



Chief Examiner Report

Technical Level Qualifications

Level 3

Beauty Therapy and Complementary Therapies

Summer 2020 Contingency Assessment Series

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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.

Centres are advised to use the report to support teaching and assessment, and 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 learners' understanding of the importance of agreeing a treatment plan prior to commencing a treatment. Learners did not make the link to legal and insurance requirements.

Centres should strengthen the learners' 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 learners' understanding of potential barriers to the selling process presented by clients and how a therapist can overcome them.

Learners demonstrated a good understanding of the range of contra-indications that may impact on massage therapies. However, centres should strengthen the learners' understanding of which contra-indications prevent and restrict treatments. Learners commonly confused preventative and restrictive conditions.

Centres should strengthen the learners' understanding of the different massage techniques and how they are applied. The learners' responses on this topic area were commonly weak.

Learners demonstrated the ability to recall the names of different postural conditions. However, centres should strengthen the learners' understanding of the characteristics of these postural conditions. Learners' responses lacked a depth of understanding on this topic area.

Paper 2

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

Learners demonstrated a good understanding of the techniques used within Indian head massage and stone therapy massage treatments. However, centres should strengthen the learners' understanding of how the massage techniques impact on each system of the body. Learners commonly confused physiological and psychological benefits.

Centres should strengthen the learners' understanding of the methods used for stone therapy treatments. Learners were not always able to distinguish between stone therapy methods and stone therapy techniques.

Centres should strengthen the learners' understanding of the contra-actions that may be experienced following massage and holistic therapy treatments.

Learners demonstrated a good understanding of stock management techniques used by salons. However, centres should strengthen the learners' knowledge of the techniques used to support a business when developing targets.

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

Paper 1

Learners demonstrated a good understanding of the procedures that can be implemented to improve retail sales and the importance of product and treatment knowledge. However, centres should strengthen the learners' understanding of the selling process and the related legislation.

Centres should strengthen the learners' understanding of the different massage techniques used within holistic facial treatments. Learners were often unable to establish the application methods and effects of the different techniques.

Centres should strengthen the learners' understanding of the history and origins of massage therapies. Learners were often unable to compare the different philosophies of massage therapies.

Learners demonstrated a good understanding of cross-infection and how infection can be spread in the workplace.

Centres should strengthen the learners' understanding of spa manicure and pedicure treatments and how techniques can be adapted to meet the individual needs of the client.

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 learners' 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

Learners demonstrated a good understanding of the range of factors that can be a potential barrier to effective communication and how a therapist can overcome them.

Learners demonstrated a good understanding of the importance of carrying out skin analysis. However, centres should strengthen the learners' understanding on the difference between skin types and skin conditions.

Centres should to strengthen the learners' understanding on the range of contra-indications that may impact on beauty therapy treatments. Centres should reinforce the importance of the learners referring to the unit specifications when preparing for the external assessments.

Centres are advised to strengthen the learners' understanding of the health and safety legislation relating to beauty therapy, in particular, the individual responsibilities of the employee and employer mandated by each piece of legislation.

Learners demonstrated a good understanding of the factors that influence the selection of treatment techniques for different client needs.

Learners demonstrated a good understanding of the benefits of using infra-red treatment. However, centres should reinforce the importance of the learners' responses containing enough detail to meet the demands of the command verb used within the question stem. Centres should also strengthen the learner's understanding of the underpinning theory related to infra-red treatments.

Paper 2

Learners demonstrated a good understanding of insurance requirements for practising as a beauty therapist.

Learners demonstrated a good understanding of the potential contra-actions which may occur during facial and body electrical treatments.

Learners were able to demonstrate a good understanding of the effects of electromagnetic radiation on the body tissue.

Centres should strengthen the learners' understanding of the underpinning theory related to electrotherapy treatments. Learners' 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 reasons for recording the results of sensitivity tests prior to electrotherapy treatments.

Centres should further develop the learners' knowledge and understanding of anatomy and physiology. The responses given by learners commonly failed to contain specific or accurate information on the pathologies associated with 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 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 learners' responses often lacked detail when more descriptive verbs were used, which impacted on the amount of marks awarded.

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

Paper 1

Learners demonstrated a good understanding of employer and employee responsibilities for health and safety in the workplace. Learners were also able to identify the necessary safety precautions required when working with make-up products. However, centres should strengthen the learners' understanding of factors that may affect a person's welfare and how to prevent work related injuries.

Learners demonstrated a good understanding of the characteristics of skin types and conditions.

Centres should strengthen the learners' knowledge and understanding of the related anatomy and physiology for make-up services. Learners' 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 learners' 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. Learners also demonstrated a good understanding of the theories around the use of colour which underpin many techniques used within make-up services.

Learners demonstrated a good understanding on the range of contra-indications which may impact on make-up services.

Centres should strengthen the learners' understanding of the types of information that should be recorded on a record card.

Learners demonstrated a good understanding of the make-up preparation techniques for different skin types and conditions.

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 learners' knowledge on the techniques and equipment used for specialist make-up services, such as airbrush make-up and applying and maintaining postiches. Learners' responses commonly lacked specific detail on questions linked to these topics, which impacted on the number of marks awarded.

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

Academic Recommendations

Centres are required 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 *analyse* 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 and 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.