

Chief Examiner Report

Technical Level Qualifications

Level 2

Beauty Therapy

Summer 2020 Contingency Assessment Series

Version 1.0

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Introduction

This report has been prepared by the Chief Examiner and provides a summary of the Summer 2020 Contingency assessment series that were sat in July 2020, August 2020 and September 2020.

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 the consequences of not dealing with complaints from clients appropriately. However, centres should strengthen the learners' understanding of the procedures to follow when dealing with complaints.

Centres should strengthen the learners' understanding of the techniques used within manicure and pedicure treatments and their associated benefits.

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

Centres should strengthen the learners' understanding of the preparation techniques required when setting up for client consultations. Centres should also strengthen the learners' understanding of the safety procedures that should be followed when using facial steamers.

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 learners' responses often lacked detail, which impacted on the amount of marks awarded.

Paper 2

Learners demonstrated a good understanding of the possible contra-actions which may occur during treatments and services. The majority of learners were able to effectively demonstrate their understanding of the necessary action to take if a contra-action were to occur.

Learners demonstrated a good understanding of the factors to consider when selecting eyelash and eyebrow tint. Learners also demonstrated a good understanding of the benefits of eyelash and eyebrow tinting services. Centres should strengthen the learners' understanding of how hair colour characteristics affect the tinting process.

Centres should strengthen the learners' understanding of the contra-indications to eyelash and eyebrow services.

Centres should strengthen the learners' understanding of the techniques used to assess eyebrow shapes. Learners' responses did not commonly contain specific and accurate detail. Centres should also strengthen the learners' understanding of corrective eyebrow shaping in relation to clients characteristics

Learners demonstrated a good understanding of waxing systems and the techniques that can be used to ensure client comfort during waxing services. Centres should strengthen the learners' understanding of the importance of pre-treatment procedures for waxing services. Centres should strengthen the learners' understanding of alternative professional hair removal treatments and their effects.

Centres should strengthen the learners' understanding of the anatomy and physiology of the body. Learners were not able to identify the functions of the muscular system or categorise the different types of muscular tissue. Centres should also strengthen the learners' understanding of the structure and functions of the hair and the effect of the ageing process on the skin.

Centres should reinforce the importance of the learners' 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.

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

Paper 1

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

Centres should strengthen the learners' understanding of the underpinning theory linked to hair services. Learners' responses linked to this topic commonly lacked specific detail. Centres should strengthen the learners' 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, and how to interpret negative and positive patch test results.

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

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

Paper 2

Learners demonstrated a good understanding of the contouring techniques that can be used to correct facial features.

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.

Learners demonstrated a good understanding of infectious skin diseases and disorders, and their impact on hair and make-up services. However, centres should strengthen the learners' understanding of the pigmentation disorders that may be present on a client's skin and their associated characteristics.

Centres should strengthen the learners' understanding of the procedures required to prepare a model prior to a hair and make-up service.

Learners demonstrated a good understanding of the advantages and disadvantages of different cutting methods.

Learners demonstrated a good understanding of the types of information that should be recorded during the consultation process.

Learners demonstrated a good understanding of the different professionals they will be working with as a hair and media make-up artist and their individual roles.

Centres should strengthen the learners' understanding of aftercare advice for make-up services. Learners' responses lacked breadth of knowledge in this area.

Learners demonstrated a good understanding of health, safety and hygiene procedures, in particular, the hygienic working methods relating to the use and application of make-up products and measures for dealing with accidents in the workplace.

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.

Centres should strengthen the learners' 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.

Academic Recommendations

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

Learners did not always demonstrate 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 and client scenarios.

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