to make comparisons. This impacted on the amount of marks awarded.

Learners demonstrated good understanding on the underpinning theory related to waxing services, however, centres should strengthen the learner's understanding of the types of wax and how they are used. The learner's responses, at times, contained inaccurate information relating to the theory hot and warm wax treatments.

BT2D2 Level 2 Diploma in Beauty Counter Consultancy

Paper 1

Learners demonstrated a good understanding on the processes involved with consultations and how to effectively prepare for them. Learners were also able to demonstrate depth of knowledge relating to the potential impact of not carrying out consultations.

Centres should strengthen the learner's knowledge on the legislation specifically linked to promoting and selling products and services.

Learners demonstrated a good understanding of the processes involved with planning and producing promotional displays, including influencing factors which need to be taken into consideration.

Centres should reinforce the importance of the learner's use of terminology when discussing corrective contouring techniques. Learners were often unable to specifically explain their chosen techniques for the client's needs in the question vignette. Learners were able to demonstrate a good understanding on the different types of looks which could be created during a make-up service and the range of products available. However, centres should strengthen the learner's understanding of the different face shapes and their characteristics and how they may influence a make-up service.

Centres should reinforce to learners the importance of ensuring that their responses contain enough detail to meet the demand of the command verbs used within the question stem. The learner's responses often lacked detail when more descriptive verbs were used, which impacted on the amount of marks awarded.

Paper 2

Learners demonstrated a basic understanding of the skin and its functions, however, centres should strengthen the learner's knowledge on the individual functions of the many structures found within the skin.

Learners were able to demonstrate a good understanding of safe working practices when setting up the work environment and preparing the client for treatments.

Centres should reinforce the importance of the learner's use of terminology when discussing corrective contouring techniques. Learners were often unable to specifically explain their chosen techniques for the client's needs in the question vignette.

Learners demonstrated a good understanding of the range of professional facial products and their effects. However, centres should develop the learner's knowledge on the range of skin types and conditions. There was an inconsistent application of the learner's knowledge on skin types and conditions across the learners taking the external examination.

Learners demonstrated a lack of knowledge and understanding on communication techniques used by beauty make-up consultants. The learner's responses lacked breadth of knowledge which impacted on the number of marks awarded.

Centres should reinforce to learners the importance of ensuring that their responses contain enough detail to meet the demand of the command verbs used within the question stem. The learner's responses often lacked detail when more descriptive verbs were used, which impacted on the amount of marks awarded.

BT2D4 Level 2 Diploma in Nail Technology (Liquid and Powder)

Paper 2

Learners demonstrated a good understanding of how to create and maintain displays used to promote products and services. However, centres should strengthen the learner's understanding of the underpinning theory related to the selling process used by nail technicians.

Learners demonstrated a good understanding of the different types of nail services available including their advantages and disadvantages. However, centres should strengthen the learner's understanding of treatment techniques. In this assessment series, learners failed to provide detail in their responses relating to specific treatment techniques for the client's needs which were outlined in the scenarios. Learners were instead focusing on the aftercare advice they would give to the client.

Learners demonstrated a good understanding of the legal requirements when treating minors within the salon.

Overall the learner's understanding of anatomy and physiology relating to nail services was weak, except for the anatomy and physiology relating to the nail structure. Centres should strengthen the learner's knowledge on this important topic area to ensure the learners are able to demonstrate both breadth and depth in their responses.

BT2D5 Level 2 Diploma in Hair and Media Make-up Artistry

Paper 1

Learners demonstrated a good understanding of the health and safety linked to hair and make-up artistry services, including the theory relating to risk assessments and how to deal with broken equipment within the work environment.

Centres should reinforce to learners the importance of ensuring that their responses contain enough detail to meet the demand of the command verbs used within the question stem. The learner's responses often lacked detail when more descriptive verbs were used, which impacted on the amount of marks awarded.

Centres should also strengthen the learner's understanding of the different types of insurance policies and the role they have within the industry.

Learners demonstrated a basic understanding of make-up techniques used by make-up artists, however the learner's responses lacked specific detail on how make-up techniques may be adapted to meet a range of different client/model requirements.

Centres should develop the learner's understanding of the role continuity plays for hair and make-up artists. Learners were unable to demonstrate a thorough understanding of how to plan and manage continuity in a professional environment.

Centres should also strengthen the learner's knowledge on the range of different hair types and conditions, including their impact on hair preparation services.

Paper 2

Learners demonstrated a good understanding of the health and safety requirements when preparing for hair and make-up services. However, at times the learner's responses were not fully meeting the question requirements which impacted on the number of marks awarded. Centres should reinforce the importance of the learners reading each question carefully before forming a response.

Centres should strengthen the learner's understanding of how to manage continuity when planning hair and make-up and developing design plans.

Learners demonstrated a good understanding of how to modify and adapt make-up techniques to meet the requirements of design plans and of the needs of individual models, including dealing with contra-actions during a make-up service.

Centres should strengthen the learner's knowledge and understanding of the underpinning anatomy and physiology relating to hair and make-up services. Learners were able to demonstrate a basic understanding when asked to recall their knowledge. However, it was evident that learners lacked depth of knowledge, as overall the learner's responses to the more challenging anatomy and physiology topics were weak.

Centres should strengthen the learner's knowledge and understanding of the different contra-indications which may impact on hair and make-up services. In particular, learners were unable to categorise contra-indications into preventative and restrictive.

BT2D6 Level 2 Diploma for Beauticians

Paper 1

Learners demonstrated a good understanding on the techniques used during pedicure treatments. However, centres should strengthen the learner's knowledge on the range of products used for pedicure treatments as the learner's responses often lacked detail.

Centres should strengthen the learner's knowledge and understanding of the different contra-indications which may impact on treatments offered by beauticians. In particular, learners were unable to categorise contra-indications into preventative and restrictive. Learners were also unable to demonstrate an understanding of the causes and characteristics of different contra-indications.

Learners demonstrated a good understanding of the range of eyebrow products available and how they can enhance eyebrow services.

Centres should strengthen the learner's understanding of the legal requirements when providing treatments and services to minors.

Centres should reinforce the importance of the learners ensuring their responses to question contain specific information. At times, the learner's responses were too broad or unclear which impacted on the number of marks awarded.

Academic Recommendations

Centres need to prepare learners for external examinations, building their individual knowledge and understanding of the command verbs that are being asked within the question stems.

The majority of learners were not demonstrating an understanding of how to *outline*, how to *describe* and how to *explain* when answering questions. This affected the marks awarded to a learner and the overall grade awarded.

For example, learners were not able to give full reasons for their chosen treatment techniques or product selection. The learners were not always able to link their treatment/service plans to the information given in the question vignettes - client scenarios.

For centres whose learners are completing the exams on paper, centres must reinforce the importance of the learners ensuring their responses to questions are legible and clear.