



## **Technical Level Qualifications**

### **Chief Examiner's Report**

#### **Winter 2017 Series**

#### **Qualifications covered in this report**

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

BT3D3/BT3ED3 Level 3 Diploma/Extended Diploma in Beauty Make-up techniques

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

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

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

CT3D1 Level 3 Diploma in Complementary Therapies

#### **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**

The achievement data in the January series for Paper One was 38.78%.

Learners demonstrated good knowledge on the health and safety requirements for massage therapies. However, centres need to strengthen their understanding of the different insurance policies for the industry and the factors which influence health and safety.

Learners need to develop their knowledge on the history and origins of massage therapies.

Centres need to reinforce the importance of the vignettes in each question, as not all information was taken into consideration when responding to the questions.

Centres need to ensure that learners are familiar with the technical terminology used within the qualification specification.

When answering questions, a minority of learners used information already contained within the vignettes, which resulted in marks not being awarded to the learner.

There was a large amount of learners that did not attempt every question within the paper, particularly the extended response questions.

### **BT3D3/BT3ED3 Level 3 Diploma/Extended Diploma in Beauty Make-up techniques**

The achievement data in the January series for Paper One was 100%.

Learners demonstrated good knowledge on the products and techniques used for the different scenarios. Depth of knowledge was demonstrated within the learner's responses.

Centres need to strengthen the learner's knowledge of health and safety within the industry. In particular, controls put in place to reduce hazards within the work environment.

Centres need to ensure that learners are familiar with the technical terminology used within the qualification specification, specifically the terminology used when referring to anatomy and physiology.

Learners need to develop their understanding of the term influencing factors and how these impact on the application of false eyelashes and individual eye lash extensions.

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

The achievement data in the January series for Paper One was 90.11%.

Centres need to reinforce the importance of the vignettes in each question, as not all information was taken into consideration when responding to the questions.

Learners demonstrated good knowledge on the factors to observe during skin analysis. However, centres need to strengthen learner's understanding of the command verbs used within the questions to demonstrate depth of knowledge.

Learners demonstrated good knowledge on the health and safety requirements for massage therapies and the regulations for treating minors. The learners also

demonstrated a sound understanding of the theory of massage and the techniques used.

Centres need to reinforce the importance of understanding what the question is asking before recording their responses. A minority of learners had misinterpreted the requirements of the question.

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

The achievement data in the January series for Paper One was 79.41%

Learners demonstrated good knowledge on the health and safety requirements for nail services and the products and techniques used. However, centres need to strengthen the learner's understanding of health and safety legislation and regulations and their requirements.

Centres need to strengthen the learner's understanding of the anatomy and physiology for nail technicians and the terminology used.

Learners need to develop their understanding of the term 'influencing factors' and how these impact on the nail services.

Learners demonstrated a good knowledge of promotional techniques salons can use and their benefits.

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

The achievement data in the January series for Paper One was 90.04%

Learners demonstrated good knowledge on the importance of suitable preparation techniques for the clients/models. However, centres need to strengthen the learner's understanding of the key health and safety legislation and regulations and their requirements.

Centres need to reinforce the importance of understanding what the question is asking before recording their responses. A minority of learners had misinterpreted the requirements of the question.

Learners demonstrated good knowledge on the products and techniques used for the different scenarios. Depth of knowledge was demonstrated within the learner's responses.

Centres need to strengthen the learner's understanding of the anatomy and physiology for make-up artists and the terminology used.

Learners demonstrated a good understanding of the techniques used during a false lash application.

### **CT3D1 Level 3 Diploma in Complementary Therapies**

The achievement data in the January series for Paper One was 93.75%.

Learners demonstrated a good understanding of the techniques used in body massage for complementary therapies.

Centres need to strengthen the learner's knowledge on the history and origins of massage and the philosophies of different massage therapies.

Learners demonstrated a good understanding of the health and safety requirements and legislation however, centres need to strengthen the learner's understanding of the codes of practice and ethics for the industry.

## **Action Plan**

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 outline when answering questions. This affected the marks awarded to a learner and the overall grade awarded.

For example, a bullet pointed list is not sufficient to cover the requirements of an explanation or a description.

A minority of learners used examples that were provided within the question vignette itself, which resulted in marks not being awarded to the learner.