



# Chief Examiner Report

Technical Level Qualifications

Level 3

Beauty Therapy and Complementary Therapies

Summer 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 safe working practices for massage therapies, including the safe use of electrical equipment and the importance of suitable posture for therapists.

Centres should strengthen the learner's understanding on the range of alternative massage therapies available within the industry and their distinguishing features.

Learners demonstrated a good understanding of the importance of having product and treatment knowledge when promoting to clients. However, centres should strengthen the learner's understanding of potential barriers to the selling process presented by clients and how a therapist can overcome them.

In the summer 2019 assessment series there was an improvement in the learner's understanding of contra-indications and how they can be classified in to preventative or restrictive. Historically, learners have commonly confused the two categories.

Learners demonstrated a good understanding of the importance of consultations and the significance of establishing client consent prior to a massage service taking place.

#### Paper 2

In the summer 2019 assessment series there was an inconsistent application of knowledge across some key topic areas. Learners commonly confused preventative and restrictive contra-indications. Learner's responses to questions relating to anatomy and physiology were also weaker. Centres should reinforce the importance of the learners referring to the unit specifications when preparing for the external assessments.

Learners demonstrated a good understanding of the importance of consultations and gaining confirmed client consent before proceeding with any massage treatments. Learners also demonstrated a good understanding of the different healthcare professionals and the services they offer.

Learners demonstrated a good understanding of different chakras and how they influence massage treatments. However, centres should strengthen the learner's understanding of other holistic techniques which underpin massage therapies.

Centres should strengthen the learners knowledge on principles and practices which contribute to the effective running of a business, in particular techniques used to support a business when developing targets. Centres should also strengthen the learner's understanding of stock management techniques use by salons.

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

### Paper 1

Learners demonstrated a good understanding of the theory which underpins spa manicure and pedicure treatments, including how techniques can be adapted to meet the individual needs of the a range of client characteristics.

Centres should reinforce the theory related to promoting and selling. There was an inconsistent application of knowledge related to the benefits of selling and promoting of products and services. Learners commonly were unable to establish the different benefits of selling for the spa therapist, the client and the business.

Learners demonstrated a good understanding of the effects of incorporating hot stone therapy into spa treatments and the benefits for the client. Learners also demonstrated a good understanding of the importance of professional appearance when working as a spa therapist.

Centres should strengthen the learner's understanding of the range of pigmentations disorders which may be present on client's skin. Learners were unable to establish the characteristics and differences between hyperpigmentation and hypopigmentation disorders.

Learners demonstrated a good understanding of the range of pre-treatment tests which a spa therapist may be required to carry out and how the results of the tests can be interpreted.

### Paper 2

Learners demonstrated a good understanding of how to select appropriate treatment techniques for specific client needs, however, at times the learner's responses lacked specific detail which impacted on the marks awarded.

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 strengthen the learner's knowledge on the techniques used for body wrap treatments. The learner's responses on this topic area were commonly weak.

Learners demonstrated a good understanding of the different effects achieved by massage treatments. Centres should, however, strengthen the learner's understanding on the range of alternative massage therapies available within the industry and their distinguishing features.

Learners demonstrated a good understanding of the importance of managing client expectations when discussing treatment plans. However, centres need to reinforce the importance of gaining client consent during the consultations before spa treatments can be carried out.

Centres need to strengthen the learner's understanding on the range of contra-indications which may impact on spa treatments. Learners commonly confused preventative and restrictive conditions. Centres should reinforce the importance of the learners referring to the unit specifications when preparing for the external assessments.

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

### Paper 1

Learners demonstrated a good understanding of safe working practices when using electrical equipment in the workplace. Learners were also able to distinguish between employer and employee health and safety responsibilities. However, centres should strengthen the learner's understanding of the factors which may impact on an employee's welfare within the workplace.

Learners demonstrated a good understanding of the aftercare advice which should be provided to clients following a false eyelash application. In particular the advice which will improve the longevity of the false eyelashes.

Learners demonstrated a good understanding of the techniques a make-up artist can use to manage a client's expectations of a service.

Centres should strengthen the learner's understanding of potential barriers to the selling process presented by clients and how a make-up artist can overcome them. Learners also commonly were unable to establish the different benefits of selling for the make-up artist, the client and the business.

### Paper 2

Learners demonstrated a good understanding of the regulations surrounding the use of potentially hazardous products during make-up services and the necessary precautions required for the workplace.

Centres should reinforce the importance of consultations for make-up services and the potential consequences if they are not carried out. Learners demonstrated a better understanding of aftercare advice which should be provided to clients, however, the learners were not always able to link the aftercare advice to the specific client characteristics.

Centres should strengthen the learner's understanding of contra-indications and contra-actions. Learner's responses to these questions were weaker, however, learners demonstrated a better understanding of the potential impact of contra-indications and contra-actions on make-up services.

Learners demonstrated a good understanding of the range of skin types and conditions which may impact on make-up services. Learners were able to demonstrate an understanding the characteristics of the skin types and conditions and how to choose appropriate skin care and make-up products to meet the needs of the client/model.

Centres should strengthen the learner's understanding of the different equipment used for airbrush make-up services. Learner's responses commonly contained inaccurate information of the different systems used by make-up artists and their key features.

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

### Paper 1

Learners demonstrated a good understanding of the factors which influence the selection of treatment techniques for different client needs. However, centres should reinforce the importance of the learner's treatment techniques being specific to the client needs as outlined in the question vignettes.

Centres need to strengthen the learner's understanding of the chemistry which links to electrical treatments carried out by beauty therapists.

Learners demonstrated a good understanding of the range of communication techniques used when working with clients and the potential barriers to effective communication.

Centres need to strengthen the learner's understanding on the range of contra-indications and skin disorders which may impact on beauty therapy treatments. Learners commonly confused preventative and restrictive conditions. Centres should reinforce the importance of the learners referring to the unit specifications when preparing for the external assessments. Centres should also strengthen the learner's understanding on the difference between skin types and skin conditions.

Learners demonstrated a good understanding of the benefits of using infra-red and its effects on the underlying tissues. However, centres should reinforce the importance of the learner's responses containing enough detail to meet the demands of the command verb used within the question stem. The learner's responses commonly lacked detail for this topic.

### Paper 2

Learners demonstrated a good understanding of the necessary safety precautions when working with electrical equipment. However, centres should strengthen the learner's knowledge on which precautions are required before or during a facial or body electrotherapy treatment.

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. In particular learners were unable to form accurate responses on the specific functions of different structures within the skin.

Centres should strengthen the learner's understanding of the underpinning theory related to electrotherapy treatments. Learner's responses on this topic lacked accurate and specific detail. Centres should also reinforce the different techniques used for the range of electrotherapy treatments contained within the unit specifications.

Learners demonstrated a good understanding of the aftercare advice which should be provided to the clients following electrotherapy treatments. Learners were also able to demonstrate a sound understanding of the expected and adverse contra-actions linked to the electrotherapy treatments.

Centres should strengthen the learner's understanding on the factors which may impact on the effectiveness of electrotherapy treatments, including how to differentiate between external and internal factors. Centres should also reinforce the importance of the learner's responses being specific when discussing treatment modifications for different client scenarios.

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

### Paper 1

In the summer 2019 assessment series there was an improvement in the learner's understanding of the factors which influence health and safety within the salon and the consequences of not adhering to health and safety legislation and regulations.

Centres need to strengthen the learner's understanding on the range of contra-indications which may impact on nail services. Learners commonly confused preventative and restrictive conditions. Centres should reinforce the importance of the learners referring to the unit specifications when preparing for the external assessments.

Learners demonstrated a good understanding of the factors which influence the selection of appropriate nail shapes to meet the client needs. However, centres should strengthen the learner's understanding the characteristics of nail shapes and of the difference between nail shapes for natural or artificial nails.

There was an inconsistent application of knowledge related to the benefits of selling and promoting of products and services. Learners commonly were unable to establish the different benefits of selling for the nail technician, the client and the business.

Centres should strengthen the learner's understanding of the potential barriers to the selling process and how they can be overcome by the nail technician. However, learners were able differentiate between the features and benefits of products and services, and the importance of nail technicians having knowledge of products and services when promoting them to clients.

Centres should reinforce the importance of the learners using the indicative content from within the unit specifications when preparing for the external assessments. The performance of learners on questions related to anatomy and physiology was inconsistent which suggested learners had not fully prepared themselves for this topic area.

### Paper 2

Learners demonstrated a good understanding of the techniques used for both liquid and powder and gel nail enhancement services. However, centres should strengthen the learner's underpinning knowledge on the range of advanced nail art techniques used by nail technicians.

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.

Centres should strengthen the learner's knowledge on the chemistry linked to nail technology products and services, including the technical terminology from within the unit specifications. Learners' responses indicated they were not able to decipher the terminology, which therefore impacted on their ability to form an accurate response to the questions. Centres should also strengthen the learner's understanding of the role of material safety data sheets when dealing with potential hazardous products.

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.

Learners demonstrated a good understanding of the factors which can influence nail technology services. Learners also demonstrated a good understanding of the importance of patch testing and the appropriate processes to follow before a nail service can take place.

## Paper 1

Learners demonstrated a good understanding on safe working practices when preparing the work environment. Learners were also able to identify necessary safety precautions required during specific 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.

Learners demonstrated a good understanding of the range of skin types and conditions which may impact on make-up services. Learners were able to demonstrate an understanding the characteristics of the skin types and conditions and how to choose appropriate skin care and make-up products to meet the needs of the client/model.

Centres need to strengthen the learner's knowledge and understanding of the related anatomy and physiology for make-up services. Learner's responses lacked accurate detail, therefore centres should reinforce the importance of this topic area and the use of the unit specifications when the learners are preparing for the external assessments.

Learners demonstrated a good understanding on how to give appropriate aftercare advice on completion of make-up services. However, centres should strengthen the learner's understanding of the potential contra-actions, their causes and the necessary action required if a contra-action was to occur.

## Paper 2

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.

Centres need to strengthen the learner's understanding on the range of contra-indications which may impact on make-up services. Learners commonly confused preventative and restrictive conditions. Centres should reinforce the importance of the learners referring to the unit specifications when preparing for the external assessments.

Learners demonstrated a good understanding of the Fitzpatrick classification system and the characteristics of each skin type. In particular, learners were able to establish each skin type's reaction to UV exposure.

Centres should strengthen the learner's knowledge on the techniques and equipment used for specialist make-up services, such as airbrush make-up and applying postiches. Learner's response commonly lacked specific detail on questions linked to these topics which impacted on the number of marks awarded.

Centres should also strengthen the learner's understanding of the term ethical practice and how this may impact on a make-up artists responsibilities within the workplace.



# CT3D1 Level 3 Diploma in Complementary Therapies

## Paper 1

Learners demonstrated a good understanding on suitable aftercare advice for complementary body massage treatments. However, centres should reinforce the importance of learners including suitable detail within the question responses. Learner's responses often lacked detail which therefore impacted on the number of marks awarded.

Centres should strengthen the learner's understanding of the principles and practices which underpin complementary therapy businesses. Learners could not demonstrate sufficient knowledge on techniques used by businesses to set targets. Centres should also strengthen the learner's understanding of the legislation which businesses are required to adhere to when promoting and selling products and treatments.

Learners demonstrated a good understanding on the range of postural conditions which may impact on complementary massage treatments. Learners were able to identify the main characteristic of the conditions.

Centres should strengthen the learner's understanding on the range of alternative massage therapies available within the industry and their distinguishing features.

Learners demonstrated a good understanding of the common massage techniques used by complementary therapists, however, centres should ensure the learners are aware of the effects and safety precautions of all techniques used.

## Paper 2

Learners demonstrated a good understanding of the effects of different complementary therapy treatments. Learners were familiar with the range of treatment techniques used for both aromatherapy and reflexology.

Centres should strengthen the learner's understanding of the different methods used for extracting essential oils. Learners were able to demonstrate recall skills when responding to questions linked to this topic, however, learners were unable to demonstrate depth of understanding of the methods used during extraction. Learner's responses on this topic commonly lacked detail.

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. The lack of breadth and depth of learner knowledge on these topics impacted on the number of marks awarded.

Centres should ensure the learners are familiar with the technical terminology used within the unit specifications. Learners' responses indicated they were not able to decipher the terminology, which therefore impacted on their ability to form an accurate response to the questions.

## 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.

Version	Details of amendments	Date
V2	Minor wording change – Page 4	09/09/2019