



**ITEC**

## Apply prosthetic pieces and bald caps

VRQ

UV30558

Learner name:

Learner number:

M/601/9432





# Apply prosthetic pieces and bald caps

**UV30558**

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Through this unit you will learn about applying, blending and colouring small prosthetic pieces such as ears, noses, chins and bald caps. You will also learn about the safe removal of prosthetics, as well as storage and cleaning methods.

Level

3

Credit value

6

GLH

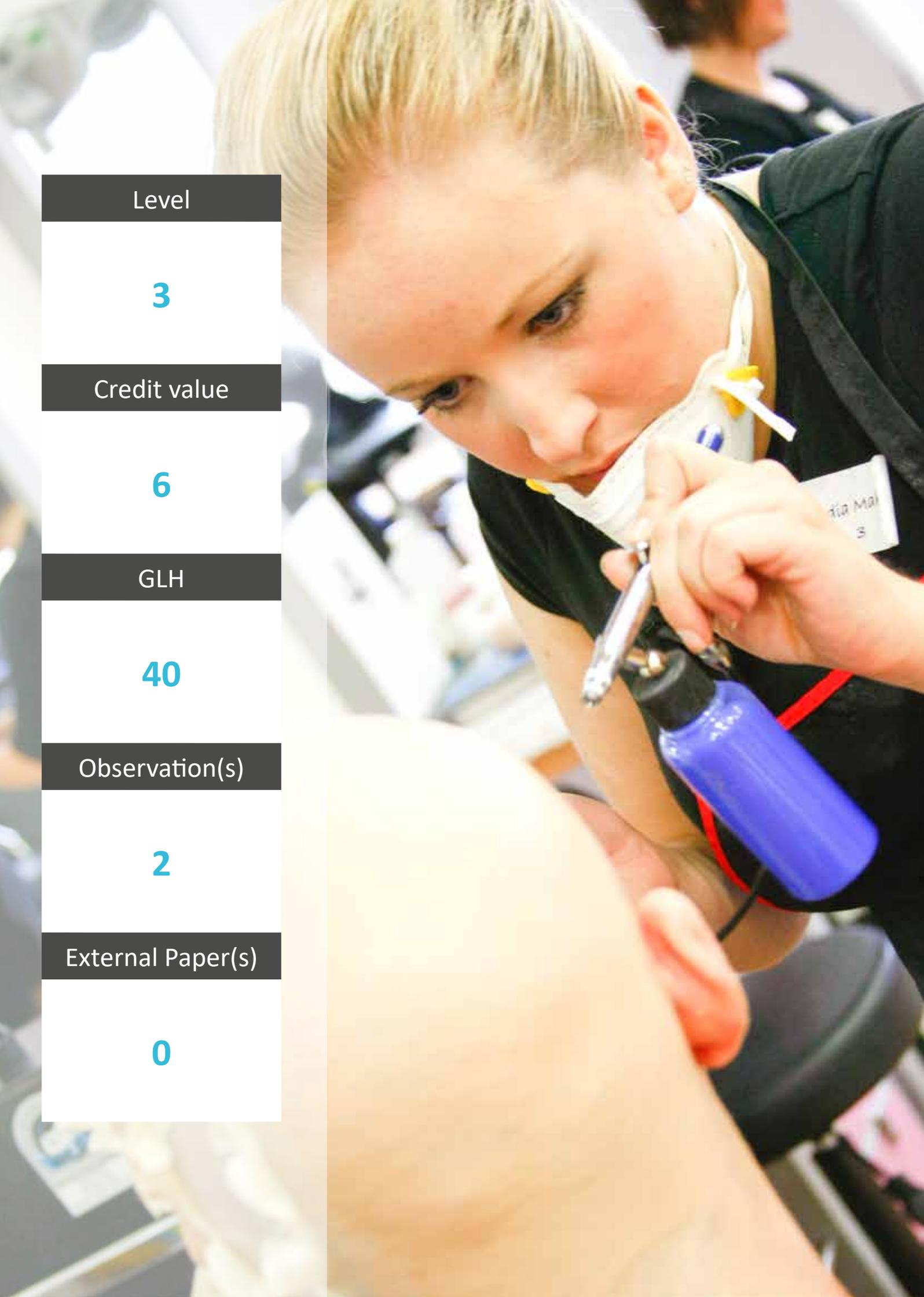
40

Observation(s)

2

External Paper(s)

0



### Learning outcomes

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#### On completion of this unit you will:

1. Be able to prepare for the application of small prosthetic pieces and bald caps
2. Be able to apply small prosthetic pieces and bald caps
3. Be able to maintain records, and store and clean prosthetics and equipment
4. Understand the requirements of a design brief
5. Understand procedures for the safe application and removal of prosthetics
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.

### Evidence requirements

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1. **Environment**  
Evidence for this unit must be gathered in a real or realistic working environment.
2. **Simulation**  
Simulation is not allowed in this unit.
3. **Observation outcomes**  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor 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.

# Achieving observations and range

## Achieving observation outcomes

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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

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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.

## Maximum service times

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There are no maximum service times that apply to this unit.

## Learning outcome 1

Be able to prepare for the application of small prosthetic pieces and bald caps

**You can:**

- a. Agree the design brief requirements
- b. Prepare the skin and hair for prosthetic application
- c. Perform skin tests and take action in the event of an adverse reaction
- d. Check for known skin allergies and compatibility of cosmetic ingredients, and adhesives
- e. Position the performer correctly to achieve desired effect and minimise discomfort
- f. Communicate professionally and explain the application stages to the performer

\*May be assessed through oral questioning.

Observation	1	2	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

## Learning outcome 2

### Be able to apply small prosthetic pieces and bald caps

**You can:**

- a. Apply adhesives using correct application techniques to ensure durability and mobility
- b. Select the appropriate block release agents, sealers and adhesive removers
- c. Apply prosthetics to meet design briefs
- d. Apply the correct make-up to the prosthetic to meet the design brief
- e. Apply prosthetics to meet the requirements of the production schedule
- f. Apply and remove prosthetics using techniques to minimise discomfort to the performer

\*May be assessed through oral questioning.

Observation	1	2	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

## Learning outcome 3

Be able to maintain records, and store and clean prosthetics and equipment

**You can:**

- a. Store prosthetics correctly
- b. Maintain records of the formula, procedure and process for future replication
- c. Use appropriate materials and techniques to clean tools and equipment

\*May be assessed through oral questioning.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

# Observation range

## You must practically demonstrate that you have:

Used <b>all</b> sources to identify client requirements	Portfolio reference
Mood board	
Media references	
Sample designs	

Used <b>all</b> types of prosthetic	Portfolio reference
Bald cap	
Nose	
Chin	
Ears	

Used <b>all</b> techniques	Portfolio reference
Application	
Blending	
Colouring	
Removal	

Given <b>all</b> types of advice	Portfolio reference
Safe removal	
Activities to avoid which may prevent possible contra-actions	

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.

## Achieving knowledge outcomes

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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\*:

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

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

\*This is not an exhaustive list.



## Learning outcome 4

Understand the requirements of a design brief

You can:	Portfolio reference/ Assessor initials*
a. Identify the features and characteristics of the required prosthetics for the performers' roles	
b. Describe the importance of time management and working within a budget	

\*Assessor initials to be inserted if orally questioned.

## Learning outcome 5

### Understand procedures for safe application and removal of prosthetics

You can:	Portfolio reference/ Assessor initials*
a. Explain safe and hygienic working practices	
b. Describe possible adverse skin reactions to products and cosmetic ingredients	
c. Explain the known contra-indications that can prevent or restrict the application of prosthetics	
d. Describe the appropriate action to take in the event of an adverse skin reaction	
e. Describe the importance of safe storage of chemicals, solvents and flammable materials	
f. Describe the importance of the correct disposal of materials used in the application and removal of prosthetics	

\*Assessor initials to be inserted if orally questioned.

# Unit content

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 the application of small prosthetic pieces and bald caps

### Work area:

Clean and hygienic, correct posture, lighting, ventilation, noise, music, temperature, ambience, no trailing wires, no obstructions, tools and equipment in a safe working position for make-up artist.

### Identify design requirements:

Make 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, sculpture, 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 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 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, open questioning related to treatment.

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

### Preparation of the performer:

Protect clothing, comfort, privacy, modesty, performer positioned correctly, remove contact lenses, removal of facial jewellery or earrings.

### Record keeping:

Accurate appointment systems, consultation record keeping, contra-indications, signatures, refer to existing records, information clear and accurate, logical order, name, address, contact numbers, age range, medical history, allergies/hypersensitivity, contact lenses, contra-actions, contra-indications, skin sensitivity tests, adaptations and modifications, recommendations, records maintained electronically, paper records.

## Learning outcome 1: Be able to prepare for the application of small prosthetic pieces and bald caps (continued)

### Professional ethical conduct:

Polite, cheerful and friendly manner (friendly facial expressions, positive attitude, eye contact, open body language), client relations, confidentiality, respect for colleagues and competitors, avoid gossip, take pride in work, punctuality, employer and client loyalty.

### Recommendations to client:

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, record results of patch test.

### Interpret results of skin sensitivity test:

**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, 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 an allergic reaction, invalidation of insurance policy if not carried out, always follow manufacturers' instructions.

### Examples of contra-indications that may prevent treatment:

Broken skin, unhealed wounds, severe skin conditions, skin disorders or diseases, bacterial infections, inflammation or swelling of the skin, undiagnosed lumps or swellings, hypersensitive skin, severe bruising, cuts and abrasions, allergies to products, hair lice and infestations.

### Examples of contra-indications that may restrict treatment:

Minor bruising, minor inflammation of the skin, facial piercing(s).

## Learning outcome 2: Be able to apply small prosthetic pieces and bald caps

### Examples of materials used in the application and removal of prosthetic pieces and bald caps:

**Application** – spirit gum, pros-aide, duo.

**Removal** – matrix remover, warm water, cotton buds, alcohol products.

### Examples of equipment and products used for the application and removal of prosthetic pieces and bald caps:

Powder, powder puff, modelling tools, spatulas, brushes, bowls, cotton wool, cotton buds, scissors, combs, hair brush, pins, gel, note book, pencil, camera.

**Application of small prosthetic piece** – adhesive, position piece and powder around it to show the outline, apply adhesive to the piece, position it carefully, press with a powder puff, stick the edges last, blend the edges.

**Removal of small prosthetic piece** – small brush dipped in matrix remover, apply to the edges of the piece and lift with one hand, continue to work the brush to loosen the piece.

### Examples of products and techniques for blending and colouring prosthetic pieces and bald caps:

**Blending** – witch hazel, duo, pros-aide, acetone.

**Colouring** – sealer, camouflage make-up, grease paints, airbrush make-up, powder.

**Techniques** – airbrushing, stippling, brush techniques, shading, highlighting.

### Application of small prosthetics:

Various adhesives are available (duo, spirit gum, pros-aide), position piece and powder around it to show the outline, apply adhesive to the piece, position it carefully, press with a powder puff, stick the edges last, blend the edges and colour the piece (camouflage make-up is excellent).

### Removal of small prosthetics:

Small brush dipped in matrix remover, apply to the edges of the piece and lift with one hand, continue to work the brush to loosen the piece.

### Aftercare advice:

Remove any latex using a mineral oil to loosen the edges, remove any spirit gum with remover, provide shower gel, shampoo, conditioner, cleanser, toner, moisturiser, body cream and fresh towels.

### Possible contra-actions:

**Allergies** – sensitivity or burning sensation, redness, itching, rash, swelling, stinging, blistering (remove all products immediately, seek medical advice if condition persists, maintain records).

## Learning outcome 3: Be able to maintain records, and store and clean prosthetics and equipment

### Storage of prosthetics:

Out of the air and light, air-tight storage bag or other air-tight container.

### Records:

Process, products and formula used, signatures, refer to existing records, information clear and accurate, logical order, name, address, contact numbers, age range, skin sensitivity tests, adaptations and modifications, recommendations, records maintained electronically, paper records, security (electronic and manual).

### Clean tools and equipment:

Matrix remover, warm water, cotton buds, alcohol products.

## Learning outcome 4: Understand the requirements of a design brief

### Identify characteristics and requirements:

Development journal, pictorial research, sketches, design plans, agree product choice, suitable techniques to meet design brief, skin condition, skin type, skin tone, skin colour, facial features, age.

### Management of health and safety at work:

Clean up spillages, report slippery surfaces, remove/report obstacles, ensure good all round access to trolleys and equipment, sterilise/disinfect tools, equipment and work surfaces, wear personal protective equipment.

## Learning outcome 5: Understand procedures for safe application and removal of prosthetics

### Management of health and safety at work:

**Manual handling** – moving stock, lifting, working heights, unpacking, posture, department, balance weight, preserve back, prevent slouching.

**Towels** – clean for every client, place dirty towels in covered bin.

**Liability insurance** – employers, public, professional indemnity.

**Reporting of injuries, diseases and dangerous occurrences** – accident book, reporting diseases, local bye-laws, code of conduct, risk assessment.

**Control of substances hazardous to health** – replace lids, ensure ventilation for vapour and dust, avoid over exposure to chemicals, use chemicals correctly, follow storage handling use and disposal, correctly dispose of contaminated waste/products (in a closed top bin), check end date on packaging, store away from heat, damp and direct sunlight, follow relevant manufacturer's instructions, no smoking, eating or drinking.

### Health and safety legislation:

Data protection, electricity at work, employers' liability (compulsory insurance), fire precautions, first aid at work, health and safety at work, local government miscellaneous provisions, occupiers' liability, local bye-laws.

### Regulations:

Control of substances hazardous to health, management of health and safety at work, manual handling, personal protective equipment, reporting of injuries, diseases and dangerous occurrences, workplace (health and welfare).

### Hazards and risks:

A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

### Employer responsibility:

Current and valid liability insurance, display health and safety rules (covering staff, employees, clients and fire evacuation), provide regular training, accurate record keeping, monitoring.

### Hazards:

Something with potential to cause harm, requiring immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

**Equipment** – only used for intended purpose, safe usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance, portable appliance testing, correct disposal of contaminated waste, records.

### Risk:

Likelihood of a hazard happening, risk assessment, determine the level of risk, preventative measures, reduce a potentially harmful situation, judgement of salon hazards, who/what is at risk, level of risk, interpret results, conclusions, record findings, regular reviews.

### Reasons for risk assessment:

Staff, visitors, client health and safety, safe environment, minimise hazards and risks, requirement of legislation.

## Learning outcome 5: Understand procedures for safe application and removal of prosthetics (continued)

### Hygiene:

**General** – sterilise and sanitise tools, disinfect work surfaces, cover cuts and abrasions, sanitise therapist's hands before and after treatments, sanitise with sprays and gels, clean towels between clients, place dirty towels in covered bin, use disposable towels, dispense products with a spatula, pump or spray, use disposables wherever possible, no smoking, personal hygiene, replace loose lids, uncapped bottles and pots.

**Disposal of waste** – single use items, pedal bin with a liner, spillages and unused chemicals, contaminated waste, hazardous waste, environmental protection.

### Posture and deportment:

Correct posture when sitting, lifting and carrying, working methods to avoid Repetitive Strain Injury (RSI), hand exercises, standing posture, even weight distribution, client comfort, maintain modesty, client correctly positioned to get maximum benefit from treatment, ensure make-up artist positioning delivers appropriate techniques, appropriate space between client and technician, prevent injury, optimum results, allow for visual checks.

### Work area:

Clean and hygienic, height adjustable chair, correct posture, correct couch height, lighting, ventilation, noise, music, temperature, ambience, no trailing wires, no obstructions, tools and equipment in a safe working position for make-up artist.

### Examples of contra-indications that may prevent treatment:

Broken skin, unhealed wounds, severe skin conditions, skin disorders or diseases, bacterial infections, inflammation or swelling of the skin, undiagnosed lumps or swellings, hypersensitive skin, severe bruising, cuts and abrasions, allergies to products, hair lice and infestations.

### Examples of contra-indications that may restrict treatment:

Minor bruising, minor inflammation of the skin, facial piercing.

# Notes

Use this area for notes and diagrams



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