

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway, Taguig City

107th TESDA BOARD MEETING
11 January 2019, Friday, 9:00 a.m
7/F TESDA Board Room, Office of the Chair
TESDA Complex, South Superhighway, Taguig City

Resolution No. 2019-09
(Page 1 of 4 pages)

**APPROVING AND PROMULGATING THE AMENDMENTS OF THE TRAINING
REGULATIONS FOR BEAUTY CARE NC III**

WHEREAS, TESDA Board Resolution No. 2005-15 was issued "Approving and promulgating the Training Regulations for Beauty Care NC III last 04 August 2005 during the 47th TESDA Board Meeting;

WHEREAS, it is the policy of TESDA to review after three (3) years any Training Regulations (TRs) promulgated by the TESDA Board;

WHEREAS, there is a need to review the existing Training Regulations in view of the developments in technology and current trends in the beauty care industry;

WHEREAS, the Philippine Dermatological Society (PDS), the Philippine International Cosmetologists Association (PICA), Health Human Resource Development Bureau (HHRDB) of the DOH with the assistance of the Qualifications and Standards Office (QSO) of TESDA, has recommended the amendments to the existing Training Regulations for Beauty Care NC III;

WHEREAS, the scope of work of the amended TRs for Beauty Care NC III involves work to perform temporary hair removal activity, perform body bleach and perform creative nail design.

WHEREAS, industry experts and partners, headed by the President of the Philippine Dermatological Society (PDS), President of the of the Philippine International Cosmetologists Association (PICA), the Health Human Resource Development Bureau (HHRDB) of the DOH with the technical assistance of the Qualifications and Standards Office (QSO) of TESDA have reviewed and endorsed the same for TESDA Board Approval;

WHEREAS, during the 105th Standards-Setting and Systems Development (SSSD) Committee Meeting held on November 22, 2018, the Committee deliberated upon and favorably recommended the amendments of the abovementioned Training Regulations for Beauty Care NC III as attached in Annex A.

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**APPROVING AND PROMULGATING THE AMENDMENTS OF THE TRAINING
REGULATIONS FOR BEAUTY CARE NC III**

WHEREAS, during the 105th Standards-Setting and Systems Development (SSSD) Committee Meeting held on 22 November 2018, the Committee agreed to recommend for approval and promulgation of the amendments of the Training Regulations for Beauty Care (Skin Care) Services NC II;

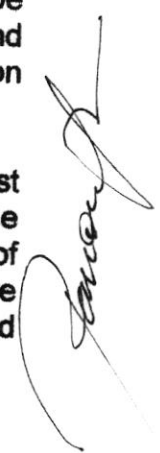
WHEREAS, during the 107th TESDA Board Meeting on 11 January 2019 at 9:00 a.m., the TESDA Board considered and approved the promulgation of the Training Regulations for Beauty Care (Skin Care) Services NC II;

NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED, that the TESDA Board in its meeting today, 11 January 2019 at 9:00 a.m., approves and promulgates the aforementioned Training Regulations for Beauty Care Services NC II as herein appended;

BE IT RESOLVED, FINALLY, that:

(1) Copies of this Resolution and the abovementioned Training Regulations be published in the Official Gazette and one (1) newspaper of general circulation, and disseminated to all concerned, and the same shall be effective fifteen (15) days upon publication;

(2) All programs to be registered under these new Training Regulations must comply with the requirements of the aforementioned Training Regulations. The registration under this new Training Regulations shall commence on the date of effectivity as indicated in the Implementing Guidelines/ TESDA Circular for the deployment of the Training Regulations to be issued by the TESDA Secretariat; and



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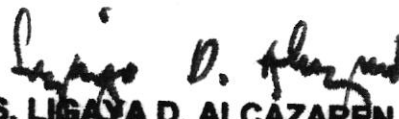
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**APPROVING AND PROMULGATING THE AMENDMENTS OF THE TRAINING
REGULATIONS FOR BEAUTY CARE NC III**

(3) Graduates of TVET programs covered by the aforementioned Training Regulations shall be required to undergo mandatory assessment under the national assessment and certification program.

Adopted this 11th day of January 2019.


MS. LIGAYA D. ALCAZAREN
Acting Board Secretary


Attested by:


SEC. ISIDRO S. LAPEÑA, PhD., CSEE
TESDA Board Designated Chair
Department of Labor and Employment


SEC. LEONOR M. BRIONES
Department of Education


USEC. ZENAIDA C. MAGLAYA
Department of Trade and Industry


SEC. EMMANUEL F. PIÑOL
Department of Agriculture


SEC. EDUARDO M. AÑO
Department of the Interior and Local
Government


SEC. FORTUNATO T. DELA PEÑA
Department of Science and Technology

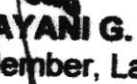
COMM. PROSPERO E. DE VERA, III, DPA
Commission on Higher Education


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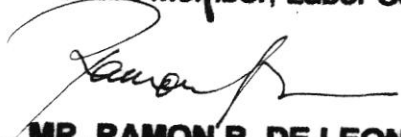
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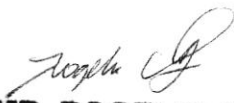
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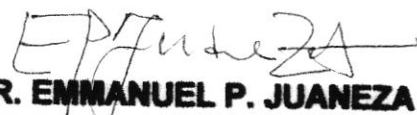
**APPROVING AND PROMULGATING THE AMENDMENTS OF THE TRAINING
REGULATIONS FOR BEAUTY CARE NC III**



ATTY. BAYANI G. DIWA
Board Member, Labor Sector



MR. RENE LUIS M. TADLE
Board Member, Labor Sector


MR. RAMON R. DE LEON
Board Member, Labor Sector


MR. ROGELIO J. CHAVEZ, JR.
Board Member, Labor Sector


ENGR. EMMANUEL P. JUANEZA
Board Member, Employer Sector


DR. LEONIDA B. ORTIZ
Board Member, Employer Sector


MS. PATRICIA C. DALMAS
Board Member, Education and Training Sector





AMENDMENTS ON TRAINING REGULATIONS FOR BEAUTY CARE NC III

Existing Promulgated Training Regulations (Board Resolution No. 2005-15)	Amendments
Qualification Title	
Beauty Care NC III	Beauty Care (Skin Care) Services NC II
Section 1 – Definition of the Qualification	
The BEAUTY CARE NC III Qualification consists of competencies that a person must achieve to perform temporary hair removal activity, perform body bleach and perform creative nail design.	The BEAUTY CARE (SKIN CARE) SERVICES NC II Qualification consists of competencies that a person must achieve to perform in enhancing of someone's personal beauty, such as, facial cleansing, hair removal and body scrub.
Job Title	
<ul style="list-style-type: none"> Senior Beautician 	<ul style="list-style-type: none"> Beauty Therapy Assistant (Facial Cleansing) Beauty Therapy Assistant (Hair Removal) Beauty Therapy Assistant (Body Scrub) Beauty Therapy Assistant (Full)
Basic Competencies	Basic Competencies
<ul style="list-style-type: none"> Lead workplace communication Lead small teams Develop and practice negotiation skills Solve problems related to work activities Use mathematical concepts and techniques Use relevant technologies 	<ul style="list-style-type: none"> Participate in workplace communication Work in a team environment Solve/address general workplace problems Develop career and life decisions Contribute to workplace innovation Present relevant information Practice occupational safety and health policies and procedures Exercise efficient and effective sustainable practices in the workplace Practice entrepreneurial skills in the workplace
Common Competencies	NO Amendments
<ul style="list-style-type: none"> Maintain an effective relationship with clients/customers Manage own performance Apply quality standards Maintain a safe, clean and efficient work environment 	
Core Competencies	Core Competencies
<ul style="list-style-type: none"> Perform temporary hair removal activity Perform body bleach Perform creative nail design 	<ul style="list-style-type: none"> Perform facial cleansing Perform temporary hair removal activity Perform body scrub

Existing Promulgated Training Regulations (Board Resolution No. 2005-15)	Amendments
Section 3: Training Arrangements	
<p>Nominal Training</p> <p>Hours: 20 Hours (Basic Competencies) 18 Hours (Common Competencies) 360 Hours (Core Competencies)</p> <hr/> <p>398 Hours - TOTAL</p>	<p>Nominal Training</p> <p>Hours: 37 Hours (Basic Competencies) 18 Hours (Common Competencies) 222 Hours (Core Competencies)</p> <hr/> <p>277 Hours - TOTAL 30 Hours SIT</p>
Course Description	
<p>This course is designed to enhance the knowledge, skills and attitudes of Beauticians in accordance with industry standards. It covers the basic, common and core competencies in NC II.</p>	<p>This course is designed to enhance the knowledge, skills and attitudes of BEAUTY CARE (SKIN CARE) SERVICES NC II accordance with industry standards. This covers competencies that a person must achieve in performing facial cleaning, temporary hair removal activity and body scrub.</p>
3.2 Training Delivery	
<p>The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET:</p> <ul style="list-style-type: none"> • The training is based on curriculum developed from the competency standards; • Learning is modular in its structure; • Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; • Training is based on work that must be performed; • Training materials are directly related to the competency standards and the curriculum modules; • Assessment is based in the collection of evidence of the performance of work to the industry required standard; • Training is based both on and off-the-job components; • Allows for recognition of prior learning (RPL) or current competencies; • Training allows for multiple entry and exit; and • Training programs are registered with the UTPRAS 	<p><u>AS PER NEW TR FRAMEWORK (TESDA BR 2014-04)</u></p> <ol style="list-style-type: none"> 1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET. <ol style="list-style-type: none"> a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards) b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies; c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology. d. Assessment is based in the collection of evidence of the performance of work to the industry required standards; e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence. f. Training program allows for recognition of prior learning (RPL) or current competencies; g. Training completion is based on satisfactory performance of all specified competencies.

Existing Promulgated Training Regulations (Board Resolution No. 2005-15)	Amendments
<p>The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:</p> <ul style="list-style-type: none"> • The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations • Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery. • Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners. • Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire a specific competencies prescribed in the training regulations. • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructors are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies. • Project-Based Instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications. 	<p>2. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:</p> <p>2.1 Institution- Based:</p> <p>Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;</p> <ul style="list-style-type: none"> • Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat. • The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components. <p>2.2 Enterprise-Based:</p> <ul style="list-style-type: none"> • Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation. • Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson.

Existing Promulgated Training Regulations (Board Resolution No. 2006-28)	Amendments
	<ul style="list-style-type: none"> Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat. <p>2.3 Community-Based: Community-Based Training – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).</p>
<p>3.3 Trainee Entry Requirements</p> <p>Trainees or students wishing to gain entry into these qualifications should possess the following requirements:</p> <ul style="list-style-type: none"> Must be able to communicate effectively both orally and in written form Must be physically, emotionally, psychologically and mentally fit Must be able to perform basic mathematical computation 	<p>Trainees or students who wants to enroll into these qualifications should possess the following requirements:</p> <ul style="list-style-type: none"> Must have completed ten (10) years of basic education (Junior High School) or Alternative Learning System (ALS) Certificate of Completion with Grade 10 equivalent holder Must have good communication skills Must be able to perform basic mathematical computation Must be physically fit

Existing Promulgated Training Regulations (Board Resolution No. 2006-28)

Amendments

3.4 List of Tools, Equipment and Materials

Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for BEAUTY CARE NC III are as follows:

QTY	TOOLS	QTY	EQUIPMENT	QTY	MATERIALS
BRUSH		1 unit	Infrared	1 btl.	Shampoo, gal
3 pcs.	Hair brush	1 unit	Steamer	1 btl.	Conditioner, 1 gal
3 pcs.	barber brush	1 unit	Iron Plate	1 doz	Bath Towel
3 pcs.	Skeleton brush	1 unit	Hair Dryer	1 doz	Face Towel
3 pcs.	Roller brush	1 unit	Blower	1 doz	Hand Towel
3 pcs.	Paddle brush	1 unit	Hand blower	1 roll	Paper towel
3 pcs.	Applicator brush	2 units	Timer	2 sets	Neck band, 1/2 doz
3 pcs.	Tinting brush	1 unit	Crimpers	3 pcs.	Head band
		1 unit	Curling iron	3 pcs.	Flannel headband
MIRROR		3 units	Electric Curlers (optional)	3 btl.	Gauze mask
5 pcs.	Hand mirror	1 unit	Foot spa machine	1 btl.	Mousse
10 pcs.	Front mirror	1 unit	Facial machine (5 in 1)	1 btl.	Gel, 500 ml.
		1 unit	Hand Spa Machine	1 btl.	Spray net, 500 ml.
		1 unit	Heating cap	1 btl.	Hair polish
COMB					
3 pcs.	Wide toothed comb	1 unit	Facial Steamer	1 roll	Aluminum foil
3 pcs.	Bath comb	1 unit	Hot cabinet	1 box	Tissue paper
3 pcs.	Tail comb	1 unit	Magnifying glass (in 1)	1 doz	Tissue roll
3 pcs.	Large tooth comb	1 unit	Sterilizer	1 btl.	Talcum powder, 500 grams
3 pcs.	All purpose comb			1 btl.	Cotton, 500 grams
3 pcs.	Haircutting comb			1 roll	Cling Wrap
3 pcs.	Teasing comb			1 box	End paper
3 pcs.	Fork comb			3 sets	Ear pads
				1 box	Rubber band
GLOVES				1 btl.	Perm lotion w/ neutralizer, 500 ml.
3 pcs.	Rubber gloves			1 set	Developer, 6% 20 volumes; 9% 30 volumes; 12% 40 volumes, 500 ml. each
1 box	Disposable gloves, box			1 btl.	Hair wax, 500 ml.
CAP				3 pcs.	Neck strip (cloth)
3 pcs.	Shower cap				
3 pcs.	Perming cap			1 set	Color product form Cream, Liquid & Powder
3 pcs.	Frosting Cap w/ Hook			3 pcs.	Plastic applicator
CLIPS				3 btl.	Press spray plastic dispenser bottle
12 pcs.	Hair clips, 1 doz. Single prong clip (optional)			1 pc.	Wig
	Double prong clip (optional)			1 pc.	Hairpiece
PIN					
1	Hairpin, box				
60 pcs.	Roller pin, pcs., 5 doz				
60 pcs.	Pin curl clips, 5 doz.				
1 box	Invisible pins				
6 pcs.	Clamps				
6 pcs.	Duck bill clamp				

Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for BEAUTY CARE (SKIN CARE) SERVICES NC II are as follows:

FACIAL CLEANSING

TOOLS			EQUIPMENT			MATERIALS		
Quantity	Unit	Description / Specification	Quantity	Unit	Description / Specification	Quantity	Unit	Description / Specification
4	pieces	Handheld mirror	2	unit	Facial machine which include iontophoresis, Sonophoresis, High frequency, Rotary brush, Vacuum, Spray, Galvanic skin tightening	4	sets	Bed sheets
4	pieces	Trolley	4	sets	Facial bed with stool	20	pieces	Bib
4	pieces	Stainless basin				8	boxes	Tissue box
4	pieces	Waste bin				20	pieces	Facial mask
						20	pieces	Cotton ball (pack of 20 pieces)
						20	pieces	Headband
						20	pairs	Eye pads
						20	bottles	Make up remover
						20	pairs	Face sponges (3 inch diameter)
						125	pieces	Gauze (4x4 inches)
						2.5	liters	Distilled water
						20	Bottle	Cleansing cream/ Facial cleanser
						20	Bottle	Skin toner/ Make-up remover (50 ml)
						20	bottles	Serum
						20	jar	Moisturizer (50 grams)
						20	tubes	Sunblock (50 grams)

* Each student is required to handle a minimum of 5 persons as clients during their training.

ROLLERS					
5 doz	Cylinder shaped rollers (long and short) doz.				
5 doz	Medium size rollers, doz.				
5 doz	Large size rollers, doz.				
5 doz	Jumbo rollers, doz.				
5 doz	Small size hair rollers wire, doz.				
1 pc.	Measuring glass				
6 pcs.	Invisible hairnet				
3	Smock gown				
3	Apron				
5	Cape				
Training Materials:					
CATALOG					
		1		Men's Cut Catalog	
3	Plastic cape		1	Ladies Cut Catalog	
3	Mixing bowls		1	Kid's Cut Catalog	
3	Plastic scoop			Magazines	
2	Drip pan			Textbooks	
SCISSORS					
1 pc.	Thinning scissor				
1 pc.	Cutting scissor				

TOOLS, EQUIPMENT AND MATERIALS

TEMPORARY HAIR REMOVAL

TOOLS			EQUIPMENTS			MATERIALS		
Quantity	Unit	Description/Specification	Quantity	Unit	Description/Specification	Quantity	Unit	Description/Specification
20	pieces	lweezers	4	units	Facial bed stool	4	jars	Talcum powder
20	pieces	shavers	4	units		4	bottles	facial lotion, 50 ml
4	pieces	Handheld mirror	4	units	LED Magnifying lamp	4	rolls	thread
4	pieces	Stainless basin				4	bottles	70% ethyl alcohol, 200 ml
4	pieces	Waste bin				4	jars	Shaving cream, 100 grams
20	pieces	spatula				4	jars	Cold wax, 250 grams
4	units	trolley				4	bottles	Skin toner, 50 ml

*To be provided by the student and at least 1 set will be provided by the training center/institution for demonstration purposes.

TOOLS, EQUIPMENT AND MATERIALS

BODY SCRUBBING

TOOLS			EQUIPMENTS			MATERIALS		
Quantity	Unit	Description/Specification	Quantity	Unit	Description/Specification	Quantity	Unit	Description/Specification
4	pieces	Basin, stainless	4	units	bed (6x3)	40	pieces	Bath towel
4	pieces	timer	4	unit	Trolley	20	pairs	Body sponges (6 inches diameter)
						20	pairs	Scrubbing gloves
						20	pieces	Rubber sheets
						20	pieces	Scrubber (e.g. loofah or mitten)
						4	bottles	Liquid soap, 200 ml
						4	jars	Scrubbing product ingredients 500 grams

Existing Promulgated Training Regulations (Board Resolution No. 2006-28)

3.5 Training Facilities

Based on a class intake of 25 students/trainees:

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Student/Trainee Working Space	1 x 1 m.	1 sq. m.	25 sq. m
Lecture/Demo Room	8 x 5 m.	40 sq. m.	40 sq. m.
Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment / Circulation Area	6 x 4 m.	24 sq. m.	24 sq. m.
Total :			104 sq. m.

Amendments

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Lecture Room	1 x 1 m.	1 sq. m.	20 sq. m
Work Area/Demo Room	8 x 5 m.	40 sq. m.	40 sq. m.
Learning Resource Center	2 x 5 m.	10 sq. m.	10 sq. m.
Stockroom	2 x 5 m.	10 sq. m.	10 sq. m.
Total :			80 sq. m.

Existing Promulgated Training Regulations (Board Resolution No. 2006-28)	Amendments
3.6 Trainer's Qualifications	
<ul style="list-style-type: none"> • Must have completed Trainer's Training Methodology Course (TTMC) or its equivalent • Must be able to communicate effectively both orally and in written form • Must be physically, emotionally, psychologically and mentally fit • Must have at least three (3) years experience in the industry • Must possess good moral character 	<p>To qualify as trainer for Beauty Care (Skin Care) Services NC II, the person must:</p> <ul style="list-style-type: none"> • be a holder of National TVET Trainer Certificate Level I (NTTC I) in Beauty Care (Skin Care) Services NC II • have good communication skills • have at least two (2) years' experience in the beauty and wellness industry • be physically fit
3.7 Institutional Assessment	
Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.	NO Amendments
SECTION 4 Assessment and Certification Arrangements	
<p>4.1 To attain the National Qualification of BEAUTY CARE NC III, the candidate must demonstrate competence in all the units of competency listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.</p> <p>4.2 Individuals aspiring to be awarded the qualification of BEAUTY CARE NC III, must acquire Certificates of Competency in all of the following individual core units of the Qualification. Candidates may apply for assessment in any accredited assessment center.</p> <p>4.2.1 Perform temporary hair removal activity</p> <p>4.2.2 Perform body bleach</p> <p>4.2.3 Perform creative nail design</p> <p>4.3 Accumulation and submission of all COCs acquired for the relevant units of competency comprising a qualification, an individual shall be issued the corresponding National Certificate.</p> <p>4.4 Assessment shall focus on the core units of</p>	<p>4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations.</p> <p>4.1.2 The qualification of Beauty Care (Skin Care) Services NC II may be attained through demonstration of competency through project-type assessment covering all the following core units of the qualification.</p> <p>4.1.1 Perform facial cleansing</p> <p>4.1.2 Perform temporary hair removal activity</p> <p>4.1.3 Perform body scrub</p> <p>4.1.3 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.</p> <p>4.1.4 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment.</p> <p>4.1.5 Any of the following are qualified to apply for assessment and certification:</p>

competency. The basic and common units shall be integrated or assessed concurrently with the core units.

4.5 The following are qualified to apply for assessment and certification:

4.5.1 Graduates of formal, non-formal and informal including enterprise-based training programs

4.5.2 Experienced workers (wage employed or self employed)

4.6 The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)".

4.1.5.1 Graduates of WTR-registered programs or graduates of NTR programs, including enterprise-based training programs related to Beauty Care (Skin Care) Services NC II.

4.1.5.2 Experienced workers (wage employed or self-employed) who gained competencies in providing skin care services for at least 2 years within the last 5 years.

4.1.6 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations. It includes the following:

- a. Entry requirements for candidates
- b. Evidence gathering methods
- c. Qualification requirements of competency assessors
- d. Specific assessment and certification arrangements as identified by industry

4.1.7 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through a recognition/assessment process.

Existing Promulgated Training Regulations (Board Resolution No. 2007-21)	Amendments
	<p>4.2 COMPETENCY ASSESSMENT REQUISITE</p> <p>4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.</p> <p>This document can:</p> <ul style="list-style-type: none"> a) Identify the candidate's skills and knowledge b) Highlight gaps in candidate's skills and knowledge c) Provide critical guidance to the assessor and candidate on the evidence that need to be presented d) Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior to assessment <p>4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured</p> <p>4.2.3 Accredited Competency Assessor. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.</p>