



LEARNER HANDBOOK

Continuing Education Centre

Emirates College for Advanced Education

GR_CEC Learner Handbook_171024_V1.0

2024

حقوق الطبع محفوظة

حقوق الطبع محفوظة © مركز التعليم المستمر – كلية الإمارات للتطوير التربوي

هذه الوثيقة ملكية حصرية لمركز التعليم المستمر في كلية الإمارات للتطوير التربوي، وعليه لا يجوز أن يتم إهدار، أو نسخ هذه الوثيقة، أو توزيعها جزئياً، أو كليا بأية وسيلة سواء كانت الكترونية 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.

All Rights Reserved

Copyright © Continuing Education Centre – ECAE

This document is the sole property of the Continuing Education Centre at Emirates College for Advanced Education. 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, photocopying, recording, or otherwise; without prior written permission from the Continuing Education Centre at ECAE.

Copyright infringement is punishable by law.



1. Contents

1. Contents	2
2. Welcome & Introduction.....	6
2.1 About the CEC.....	6
2.2 Mission & Vision.....	6
2.2.1. Mission	6
2.2.2. Vision	6
2.3 CEC Team Overview.....	6
2.4 CEC Facilities.....	7
3. Getting Started.....	8
3.1 Induction Process	8
3.2 Key Contacts & Support Services	8
3.2.1. Key Contacts	8
3.2.2. Support Services	8
4. Learner Polices	9
4.1 Registration & Enrolment	9
4.2 Payment and Refund.....	10
4.2.1. Cancellation.....	10
4.3 Attendance Policy.....	11
4.3.1. Attendance Requirements	11
4.4 Code of Conduct	12
4.4.1. Compliance and Acknowledgment.....	12
4.4.2. Respect and Courtesy.....	12
4.4.3. Professional Conduct.....	12
4.4.4. Confidentiality and Feedback	12



4.4.5. Attendance and Participation.....	12
4.4.6. Photography Policy.....	13
4.5 Dress Code	13
4.5.1. Prohibited Attire.....	13
4.5.2. Hygiene Standards	13
4.6 Health & Safety	14
4.6.1. General Safety Guidelines.....	14
4.6.2. Emergency Procedures.....	14
4.6.3. Health Protocols	14
4.6.4. Use of Equipment and training tools	14
4.6.5. First Aid.....	15
4.6.6. Behavioural Expectations	15
4.6.7. Reporting Concerns	15
4.7 Safeguarding and Wellbeing.....	15
4.8 Equal Opportunities	16
4.8.1. Bilingualism	16
4.9 Data Protection & Privacy	17
4.9.1. Access to Data.....	17
4.9.2. Data Provision.....	17
4.9.3. Training Materials & Resources	17
4.9.4. Learner responsibility	18
4.10 Plagiarism & Academic Integrity.....	19
4.11 RPL Policy	20
5. Learning Experience	21
5.1 CEC Learning Journey	21
5.2 Course Delivery.....	21
5.3 Assessment & Feedback.....	22



5.4 Assessment of Vocational Qualifications.....	23
5.5 Recognition of Prior Learning (RPL).....	24
5.6 Certification Process.....	26
5.6.1. Certification of Workshops/ programmes	26
5.6.2. Certification of National and International Qualifications.....	26
5.7 Satisfaction Survey	27
6. Masary LMS & Resources	27
6.1 Learning Resources	27
6.1.1. MASARY Qualifications e-portfolio system	27
6.1.2. Canvas Learning Management System.....	28
6.2 Study Spaces & Technology Access.....	29
7. Complaints & Appeals.....	30
7.1 Complaints Procedure	30
7.2 Assessment Appeal Procedure.....	31
8. Quality Assurance.....	33
8.1 QA Policy.....	33
8.2 External Quality Assurance	35
Continuous Improvement	35
8.3 Licensing & Partners.....	35
8.3.1. ACTVET	35
8.3.2. NCFE	36
8.3.3. ILM.....	36
9. Terms & Conditions.....	37
9.1 Professional Development Programs	37
9.1.1. Delivery & Assessments.....	37
9.1.2. Certification.....	37



9.1.3. Learner Registration.....	37
9.1.4. Attendance.....	38
9.2 Vocational Qualifications	39
9.2.1. Eligibility Criteria.....	39
9.2.2. General Terms and Conditions	39
9.2.3. Language of Instruction and E-portfolio	41
9.3 Professional Development Workshops	42
9.3.1. Attendance Requirements	42
9.3.2. Satisfaction Survey.....	42
9.3.3. Workshop Participation	42
9.3.4. Code of Conduct.....	42
9.3.5. Workshop Materials	42
9.3.6. Health and Safety Compliance.....	43
9.3.7. Certificate Issuance	43
9.3.8. Privacy	43
9.4 FabLab Programs and Workshops.....	43
9.4.1. About ECAE Fab Lab.....	43
9.4.2. Lab Regulations	44



2. Welcome & Introduction

2.1 About the CEC

The Continuing Education Centre (CEC) at Emirates College for Advanced Education (ECAE) was established in 2014 with the aim of providing customized learning and development services that would effectively address the professional development needs of educational leaders, teachers, educators and professionals across the United Arab Emirates (UAE). As a premier provider of learning and development services, the CEC-ECAE is deeply committed to delivering exceptional learning experiences that cater to the diverse needs of learners and stakeholders within the vocational education and training sector. The centre's unwavering dedication to providing high-quality learning and development services is a testament to its commitment to excellence and steadfast pursuit of professional development for educators and professionals alike.

2.2 Mission & Vision

2.2.1. Mission

Empowering individuals through innovative vocational and professional learning with global partnerships.

2.2.2. Vision

To be a leader in vocational and professional learning, empowering excellence through global collaborations.

2.3 CEC Team Overview

At CEC-ECAE, we pride ourselves on delivering high-quality, tailored professional development solutions. Our expert team, including Program Leaders, Instructional Designers, Project Specialists, Trainers, Assessors, and Internal Quality Assurers,



is highly qualified and experienced. Many of our professionals are bilingual or native English speakers, with extensive expertise in Education, Leadership, Training, and Business Administration. We are committed to designing and implementing customized programs that meet the specific needs of your organization. Our Program Leaders and Instructional Designers collaborate with you to create impactful, results-driven training solutions that help your team excel. Whether you're seeking academic, vocational, or leadership development, CEC-ECAE ensures your success through expert guidance and innovative strategies.

2.4 CEC Facilities

Training sessions are primarily conducted at the Emirates College for Advanced Education, Abu Dhabi Campus, with flexibility to accommodate specific partnership requirements as needed.

The CEC-ECAE offers the following state-of-the-art facilities:

Training Rooms: Designed to support interactive and collaborative learning, with a capacity of up to 25 participants.

Virtual Training Rooms: Facilitating both remote and hybrid learning experiences.

Dining Area: A comfortable space for meals and breaks.

Prayer Room: A dedicated space to support religious and spiritual practices.

Medical Clinic: On-site facilities ensuring the health and well-being of all participants.

24/7 Online Library Access: Offers continuous access to academic resources, research materials, and digital publications for participant use.



3. Getting Started

3.1 Induction Process

The induction session serves as an introductory meeting to familiarize new participants with the organization, program, and learning journey. It typically includes the following:

- An overview of the program, outlining key milestones and participant expectations.
- A brief introduction to the trainer(s) who will deliver the program.
- A user guide on navigating the Learning Management System (LMS) "Masary" and its features.
- An outline of available resources, including facilities and support services.
- Clarification of the program schedule and learning objectives.

This session ensures participants are well-prepared and fully informed to embark on their learning journey within the program or organization.

3.2 Key Contacts & Support Services

3.2.1. Key Contacts

Participants will be provided with a list of essential contacts, including program coordinators, administrative support, and technical assistance personnel. These key contacts are available to assist with program-related inquiries, logistical support, and any other questions participants may have throughout their learning experience.

3.2.2. Support Services

The CEC offers a range of support services designed to enhance the participant experience, including:



- **IT Support:** Assistance with accessing and using the Learning Management System (LMS) and other digital tools.
- **Academic Support:** Help with learning materials, assessments, and feedback.
- **Facility Support:** Guidance on navigating campus facilities, including the library, prayer room, and medical clinic.
- **Administrative Support:** Assistance with registration, scheduling, and any administrative needs during the program.

These contacts and services ensure participants have the resources and support needed to successfully complete their programs.

CEC email: CEC@ecae.ac.ae

Phone Number: 02 5099888

4. Learner Polices

4.1 Registration & Enrolment

- Learners must sign to confirm that they have read and understood the terms and conditions of the training programme(s)/qualification(s) during enrollment.
- Learners with disabilities may voluntarily declare themselves to CEC staff members to receive reasonable accommodations during the registration process.
- The data collected during the registration and enrollment process will be used to maintain learners' records, manage progress, and provide advice and personal support to learners. This data will only be shared with staff and awarding body representatives who have a legitimate need to access it.
- Learners must provide relevant personal data along with authenticated scanned or original copies of the required documentation during the registration and enrollment process.
- Learners interested in applying for any training workshops/programmes/qualifications must register through the Masary Learning Management System.
- Once the application is accepted, learners will be notified, successfully enrolled in the training course, and requested to pay any associated fees.



- Learners will be informed of the training start date and any other requirements.

4.2 Payment and Refund

- Upon registration, individual learner should make a full payment of the training or assessment fees.
- The CEC reserves the right to change its fees from that published on the website for any training it offers.
- A 100% refund shall be given if a student/learner cancels an application before it is accepted by the College. Approval may be communicated to a Learner through email or any other automated channel.
- Once an application has been accepted, a 75% refund shall be given if the Learner notifies the College about the intention to cancel at least 10 business days prior to the training date.
- A 50% refund of fee shall be given if the learner notifies the College for cancellation three (3) business days prior to the training date or in cases where, at the time of application, less than 10 business days remain until the training date.
- Learners shall not be entitled to any refund if a learner does not show up for the training or notifies the College of withdrawal less than three business days before the training start date.
- If a learner does not show up or decides not to complete the training, no refund shall be made.

4.2.1 Cancellation

- The CEC reserves the right to cancel any Training due to insufficient enrolment or trainer illness or unavailability by providing notice to the enrolled learners prior to scheduled commencement date.
- In the event of cancellation by the CEC, the Learner may elect to receive a full refund of fees paid or credit towards an alternative training option.
- In case of an Online Training, the right to cancel shall not apply after the CEC has issued login details for the online study platform and the Learner did not submit notification of withdrawal prior to login details.



4.3 Attendance Policy

Attendance will be closely monitored by the trainer and recorded daily on MASARY. Each learner is responsible for adhering to the attendance requirements outlined for their specific training program, workshop, or qualification, as stipulated in the Terms and Conditions.

4.3.1. Attendance Requirements

- Learners must attend all training hours punctually and for the full duration of each session. CEC learners are expected to arrive on time and not leave early without prior notification to their trainer.
- Attendance is calculated as a percentage of the actual days attended compared to the total assigned training days. All CEC learners must attend at least 85% of their enrolled program before a certificate of attendance can be issued.
- In cases of extenuating circumstances that prevent a learner from meeting the 85% attendance requirement, the learner must complete and submit an absence request form for approval following the registration procedure. If the absence is approved, the trainer may offer options for make-up work if feasible.
- For unapproved absences, learners will be withdrawn from the training program but may re-enroll after six months, subject to availability.
- Approved medical sick leaves are considered absences; if the total absence exceeds 15% of the program duration, the same attendance policy will be enforced.
- Should a learner choose to withdraw or fails to attend any part of the program, the registration, payment, refund policy, and training terms and conditions will apply.



4.4 Code of Conduct

As a learner at CEC-ECAE, you are expected to uphold the following standards of behaviour and professionalism:

4.4.1. Compliance and Acknowledgment

- Read and agree to the Terms and Conditions statement prior to the commencement of any training workshop, program, or qualification.
- Ensure all personal information (e.g., personal data, email, ID, contact details) provided during registration is accurate and up to date.

4.4.2. Respect and Courtesy

- Comply with all rules, regulations, policies, and procedures established by CEC.
- Show respect for CEC property and facilities, as well as the rights of others to utilize these resources.
- Treat staff, fellow learners, and visitors with courtesy and respect, acknowledging their rights and feelings.

4.4.3. Professional Conduct

- Avoid raising frivolous complaints or grievances.
- Remain informed about course requirements and relevant terms and conditions.
- Take joint ownership of your learning and strive for intellectual independence.
- Behave in a professional manner at all times.

4.4.4. Confidentiality and Feedback

- Respect the confidentiality of all information made available to you.
- Provide constructive and honest feedback on the quality of training and other services.

4.4.5. Attendance and Participation



- Attend training sessions punctually, in accordance with course requirements and CEC attendance policy.
- Bring required materials and resources to classes and complete assignments on time.

4.4.6. Photography Policy

Comply with UAE photography laws; taking photos during training workshops or programs is prohibited unless prior approval is obtained.

4.5 Dress Code

As part of the Code of Conduct, learners must adhere to the following dress code:

- Dress in a professional manner consistent with formal business attire and UAE customs and traditions.
- UAE Nationals should observe official national dress.
- Expatriates are expected to dress in a professional manner reflecting business attire.

4.5.1. Prohibited Attire

- Clothing that is tight-fitting, transparent, or unsuitable for the work environment.

4.5.2. Hygiene Standards

Learners deemed inappropriately dressed or lacking in hygiene will be asked to remedy the issue immediately.



4.6 Health & Safety

As a learner at CEC, it is imperative to prioritize health and safety to ensure a secure and productive learning environment. The following directions must be adhered to:

4.6.1. General Safety Guidelines

- Learners are required to remain vigilant of their surroundings and identify any potential hazards within the training environment.
- It is essential to comply with all safety instructions provided by trainers and staff during training sessions.

4.6.2. Emergency Procedures

- Learners must familiarize themselves with the emergency exits and evacuation routes within the facility.
- In the event of an emergency, learners should remain calm and follow the directives of staff members promptly.
- All emergencies, accidents, or incidents must be reported immediately to the nearest staff member.

4.6.3. Health Protocols

- Learners are expected to maintain personal hygiene by washing hands regularly and utilizing hand sanitizer when appropriate.
- If a learner experiences any symptoms of illness (e.g., fever, cough), they are required to refrain from attending training sessions and inform their trainer accordingly.

4.6.4. Use of Equipment and training tools

- Learners must ensure they understand the correct usage and safety protocols for any equipment or materials utilized during training.
- Any malfunctioning equipment or unsafe conditions must be reported to the trainer or staff without delay.



4.6.5. First Aid

- Learners should be aware of the location of the first aid kit and the designated first aid responders within the facility.
- Should medical assistance be required or if an injury is witnessed, learners must seek help from staff immediately.

4.6.6. Behavioural Expectations

- Learners are expected to engage in safe practices during all training activities, refraining from any behavior that could endanger themselves or others.
- It is crucial to respect the personal space and safety of fellow learners, thereby contributing to a safe and inclusive environment.

4.6.7. Reporting Concerns

Any concerns regarding health and safety issues must be communicated to a trainer or staff member without hesitation.

4.7 Safeguarding and Wellbeing

At CEC-ECAE, the safeguarding and wellbeing of all learners are of utmost importance. Learners are expected to promote a safe and supportive environment that is free from bullying and discrimination. It is essential to treat all individuals—staff, fellow learners, and visitors—with dignity and respect.

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.

Learners should report any safeguarding concerns, including instances of bullying or harassment, to staff immediately. All reports will be taken seriously and addressed promptly.



4.8 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.

4.8.1. 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.

4.9 Data Protection & Privacy

4.9.1. 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).

4.9.2. 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.

4.9.3. Training Materials & Resources

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, photocopying, recording, or otherwise, without prior written permission from the Centre for Continuing Education.



4.9.4. Learner responsibility

Secure Personal Information:

- Always provide accurate and up-to-date personal information during registration and throughout your enrolment.
- Notify designated staff immediately if there are any changes to your personal details (e.g., address, phone number, email).

Use Strong Passwords:

- Create strong, unique passwords for online accounts related to your training. Avoid using easily guessed information, such as birthdays or common phrases.
- Change your passwords regularly and do not share them with others.

Be Cautious with Communication:

- Be vigilant about sharing personal information, especially in emails or online communications. Ensure that you are communicating with authorized CEC-ECAE personnel.
- Avoid discussing sensitive information in public spaces or during training sessions.

Secure Devices and Accounts:

- Ensure that your devices (computers, tablets, smartphones) are protected with up-to-date antivirus software and firewall settings.
- Log out of accounts when accessing personal information and ensure devices are locked when not in use.

Report Concerns Immediately:

- If you suspect any unauthorized access to your personal data or experience phishing attempts, report it to designated staff immediately.
- If you receive suspicious emails or messages that request personal information, do not respond and report them to CEC-ECAE.



Understand Data Sharing Policies:

Familiarize yourself with CEC-ECAE's data protection policies, including how your information may be shared with third parties under specific circumstances.

4.10 Plagiarism & Academic Integrity

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.

CEC 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).



4.11 RPL Policy

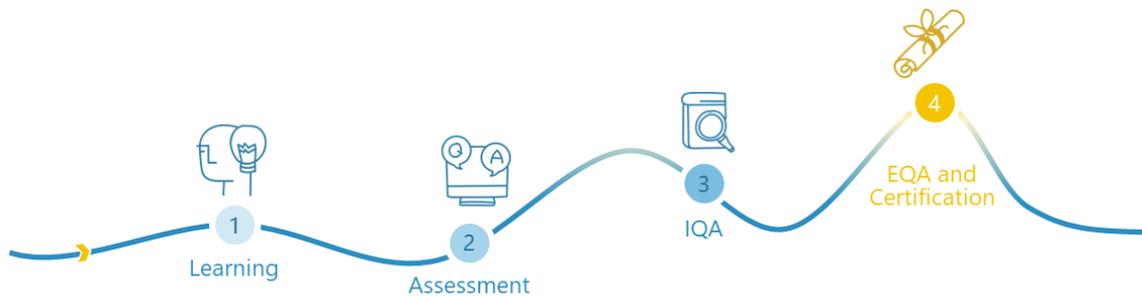
For recognition of credits towards national and international procedure, managing the RPL procedure resides in the Learning and Development Department of the Continuing Education Center (CEC) at ECAE.

The Learning and Development Department at CEC manages the RPL process for national and international vocational qualifications, ensuring proper implementation and providing guidance to students on the application, assessment, and appeal processes.

Evidence of prior learning can be obtained from a range of sources, but is not limited to the following:

- training and education that has included some form of assessment
- work experience and work placement
- voluntary activities and community involvement
- previous accreditation of qualifications

5. Learning Experience



5.1 CEC Learning Journey

Thank you for choosing the Continuing Education Centre at Emirates College for Advanced Education (CEC-ECAE) for your learning and development needs. We are more than just an institution; we are a community eager to support your growth and success both personally and professionally. As you begin your journey, the CEC team of trainers, assessors and specialists will be here to support you along the way.

5.2 Course 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. to accommodate different learning styles and learning needs:

- Face-to-face learning: conducted by our expert facilitators
- Blended learning: combines online learning with modules facilitated by a trainer/assessor

All delivery methods are designed to meet industry standards and prepare you for real-world applications.



Vocational Qualifications

Vocational qualifications are based on industry-defined competency standards to evaluate your performance in real work situations to ensure you have the necessary underpinning knowledge, understanding and skills required for a specific role/function.

Vocational qualifications are designed to provide a holistic learning journey, considering your ability to perform tasks, manage different situations, and understand the underlying principles for a specific role/function.

5.3 Assessment & Feedback

Assessment (Workshops)

Assessments are used to measure a learner's knowledge, skill and understanding against specific standards. The CEC-ECAE utilizes formal, informal, formative and summative assessment methods aligned with research-based practices and standards.

Diagnostic and formative assessments are conducted throughout training and development workshops through:

- Pre & Post Assessments
- Interactive activities
- Quizzes
- Group discussions
- Case Studies
- Role Play and others

Participation and active engagement in activities is essential to your learning and development experience. Practical exercises and hands-on tasks allow you to apply newly learned knowledge and skills during and after the session. Projects and/or presentations allow you to demonstrate your understanding and application of course content.



Workshop assessments are less formal than those for full qualifications, however they still maintain high standards of quality and relevance.

5.4 Assessment of Vocational Qualifications

CEC-ECAE assessors review and assess learner evidence to make assessment decisions regarding competence against specified performance criteria of a qualification.

Our assessment strategy is comprehensive and aligned with vocational education best practices:

- Written assessments: assess theoretical knowledge and understanding
- Practical application: evaluate hands-on skills in real work environments
- Projects: assess your ability to apply knowledge to complex, real-world scenarios etc.

Learners enrolled in a qualification will build a portfolio of evidence against the unit standards of the qualification. Portfolios showcase your work and progress over a period of time.

A portfolio of evidence includes a range of *assessment methods* such as, but are not limited to:

- Knowledge Assignments (KA)
- Observations (OBS)
- Oral/Written Question & Answer (QA)
- Professional Discussion (PD)
- Work Products (WP)
- Personal Statements (PS)

Feedback is an integral part of the learning process:

- On-going guidance and support during the learning and development process
- Detailed, constructive feedback within 10 working days of assessment submissions.



- Feedback highlights learners' strengths and areas for improvement.
- Additional one-on-one feedback sessions with facilitators/assessors is available upon request.

Vocational Assessment Decisions

CEC-ECAE aims to ensure that all assessment decisions are fair, transparent, and aligned with awarding body standards. Vocational assessment decisions are based on completion of assignments and/or units as part of the vocational education learning and assessment processes.

- **Competency-based assessment:** your skills and knowledge are evaluated against specific industry-defined competencies outlined in the qualification specification.
- **Evidence:** Your opportunity to demonstrate competence through various methods (e.g., observations, projects, written tests).
- **Assessment Decision:** a qualified assessor reviews the evidence to determine if it meets the required standards.
- **Outcome:** you will be deemed either 'Competent' or 'Not Yet Competent' for each unit of competency as outlined in the qualification.
 - Competent: meaning you have demonstrated the required skills and knowledge for the unit (as required by the awarding body).
 - Not Yet Competent: further training or evidence is needed and you will receive specific feedback and guidance for improvement from your allocated assessor.

5.5 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. The CEC-ECAE has an RPL policy that applies to all RPL applicants seeking admission to its national and international vocational qualification programs only. The policy has been derived from the guidelines provided by the respective awarding bodies.



- RPL is a method of assessment that considers whether learners have met specified assessment requirements for a unit/part of a unit through knowledge, understanding or skills they already possess.
- Evidence must be sufficient, reliable, authentic, current and valid to be considered.
- Evidence submitted should be at the same level of skill, understanding and knowledge that exists at the time of claim
- RPL is acceptable for accrediting a unit, or part of a unit of a national or international vocational qualifications. One hundred (100%) RPL for a qualification will not be accepted.

Learners interested in seeking RPL can communicate with their allocated Assessor for advice on how to apply for RPL as an assessment method and provide evidence against the national and international standards.

Mutual Recognition

The CEC-ECAE recognises VETAC (Vocational Education and Training Awards Council) endorsed qualifications, awards and any records of achievement as recognized and issued by any other VETAC licensed ATP/LTP (Accredited/Licensed Training Provider), 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.



5.6 Certification Process

5.6.1. Certification of Workshops/ programmes

Learners who complete training courses and/or workshops, will receive a certificate of attendance and a certificate of completion for training programmes.

5.6.2. Certification of National and International Qualifications

Learners enrolled in National and International Qualifications, will be required to produce a portfolio of evidence assembled during the duration of their learning journey. When all evidence is submitted and assessed by their designated assessor, the IQA (internal quality assurer) 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 EQA visit and report, the awarding body will issue a certificate and/or transcript to the CEC-ECAE for distribution to qualified learners.

Our certification process ensures the integrity and value of your qualification:

- **Verification of completed assessments:** all assessment results are thoroughly reviewed for completeness and accuracy.
- **Internal quality assurance:** a team reviews the assessment process to ensure fairness and consistency for all learners.
- **External verification** (where applicable): provide and external quality review of the entire process.

Certificates are issued in strict compliance with regulatory organizations and international/national awarding bodies.



5.7 Satisfaction Survey

Your feedback drives our continuous improvement:

- After each course or programme, you will receive a link to our online satisfaction survey.
- The survey covers aspects such as course content relevance, instructor effectiveness, learning resources, facilities, and overall experience.

Survey results are analyzed monthly by our quality assurance team to gather comprehensive feedback. Findings are shared with instructors and management, leading to actionable improvements.

Your honest feedback is crucial in shaping the future of our programs and ensuring we continue to meet learner needs and industry standards.

6. Masary LMS & Resources

6.1 Learning Resources

6.1.1. MASARY Qualifications e-portfolio 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.

6.1.2. Canvas Learning Management System

Canvas LMS (Learning Management System) is a digital platform designed to facilitate online learning and course management. It allows learners to access course materials, assignments, discussions, quizzes, and grades in one organized space. Canvas also supports various media formats, so instructors can upload videos, presentations, and documents to enhance the learning experience.

With an intuitive and user-friendly interface, it makes navigation through courses and content simple and efficient.

For learners, Canvas provides several benefits. You can access learning materials anytime and anywhere, offering flexibility to study at your own pace. The platform also enables interactive learning with features like discussion boards, peer reviews, and messaging tools, allowing students to collaborate and communicate with instructors and peers. By taking full advantage of these tools, you can stay organized, keep track of your progress, and engage more effectively with course content.

The platform supports a wide range of features aimed at enhancing your learning journey. You can view and download course materials like lecture slides, videos, and reading assignments, as well as submit homework and projects directly through Canvas. Additionally, instructors may use Canvas to facilitate quizzes, exams, and other assessments, ensuring everything you need is in one place. With built-in communication tools, such as announcements, messaging, and discussion boards,



Canvas helps you stay connected with instructors and peers, fostering an environment of collaboration and continuous feedback.

6.2 Study Spaces & Technology Access

The following points with guide you with simple steps will help you get access to CEC platforms and get registered for your account and training materials related to your program:

🔹 Step 1: Receive Welcome Email

Once you have successfully enrolled in a training program, you will receive a welcome email from the CEC team. This email will contain important information, including your account details, login credentials, and links to the platforms you will be using for your training. Make sure to check your inbox and spam folder for this email.

🔹 Step 2: Access the CEC Learning Platforms

Following the link provided in the welcome email to access the CEC Learning Platform. This could be either Canvas LMS or Masary or any other platform used for your specific training.

🔹 Step 3: Log in to Your Account

Using the login credentials provided in the welcome email, enter your username and password on the login page of the CEC platform. If this is your first time logging in, you may be prompted to reset your password or complete your profile information. Make sure to update your profile with accurate details.

🔹 Step 4: Explore the platform.

Once logged in, you will be directed to your dashboard. The dashboard will give you an overview of your enrolled courses, upcoming assignments, and announcements. Familiarize yourself with the layout and available features such as notifications, calendar, and quick links to course materials.



🔹 Step 5: Access Your Training Program Materials

Navigate to the "Courses" section or "Units" on your dashboard, where you will find the training program you are enrolled in. Click on the course name to access all the related materials such as lecture notes, videos, assignments, and discussion forums. These materials are organized by weeks or modules to guide your learning path.

🔹 Step 8: Set Up Notifications and Alerts

Once you have access to your training program, set up notifications within the platform to keep yourself updated on upcoming deadlines, assignments, and announcements. You can customize how you receive notifications, whether through email or mobile app alerts.

With your account set up and materials accessible, you're ready to begin your training. Review the course overview, check the deadlines, and engage with the learning content through the platform. Be proactive in utilizing discussion forums, submitting assignments, and following up on feedback.

7. Complaints & Appeals

7.1 Complaints Procedure

If a learner is not satisfied with any part of their learning journey, they have the right to issue a complaint. Complaints must be submitted in writing to the CEC Projects Support Division by completing the Complaints Form. A Projects team member will review the complaint and direct it to the relevant, concerned parties. After review, the resolution will be offered in writing within a maximum of 10 working days from the date of the complaint, 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 of the complaint, they may appeal the decision in writing following the above steps.



7.2 Assessment Appeal Procedure

Assessment appeals refer to a disagreement in an assessment decision provided by an assessor on an assignment and/or unit within a vocational qualification. We recognize that learners may sometimes disagree with an assessment decision from their assessor. Our appeals process is designed to be fair and accessible.

You may appeal an assessment decision if you believe:

- The assessment process was not followed correctly
- The assessment decision doesn't reflect your true competence
- You were not given reasonable adjustments/special considerations when required

Stage 1 – Informal Appeal to the Assessor

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 (AR) or Assessment Plan (AP) as appropriate. The learner must appeal **within 15 days** of the decision in question.

The Assessor may request additional evidence, arrange for a professional discussion, re-assess the evidence and communicate the assessment decision to the learner via MASARY. If the learner still doesn't agree with the assessment decision and the issue is unresolved, then the appeal moves to stage 2.

Stage 2 – Formal Appeal to the IQA

Should the appeal remain unresolved or unsatisfactory, then the learner should appeal to the allocated Internal Quality Assurer (IQA) **within 30 days** of the original decision. The assessors and learner will find the IQA allocation in their respective workspace in MASARY. The learner should appeal in writing using the Appeals Form.



The IQA will review the appeal against the assessment decision and the outcome will be recorded by the IQA on the Appeals form and in the IQA report for quality and compliance.

The IQA will request the Assessor to communicate the assessment decision to the learner.

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.

Stage 3- Formal appeal to the Quality Assurance Team

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.

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.

Stage 4- Formal appeal to the EQA

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.

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.

The learner will be notified by the IQA on the final decision and the appeals case will be closed.



8. Quality Assurance

Our commitment to quality ensures that your qualification meets the highest standards and aligns with researched based and industry specific requirements.

8.1 QA Policy

The purpose of this policy is to create awareness and ensure adherence to quality standards and best practices and compliance with applicable statutory and regulatory requirements for the efficient and effective delivery of teaching, learning and research, and overall governance of the college.

Policy Statement

ECAE is committed to continuous improvement and quality assurance through evaluating the effectiveness of its operations across all academic, non-academic and administrative departments.

ECAE evaluates its academic and continuous professional development programs as well as its academic support, student, and administrative services based on evidence and by benchmarking against best practices. The institution uses the results of its evaluations to improve its programs and services.

Our Quality Assurance Policy is built on the following principles:

Continuous Improvement: Regular review and enhancement of our processes and curricula.

Stakeholder Engagement: Active involvement of learners, staff, industry partners, and regulatory bodies in our QA processes.

Transparency: Clear communication of our standards, processes, and outcomes.

Compliance: Adherence to all relevant regulatory requirements and industry standards.



Data-Driven Decision Making: Use of performance data and feedback to inform improvements.

Internal Quality Assurance

- Regular internal audits of our assessment and teaching practices by qualified and certified vocational quality assurers (IQA).
- Standardization meetings to ensure consistency across assessors
- Professional development for staff to maintain industry currency
- Learner feedback mechanisms, including surveys and focus groups
- Annual external quality reviews



8.2 External Quality Assurance

As an approved vocational education and training center, we undergo rigorous external validation to maintain our accreditation and ensure the quality of our qualifications.

Continuous Improvement

We are committed to maintaining the highest standards of vocational education and training, ensuring that your qualification is valuable, relevant, and recognized in your chosen industry, role and/or function.

8.3 Licensing & Partners

8.3.1. 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.



8.3.2. NCFE

The CEC-ECAE is recognized as an approved NCFE Training Centre (Centre No. 03570000), authorized to offer international qualifications crafted by NCFE. NCFE, a prestigious Awarding Body endorsed by qualification regulators in England, Wales, and Northern Ireland, is committed to innovation in education, providing diverse qualifications recognized globally. These qualifications aim to support the educational and professional advancement of learners worldwide, aiding in the achievement of their personal and career aspirations. As an approved centre, the CEC-ECAE delivers these globally recognized qualifications, specifically tailored to meet the unique needs of our international learners and facilitate their success in the competitive global marketplace.

8.3.3. ILM

The CEC-ECAE is an approved ILM Training Centre; No. 822071. ILM is the UK's leading provider of leadership, management and coaching qualifications, and a City & Guilds Group Business. ILM offers a specialist suite of qualifications awarded by The City and Guilds of London Institute. The CEC-ECAE is approved to deliver Level 3

and Level 5 Certificates in Leadership & Management across the UAE to support development in leadership competencies and job readiness for senior management roles.



9. Terms & Conditions

9.1 Professional Development Programs

9.1.1. Delivery & Assessments

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.

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

9.1.2. Certification

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.

9.1.3. 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.

9.1.4. Attendance

Attendance will be closely monitored by the trainer and recorded daily on MASARY. Each learner is responsible for adhering to the attendance requirements outlined for their specific training program, workshop, or qualification, as stipulated in the Terms and Conditions.

Attendance Requirements

- Learners must attend all training hours punctually and for the full duration of each session. CEC learners are expected to arrive on time and not leave early without prior notification to their trainer.
- Attendance is calculated as a percentage of the actual days attended compared to the total assigned training days. All CEC learners must attend at least 85% of their enrolled program before a certificate of attendance can be issued.
- In cases of extenuating circumstances that prevent a learner from meeting the 85% attendance requirement, the learner must complete and submit an absence request form for approval following the registration procedure. If the absence is approved, the trainer may offer options for make-up work if feasible.
- For unapproved absences, learners will be withdrawn from the training program but may re-enroll after six months, subject to availability.
- Approved medical sick leaves are considered absences; if the total absence exceeds 15% of the program duration, the same attendance policy will be enforced.
- Should a learner choose to withdraw or fails to attend any part of the program, the registration, payment, refund policy, and training terms and conditions will apply.



9.2 Vocational Qualifications

9.2.1. Eligibility Criteria

Learners must meet the eligibility requirements for their selected qualification as specified by the Continuing Education Centre at Emirates College for Advanced Education (CEC-ECAE) and awarding body.

9.2.2. General Terms and Conditions

Qualification Completion

- Learners will be given a specific duration to complete their respective qualifications based on the qualification type and duration. The time frame will begin from the last day of training and will vary as follows:

Qualification Type	Assessment Duration
Award	Up to 3 months
Certificate	Up to 6 months
Diploma	Up to 12 months

- Any learner who fails to complete the qualification requirements—submitting all required evidence to meet performance criteria, ensuring all assessments and internal quality assurance (IQA) are completed, and receiving sign-off from the External Quality Assurer (EQA)—within the specified deadline (3 months for an Award, 6 months for a Certificate, or 12 months for a Diploma) will be withdrawn from the program.
- Exceptions may be considered only under extenuating circumstances, such as sick leave or emergency situations and must be approved in advance by the CEC management.
- Learners must adhere to the CEC attendance policy, which requires a minimum attendance of 85% of the total duration of the face-to-face training sessions. Failure to meet this requirement may result in disqualification from completing the program.



Qualification Changes

CEC reserves the right to make adjustments to the assessment schedules, or other aspects of delivery, in line with regulatory or awarding body updates, while ensuring minimal disruption to learners.

Appeals

Any appeals against the withdrawal decision must follow the formal CEC appeals procedure.

Extensions

Requests for an extension to the qualification duration must be made in writing and will only be granted under exceptional circumstances, subject to CEC management approval.

Assessment and Submission

Learners must complete all assessment requirements and meet the performance criteria as outlined in the qualification assignment brief and the qualification specifications.

Internal Quality Assurance (IQA)

Once all requirements are fulfilled, assessors will submit the completed e-portfolio on Masary Learning Management System to the Internal Quality Assurer (IQA) for review and confirmation.

External Quality Assurance (EQA)

The final review and approval will be conducted by the External Quality Assurer (EQA) from the awarding body.



Certificate Issuance

Upon EQA sign-off, a certificate claim request will be submitted to the awarding body for approval. Once approved, the awarding body will issue the qualification certificates, and delivery arrangements will be made for learners.

9.2.3. Language of Instruction and E-portfolio

International Qualifications

For international qualifications, accredited by international awarding bodies, both the face-to-face training and assessments (including e-portfolio submissions) will be conducted in English.



9.3 Professional Development Workshops

9.3.1. Attendance Requirements

Learners are required to attend all training hours on time and for the full duration of each session.

Minimum Attendance

Learners must attend at least 85% of the total workshop sessions to receive a certificate of completion.

9.3.2. Satisfaction Survey

Learners are required to complete a satisfaction survey at the end of the workshop as part of the feedback process.

9.3.3. Workshop Participation

Active participation in all sessions is expected. Learners should engage in discussions, group activities, and practical exercises.

9.3.4. Code of Conduct

Learners must behave professionally and respectfully towards trainers and fellow participants. Disruptive behaviour may result in dismissal from the workshop without a refund or certification.

9.3.5. Workshop Materials

All materials provided during the workshop, including handouts, slides, and other resources, are for personal educational use only and may not be reproduced or distributed without permission.



9.3.6. Health and Safety Compliance

Learners are required to comply with any health and safety guidelines in place during the workshop.

9.3.7. Certificate Issuance

Certificates will only be issued to learners who meet the attendance requirements and have participated fully in the workshop.

9.3.8. Privacy

Learners' personal information collected during registration will be kept confidential and used only for workshop administration purposes.

9.4 FabLab Programs and Workshops

9.4.1. About ECAE Fab Lab

Digital fabrication laboratory supports engineers, designers, educators, researchers, creative and innovative people in the exploration and investigation of innovative project research including wood metals, plastics and electronics.

The fabrication laboratory plays an integral role in creative work in digital fabrication “the Fab Academy Qualification”, supporting experimentation with materials and fabrication machines runs by computer. The lab is equipped with computer controlled (CNC) machines, including laser cutters, a 3-axis CNC router, 3D scanner, an ABS, PLA plastic 3D printers and a vinyl cutter for creating versatile 2D models on different materials such as vinyl, paper, copper sheets to make signs, indicators, T-shirt imprints, antennas and flex circuit and suite of electronic components and programming tools for low-cost, high-speed microcontrollers for on-site rapid circuit prototyping.

The lab is overseen directly by Ms. Zahrah AIYahyae who instructs and guides users in the use of the equipment and machines.



9.4.2. Lab Regulations

Opening Hours of The Lab

Monday - Friday

7:00 am - 5:00 pm

Safety Rules and Regulations

General

- The FABLAB is open during scheduled hours only, regularly check the ECAE FABLAB webpage.
- Attendance and successful completion of a general FABLAB orientation must occur before use.
- Sign in and out at register.
- Never work in the FABLAB alone.
- Report all incidents, no matter how small to the lab supervisor.
- FABLAB use privileges may be revoked if these rules are not followed.
- In the absence of the Supervisor, you must comply with the FABLAB monitors' decision.

Clothing

- No loose clothing, gloves, or jewellery that could get caught in moving machine parts.
- No sandals or open-toe shoes while in the FABLAB.
- Always wear protective eyewear.
- Wear dust mask if needed.
- Long hair must be contained and out of the way.
- Headphones/ear buds or any other personal speaker device are prohibited in the FABLAB.



Machine/Tool Use

- Follow all safety guidelines for each piece of equipment.
- Do not mill wood without the Supervisor's permission.
- If there is any doubt about how to perform a task or operation, ask the supervisor for assistance.
- Never make any changes or alter machines' basic setup. If you don't know how to adjust something, ask.
- Never remove a guard or safety device from a machine.
- Ask the supervisor to change blades, belts, CNC metal mills etc. when needed.
- Do not attempt repairs on equipment, report any damage or issue to the person in charge.
- Do not overreach, always keep proper footing and balance at all times.
- Do not use excessive force on any tool.
- Use push sticks on narrow pieces.
- Secure work piece. Use clamps or double-sided tape to hold work.
- Always use a machine's dust collection.
- On all table saws and mitre saws keep work piece firmly up against fence and flat on the table.
- On band saws, always adjust guard within ¼ inch from work piece.
- Keep work area clean. Cluttered areas invite accidents.
- All work areas must be cleaned before you leave. Clean up at least 15 minutes before closing time.
- Return all lab tools to their proper storage cabinets before you leave.
- If a tool is lost or stolen or otherwise missing while in your possession you are responsible for replacing it with an equal quality tool.
- Tools are never to be taken off premises.



Safety Guidelines

Safety in the fabrication Lab is the highest priority. Accidents may result in serious bodily harm or death. Following proper safety procedures and conforming to the policies as outlined in this handbook will greatly reduce any chance of injury. Do not experiment with the tools or try to figure out how to use a machine on your own. If you do not use a tool or machine exactly how you have been shown or neglect to follow all safety rules, severe injury could result and your privileges to utilize the lab may be revoked.

Lab Orientation and Safety Obligations:

- Attendance and successful completion of a general FAB LAB orientation must occur before use.
- Certain high-risk machines require user to show competence before unassisted access will be granted.

Injury Causing Incident:

- In the event of an injury causing incident, the following procedure must be followed.
- Notify the FAB LAB staff immediately. The staff will follow required procedures.
- All incidents must be reported to the Lab supervisor, the lab supervisor will meet with the injured person before lab privileges are reinstated.
- During this meeting the lab manager will establish the cause of the incident and assist with prevention for future accidents.

Non-Injury Causing Incident:

- In the event of an incident in which a machine, material or the facility is damaged or an unsafe event the following procedure must be followed.
- All incidents must be reported to the lab supervisor who will meet with the person/s involved before lab privileges will be reinstated.
- During this meeting the lab supervisor will establish the cause of the incident and assist with prevention for future accidents.

Lab Occupancy



In order to maintain a safe lab environment, user limits will be enforced to no more than 15 students. It is the users' responsibility to ensure these numbers are not exceeded. Students working in the FAB LAB sections will be required to sign in before every use and sign out before departure.

SAFETY COMPLIANCE AGREEMENT

ECAE Fab Lab

Failure to follow these guidelines, procedures and the instructions of the fabrication supervisors will result in the loss of privileges of the entire fabrication facility indefinitely.

I have read and understand the general guidelines for the operation of the Emirates College for Advanced Education Fabrication Laboratory (ECAE FAB LAB) and agree to comply with them. I agree to attend the introductory safety orientation and to operate all Emirates College for Advanced Education Fabrication Laboratory (ECAE FAB LAB) owned equipment in compliance with the applicable safety policies posted in the lab.

I also agree to individual instruction and orientation to gain certification to use a piece of equipment on my own. I agree to abide by all the applicable safety requirements for the use of the lab, including the wearing of protective safety gear. I agree never to operate any machine without eye protection. I understand that I may not bring in my own personal tools to work on a project. I agree not to operate any machine on my own without supervision. I am solely responsible for understanding and abiding by the proper operation of the fabrication lab and that I do so at my own risk.

I understand working in a fabrication environment involves an element of risk, which I accept. I also acknowledge that orientation and certification is required for my use of the lab. I understand that the Fab-Lab supervisors are present to help ensure my safety. In order to help me use the tools provided, I understand that they may need to oversee my use and possibly correct me if a tool is being used incorrectly. I understand that users of the fabrication lab should not operate power tools or equipment if they are taking any medication that impairs their



mental faculties or physical ability to operate tools or equipment. I also understand that the fabrication lab should not be used by persons who are tired or in a hurry.

By signing this form, I confirm that I will not enter the fabrication lab or operate tools or equipment under any impaired state (mental, physical, or any other, including sleep deprivation).

I have read and understood the safety rules and regulations within this document. I understand the use of the fabrication lab is not a right, but a privilege and any unsafe action on my part may result in the revocation of my privileges indefinitely, at the discretion of the fab lab director/ manager/coordinator. I have been trained and instructed on the proper and safe use of the fab lab equipment. I understand that failure to follow the instructions outlined in training and in this document will result in loss of privileges and access. If gross negligence is determined to be involved in the course of a non-injury accident a meeting is required between the user(s) and the lab supervisor before lab access may resume. If an individual is consistently working in an unsafe manner, lab privileges will be revoked.

Learner Name _____

Date _____

Learner Signature _____

Instructor Name _____

Date _____

Instructor Signature _____