



The Continuing Education Centre

Learner Handbook



2019

حقوق الطبع محفوظة

هذه الوثيقة ملكية حصرية لكلية الإمارات للتطوير التربوي، وعليه لا يجوز أن يتم إصدار أو نسخ هذه الوثيقة أو توزيعها جزئياً أو كلياً بأية وسيلة سواءً كانت إلكترونية أو ورقية دون تصريح خطي مسبق من مركز التعليم المستمر في الكلية، علماً أن أي استخدام غير مصرح به يعد خرقاً لحقوق الطبع ويحاسب عليه القانون

مركز التعليم المستمر - كلية الإمارات للتطوير التربوي

البريد الإلكتروني: cec@ecae.ac.ae

هاتف: +971 2 5099977

All Rights Reserved

This document is the sole property of the Centre for Continuing Education – ECAE. No part of this publication/document may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photo-copying, recording, or otherwise; without prior written permission from the Centre for Continuing Education – ECAE. Copyright infringement is punishable by law.

Centre for Continuing Education - ECAE

Email: cec@ecae.ac.ae

Tel: +971 2 5099977

1. Contents

1. Contents	2
2. About the Continuing Education Center - ECAE.....	4
2.1 CEC Philosophy.....	4
2.2 Mission & Vision	4
2.3 CEC Team.....	4
2.4 Facilities.....	5
3. Licensing & Partners.....	5
3.1 ACTVET	5
3.2 NCFE.....	6
3.3 ILM	6
4. About our Training Courses	7
4.1 Recognition of Prior Learning (RPL)	7
4.2 Mutual Recognition	8
4.3 Delivery & Assessments	8
3.2.1. Delivery	8
3.2.2. Assessment of Vocational Qualifications	8
3.2.3. Assessment of Short Courses and Workshops.....	9
4.4 Quality Assurance.....	9
3.3.1. Quality Assurance of National and International Qualifications	9
3.3.2. Quality Assurance of Training Content	9
4.5 Certification.....	10
3.4.1. Certification of Workshops/Training Courses	10
3.4.2. Certification of National and International Qualifications	10
5. MASARY Learning Management System.....	10
6. Learner Registration	11

7. Learner Induction	11
8. Learner Rights, Responsibilities and Code of Conduct.....	11
7.1. Learner's Rights.....	12
7.2 Learner Responsibilities.....	13
9. Dress Code.....	14
10. Attendance.....	14
10.1 Attendance Requirements	14
11. Complaints	15
12. Appealing against an Assessment Decision	15
12.1 Stage 1 – Informal Appeal to the Assessor.....	15
12.2 Stage 2 – Formal Appeal to the IQA	15
12.3 Stage 3- Formal appeal to the Quality Assurance team.....	16
12.4 Stage 4- Formal appeal to the EQA.....	16
13. Plagiarism	16
14. Diversity & Equal Opportunities	17
14.1 Bilingualism	18
15. Safeguarding.....	18
16. Data Protection.....	18
16.1 Access to Data	18
16.2 Data Provision	19
16.3 Training Materials & Resources.....	19

2. About the Continuing Education Center - ECAE

The Continuing Education Centre (CEC-ECAE) at Emirates College for Advanced Education was established in 2014 to offer a vast range of bespoke learning and development services and solutions to support the nation by responding to the professional development needs of the job market in the UAE. The CEC-ECAE utilises shared resources with its parent body, ECAE, to ensure cost effectiveness and leverage the use of government funding.

2.1 CEC Philosophy

The CEC-ECAE's educational philosophy is to develop programmes that focus on enhancing individuals by encouraging a growth mindset and increasing their **Knowledge, Skills and Application (KSA)**. This approach allows for active participation and a sense of ownership and commitment towards the desired training course. Learners are motivated to set personal and professional goals. By focusing on professional needs, individuals can internalize new practices, thus maximizing the sustainability of the programme.

2.2 Mission & Vison

The CEC-ECAE's mission is to transform education by providing quality professional development to promote growth that will support the needs of the nation.

The CEC-ECAE's vision is to inspire, empower, and transform professional development in and beyond the UAE.













2.3 CEC Team

The CEC-ECAE's team comprises of expert Programme Leaders, Instructional Designers, Project Specialists, and experienced professional Trainers, Assessors and Internal Quality Assurers. Most of the staff and trainers are bilingual and others are native English speakers with extensive academic and vocational experience in a range of specialised subjects in Education, Training, Leadership and Business Administration. Most of the trainers hold PhD and/or master's degrees in different areas of specialisation. The Programme Leaders have extensive experience in implementing tailor-made nationwide programmes. Instructional Designers design and develop customised training packages to meet stakeholder needs.

2.4 Facilities

Training sessions are conducted at Emirates College for Advanced Education, Abu Dhabi Campus but alternative arrangements may be made for in certain circumstances.

Facilities available at the CEC-ECAE:

- | | |
|---|---|
|  12 Training Rooms |  Sports Hall |
|  4 ICT/Language Laboratories |  Restaurant |
|  1 MAC Laboratory |  Costa Cafe |
|  3 Science Laboratories |  Enclosed garden |
|  Library access online 24/7 |  Prayer Room |
|  Virtual Training Rooms |  Medical Room |

3. Licensing & Partners

The CEC is licensed and accredited by several national and international bodies, most notably a by ACTVET Licensed Training Provider (LTP) and the National Qualification Authority (NQA) as a Registered Training Provider (RTP), in addition to international accreditation by the NCFE/CACHE to provide international qualifications.

3.1 ACTVET

The Abu Dhabi Centre for Technical and Vocational Education and Training (ACTVET) was established by the directive of His Highness Sheikh Mohamed bin Zayed Al Nahyan Crown Prince of Abu Dhabi and Deputy Supreme Commander of the UAE Armed Forces, through Resolution No. 49/2010.

ACTVET is committed to establishing policies and standards that effectively regulate technical and vocational educational institutions in the emirate of Abu Dhabi. ACTVET is also responsible for the licensing of trainers and tutors that meet the demands of the UAE's local market.

In 2014, the National Qualifications Authority (NQA) and the Vocational Education and Training Awards Council (VETAC) of the UAE have authorized ACTVET as the first Awarding Body in the United Arab Emirates.

ACTVET is responsible for approving Registered Training Providers (RTPs) to deliver credit-

bearing Technical and Vocational Education and Training Qualifications endorsed by the National Qualifications authority (NQA). The CEC-ECAE is approved by ACTVET and NQA to deliver a range of National Qualifications.

3.2 NCFE

The Northern Council for Further Education (NCFE) is recognised as a national Awarding Organisation by the qualification regulators for England, Wales and Northern Ireland.

NCFE is passionate about designing, developing and certificating diverse, nationally recognised qualifications and awards. These qualifications contribute to the success of millions of learners at all levels, bringing them closer to fulfilling their personal goals.

The CEC-ECAE is an approved training centre to provide National and International Qualifications.

For the provision of the International Qualification; CEC-EACE is an approved NCFE training centre; no. 03570000.

3.3 ILM

The Institute of Leadership and Management (ILM) is a recognised Awarding Body that offers a range of qualifications from introductory level to senior management, Levels 2 – 7 on the UK Framework, Levels 4 - 9 on the Irish Framework and Levels 5 -11 on the Scottish Framework.

ILM also Endorse organisations' own bespoke programmes that meet ILM quality requirements. These are often quite specialist courses, designed to meet the needs of a specific group of learners. The programmes receive Endorsed or Development Certificates to reflect the level of input and learning on the programme.

The overall philosophy of ILM programmes is one of personal and professional development for the individual candidate, bringing greater motivation, company loyalty and effectiveness to the workplace and leading to greater business results.










During your studies with ILM you can enjoy studying membership if Institute of Leadership and Management and access to the on-line resources for students in the Learning Zone. Upon completion of your qualification you can choose to join the Institute and have post-nominal letters to enhance your CV, as well as availing of many other member benefits.

For further information on ILM membership go to the ILM website: www.institutelm.com where you can activate your membership.

4. About our Training Courses

The CEC-ECAE offers a range of training courses that lead to national and international qualifications as well as specialized professional development program tailored to the needs of stakeholders.

The CEC-ECAE Training Courses include yet are not limited to the following areas:

-  Pedagogy
-  Special Education
-  Soft & Technical Skills
-  Training, Assessment and Quality Assurance
-  Educational Leadership
-  Leadership and Management
-  Subject Knowledge
-  Course Assessment & Evaluation
-  Language

4.1 Recognition of Prior Learning (RPL)

The CEC-ECAE supports and recognizes the importance of RPL and provides rules and guidelines for fair consideration and evaluation of applicants' formal, non-formal and informal learning achievements. Therefore, the CEC-ECAE has developed an RPL policy that applies to all RPL applicants seeking admission to its National and International vocational qualifications. The policy has been derived from the guidelines provided by the Awarding Bodies.

RPL is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit/part of a unit through knowledge, understanding or skills they already possess. Evidence must be sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should be at the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a Unit, or several Units of a National or International vocational qualifications only.

Learners interested in seeking RPL can communicate with their Assessor for advice on how to apply to use RPL as an assessment method and provide evidence against the National and International Standards.

4.2 Mutual Recognition

The CEC-ECAE recognises VETAC endorsed qualifications, awards and any records of achievement as recognized and issued by any other VETAC licensed RTP, and which have been aligned to the Qualifications Framework of the Emirates (QFEmirates).

In the case that mutual recognition is granted, learners will not be re-tested or re-assessed unless there is overwhelming and demonstrable evidence that the qualification or award was issued fraudulently, in such case VETAC will be notified and mutual recognition will not be granted.

4.3 Delivery & Assessments

3.2.1. Delivery

The CEC-ECAE incorporates a blended learning approach that includes face-to-face and online training. Our delivery standards are designed around three main aspects: Innovation, Creativity and Quality using different delivery methods such as role plays, case studies, experiential learning activities, coaching and mentoring, on-the-job training, etc.

3.2.2. Assessment of Vocational Qualifications

Assessment is the process of measuring a learner's skill, knowledge and understanding against specific standards.

The CEC-ECAE utilizes formal, informal, formative and summative assessment methods aligned with best practices and National and International Standards.

Learners enrolled in a qualification will be requested to provide a portfolio of evidence against the unit standards of the qualification. The portfolio of evidence could be assessed through multiple assessment tools such as knowledge assignments, observations, professional discussion, work product, personal statements, etc. The CEC-ECAE assessors will assess the evidence provided by the learners and make assessment decisions regarding their competence against the performance criteria of a unit within the qualification.

3.2.3. Assessment of Short Courses and Workshops

Diagnostic and Formative Assessments will be conducted throughout the training through interactive activities, group discussions, individual tasks, in addition to multiple-choice assessments to evaluate learners' knowledge, skills and understanding

4.4 Quality Assurance

The CEC-ECAE has embedded quality assurance in all aspects of learning and development.

3.3.1. Quality Assurance of National and International Qualifications

The CEC-ECAE follows a rigorous quality assurance procedure that aligns with Awarding Body guidelines to ensure that the assessment processes and practices follow the set standards. Thus, the Internal Quality Assurers (IQA) team members are responsible for developing, managing, monitoring and evaluating the internal quality and assessment processes to ensure safe, impartial, valid and consistent assessment strategies and decisions to ensure consistency in assessment. They authenticate assessors' judgements so that expectations and results are standardised for consistency within an education and training organisation and across industry

The IQA team members also ensure that operations meet Awarding Body standards, conduct site visits to sample learners, internally verify learners e-portfolios and provide advice and guidance to Assessors on assessment standards.

3.3.2. Quality Assurance of Training Content

All developed training content undergoes a robust quality assurance process. The IQA team has set clear standards that are followed by the content development specialists and subject matter experts to ensure that the training materials are developed according to the highest standards and exceed stakeholders' expectations.

4.5 Certification

3.4.1. Certification of Workshops/Training Courses

Upon completion of the training courses and the satisfaction survey, learners will receive a CEC-ECAE Certificate of Attendance for all training workshops and a Certificate of Completion for Training Programmes.

3.4.2. Certification of National and International Qualifications

For learners enrolled in National and International Qualifications, they will be required to produce a portfolio of evidence assembled during training. When all evidence is submitted and assessed by their designated assessor, the IQA will sample the portfolio to ensure that assessment decisions are accurate and will claim for certification. The External Quality Assurer (EQA) from the Awarding Body will conduct a summative external verification visit to sample portfolios and approve certifications. Upon successful completion of EV visit, the Awarding Bodies will issue certificates and/or transcripts to the CEC-ECAE for distribution to qualified learners.

5. MASARY Learning Management System

The CEC-ECAE has initiated the design and implementation of an e-Portfolio system called MASARY. Masary is an online platform that is used to manage the requirements of national and international qualifications as well as training courses offered within the CEC-ECAE.



MASARY enables learners to submit their evidence electronically and manage their e-portfolios through an online portal that facilitates remote interaction and communication with the assessors and the internal quality assurers.

MASARY also enables assessors to communicate and the assessment plans with the learners and generate assessment reports.

Through MASARY, learners will be able to monitor their progress throughout their learning journey.

All learners will receive an orientation on how to use MASARY according to the training programme's requirements.

6. Learner Registration

Learners interested in applying for any of the training workshops/programmes/qualifications will be required to register through Masary Learning Management system.

The CEC-ECAE staff members will review the application based on each training workshops/programmes/qualifications entry requirements (if any) and will accept or reject the application accordingly.

Once the application is accepted, learners will be notified and successfully enrolled to the training course and requested to pay any associated fees. Learners will be informed of the training start date and any other requirements.

7. Learner Induction

- 🏡 The CEC-ECAE induction programme will ensure that every new learner enrolled in a training course will receive a warm introduction to ECAE's Campus, information on facilities and guidelines, including:
 - 🏡 Introduce ECAE's Campus, its facilities and programmes
 - 🏡 Review relevant policies and procedures
 - 🏡 Provide information on Learner's rights and responsibilities.
 - 🏡 Provide information on Health and Safety measures
 - 🏡 Review code of conduct guidelines
 - 🏡 Provide information on how to deal with complaints and appeals
 - 🏡 Provide answers to any questions or concerns that might need to be addressed before the training
 - 🏡 Provide an orientation session on the CEC-ECAE's learning Management System – MASARY according to training programme requirements.
 - 🏡 Provide information on Qualification Specifications and Assessment Guidelines if learners are enrolled with National or International Qualifications.

8. Learner Rights, Responsibilities and Code of Conduct

The CEC-ECAE shall strive to ensure learners are treated in a fair and respectful manner which encourages and enhances individual self-esteem and individualised learning.

7.1. Learner's Rights

Learners within the CEC-EACE shall have a range of rights including:

- ✚ Sufficient access to trainers and assessors for individual consultation, support and guidance to ensure that they achieve their learning objectives.
- ✚ Access to accurate and timely information about training programmes/workshops/ qualifications including learning objectives, content, assessment, workloads and attendance requirements.
- ✚ Receiving appropriate notice of any changes to learning requirements so that they are not disadvantaged by such changes.
- ✚ Having access to appropriate resources and other reading materials for supplementary use.
- ✚ Learning in a positive environment which is safe, orderly, unbiased, non-judgmental, and free from prejudice, discrimination, verbal or physical threats and abuse.
- ✚ Having the opportunity to provide feedback on teaching and learning experiences and have this feedback considered by the CEC-ECAE management to improve the quality of the programmes/services offered.
- ✚ Enjoying confidentiality of personal information, except where information is required to fulfil administrative or safety functions.
- ✚ Being provided with valid, explicit, fair and reliable registration criteria, policies and procedures.
- ✚ Having access to their learner records on Masary Learning Management System.
- ✚ Having any complaints or grievances dealt with in a transparent, timely and systematic manner.

7.2 Learner Responsibilities

It is the responsibility of the CEC-ECAE learners to:

- 🏠 Read & agree the Terms & Conditions statement prior to the beginning of the training workshop/programme/qualification.
- 🏠 Ensure all information (*i.e. Personal Data/ email/ ID/ Contact Details*) provided while registering is accurate and valid.
- 🏠 Comply with the rules, regulations, policies and procedures of the CEC-ECAE.
- 🏠 Respect all CEC-ECAE property and facilities and the rights of others to use these facilities.
- 🏠 Treat staff and other learners with respect and courtesy.
- 🏠 Respect the rights, feelings, and property of fellow learners, families, the CEC-ECAE's staff and visitors.
- 🏠 Avoid raising frivolous complaints or grievances.
- 🏠 Remain informed about course requirements and relevant terms and conditions.
- 🏠 Take joint ownership of their learning and working towards intellectual independence.
- 🏠 Behave in a professional manner.
- 🏠 Respect the confidentiality of information made available to them.
- 🏠 Provide considered and honest feedback to the CEC-ECAE and its staff on the quality of training and other services.
- 🏠 Attend training sessions on time in accordance with the course requirements.
- 🏠 Bring required materials and resources to classes and complete assignments on time.
- 🏠 Comply with the UAE photography law as taking photos during the training workshop/programme/qualification is prohibited unless there is a prior approval.

9. Dress Code

Learners are expected to respect the cultural environment within which they live and study. Learners are required to dress in a professional manner, consistent with formal business attire, UAE customs and traditions. Appropriate dress includes, but is not limited to:

- UAE Nationals will observe official national dress.
- Expatriates will dress in a professional manner reflecting business attire.

Prohibited dress, includes but is not limited to the wearing any type of clothing that is tight-fitting, transparent or unsuitable for the work environment.

Any learner deemed to be inappropriately presented either in dress or hygiene will be asked to remedy the issue.

10. Attendance

Attendance will be monitored by the trainer and recorded daily on MASARY.

The actual number of hours/days required is defined by the specified training/workshop/programme/qualification requirements that each learner is registered in as per the Terms and Conditions specified for each training programme/workshop/qualification.

10.1 Attendance Requirements

- The learner is held responsible for abiding by the attendance requirements of the training workshop/programme/qualification once the registration procedure is completed .
- Attendance requirements will follow training registration terms and conditions in accordance with duration and training needs .
- Learners are required to attend all training hours on time and for the full duration of each session.

11. Complaints

Learners attending CEC training will have the right to submit a complaint in writing to the CEC Projects Division by completing the Complaints Form. The Projects Division staff members review the complaint and direct it to the relevant department. The concerned department reviews the complaints and offers a resolution in writing within a maximum of 10 working days, or where the matter may take longer to investigate, the learner will be provided with a timeline for the resolution.

If the learner is not satisfied with the outcome of the initial resolution, they may appeal the decision by following the same steps again within a maximum 5 working days of the original decision.

12. Appealing against an Assessment Decision

12.1 Stage 1 – Informal Appeal to the Assessor

- 12.1.1. If a learner wishes to appeal against a decision made by their Assessor, they must first raise the issue with their Assessor. This will be recorded by the learner and Assessor on the Assessment Report (OBS) or Assessment Plan (AP) as appropriate. The learner must appeal within 30 days of the decision in question.
- 12.1.2. The Assessor will re-assess the learners work and communicate the assessment decision to the learner via MASARY. If the learner still doesn't agree with the assessment decision and issue is unresolved, then the appeal moves to stage 2.

12.2 Stage 2 – Formal Appeal to the IQA

- 12.2.1. Should the appeal remain unresolved or unsatisfactory, then the learner should appeal to the allocated Internal Quality Assurer (IQA) within 60 days of the original decision. The learner should appeal in writing using the Appeals Form.
- 12.2.2. The IQA will review the appeal against the assessment decision and the outcome will be recorded by the IQA on the Appeals form for quality and compliance. The Assessors and Learners will all be made aware of who their IQA is, and if this changes at any time.
- 12.2.3. The IQA will request the Assessor to communicate the assessment decision to the learner.
- 12.2.4. The learner will either agree or disagree with the IQA decision in writing. If the learner agrees with the IQA decision, then the case will be resolved and closed. If the learner does not agree with the IQA decision, then the appeal will move to stage 3.

12.3 Stage 3- Formal appeal to the Quality Assurance team

- 12.3.1. If after an appeal to their Assessor, and then to their IQA, the matter remains unresolved, the Learner can request a final appeal to the Quality assurance team at CEC, consisting of the CEC – Head of Learning and Development and the IQA team, with all concerned having their opportunity to personally state their case.
- 12.3.2. The learner will be notified by the IQA team on the final decision. The learner will either agree or disagree with the IQA team decision in writing. If the learner agrees with the IQA decision, then the case will be resolved and closed. If the learner does not agree with the IQA decision, then the appeal will move to stage 4.

12.4 Stage 4- Formal appeal to the EQA

- 12.4.1. If after an appeal to the Quality Assurance team at CEC, the matter remains unresolved, the Learner can request a final appeal to the External Quality Assurer (EQA) or representative of the Awarding Body, with all concerned having their opportunity to personally state their case.
- 12.4.2. The IQA will communicate the appeal to the Awarding Body representative and the EQA will review the appeal and notify the IQA with the final decision.
- 12.4.3. The learner will be notified by the IQA on the final decision and case will be closed.

13. Plagiarism

Plagiarism means intentionally or knowingly representing the words, ideas or work of another without reference by way of footnote, endnote, or inter-textual note. The following sources demand documentation:

- 📖 Word-for-word quotations from a source, including your own work from a previous academic exercise or other's work;
- 📖 Paraphrasing the ideas of others, including other's work; or
- 📖 Information obtained from Internet sources must be cited.

The CEC-ECAE requires that all learners adhere to high standards of integrity in their work. The CEC-ECAE trainers will conduct an awareness session on Plagiarism during the training delivery to provide a clear explanation of what is considered an infringement, including but not limited to, plagiarism and cheating.

In case learners are enrolled in a qualification, they need to acknowledge (through Masary) the authenticity of the work upon submission of evidence.

Assessors will use a plagiarism checker for knowledge assignments and personal statements for all learners in all offered qualifications.

In cases where plagiarism is detected, Assessors will refer the work back to the learner and identify means of providing authentic evidence, support and guide the learner as required to enable them to demonstrate competency.

In repetitive cases of plagiarism, learners will be subject to disciplinary action and will be dealt with accordingly. The CEC-ECAE has the discretion to apply a range of penalties, from referring the work to learners to withdrawing them from their course(s).

14. Diversity & Equal Opportunities

The CEC-ECAE is committed to providing an environment free from discrimination. All members of the CEC-ECAE community are treated with respect and dignity. The CEC-ECAE aims to create a culture of diversity while providing a dynamic learning environment where all members are valued for their contribution and individuality.

The CEC-ECAE admits learners and makes available to them its programmes and services regardless of race, colour, gender, religion, national origin or disability status.

Learners of determination may voluntarily declare themselves in order to receive reasonable accommodations during the entire registration process. Information submitted by the applicants, requesting assistance and accommodations during the entire registration and enrolment process will not affect their enrolment in any of the CEC-ECAE's training programme/ workshop/ qualification.

The CEC-ECAE team will contact the necessary personnel to ensure that appropriate access facilities are made available to learners such as bathrooms, wheelchair ramps, elevators, etc... In addition, any specific learner needs will be accommodated, e.g. visually impaired learners will be provided with all the necessary adjustments in the learning environment to support them without comprising the requirements of each programme/qualification.

14.1 Bilingualism

Bilingualism is the ability to communicate accurately and effectively in two languages. The fluency and accuracy of the communication depends on the age, ability, background and linguistic experiences of each person. The CEC-ECAE aims to promote bilingualism across all aspects of its course within the context of the linguistic background to enable learners to communicate effectively in Arabic and English at a level appropriate to their ability. The CEC-ECAE has a team of highly qualified bilingual trainers, assessors and internal quality assurers and staff to support and facilitate the learning needs of all learners.

Additionally, most of our qualifications are delivered in both the English and the Arabic languages to promote bilingualism and accommodate learners' needs and preferences.

15. Safeguarding

Safeguarding at the CEC-ECAE involves the holistic wellbeing of all learners including social, emotional and physical wellbeing.

All the CEC-ECAE staff members are well trained on facilitating a supportive learning environment that ensures learners' emotional wellbeing is a top priority.

All health and safety measures are taken into consideration to ensure all learners are familiar with the Health and Safety procedures in case of any emergencies.

16. Data Protection

16.1 Access to Data

The personal details of the learners will be held confidentially. Only the CEC-ECAE designated staff will have the right to update and directly access the personal details of learners. The designated staff will grant access to this data to a third party only in the following circumstances:

- 🚨 Emergency situations where it would be detrimental to deny access.
- 🚨 An official request is received from the learner's sponsoring organisation (training and progress information only).

16.2 Data Provision

The CEC-ECAE will provide all necessary data to the relevant accrediting and awarding bodies in the format requested by that body. In addition, the CEC-ECAE will provide any and all data required by authorized government agencies and authorized by the Centre Director.

Learner records will be shared with the Centre's auditors, accrediting bodies and governmental bodies as required by organizational agreements or official requests.

16.3 Training Materials & Resources

The CEC-ECAE will provide all necessary training materials and relevant resources according to the training requirements.

All CEC-ECAE training materials and resources are the sole property of the Continuing Education Centre. No part of the training materials and resources may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photo-copying, recording, or otherwise; without prior written permission from the Centre for Continuing Education.