UV30557
Create and cast small prosthetic pieces and bald caps

This unit is about creating small prosthetic pieces such as ears, noses, chins and bald caps.
<table>
<thead>
<tr>
<th>Level</th>
<th>Credit value</th>
<th>GLH</th>
<th>Observation(s)</th>
<th>External paper(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
<td>40</td>
<td>2</td>
<td>0</td>
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</table>
Create and cast small prosthetic pieces and bald caps

Learning outcomes

On completion of this unit you will:

1. Be able to prepare for creating and casting small prosthetic pieces and bald caps
2. Be able to create and cast small prosthetic pieces and bald caps
3. Understand the process of creating small prosthetic pieces and bald caps

Evidence requirements

1. Environment
   Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. Simulation
   Simulation is not allowed in this unit.
3. Observation outcomes
   Competent performance of Observation outcomes must be demonstrated on at least two occasions.
4. Range
   All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. Knowledge outcomes
   There must be evidence that you possess all the knowledge and understanding listed in the ‘Knowledge’ section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. Tutor/Assessor guidance
   You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. External paper
   There is no external paper requirement for this unit.
Achieving observations and range

**Achieving observation outcomes**

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

**Achieving range**

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.
Learning outcome 1

Be able to prepare for creating and casting small prosthetic pieces and bald caps

You can:

a. Assess for skin allergies and compatibility of cosmetic ingredients and solvents for performers
b. Check for medical conditions that could preclude performers from having a cast taken
c. Gain medical advice and other medical supervision where necessary
d. Prepare performer’s skin, hair, facial hair and clothing for having a cast taken
e. Position the performer for casting and to minimise discomfort
f. Use communication and interpersonal skills to explain the preparation, casting and removal process to performers
g. Provide advice to performers on the actions to take in the event of an emergency

*May be assessed through oral questioning.
Learning outcome 2

Be able to create and cast small prosthetic pieces and bald caps

You can:

a. Use techniques to obtain replication of performer’s features without defects or distortion of the cast
b. Remove casts and restore performers skin and hair to its original condition
c. Use techniques, materials and methods to create sculptures and moulds
d. Use techniques, materials and methods to create small prosthetic pieces that can be applied directly onto the skin
e. Confirm with clients that sculptures and moulds meet all technical requirements of design briefs
f. Develop patterns that fit the individual head shapes of performers
g. Transfer patterns to head blocks
h. Use techniques, materials and methods to create bald caps
i. Use techniques, materials and methods to remove bald caps from blocks

*May be assessed through oral questioning.

<table>
<thead>
<tr>
<th>Observation</th>
<th>1</th>
<th>2</th>
<th>Optional</th>
<th>Optional</th>
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</thead>
<tbody>
<tr>
<td>Date achieved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria questioned orally</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Portfolio reference</td>
<td></td>
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</tr>
<tr>
<td>Assessor initials</td>
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<tr>
<td>Learner signature</td>
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</tbody>
</table>
You must practically demonstrate that you have:

<table>
<thead>
<tr>
<th>Created a minimum of 3 types of prosthetic</th>
<th>Portfolio reference</th>
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<tbody>
<tr>
<td>Bald cap</td>
<td></td>
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<tr>
<td>Nose</td>
<td></td>
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<tr>
<td>Chin</td>
<td></td>
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<tr>
<td>Ears</td>
<td></td>
</tr>
<tr>
<td>Small prosthetics</td>
<td></td>
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<tr>
<td>Wounds</td>
<td></td>
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<table>
<thead>
<tr>
<th>Used a minimum of 4 types of products and equipment</th>
<th>Portfolio reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gelatine</td>
<td></td>
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<tr>
<td>Cap plastic</td>
<td></td>
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<tr>
<td>Latex</td>
<td></td>
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<tr>
<td>Clay</td>
<td></td>
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<tr>
<td>Alginate</td>
<td></td>
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<tr>
<td>Silicone</td>
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<table>
<thead>
<tr>
<th>Used all techniques</th>
<th>Portfolio reference</th>
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<tbody>
<tr>
<td>Application and removal of bald cap</td>
<td></td>
</tr>
<tr>
<td>Positive casting</td>
<td></td>
</tr>
<tr>
<td>Negative casting</td>
<td></td>
</tr>
<tr>
<td>Blending</td>
<td></td>
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<tr>
<td>Sculpting</td>
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*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.
Developing knowledge

**Achieving knowledge outcomes**

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.*
## Knowledge

### Learning outcome 3

**Understand the process of creating small prosthetic pieces and bald caps**

<table>
<thead>
<tr>
<th>You can:</th>
<th>Portfolio reference/ Assessor initials*</th>
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<tbody>
<tr>
<td>a. Describe the importance of the preparation techniques for making small prosthetic pieces and bald caps</td>
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<tr>
<td>b. Describe the products and key ingredients used in casting prosthetics</td>
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<tr>
<td>c. Explain the importance of positioning and joining sections, and trimming and marking of the positive impression</td>
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<tr>
<td>d. Explain the importance of using correct techniques, materials and methods to create small prosthetic pieces that do not require casting, sculpting or moulding</td>
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<tr>
<td>e. Describe the importance of correctly measuring patterns to fit individual performers' heads</td>
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<tr>
<td>f. Explain the importance of using the correct techniques to create bald caps</td>
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<tr>
<td>g. Explain the importance of using the correct techniques to remove bald caps from blocks</td>
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*Assessor initials to be inserted if orally questioned.
This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

**Learning outcome 1: Be able to prepare for creating and casting small prosthetic pieces and bald caps**

- **Management of health and safety at work:** Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

- **Infection Prevention:** Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

- **Personal protective equipment (PPE):** Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

- **Client care:** Preparing for and performing a service/treatment taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

- **Manual handling:** Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

- **Towels:** Wash regularly and efficiently, use fresh towels for every client, place dirty towels in a covered bin.

- **Equipment:** Follow organisational/manufacturers’/suppliers’ instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

- **Products, tools and equipment:** Disinfecting fluid, sterilising solution, sanitisers, couch/chair – adjustable, couch cover, couch roll, trolley, chair/stool – adjustable, towels, tissues, cotton wool, spatulas, bowls, lined waste bin, products, tools and equipment for applying small prosthetic pieces and bald caps, products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to treatment/service.

- **Liability insurance:** Employers, public, professional indemnity.

- **Reporting of injuries, diseases and dangerous occurrences:** Accident book, reporting diseases, local byelaws, code of conduct, risk assessment.
Learning outcome 1: Be able to prepare for creating and casting small prosthetic pieces and bald caps (continued)

**Regulations:** Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR), Environmental Protection Act.

**Hazards and risks:** A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

**Hazards:** Require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

**Reasons for risk assessment:** Staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

**Hygiene:**

**General:** Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in covered bin, dispense products with a spatula, pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise therapist’s hands before, during and after services.

**Disposal of waste:** Lined waste bin, organisational policies and procedures for disposal of waste — non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers’ instructions.

**Sustainable working practices:** For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposable and single-use items, record product usage, paper-free appointment systems and pricelists.

**Make-up artist health and wellbeing:** Maintain correct posture when performing treatment, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.
Learning outcome 1: Be able to prepare for creating and casting small prosthetic pieces and bald caps (continued)

**Work area:** Prepare in accordance with organisational requirements and health and safety standards; clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment; sufficient ventilation; appropriate room temperature, lighting, ambience, music, hygienic set up of couch/chair and trolley; effective, ergonomic positioning of necessary products, tools and equipment; sufficient ventilation; appropriate room temperature, lighting, ambience, music, hygienic set up of couch/chair and trolley; effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice; preparation of props for client support.

**Identify design requirements:** Use of mood board, pictorial research, face/body designs, sketches, books, magazines, Internet, specialised trade magazines, lighting, exhibitions, museums, music videos/TV channels, historical research, films, musicals, theatre, research art books, album covers, sculptures, statues, cartoon characters, tattoo designs, colours that co-ordinate well. Research examples from film and television programmes, created with the use of special effects make-up (prosthetics, bald caps, latex constructions, false noses, chins, scars), ageing using prosthetics, casualty effects.

**Presentation of mood board:** Development journal, pictorial research, sketches, design plans, facial, body designs, annotations.

**Consultation techniques:** Client/performer requirements for design of prosthetic pieces and bald caps, planning, use of mood board, pictorial research, face designs, body designs, sketches, photographs of test designs, question, listen, check for known skin allergies, explain casting process and what to do in case of an emergency or panic attack.

**Treatment objectives:** Apply small prosthetic pieces and bald caps, agree product choice, suitable techniques to meet design brief, skin condition, skin type, skin tone, skin colour, facial features, age, environmental factors, agree realistic outcome, discuss additional services, assess client/performer needs, suitability, duration, cost, required resources, additional props, accessories, products to complete the design plan, adaptability.

**Communication:**

- **Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client/performer, appropriate vocabulary and open questioning related to service.

- **Non-verbal** – eye contact, body language, listening.

- **Written** – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

**Visual aids** – Photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client’s/performer’s understanding.

**Adapting and tailoring approaches** – for different clients/performers, for example, new and existing clients/performers, according to age, health conditions.

**Clarification** – checking client/performer understanding of proposed service and expected outcomes, checking client’s/performer’s comfort and wellbeing throughout the service.
Learning outcome 1: Be able to prepare for creating and casting small prosthetic pieces and bald caps (continued)

**Preparation of the performer:** Consult with client/performer, perform any necessary pre-service tests, provide modesty robe/gown, advise client on clothing to remove/keep on, protect clothing, remove contact lenses, remove jewellery, maintain client comfort, privacy and modesty, client/performer positioned correctly.

**Record keeping:** Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, lifestyle profile – work status, medical history, contra-indications, general health and wellbeing, reason for service, service history, allergies/hypersensitivity, contra-actions, skin sensitivity tests, current skincare regime, treatment requirements, client/performer preferences and expectations, skin analysis, adaptations and modifications, recommendations, service plan including products, expected outcomes, client/performer informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

**Professional appearance:** Clean professional uniform, no jewellery, no piercings, hair neatly tied back (fringe secured), closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (clean, short, polish-free, good condition and maintained).

**Professional ethical conduct:** Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client/performer(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients/performers, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client/performer loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

**Recommendations to client/performer:** Explain the process, solvents, latex, gelatine, plaster, clay, alginate, expected design/image, skin sensitivity test for solvents and make-up if necessary.

**Skin sensitivity tests:** 24-48 hours before treatment.
Skin sensitivity tests (record results):
All products used, location of patch test, results of skin sensitivity test, client/performer signature and date.

Skin sensitivity tests (interpret results):
Positive – red, itchy, irritated, swelling, sore.
Negative – no change to skin

Patch test techniques: Cleanse area (either crook of elbows or behind ears), apply each product to the area with a cotton bud, apply to crook of elbow or behind ear, allow to dry, leave on minimum of 24 hours, explain positive and negative reaction, removal of product with damp cotton wool.

Importance of patch test: To prevent allergic reaction, invalidation of insurance policy if not carried out, always follow manufacturers’ instructions.

Contra-indications:
Absolute contra-indication – An absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

Examples of contra-indications that may prevent treatment (absolute contra-indications) – severe skin conditions, eye infections, conjunctivitis, bacterial infections, infestations, inflammation or swelling of the face, undiagnosed lumps, eye diseases or disorders, positive patch test, hypersensitive skin, bruising, cuts and abrasions.

Relative contra-indication – A relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptions are required.

Examples of contra-indications that may restrict treatment (relative contra-indications) – minor bruising, minor eczema, minor psoriasis, minor inflammation of the skin, facial piercing, cold sores.
Learning outcome 2: Be able to create and cast small prosthetic pieces and bald caps

Materials and techniques used to create and cast small prosthetic pieces and bald caps:

Sectional life casting materials – petroleum jelly, cotton wool, alginate, plaster bandage, water, plaster, gelatine, clay, modelling tool, scissors, sculpting tool, wax, container, plastic bag, powder spirit gum, special effects adhesive.

Materials for removal – spirit gum remover, special effects adhesive remover, make-up remover, matrix remover, warm water, cotton buds, alcohol products.

Technique – apply alginate to area, plaster bandage, cotton wool to plug nose if casting the nose, leave to set, lift edges, lifting alginate edges only, work the sectional cast free, add mixed plaster, leave to set, correct minor defects, trim, smooth surfaces.

Create and sculpture moulds for sectional life casting: Mix thick plaster, pour into mould, leave to set, remove plaster cast from the mould, correct minor defects, trim, smooth, sand lumps, blend edges.

Plaster mould (positive) – thick plaster, build box wall, pour a base for section, place section on top of plaster, pour plaster around the section to set into the block, leave to set, remove walls, smooth, cut keys down the sides, apply petroleum jelly.

Sculpting – sculpt the piece by wax, clay on top of piece, sculpt an overspill if using gelatine or foam latex to make prosthetic piece.

Plaster mould (negative) – thin plaster, build box wall thin plaster, build box wall, sponge, brush outer edges, pour plaster mixed with water around the piece, leave to set, remove trim, walls, leave to set, gently pull apart, wash with warm water, leave overnight, remove the walls, trim plaster.

Create prosthetic piece: Seal with petroleum jelly, heated gelatine poured into mould, close, leave until cold, separate gently, remove piece from positive mould, powder, lift with modelling tool, powder edges.

Materials (bald cap) – tape measure, tape, head block, petroleum jelly, eye pencil, cap plastic, talc, brushes, powder puff.

Techniques (bald cap) – measure above ear to ear, hairline to the nape of the neck, temple to temple, cover with tape, transfer to head block, secure, draw around the template, apply petroleum jelly to head block, apply cap plastic thinly from front to back quickly, repeat three times, three layers in the middle, three layers at the back, leave to dry between layers, keep edges very thin, when dry, brush edges with talc, lift edges with small brush, powder inside and out, ease the cap free a little (powdering as you go), when you have enough to hold pull back gently, from back to front, when free powder inside and outside, position back on block inside out until it is required for use.
Learning outcome 3: Understand the process of creating small prosthetic pieces and bald caps

Materials and techniques used to create and cast small prosthetic pieces and bald caps:

**Sectional life casting materials** – petroleum jelly, cotton wool, alginate, plaster bandage, water, plaster, gelatine, clay, modelling tool, scissors, sculpting tool, wax, container, plastic bag, powder spirit gum, special effects adhesive.

**Materials for removal** – spirit gum remover, special effects adhesive remover, make-up remover, matrix remover, warm water, cotton buds, alcohol products.

**Technique** – apply alginate to area, plaster bandage, cotton wool to plug nose if casting the nose, leave to set, lift edges, lifting alginate edges only, work the sectional cast free, add mixed plaster, leave to set, correct minor defects, trim, smooth surfaces.

Create and sculpture moulds for sectional life casting: Mix thick plaster, pour into mould, leave to set, remove plaster cast from the mould, correct minor defects, trim, smooth, sand lumps, blend edges.

**Plaster mould (positive)** – thick plaster, build box wall, pour a base for section, place section on top of plaster, pour plaster around the section to set into the block, leave to set, remove walls, smooth, cut keys down the sides, apply petroleum jelly.

**Sculpting** – sculpt the piece by wax, clay on top of piece, sculpt an overspill if using gelatine or foam latex to make prosthetic piece.

**Plaster mould (negative)** – thin plaster, build box wall thin plaster, build box wall, sponge, brush outer edges, pour plaster mixed with water around the piece, leave to set, remove trim, walls, leave to set, gently pull apart, wash with warm water, leave overnight, remove the walls, trim plaster.

Create prosthetic piece: Seal with petroleum jelly, heated gelatine poured into mould, close, leave until cold, separate gently, remove piece from positive mould, powder, lift with modelling tool, powder edges.

**Materials (bald cap)** – tape measure, tape, head block, petroleum jelly, eye pencil, cap plastic, talc, brushes, powder puff.

**Techniques (bald cap)** – measure above ear to ear, hairline to the nape of the neck, temple to temple, cover with tape, transfer to head block, secure, draw around the template, apply petroleum jelly to head block, apply cap plastic thinly from front to back quickly, repeat three times, three layers in the middle, three layers at the back, leave to dry between layers, keep edges very thin, when dry, brush edges with talc, lift edges with small brush, powder inside and out, ease the cap free a little (powdering as you go), when you have enough to hold pull back gently, from back to front, when free powder inside and outside, position back on block inside out until it is required for use.
Expected reactions, unexpected/adverse reactions: Establish if it is an expected reaction or an unexpected/adverse reaction.

In the case of expected reactions – provide immediate post-treatment after care and advice for homecare, for example avoid perfumed products, UV, heat treatments, apply a cold compress.

In the case of an unexpected/adverse reaction – discontinue treatment, take remedial action, record adverse reaction/contra-action, advise on homecare and how to access remedial medical care if required.

Possible unexpected/adverse reactions – allergic reaction, sensitivity or burning sensation, redness, itching, rash, swelling, stinging, blistering.

Evaluation and client/performer satisfaction: Client/performer satisfaction, self-evaluation, professional development, verbal feedback, written feedback, photographic evidence, published work.
Notes

Use this area for notes and diagrams.