



**VET**  
**Hair and Beauty**  
**Log Book**

**WRH20106 - Certificate II in Hairdressing**  
**WRH20104 – Certificate II Nail Technology**  
**WRB20204 – Certificate II in Make-up services**

School.....

Student name .....



**Australian Government**  

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**Department of Education, Science and Training**

**Statement**

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**Acknowledgment**

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YouthNow is pleased to be able to provide the updated version of the log book.  
We hope it is a useful addition to your work placement.

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# CONTACT DETAILS

## Student Details

**Name:** .....

**Address:** .....

**Home Telephone:** .....

**Emergency Contact name:** .....

**Emergency Contact Telephone:** .....

## School Details

**School:** .....

**Address:** .....

**Telephone:** .....

**Contact Person:** .....

## Employer Details

**Organisation:** .....

**Address:** .....

**Telephone:** .....

**Contact Person/Supervisor:** .....

## Structured Workplace Learning support provided by

**Program Coordinator:** .....

**Address:** .....

**Telephone:** .....

**Organisation:** .....

## INTRODUCTION

Vocational Education and Training (VET) in Schools provide training both in the classroom and in the workplace. This logbook provides a record of the student's achievements and learning activities. Learning in a workplace environment reinforces the concepts that are taught, ensuring the student can perform the activity or function within an occupation to the standards of the industry or sector i.e. they have achieved competency.

SWL placements compliment the structured training undertaken at school. It provides the context for;

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competencies, as determined by the Training Organisation
- increase of opportunity for project based experience

This logbook demonstrates:

- how the student's skills are developing in the workplace
- an overview of what was achieved during the program.

When completed the log book provides a summary of all the skills acquired by the student during the program, so it can be used as evidence:

- for prospective employers
- when claiming advanced standing in further training programs.

## KEY DEFINITIONS

### **Competence:**

Describes performance that is normally required to produce a satisfactory result. It is the standard that you as an employer require of your employees.

### **Structured Workplace Learning:**

When students undertake specific studies in a Vocational area of their choice under a VET in Schools program they then have the opportunity to display these skills on the job with an employer.

### **Performance Criteria:**

These are statements that specify the standard of performance required.

*Should there be any other terms used in this logbook that you are unsure of please contact the Vocational Placement Officer listed at the front of this logbook*

## Guidelines for Employers and Supervisors

### **How do I use the log book?**

When a student has successfully completed a "Task", the Workplace Supervisor should **sign and date in the appropriate place**. It is recommended that you refer to the log book with the student every day or at least twice a week in order to focus the student on what they should be learning and to sign off any competencies that have been achieved.

Please date and sign next to **Task** in the log book if the student has the opportunity to practise that skill in your workplace AND you are satisfied that the student can do this at the level expected of a trainee in your organisation. Please provide the student with exposure to as many skills as possible, but note that there is no expectation that you will be in a position to cover everything in the log book.

### **What should I pay the student?**

You need to pay the student a minimum amount of \$5 per day, as stated on the Structured work place learning Arrangement Form.

# STRUCTURED WORK PLACE LEARNING

## Orientation Checklist.

	Discussion Completed		Discussion Completed
<p><b>Words of welcome</b></p> <ul style="list-style-type: none"> <li>• Welcome the student to the organisation</li> <li>• Chat with employee to reduce tension.</li> </ul>	<input type="checkbox"/>	<p><b>Discuss job, content/job description</b></p> <ul style="list-style-type: none"> <li>• Explain the basic duties and responsibilities of the job. Again show the importance of the job.</li> <li>• Explain dress code required.</li> </ul>	<input type="checkbox"/>
<p><b>Provide a tour of entire work area.</b></p>	<input type="checkbox"/>	<p><b>Explain the nature of the business and the importance of the functions the student will perform.</b></p>	<input type="checkbox"/>
<p><b>Introduction to co-workers and immediate supervisor.</b></p> <ul style="list-style-type: none"> <li>• Introduce the structured work place learning student to the person who will be responsible for doing the training on the job if you will not be doing it yourself.</li> <li>• Introduce the student to their immediate supervisor, if it is someone other than yourself.</li> <li>• Make sure the student understands who they report to during the training period.</li> <li>• Identify who they can go to for help when they can not find the supervisor.</li> </ul>	<input type="checkbox"/>	<p><b>Explain problem solving or grievance procedure</b></p>	<input type="checkbox"/>
<p><b>Explain working conditions.</b></p> <p>Show the student:</p> <ul style="list-style-type: none"> <li>• Where they do their work.</li> <li>• When they do their work:                             <ul style="list-style-type: none"> <li>– starting time</li> <li>– finishing time</li> <li>– Pay, method of payment</li> <li>– break periods and location</li> <li>– meal period (canteen)</li> <li>– toilets/locker rooms</li> <li>– personal use of telephone</li> <li>– Staff entrance</li> </ul> </li> </ul>	<input type="checkbox"/>	<p><b>Fire and safety (explain as appropriate)</b></p> <ul style="list-style-type: none"> <li>• Fire alarms and procedures</li> <li>• First aid locations</li> <li>• Safety and reporting procedures</li> </ul>	<input type="checkbox"/>
		<p><b>General information:</b></p> <p>As appropriate, explain:</p> <ul style="list-style-type: none"> <li>• Who and how to call if a problem develops and employee is going to be absent or late.</li> <li>• Available public transport.</li> </ul>	<input type="checkbox"/>
<p><b>Employee's Signature:</b> .....</p> <p><b>Manager/Supervisor Signature:</b> .....</p>			

## Attendance Record Guidelines

### How do I keep track of the student's attendance?

Please keep a record of the student's attendance (See below)

Please phone your School contact in the event that the student does not attend on any particular day, even if the student has phoned you to let you know that they cannot attend.

Please ensure that you do not have the student working at times other than outlined on the Structured work place learning Agreement Form, as the student is only covered by WorkCover for the times specified on that form.

### How often should I look at the log book?

It is recommended that you refer to the log book with the student every day or at least twice a week in order to focus the student on what they should be learning and to tick off any competencies that have been achieved.

(You may like to photocopy this to have it with you, as the student may need to refer to their log book frequently)

Day	Date	Arrival Time	Lunch Break	Departure Time

## LIST OF COMPETENCIES

For a Certificate II qualification in Hair and Beauty this student will be studying a combination of the following units. Some of the units are fundamental or core units that the student must complete and others will be the electives this student has chosen to study.

Code	Title
<b>Year 1</b>	
<b>Core units for Hairdressing and Beauty</b>	
<b>Certificate II in Hairdressing WRH20106</b>	
WRHCS201A	Prepare clients for salon services
WRHHD201A	Dry hair to shape
WRHCS202A	Maintain tools and equipment
WRHCS204A	Maintain and organise work areas
WRHCS205A	Follow personal health and safety routines at work
<b>Shared units from Cert II Hairdressing and Cert II in Nail Technology</b>	
WRRER1B	Work effectively in a retail environment
WRRLP1B	Apply safe working practices
WRRCS1B	Communicate in the workplace

<b>Hairdressing stream electives for Cert II in Hairdressing WRH20106</b>		Selected
WRHCS206A	Perform head, neck and shoulder massage	
WRHCS207A	Develop hairdressing industry knowledge	
WRHCL201A	Apply temporary hair colour and remove residual colour products	
WRHHD202A	Apply single, two and three strand braiding techniques	
WRHWP201A	Assist colleagues providing multiple salon services as a team member (work placement)	

<b>Beauty stream electives for Cert II in Nail Technology WRHB20104</b>		Selected
WRBCS202A	Apply techniques to update beauty industry knowledge	
WRBCS204A	Apply knowledge of nail science to nail services	
WRBBS201B	Provide manicure and pedicure services	
WRBBS204B	Apply nail art	
<b>Make-up services Cert II WRB2024</b>		
WRBFS202B	Design and apply make-up	



## LIST OF COMPETENCIES

Code	Title
<b>Year 2</b>	
<b>Certificate II in Nail Technology WRB20104</b>	
WRBCS203B	Provide services to clients
WRBBS203A	Apply acrylic nail enhancement
WRRM2B	Perform routine housekeeping duties
<b>Certificate III in Beauty Services WRB30104</b>	
WRBCS306B	Advise on beauty services
WRBCS305A	Apply knowledge of skin biology to beauty treatments
WRBFS305B	Provide lash and brow treatments
WRBBS305B	Use electrical equipment for nails
WRBSS302B	Provide temporary epilation and bleaching treatments

## COMPETENCY RECORD SHEET

### Year 1

#### WRHCS201A - Prepare clients for salon services

<b>Practical Evidence Report</b>		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Gown and protect clients.		
2. Prepare hair for shampoo service		
3. Shampoo hair.		
4. Apply and remove treatment products		

## COMPETENCY RECORD SHEET

### WRHHD201A - Dry hair to shape

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Consult with senior operator and prepare for service		
2. Complete dry.		
3. Finish hair.		

### WRHCS202A - Maintain tools and equipment

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Clean and disinfect tools and equipment.		
2. Maintain tools and equipment.		
3. Store tools and equipment.		
4. Maintain electrical equipment		

## COMPETENCY RECORD SHEET

### WRHCS204A - Maintain and organise work areas

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Organise work areas.		
2. Clean work areas.		

### WRHCS205A - Follow personal health and safety routines at work

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Handle and use chemicals safely.		
2. Handle hairdressing equipment safely		
3. Practise personal hygiene.		
4. Practise healthy posture.		

## COMPETENCY RECORD SHEET

### WRRER1B - Work effectively in a retail environment

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Act responsibly		
2. Act in a non-discriminatory manner		
3. Identify the award/agreement		

### WRRLP1B - Apply safe working practices

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Observe basic safety procedures		
2. Observe basic emergency procedures		

## COMPETENCY RECORD SHEET

### WRRCS1B - Communicate in the workplace

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Establish contact with customers		
2. Process information		
3. Work in a team		
4. Maintain personal presentation		
5. Follow routine instructions		
6. Read and interpret retail documents		
7. Use numbers in the workplace		

## COMPETENCY RECORD SHEET

Elective -

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature

Elective -

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature

## COMPETENCY RECORD SHEET

**Elective -**

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>

**Elective -**

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>

## COMPETENCY RECORD SHEET

### Beauty Year 2

### Certificate II in Nail Technology WRB20104

#### WRBCS203B - Provide services to clients

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Receive clients		
2. Schedule clients		
3. Respond to client complaints		
4. Identify clients' special customer service needs/requirements		

#### WRRM2B - Perform routine housekeeping duties

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Organise work area		
2. Clean work area		



## COMPETENCY RECORD SHEET

### WRBBS203A - Apply acrylic nail enhancement

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Prepare client		
2. Remove artificial nails		
3. Apply/refill artificial nails		
4. Provide aftercare advice		

### Certificate III in Beauty Services WRB30104

#### WRBCS306B - Advise on beauty services

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Develop product knowledge		
2. Identify beauty products and services		
3. Recommend specialised products and services		

## COMPETENCY RECORD SHEET

### WRBCS305A - Apply knowledge of skin biology to beauty treatments

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Apply knowledge of skin structure and function to beauty treatments		
2. Apply knowledge of the structure and function of hair to beauty treatments		
3. Promote skin health and care		

### WRBFS305B - Provide lash and brow treatments

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Prepare client for service		
2. Chemically treat eyelash and eyebrows		
3. Shape eyebrows		

## COMPETENCY RECORD SHEET

### WRBBS305B - Use electrical equipment for nails

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Identify client need		
2. Use electrical equipment		

### WRBSS302B - Provide temporary epilation and bleaching treatments

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Prepare the client for service		
2. Perform waxing treatments		
3. Perform bleaching treatments		
4. Provide aftercare advice		

## Student's Demonstrated Qualities and Attributes

One of the benefits of structured work place learning is that the student learns the importance of key qualities and attributes that are essential for success in any job.

The workplace supervisor is asked to provide feedback about the student's performance in the following areas:

Quality/Attribute	Employer Assessment of Student Performance			Comments, if explanation is necessary
	Consistent and reliable	Needs some prompting	Requires further training	
Clarifies instructions to ensure can proceed with task correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attention to detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexible- will do what is required at the time, tries to fit in with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicates in an appropriate manner with others in the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate personal presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Punctual and reliable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Workplace Supervisor Signature:</b>		<b>Date:</b>		
.....				

Further comments (optional)

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