



# Chief Examiner Report

Technical Level Qualifications

Level 3

Beauty Therapy and Complementary Therapies

Easter 2019 Series

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## 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.

### BT3D1.BT3ED1 Level 3 Diploma/Extended Diploma in Massage Therapies

#### Paper 1

Learners demonstrated a good understanding of the range of different massage movements and their effects. However, centres should strengthen the learner's understanding of how the massage movements can be adapted or used to target specific client requirements.

Centres should strengthen the learner's knowledge on the range of alternative massage therapies available. The learners were unable to demonstrate a breadth of knowledge on this topic area.

Learners were able to demonstrate a thorough understanding on techniques used to promote and sell products and services, including the importance of managing client expectations.

Centres should strengthen the learner's knowledge on the different types of insurance policies and their purpose.

Centres are advised to strengthen the learner's understanding of communication and the different types used by massage therapists in a professional environment.

Learners demonstrated a good understanding of the aftercare advice that should be provided to clients following a massage treatment. However, the learners lacked depth of knowledge on this topic area as they were unable to demonstrate an understanding of the importance of each piece of aftercare advice. The learner's responses commonly lacked justification of the advice they were recommending.

#### Paper 2

Learners demonstrated a good understanding of the techniques used within Indian head massage and stone therapy massage treatments. However, centres should strengthen the learner's understanding of how the massage techniques impact on each system of the body.

Centres should also strengthen the learner's knowledge on how different conditions and pathologies impact on massage treatments, including how massage techniques may need to be modified for the client.

Learners demonstrated a basic understanding of anatomy and physiology of different systems of the body. Learners were able to recall knowledge on the structures found within each system. However, centres are recommended to strengthen the learner's knowledge on the more complex areas of anatomy and physiology. Learner's responses on anatomy and physiology questions were often weak and commonly lacked detail which impacted on the number of marks awarded.

Centres should reinforce the importance of learners fully preparing themselves for the external assessments. For the Easter 2019 assessment series, it was evident that some learners had failed to adequately prepare by familiarising themselves with the indicative content from within the unit specifications.

### BT3D2.BT3ED2 Level 3 Diploma/Extended Diploma in Spa Therapy

#### Paper 1

Learners demonstrated a good understanding of how to select appropriate treatment techniques for the client requirements within the question scenarios. However, centres should reinforce the importance of learners providing sufficient detail within their response for the command verb used within the question stem. The lack of specific detail in learner responses impacted on the number of marks awarded.

Centres should strengthen the learner's understanding of the terminology linked to the effects of treatments. Learners were commonly confusing physiological and psychological effects of spa treatments.

Centres should strengthen the learner's knowledge and understanding of the different contra-indications which may impact on spa treatments. In particular, learners were unable to categorise contra-indications into preventative and restrictive or demonstrate knowledge on the characteristics of different contra-indications.

Learners demonstrated a good understanding of how to deal with contra-actions which may occur during or following spa treatments. Learners also demonstrated a good understanding of the potential consequences of poor client care to a business.

Centres should strengthen the learner's understanding of the principles linked to holistic treatments. The responses given by learners commonly lacked specific detail.

Centres should also strengthen the learner's knowledge on the principles and management of target setting within a spa business.

## Paper 2

Learners demonstrated a good understanding of how to deal with contra-actions which may occur during or following spa treatments.

Centres should strengthen the learner's knowledge on the range of equipment used within spa facilities and their purpose.

Learners demonstrated a good understanding of treatment techniques used for spa therapy treatments, including the importance of preparing each client's skin prior to a treatment taking place. Learners also demonstrated an understanding of alternative massage therapies and how to provide recommendations based on the client requirements.

Learners demonstrated a basic understanding of anatomy and physiology of different systems of the body. Learners were able to recall knowledge on the structures found within each system. However, centres should strengthen the learner's knowledge on the more complex areas of anatomy and physiology.

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 strengthen the learner's knowledge on body types and postural conditions. Learners were unable to demonstrate depth of knowledge on these topic areas which impacted on the number of marks awarded.

## BT3D3.BT3ED3 Level 3 Diploma/Extended Diploma in Beauty Make-up Techniques

### Paper 1

Learners demonstrated a good understanding of how to ensure safe and hygienic working methods are used during make-up services. However, centres should strengthen the learner's knowledge on the specific requirements for the legislations and regulations which need to be adhered to when working within the make-up industry.

Learners demonstrated a good understanding of the theories related to promoting and selling products and services. However, centres could further develop the learner's knowledge of communication techniques which may support the buying and selling process.

Centres could benefit from strengthening the learner's understanding of the infectious and non-infectious disorders of the skin which may impact on make-up services. Centres should also develop the learner's knowledge on contra-actions as there was an inconsistent application of knowledge on this topic area.

Learners demonstrated a good understanding of techniques used for a false eyelash application and the necessary recommendations and guidance that should be provided to clients following a treatment.

### Paper 2

Learners demonstrated a good understanding of the standards required for professional appearance and working practices for make-up services. Learners also demonstrated a good understanding of the necessary pre-treatment tests required prior to a make-up service taking place. However, centres should strengthen the learner's understanding of the more serious implications if pre-treatment tests are not carried out.

Centres should develop the learner's knowledge of how risk assessments are used within the workplace. Centres should also strengthen the learner's understanding of the role safety material data sheets have within the make-up industry.

Learners demonstrated a good understanding of corrective make-up techniques, however, centres should strengthen the learner's understanding of the theories around the use of colour which underpin many techniques used within make-up services.

Centres should reinforce to the 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.

## BT3D4.BT3ED4 Level 3 Diploma/Extended Diploma in Beauty Therapy

### Paper 1

There is a decrease in achievement levels in comparison to the Winter 2019 assessment series, however, the statistical analysis of the Easter 2019 series and the low number of schedules made across the centres shows that a large proportion of learners used this window for re-sits of the external examination.

Learners demonstrated a good understanding of the methods used by beauty therapists during a body analysis. Learners were also able to demonstrate an understanding of the importance of client records and the information recorded on them.

Learners demonstrated a good understanding of how to ensure safe and hygienic working methods are used during beauty therapy treatments. However, centres should strengthen the learner's knowledge on the specific requirements for legislations and regulations which need to be adhered to when working within the beauty therapy industry. Centres should also strengthen the learner's understanding of role of regulators for workplace health and safety.

Centres should reinforce the importance of the terminology linked with health and safety in the workplace. Learner's demonstrated confusion between employee and employer responsibilities which impacted on the number of marks awarded.

Learners demonstrated breadth of knowledge on the aftercare advice which should be provided to clients following a beauty therapy treatment. However, centres should strengthen the learner's knowledge of how to tailor the advice given to meet the specific client requirements.

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

Centres should reinforce the importance of learners fully preparing themselves for the external assessments. For the Easter 2019 assessment series, it was evident that some learners had failed to adequately prepare by familiarising themselves with the indicative content from within the unit specifications.

Learners demonstrated a good understanding of the potential contra-actions which may occur during facial and body electrical treatments. Learners were also able to demonstrate an understanding of the necessary actions a beauty therapist may be required to take if a contra-action was to occur.

Centres should further develop the learner's knowledge and understanding of anatomy and physiology. The responses given by learners commonly failed to contain specific or accurate information on the different systems of the body. The lack of breadth and depth of learner knowledge on this topic area impacted on the number of marks awarded.

Centres should strengthen the learner's knowledge on the different pathologies linked to the systems of the body and their potential impact on beauty therapy treatments.

Learners demonstrated the ability of how to undertake troubleshooting techniques during facial and body electrical treatments. Learners demonstrated an understanding of the factors which may prevent a piece of equipment from working effectively during a treatment.

Centres should develop the learners understanding of the underpinning theories relating to specific facial and body electrical treatments.

Learners were able to demonstrate an understanding of the effects of body and facial electrical treatments. However, centres should strengthen the learner's understanding of the effectiveness of the treatments when they are combined together during a treatment and the potential benefit they would have for the client.

## BT3D5.BT3ED5 Level 3 Diploma/Extended Diploma in Nail Technologies

### Paper 1

Learners demonstrated a good understanding of the basic anatomy and physiology linked to the nail structure. However, centres should develop the learner's understanding of the more complex topics of anatomy and physiology linked to nail services. Responses given by learners on these complex topics were commonly weak or did not contain accurate detail 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.

Centres should reinforce the importance of the learners attempting all the questions within the external examination, in the Easter 2019 assessment series there was a higher proportion of unanswered questions compared to previous assessment series for this external examination.

Learners demonstrated a basic understanding of the theories and principles linked to the selling and promoting of products and services. However, centres should develop this knowledge further by expanding the learner's understanding of the potential barriers to the sales process and how they can be overcome.

### Paper 2

Learners demonstrated a good understanding of the health and safety requirements when handling potentially hazardous products and chemicals during nail technology services. Learners also demonstrated a good understanding of the associated cosmetic chemistry topics when linked to specific nail technology services.

Centres should strengthen the learner's knowledge of the range of factors which can influence treatment techniques used during nail services. Learners were also often unable to identify how to modify their selected techniques to meet requirements of the client outlined in the question scenarios.

Learners demonstrated a good understanding of the techniques used during electric nail file services. Learners were also able to demonstrate a thorough understanding of the necessary safety precautions that should be followed to reduce risks to the client and nail technician.

Learners demonstrated a good understanding of how to clean and maintain airbrush equipment used for nail art services. However, centres should strengthen the learner's knowledge on the different airbrush systems available to nail technicians, including their advantages and disadvantages.

## BT3D6.BT3ED6 Level 3 Diploma/Extended Diploma in Theatrical and Media Make-up

### Paper 1

Overall learner achievement for this assessment series indicated learners had prepared themselves for the external examination by ensuring that they were familiar with the indicative content within the unit specifications.

Learners demonstrated a good understanding of the products, tools and equipment used when providing theatrical and media make-up services. Learners were able to identify their specific functions and any necessary safety precautions required during the make-up service.

Centres should develop the learner's understanding of infectious and non-infectious skin conditions which may impact a make-up service, including their characteristics and causes.

Learners demonstrated a good understanding of the standards required for professional appearance and hygienic working practices for make-up services.

Centres should develop the learner's knowledge of the anatomy and physiology related to the hair structure including the learner's understanding of the potential impact of the hair growth cycle on false eyelash treatments.

### Paper 2

Learners demonstrated a good understanding of the preparation techniques required for theatrical and media make-up services. This included the importance of patch testing and its relationship with potential allergic reactions. Learners also demonstrated a thorough understanding of the hygiene and safety precautions required within the industry.

Centres are advised to develop the learner's understanding on the equipment used for preparing and styling postiches. Learners could not demonstrate sufficient knowledge on the use of wig ovens within the industry.

Centres should strengthen the learner's understanding of the types of airbrush systems used for make-up services, including their advantages and disadvantages.

Learners demonstrated a good understanding of the techniques used for camouflage make-up services. However, centres should strengthen the learner's understanding of the theories around the use of colour which underpin many techniques used within make-up services.

## CT3D1 Level 3 Diploma in Complementary Therapies

### Paper 1

Learners demonstrated a good understanding of the role of different health care professionals and their relationship with complementary therapies and therapists. Learners were able to identify the importance of referrals to health care professionals for the benefit of the clients.

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 strengthen the learner's understanding of the marketing theories which may impact on a complementary business. Learners were able to demonstrate a basic understanding of marketing techniques, however, there was a lack of understanding on how to use marketing theories to select the best from of advertising for a business.

Learners demonstrated a good understanding on how to create business plans for a complementary business and the information that would be required within them.

Learners demonstrated basic knowledge of the methods of communication used by complementary therapists. However, centres should strengthen the learner's understanding of the potential barriers to communication and how they can be overcome.

### Paper 2

Centres should reinforce the importance of learners fully preparing themselves for the external assessments. For the Easter 2019 assessment series, it was evident that some learners had failed to adequately prepare by familiarising themselves with the indicative content from within the unit specifications.

Learners demonstrated a good understanding of the effects of different complementary therapy treatments. Learners also demonstrated the ability to select aromatherapy blends which were suitable for the client characteristics outlined within the question scenario. Learners were able to display higher order thinking skills by justifying their chosen blends.

Centres should strengthen the learner's knowledge on reflexology treatments, including the technical terminology used within the unit specification and their meaning.

Centres should further develop the learner's knowledge and understanding of anatomy and physiology for complementary therapies. The responses given by learners commonly failed to contain specific or accurate information on the different systems of the body, from the basic structure and functions of the skin to the more complex topics of anatomy and physiology, for example the endocrine system. The lack of breadth and depth of learner knowledge on these topics 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.

## 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 *explain*, how to *describe* and how to *justify* 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 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.