



**VTCT**

# Chief Examiner Report

Technical Level Qualifications

Level 2

Beauty Therapy

Winter 2018 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

The achievement data for the external examination in the Winter 2018 assessment series was 86.36%.

The learners demonstrated a good understanding of the health and safety requirements for when preparing the treatment area and when carrying out beauty therapy treatments.

Learners also demonstrated a good understanding of how to adapt treatment techniques for different types of clients.

Centres should strengthen the learner's understanding of the requirements for a patch test for certain beauty therapy services, and the difference between the client having a positive and negative reaction to the test.

When responding to extended response questions based around client scenarios, the centres are advised to develop the learner's understanding of the difference between creating a treatment plan for the client and explaining the specific treatment techniques that they would use. The centres should also reinforce the learner's understanding of the range of products used within facial treatments and the importance of not referring to specific brand names in their responses.

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. For example, learners were not always able to provide descriptions or explanations within their responses.

Learners demonstrated a good understanding of the different massage techniques used within beauty therapy treatments, however, centres need to reinforce the learner's knowledge on the specific techniques used for each treatment.

### BT2D4 Level 2 Diploma in Nail Technology (Liquid and Powder)

#### Paper 1

The achievement data for the external examination in the Winter 2018 assessment series was 90 %.

Learners demonstrated a good understanding of the health and safety requirements that are required when performing nail technology services. However, centres need to strengthen the learner's understanding of the different preparation methods for tools and equipment, and in particular the difference between sterilisation and disinfection.

Learners demonstrated a good understanding of the contra-actions which may occur during or after a nail technology service and the necessary actions required by the nail technician.

Learners should develop their understanding of the common terminology used within the nail industry and set out in the unit specifications.

Learners demonstrated a good understanding of the nail preparation methods used for gel polish services and the functions of the key products used within the service.

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. For example, learners were not always able to provide descriptions or explanations within their responses.

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

#### Paper 1

The achievement data for the external examination in the Winter 2018 assessment series was 87.95%.

The learners demonstrated a good understanding of the patch testing requirements when preparing models for make-up and eye lash services. Learners also demonstrated a good level of knowledge of the health and safety requirements for hair and make-up artistry services.

Centres should reinforce the learner's understanding of the key terminology used when referring to corrective make-up techniques. Learners should develop their ability to explain the specific highlighting and shading techniques when using corrective make-up for different face shapes.

Learners demonstrated good knowledge of the professional image that is expected of a hair and make-up artist and the importance of this when working within the industry.

Learners were inconsistent in applying their knowledge of the factors which may affect the continuity of make-up and the techniques that can be used to ensure a professional standard is reached while maintaining continuity.

Learners demonstrated a good understanding of the skin and hair conditions that may be present on their models, however, centres should reinforce the impact that these conditions may have on the hair or make-up services.

## BT2D6 Level 2 Diploma for Beauticians

### Paper 1

The achievement data for the external examination in the Winter 2018 assessment series was 94.12%.

Learners demonstrated a good understanding of the contra-indications that may restrict or prevent services and treatments from being carried out. Learners were also able to demonstrate a sound understanding of the range of treatment techniques and their effects on the nails and skin. However, centres should strengthen the learner's understanding of the effects of the products used within the range of treatments and services.

Centres should also strengthen the learner's understanding of the specific techniques used to ascertain suitable eyebrow shapes for a client, based on the client's facial characteristics.

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. For example, learners were not always able to provide descriptions or explanations within their responses.

Learners demonstrated a good understanding of the impact that poor client care may have on a business. However, centres should reinforce the learner's knowledge of the insurance requirements when running a business in the industry.

## 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.