

Chief Examiner Report

Technical Level Qualifications

Level 2

Beauty Therapy

Summer 2019 Series

Version 1

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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.

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

Paper 1

Learners demonstrated a good understanding of the importance of professionalism when working as a beauty therapist. Learners also demonstrated a good understanding of how to deal with complaints from clients and the appropriate actions to take.

Centres should reinforce the importance of the learners reading the requirements of questions carefully. Learners were commonly confusing treatment techniques with aftercare advice 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.

Learners demonstrated a good understanding of the characteristics of different skin types and conditions. However, there was a lack of detail in many learner responses.

Centres should strengthen the learner's knowledge on the range of ingredients contained within skincare products and their effects on the skin. Centres should also strengthen the learner's understanding of the preparation techniques required when setting up for client consultations.

Paper 2

Learners demonstrated a good understanding of the benefits of different eye treatments and the possible contra-actions which may occur during them. Learners were able to effectively demonstrate their understanding of the necessary action to take if a contra-action were to occur. Centres should strengthen the learner's understanding of the impact hair colour has on development time for tinting services.

Centres should reinforce the importance of the learner's responses containing specific detail when discussing treatment techniques. Learners should ensure their selection of treatment techniques are specific to the client characteristics outlined within the question vignettes.

Learners demonstrated a good understanding of pigmentation disorders which may be present on a client's skin and their characteristics. However, centres should strengthen the learner's understanding of the ageing process and its impact on the skin.

Learners were able to demonstrate breadth of knowledge on the range of products used during make-up services and their individual functions.

Centres should strengthen the learner's understanding of contra-indications. Learners were commonly confusing preventative and restrictive contra-indications. Centres should reinforce the importance of the learners referring to the unit specifications when preparing for the external assessments.

BT2D2 Level 2 Diploma in Beauty Counter Consultancy

Paper 2

Learners demonstrated a good understanding of the importance of a professional appearance and behaviour when working as a beauty counter consultant.

Overall the learner's understanding of anatomy and physiology relating to beauty counter services was weak. 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.

Learners demonstrated a good understanding of the principles relating to the theory of promoting and selling products and services. However, centres should strengthen the learner's understanding on the importance of effective record keeping when working as a beauty counter consultant.

Learners demonstrated a good understanding of the range of products used by beauty counter consultants. However, 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 1

Learners demonstrated a good understanding of the range of techniques used to carry out nail services, including the benefits of application and removal methods.

Centres should strengthen the learner's understanding of the importance of conducting a nail and skin analysis prior to undertaking a nail service. Centres should also reinforce the characteristics of different nail conditions and their potential impact on nail services.

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 sterilisation and disinfecting techniques used when preparing equipment and how to ensure hygienic working practices during nail services.

During this assessment series there was an inconsistent application of theory by the learners. Centres should reinforce the importance of learners referring to the indicative content within the unit specifications when preparing for external assessments.

Paper 2

Learners demonstrated a good understanding of the anatomy and physiology related to the structures within the nail and their functions. However, centres should strengthen the learner's understanding of the factors which may impact on nail growth.

Learners demonstrated a good understanding of the range benefits of promoting and selling products and services in the salon. However, centres should strengthen the learner's understanding of the underpinning theory linked to promoting and selling, in particular the use of features and benefits of products and services.

Centres should strengthen the learner's understanding of the importance of the nail technician having in-depth knowledge on the products and services they are promoting to their clients.

Learners demonstrated a good understanding of the importance of professional appearance as a nail technician. Learners were also able to demonstrate a good understanding of safe working practices when carrying out nail services.

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.

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

Paper 1

Learners demonstrated a good understanding of the range make-up products used by hair and media make-up artists. However, learners were unable to categorise make-up products into the different types and then match the products to their functions.

Centres should strengthen the learner's understanding of the underpinning theory linked to hair services. Learner's responses linked to this topic commonly lacked specific detail. Centres should strengthen the learner's knowledge on influencing factors for hair preparation services.

Learners demonstrated a good understanding of the importance of patch testing prior to a make-up service. However, learners commonly confused the characteristics of the two patch test outcomes, positive and negative.

Centres should strengthen the learner's understanding of the impact lighting may have on the finished make-up look. Centres should also develop the learner's knowledge on how to adapt the make-up application based on the lighting being used.

Centres should strengthen the learner's understanding of the requirements when dealing with client/model personal information. Learner's responses lacked the specific detail on the legislative requirements for make-up artists to stay compliant.

Paper 2

Learners demonstrated a good understanding of the characteristics of an allergic reaction when carrying out a make-up service. Learners were also able identify how to deal with the allergic reaction in a safe and professional manner.

Centres should strengthen the learner's understanding of the different professionals they will be working with as a hair and media make-up artist. Centres should also reinforce the different roles and responsibilities of these professionals.

Learners demonstrated a good understanding of infectious skin diseases and disorders, and their impact on hair and make-up services.

Centres should reinforce the importance of the learners reading each question carefully prior to forming their responses. Learner responses to questions linked to preparation for hair services commonly did not contain specific detail as requested in the question stem. This impacted on the number of marks awarded on this topic.

Learners demonstrated a good understanding on the factors which influence hair growth patterns. However, centres should strengthen the learner's understanding of the advantages and disadvantages of different cutting methods.

Centres should strengthen the learner's understanding of the range of sources which may be used when researching ideas for design briefs and how mood boards may be used as part of the design process.

BT2D6 Level 2 Diploma for Beauticians

Paper 1

The statistical analysis of learner performance for this series indicated there was a significant increase in the number of learners not attempting questions across the external assessment. Centres should reinforce to learners the importance of attempting all questions within the external assessment, as this can have a significant impact 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 number of marks awarded.

Learners demonstrated a good understanding of the information which is required to be gathered during the consultations with clients prior to a treatment taking place. However, centres should strengthen the learner's understanding of how visual aids may be used to support the consultation process with the client.

Centres should strengthen the learner's understanding of the range of products used within treatments and their specific effects.

Centres should reinforce the importance of the learners referring to the indicative content within the unit specifications when preparing for the external assessments.

Paper 2

The statistical analysis of learner performance for this series indicated there was a significant increase in the number of learners not attempting questions across the external assessment. Centres should reinforce to learners the importance of attempting all questions within the external assessment, as this can have a significant impact on the number of marks awarded.

Learners demonstrated a good understanding of the tools and equipment used for make-up services. However, centres should strengthen the learner's understanding of how contouring techniques can be carried out for different face shapes. Learner responses commonly did not contain specific detail on how the different contouring products would be applied.

Learners demonstrated a good understanding of the aftercare advice which should be provided to clients following a range of treatments and services. However, centres should strengthen the learner's knowledge on contra-actions. Learners were able to identify potential adverse reactions, however, learners were unable to provide detail on the necessary action a beautician should take if one were to occur.

Centres should strengthen the learner's understanding of the underpinning theory linked to the promotion and selling of products and services.

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 *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.