NQA SYSTEM FOR CONTINUING EDUCATION UNITS IN THE UAE (UAE-CEUS)

Draft Guidelines for Use in the NQA CEU Pilot Project

February 2017

Produced by the NQA CEU Pilot Project Working Group
(R&D Department and TVET Department)
About the National Qualifications Authority

On the 23rd of August 2010, President His Highness Sheikh Khalifa Bin Zayed Al Nahyan issued Federal Decree No. 1 ‘Establish and Maintain the National Qualifications Authority’. Key functions of the National Qualifications Authority (NQA) are:

- coordinating with related entities the establishment and implementation of an internationally-recognised education and training system for the United Arab Emirates (UAE)
- developing and implementing the Qualifications Framework for the Emirates, the QFEmirates, which is a singular integrated structure covering all qualifications in the UAE
- facilitating the transfer, shift and continuity of learning of individuals between different education and training pathways.

The NQA aims to deliver outcomes that assist the UAE to keep pace with scientific and technological progress and meet the country’s economic and social development needs.

For more information about these guidelines, contact:

Director General
National Qualifications Authority
Address: P.O. Box 63003, Abu Dhabi, UAE
Phone: +9712 815 6666
Web: www.nqa.gov.ae
Twitter: https://twitter.com/nqauae/
Instagram: https://www.instagram.com/nqauae/

This document is licensed under a Creative Commons Attribution-No Derivatives 4.0 International license. You are free to share, copy and redistribute the material in any medium or format for any purpose, even commercially, as long as it is passed along unchanged and in whole, with credit to the NQA. For more information, visit https://creativecommons.org/licenses/by-nd/4.0/
Contents

1. CEU Guidelines Statement and Purpose 4
2. UAE CEU System Framework 10
3. Developing CEUs 14
4. Delivering CEUs 18
5. NQA CEU Pilot Project Partners 27
6. Appendices 28
   Appendix A: Expression of Interest to participate in the NQA CEU Pilot Project 29
   Appendix B: NQA CEU Development Template 32
   Appendix C: NQA CEU Provider Application Form 39
   Appendix D: Appeal Form 48
   Appendix E: NQA Issuance Policy for Continuing Education Units 49
   Appendix F: Glossary of Terms 56
1. CEU Guidelines Statement and Purpose

1.1 NQA 2010 Decree

Under its 2010 establishment decree, the National Qualifications Authority (NQA) was given national responsibility to develop and maintain standards and regulations for qualifications covering higher education, general education, and technical, vocational and professional education and training. This work aims to provide individuals with opportunities to access, transfer and progress within the education system inside and outside the country, which is critical to building a national culture of lifelong learning.

1.2 NQA Board Resolution (16) 2016

In December 2016, the NQA Board issued Resolution No. (16) 2016 titled “Regarding approving framework of Continuing Education Units (CEUs) in activating principle of lifelong learning”, with the two articles and one recommendation instructing the NQA to develop, implement and pilot a CEU framework, system and procedures:

- Article (1) - Agreeing on approving a “framework of Continuing Education Units (CEUs) in activating the principle of lifelong learning” attached herewith, and assign the NQA to develop the framework.
- Article (2) - This resolution shall come into force from the date of issuance, and shall be implemented by the competent entities.
- Recommendation: Assign the NQA to start developing the CEU system and procedures thereof to implement it, and launch a CEUs pilot project.

The Resolution included three pathways for CEUs that underpin these system guidelines:

<table>
<thead>
<tr>
<th>First pathway</th>
<th>Second pathway</th>
<th>Third pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>Occupational Licensing</td>
<td>Lifelong Learning</td>
</tr>
<tr>
<td>Training courses and programmes that enable an individual to develop professional skills and capabilities in a vocational area.</td>
<td>Training courses and programmes that a licensing entity requires an individual to undertake to practice an occupation in the UAE.</td>
<td>Training courses and programmes that develop an individual’s skills and general knowledge throughout his/her life.</td>
</tr>
</tbody>
</table>

1.3 Continuing Education Units (CEUs) for the UAE

The NQA Board Resolution responds to a desire expressed by some key stakeholders offering short courses for the NQA to recognise these small parcels of learning outcomes that are proving valuable to the UAE labour market. To determine the features and feasibility of a UAE CEU System (UAE-CEUS), the NQA conducted research to:

- explore the purpose and design of CEU systems in other countries
- gauge demand for CEUs in the UAE, given that their recognition would require changes to the Qualifications Framework for the Emirates Handbook (referred to as the QFEmirates Handbook).

The NQA identified the key features of CEU systems operated by several bodies to determine those features that are suitable for the NQA System for Continuing Education Units in the UAE (referred to as UAE-CEUS).
These bodies include:

- International Association for Continuing Education and Training (IACET)
- Accreditation Council for Continuing Medical Education (ACCME)
- American Nurses Credentialing Center (ANCC)
- National Strength and Conditioning Association (NSCA)
- The Florida Certification Board (FCB)
- American Speech-Language-Hearing Association (ASHA)
- National Board for Certified Counselors (NBCC)
- Registered Continuing Education Programme (RCEP) for Engineers, Surveyors & A/E/C Professionals
- Pennsylvania Department of Education (PDE)
- Quality Assurance for HEIs’ Continuing Education Programmes (QACEP)

The ANSI/IACET 1-2013 Standard for Continuing Education and Training developed by the International Association for Continuing Education and Training (IACET)\(^1\) was approved by the American National Standards Institute (ANSI) in 2007 as the American national standard for continuing education and training (CE/T). It serves as a proven model for developing effective and valuable CE/T programmes. The Standard measures all aspects of a CE/T provider’s programme development across ten nationally recognised categories.

---

\(^1\) International Association for Continuing Education and Training (IACET), [https://www.iacet.org/](https://www.iacet.org/)
The ANSI/IACET Standard focuses on how continuing education and training programmes are developed, not what they cover, and provides a certifiable framework of researched and proven best practices that can be applied across disciplines and industries.

The Standard assists organisations to:

- establish an appropriate responsibility and control system
- encourage an analytic approach to identifying and analysing learning needs
- design, plan and execute a quality learning event
- establish appropriate assessment criteria based on the learning outcomes
- monitor and improve the learning process in order to achieve its outcomes.

In 2006, the Accreditation Council for Continuing Medical Education (ACCME) released the Continuing Medical Education (CME) Accreditation Criteria. The Criteria were created to position the CME enterprise as a strategic asset to the quality improvement and patient safety imperatives of the US health care system and were designed to align with emerging continuing professional development systems such as the American Board of Medical Specialties Maintenance of Certification®, the Federation of State Medical Boards Maintenance of Licensure (MOL) initiatives, and hospital accreditation requirements, such as The Joint Commission Standards. The CME Accreditation Criteria call on accredited providers to offer educational activities that address physicians’ real-world practice needs, whether their scope of practice is in clinical care, research, health care administration, or other areas of medicine.

The National Strength and Conditioning Association (NSCA), the world-leading membership organisation for thousands of elite strength coaches, personal trainers and dedicated researchers and educators, designed the NSCA CEU Provider Programme to provide continuing education opportunities to the NSCA Certification holders and offer promotional assistance to those who provide the educational events or resources. Through a formal application process that requires the activities to be consistent with NSCA certification scopes of practice, NSCA exam content, and other NSCA policies, this programme is designed to award CEU approval for eligible strength and conditioning or personal training related activities, e.g., conferences, clinics, home study courses, and internships.

Quality education providers and engineers, surveyors, and related Architecture/Engineering/Construction (A/E/C) industry professionals merged into one comprehensive education management system, the Registered Continuing Education Programme (RCEP) for Engineers, Surveyors and A/E/C Professionals, which is a nationwide portal for education and career recordkeeping. Their demand to ensure that all educational activities are “current, technically accurate, and developed by individuals qualified with respect to educational activity development and specific content”, effective tools to evaluate the quality of the activity and “a mechanism to assess whether learning objectives were met” are available may apply to educational activity development and delivery standards of all CEU programmes.

---

2 Accreditation Council for Continuing Medical Education (ACCME), http://www.accme.org/
3 National Strength and Conditioning Association (NSCA), https://www.nsca.com
The Quality Framework developed by the Quality Assurance for Higher Education Institutions’ Continuing Education Programmes (QACEP)\(^4\) includes both key elements at institutional level (such as vision and strategic objectives) and key elements at programme level (such as educational concept and resources). The Framework is built on the Plan-Do-Check-Act (PDCA) cycle idea, the phases of which are reflected to varying degrees in many of the CEU systems investigated: 1) Planning and design; 2) Implementation and delivery; 3) Programme monitoring; and 4) Programme improvement.

![PDCA Cycle Diagram]

A 2017 NQA national survey found that 48% of respondents rated the level of market demand for CEUs in the UAE as “high”, and a further 30% of respondents rated the level of market demand as “moderate”:

How would you rate the level of market demand for Continuing Education Units (CEUs) in your industry sector?
(159 responses)

- High: 76 (47.8%)
- Moderate: 47 (29.8%)
- Low: 15 (9.6%)
- No demand: 4 (2.5%)
- Unsure: 15 (9.6%)

Comments from some of the survey respondents include benefits of CEUs for the UAE:

- All learning routes to certification should be recognised. Diversification within the Emirates industries will require re-skilling into to specific areas. Changes in job roles require professional development and recognition of all learning should be encouraged.

- This is a regular question and concern at career development conferences. With the dynamic nature of the industry, I think it is both important and wise to honor and encourage the learning of professionals currently doing the work. This also prevents stagnation or over-reliance on credentials.

- CEUs are important to keeping professionals (especially those degreed and licensed in ever evolving sectors) up-to-date on the latest technology and procedures.

---

\(^4\) QACEP – Quality Assurance for Higher Education Institutions’ Continuing Education Programmes, [https://www.qacep.eu/default.aspx](https://www.qacep.eu/default.aspx)
Continuing Education Unit is an opportunity for older employees to train as a response to a professional need or to a personal interest in development.

95% of all our learners are required to have continuous educational units related to their work fields. This will help them in their work by being updated and adopting to the new changes in the society that can be applied in their fields. Also, this would provide enrichment and growth to the individual both in knowledge and in practice.

There are more than 1000+ training providers who are offering CEU/CPD/LLLU. Introduction of CEU’s will support recognition of training offered by the Training providers and also it will support the licensing of professionals such as Teachers, Medical Professionals & meeting its requirement of endorsed CPD credits.

As proposed, the accreditation/approval of such CEUs should require that the application includes a credit value and describes the way that it articulates and could contribute towards a titled award/qualification at a stated level. This is a familiar model in other countries and serves well in linking the training activities in the workplace to the acquisition of recognized qualifications and overall contribution to the advancement of the workforce. This credit-rating is a strong encouragement for learners to engage with and sustain such professional development activities. There are many professions that have structured criteria for recognition of CEUs; e.g. National Board for Certified Counselors (NBCC), and Accreditation Council for Continuing Medical Education (ACCME).

Areas that pose critical safety risks i.e. work at height and/or in confined space and/or working with plant require regular ‘refreshment’ to remind operators of safe practice. Areas of rapid technical change i.e. biomedical, biometric and computing technology need regular updating. Areas where critical reflection are important, or moderation i.e. education and training may have these practices systematised through required refresher training.

In light of the NQA Board’s intention for CEUs, the NQA has defined the purpose of CEUs for the UAE:

A Continuing Education Unit (CEU) in the UAE provides individuals with NQA-recognised continuing education and training to support their professional development, licensing and/or lifelong learning needs.

The NQA has branded three types of CEUs:

- Professional development CEUs (CEU-PD)
- Occupational licensing CEUs (CEU-LIC)
- Lifelong learning CEUs (CEU-LLL)

The NQA has also distinguished CEUs by copyright ownership:

- National CEUs – the developer has passed intellectual property and copyright ownership to the country. Any eligible organisation can apply to deliver national CEUs and qualification developers can use these CEUs to develop national qualifications and national occupational skills standards.

- Recognised CEUs – the developer retains intellectual property and copyright ownership. The developer of a recognised CEU is likely to also deliver the approved CEU or allow an NQA-approved CEU provider to deliver the CEU on its behalf.
1.4 NQA CEU Guidelines

The NQA has developed these UAE-CEUS guidelines for parties involved in developing and delivering CEUs as part of the NQA CEU Pilot Project. The NQA will track the effectiveness of the guidelines over the duration of the pilot project and make any necessary adjustments to them during and after the project. Therefore, these guidelines are temporary and users should not treat them as approved and final national policy. The NQA Board will approve final UAE-CEUS guidelines after the pilot project.

Users of these guidelines should read them in conjunction with the Qualifications Framework for the Emirates Handbook (2012) and NQA Guidelines for Writing Learning Outcomes and Aligning Programmes to the National Qualifications Framework for the UAE, the QFEmirates (2016).
2. UAE CEU System Framework

2.1 Overview of the framework

The UAE Continuing Education Unit System (UAE-CEUS) Framework aims to provide a streamlined approach to the development, implementation and management of CEUs to ensure that CEUs meet the needs of the labour market and individuals.

The key elements of the UAE-CEUS Framework cover the activities of planning, design, development, delivery, monitoring, improvement, management, and promotion.

The following explanation of each framework element aims to address the following key questions:

- **System objectives**: What is the purpose of the UAE-CEUS?
- **CEU features**: What are the key features of a CEU as a recognised small parcel of learning outcomes?
- **CEU development**: What is the approach to develop a CEU to ensure it meets labour market needs?
- **CEU delivery**: What are the standards a CEU provider must meet and uphold to ensure an individual achieves the learning outcomes of a CEU?
- **CEU continuous improvement**: What is the approach to ensure a CEU remains current and relevant to the needs of the labour market and individuals?
- **CEU management and promotion**: What are the mechanisms to manage CEUs, which include promoting their availability to relevant parties?
2.2 UAE CEU System (UAE-CEUS) objectives

The objectives of the UAE-CEUS are based on the framework elements:

- To identify the key features of a CEU that enable the recognition of a small parcel of learning outcomes and provide education and training pathways for individuals within and outside the UAE.
- To develop a rigorous approach to developing a CEU that includes proving a labour market need for a proposed CEU and meeting the requirements of the UAE’s qualifications framework, the QFEmirates.
- To develop a quality assurance process and standards for the delivery of CEUs to ensure learners have confidence in the quality of CEU providers and their offerings.
- To determine an approach to review a CEU when its period of recognition expires and allow for changes during the recognition period in response to labour market needs.
- To manage the different aspects of the UAE-CEUS in an efficient manner, such as data management, promotional activities, stakeholder feedback, reporting, and reviews.

2.2 CEU features

The key features of CEUs in the UAE are as follows:

1. Definition
   - A Continuing Education Unit (CEU) in the UAE provides individuals with NQA-recognised continuing education and training to support their professional development, licensing and/or lifelong learning needs.

2. Types of CEUs
   - Three purpose types: CEUs for professional development (CEU-PD), CEUs for occupational licensing (CEU-LIC) and CEUs for lifelong learning (CEU-LLL).
   - Two ownership types: National CEUs (owned by the country) and Recognised CEUs (owned by the developer).

3. QF level
   - A CEU has a QFEmirates level based on a level descriptor and covers at least one (1) of the five (5) strands of learning outcomes from the QFEmirates at this level.

4. UAE labour market need
   - There is an evidenced need for the CEU within a UAE industry sector.

5. Credit
   - A CEU follows QFEmirates credit requirements of 1 credit = 15 notional (estimated) learning hours.
   - CEU credit value can be from 0.4 credits (min.) to up to 1 credit (max.).
   - Learners must submit evidence and be assessed to achieve credit. This evidence can be used to apply for RPL against the learning outcomes of a qualification.
   - A CEU can be used for credit accumulation and transfer towards a qualification.

6. Learning hours
   - Notional (estimated) learning time expected for learners to meet CEU outcomes is from 6 hours (min.) to up to 15 hours (max.).
   - Notional learning time includes time spent in structured tuition and self-paced learning and practice; time taken to gather and provide evidence for assessment; and time taken to be assessed in all the outcomes and contexts.

7. CEU title
   - The title of a CEU includes the QF level and follows the QFEmirates titling linking convention of “in” to show the subject matter/topic area covered eg., Level 5 Continuing Education Unit in Project Risk Management.

8. Certification
   - Learners who successfully achieve the learning outcome of a CEU are entitled to certification documentation with the NQA logo, QFEmirates level and credit value.
### 2.3 CEU development

<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Eligibility</strong></td>
<td>• CEU developers can be government/semi-government entities, education and training providers, local and foreign awarding bodies, companies, industry/professional associations, and community organisations. Organisations submit an Expression of Interest (EOI) (Appendix A) to participate in the pilot project.</td>
</tr>
</tbody>
</table>
| **2. Application** | • Developers use the NQA CEU Development Template and attach supporting evidence.  
  • The NQA supports developers by providing resources, technical advice, and training.  
  • The NQA CEU Committee comprising NQA and external experts reviews CEU applications from developers.  
  • The NQA assigns a CEU code and recognises the CEU for a period of two (2) years.  
  • The NQA publishes the CEU in the NQA Catalogue.  
  • Developers have the right to appeal a decision of an unsuccessful application. |
| **3. Intellectual Property/Copyright** | • Developers must hold the copyright of the proposed CEU or have copyright clearance from the holder.  
  • Developers of “National CEUs” pass on IP/copyright to the country, allowing these CEUs to be used by others, e.g., CEU providers, qualification developers, etc.  
  • Developers of “Recognised CEUs” retain IP/copyright and are only allowed to sell their CEUs to NQA-approved CEU providers. |
| **4. Fees**         | • There are no fees for developers of national CEUs.  
  • After the pilot project, fees will apply to developers of recognised CEUs through NQA Service 33 or a new NQA service. |
| **5. NQA Registration** | • After the pilot project, all organisations must register with the NQA’s Education and Training Providers Registration Service to be eligible to develop CEUs (Service 9). |

### 2.4 CEU delivery

<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Eligibility</strong></td>
<td>• Registered CEU providers (RTP-CEUP) can be government/semi-government entities, education and training providers, local and foreign awarding bodies, companies, industry/professional associations, and community organisations.</td>
</tr>
</tbody>
</table>
| **2. Application** | • Applicants use the NQA CEU Provider Application Form and attach supporting evidence, including a self-assessment report against the NQA Standards for CEU Providers, and agree to a site audit by NQA staff.  
  • After the pilot project, the NQA will invite awarding bodies to submit an EOI and capacity statement to manage CEU applications from commercial training providers.  
  • Applicants have the right to appeal a decision of an unsuccessful application. |
| **3. Certification** | • The NQA will provide CEU providers with issuance guidelines for certification documentation i.e. certificates and transcripts.  
  • CEU providers must arrange for an NQA-registered External Verifier who is an occupational and subject matter expert to validate a sample of assessments.  
  • After the pilot project, CEU providers are required to use the NQA Service 31 to place the NQA logo and name on certificate documentation. |
| **4. Fees**         | • There are no fees for CEU providers who participate in the pilot project.  
  • After the pilot project, CEU providers approved by the NQA must register in the NQA Directory of Providers (Service 19).  
  • After the pilot project, CEU providers seeking to deliver national CEUs owned by the country must purchase CEUs from NQA (Service 23). |
| **5. NQA Registration** | • After the pilot project, all organisations must register with the NQA’s Education and Training Providers Registration Service to be eligible to deliver CEUs (Service 9). |
### 2.5 CEU continuous improvement

#### 1. Quarterly reports
- CEU providers must lodge quarterly reports containing learner data and other information using the NQA reporting template.

#### 2. Review of CEUs
- The NQA typically recognises CEUs for a period of two (2) years.
- The NQA will notify CEU developers to renew their CEU recognition three (3) months prior to the expiry date.
- CEU developers can apply to the NQA to modify a CEU (with supporting evidence of the need for a revision) at any time.

#### 3. Learners
- The NQA will conduct an annual satisfaction survey of learners who have completed a CEU.
- Learners have the right to lodge a complaint with the NQA.
- The NQA will prepare reports on learner satisfaction.

#### 4. Support
- The NQA will provide resources, technical advice and training to CEU developers and providers.
- CEU developers and providers have the right to lodge a complaint with the NQA.

### 2.6 CEU management and promotion

#### 1. Data management
- The NQA will record the details of approved CEUs, approved CEU providers, and learners who have successfully completed CEUs in an online system.
- CEU providers will submit learner data in the NQA template on a quarterly basis.
- The NQA will prepare data reports on CEU activities on a quarterly basis.

#### 2. Promotion
- The NQA will devise and implement a marketing strategy to promote the UAE-CEUS and raise awareness of the availability of CEUs for different target audiences.
- The NQA will provide successful CEU developers and providers with a Recognition Statement for display purposes.
- The NQA publishes recognised CEUs in the NQA Catalogue.
- CEU developers and providers are able to use the NQA Service 31 to place the NQA logo and name on their promotional materials related to CEUs.

#### 3. Annual reporting
- The NQA will prepare an annual report of UAE-CEUS achievements, outcomes and recommendations for system improvements.

#### 4. UAE-CEUS resources
- The NQA will monitor and evaluate the quality of its system resources (e.g., guidelines, forms, processes, etc.) and make any necessary improvements to these resources in a timely way.
3. **Developing CEUs**

3.1 **Eligibility**

3.1.1 To be eligible to develop a CEU, an organisation must be a government or semi-government entity, education and training provider, local or foreign awarding body, company, industry/professional association, or community organisation.

3.1.2 An organisation operating within the targeted industry sector for the CEU (e.g., a regulatory body developing a CEU for the industry it regulates, an airline company developing a CEU for its employees, etc.) can apply as a sole applicant to develop a CEU.

3.1.3 An organisation who does not operate within the targeted industry sector for the CEU (e.g., an education and training provider servicing different industry sectors, an awarding body that is not sector-specific, etc.) will need the support of at least one prominent organisation that operates within the targeted industry sector in the UAE (e.g., a commercial training provider of media short courses would obtain a letter of support from a local media outlet).

3.1.4 To attract an appropriate sample for the pilot project, NQA requests organisations seeking to participate in the pilot project to complete the *Expression of Interest (EOI) to Participate in the NQA CEU Pilot Project Form* (Appendix A). The NQA will review an EOI and reach a decision within ten (10) business days.

3.2 **Application**

3.2.1 A developer uses the **NQA CEU Development Template** (Appendix B) and attach supporting evidence as requested in the template. The NQA will only consider complete applications.

3.2.2 A developer submits its populated CEU template and supporting evidence to wafa.alawlaqi@nqa.gov.ae and sandra.haukka@nqa.gov.ae with a subject line of “CEU Developer Application for xxx” (applicant’s name).

3.2.3 The NQA supports a developer during the application process by providing them with resources, technical advice, and training. Each applicant will have access to one dedicated NQA staff member who will act as the personal case manager during the pilot project.

3.2.4 The NQA CEU Committee comprising the NQA and external experts will review a submitted CEU application and reach a decision within 20 business days. The Committee will issue a letter to the applicant as well as a Statement of Recognition to a successful applicant. The NQA Board will issue a Resolution supporting the Committee’s approval of the CEU.

3.2.5 The NQA CEU Committee will normally approve the recognition of a CEU for a period of two (2) years. The Committee has the right to recognise a CEU for a different period of time and to recognise a CEU with conditions, if it has a valid reason to do so.

3.2.6 The NQA will assign a code to the approved CEU. A Level 5 Continuing Education Unit in Project Risk Management would have a code of NCEUPDC000117 – N for National CEU (or R if it is a Recognised CEU), CEUPD as the CEU is for professional development, C00 for the sub-sector of Administration, 01 as the CEU is the first in the series for this sub-sector, and 17 as NQA approved the CEU in 2017.
Flowchart: CEU Development Process

1. The NQA sends the developer the NQA UAE-CEUS Guidelines and NQA CEU Development Template.

2. The NQA nominates a staff member to work with the developer (a case management approach)

3. The Applicant completes and submits a CEU application to wafa.alawlaqi@nqa.gov.ae and sandra.haukka@nqa.gov.ae.

4. The NQA staff member (case manager) presents the application to the NQA CEU Committee for review and decision.

5. The NQA issues a letter to the applicant. Successful applicants receive a Statement of Recognition approving the CEU for two (2) years. Unsuccessful applicants are referred back to the NQA case manager and can appeal the decision.

6. The NQA issues a resolution in support of the Committee’s decision to approve the CEU.

7. The NQA adds a summary of the approved CEU to the NQA Catalogue.

8. The NQA triggers a review of the CEU three (3) months before the recognition expiry date.
3.2.7 A developer can appeal a decision of an unsuccessful application by completing and submitting an Appeal Form (Appendix D) to the NQA CEU Committee within ten (10) business days of receiving the decision. If the developer is not satisfied with the outcome of the Committee’s review of its original decision, it can appeal the decision by writing to the NQA Director General. The decision of the NQA Director General is final and cannot be revised.

3.2.8 The NQA expects a developer to engage with the Qualifications Framework for the Emirates Handbook (2012) and NQA Guidelines for Writing Learning Outcomes and Aligning Programmes to the National Qualifications Framework for the UAE, the QFEmirates (2016) to help them develop a CEU with learning outcomes that align to a particular qualifications framework level.

3.2.9 The NQA expects a developer to engage industry in the development of the CEU and provide evidence of a need for the CEU in the UAE.

3.2.10 The NQA will publish a summary of the approved CEU in the NQA Catalogue that is accessible to the public. A developer can request the NQA not to publish the CEU by providing a valid reason.

3.2.11 Three (3) months prior to the end of the recognition period of a CEU, the NQA will inform the developer to review the CEU based on a NQA’s CEU review approach. The developer can also request changes to a CEU at any time by providing a valid reason.

3.3 Intellectual Property/Copyright

3.3.1 A developer must hold the copyright of the proposed CEU or have copyright clearance from the holder. Where content of a CEU has drawn on intellectual property (IP) from another organisation or individual, the developer must include a statement or letter of support or no objection letter from the original owner in the application. If the NQA finds that a developer has knowingly infringed on copyright, it has the right to immediately reject the CEU application.

3.3.2 A developer of a “National CEU” must pass on IP/copyright to the country, the United Arab Emirates, allowing this CEU to be used by others, such as CEU providers and developers of national qualifications. The developer will be required to submit a letter with its final CEU application agreeing to transfer ownership of the CEU to the country. The CEU becomes the property of the UAE Government held in trust by the NQA.

3.3.3 A developer of a “Recognised CEUs” retains IP/copyright. This allows the developer to be the sole provider of the CEU in the UAE. The developer can permit another organisation to deliver its CEU as an NQA-approved CEU provider.

3.3.4 A developer of a “Recognised CEU” is only allowed to sell their NQA-approved CEUs to NQA-approved CEU providers. A CEU provider that buys a recognised CEU from a developer has the right to provide feedback and lodge a complaint about the CEU and/or the developer to the NQA.
3.4 Fees

3.4.1 There are no fees for developers of national CEUs. This is because the developer has agreed to pass their intellectual property and copyright to the country for national benefit.

3.4.2 The NQA is allowed to sell national CEUs under Service 23 or another service. The NQA will not charge organisations that are developing national qualifications and national occupational skills standards (NOSS) to access the National CEUs as they have agreed to pass the intellectual property and copyright of the national qualification and NOSS to the country.

3.4.3 During the pilot project, there are no fees for developers of recognised CEUs as they are supporting the country to develop national UAE-CEUS guidelines for wider use after the pilot project.

3.4.4 After the pilot project, the NQA will impose fees on developers of recognised CEUs through the NQA’s Service 33 or through a new service.

3.5 Continuous improvement

3.5.1 Participants in the pilot project will test the guidelines, CEU development template and CEU development process. The NQA requests participants to submit any formal feedback in writing to the NQA in a timely way.
4. **Delivering CEUs**

4.1 **Eligibility**

4.1.1 To be eligible to deliver a CEU as an NQA-approved Registered CEU Provider (RTP-CEUP), an organisation must be a government or semi-government entity, education and training provider, local or foreign awarding body, company, industry/professional association, or community organisation.

4.1.2 The NQA can fast track an applicant that is already licensed/registered/recognised as an education and training provider by a federal or emirate regulatory body in the UAE (excluding providers in the freezones). The applicant only needs to provide the NQA with a proof of their legal status and provider status (e.g., commercial license, government resolution, education and training license, etc.). The applicant does **not** need to respond to standards in Standard Category 1: Organisation of the NQA Standards for Registered CEU Providers (RTP-CEUP) in their self-assessment report. The applicant responds to the standards in categories 2, 3, 4 and 5 only.

4.1.3 An applicant from an organisation where training is not their core business must provide NQA with proof of their legal status to operate in the UAE (e.g., commercial license, government resolution, etc.). The applicant must respond to all standards in the NQA Standards for Registered CEU Providers (RTP-CEUP) in their self-assessment report. The applicant must also provide the NQA with their latest certified financial statement if it collects or intends to collect fees from learners.

4.2 **Application**

4.2.1 A developer must use the **NQA CEU Provider Application Form** (Appendix C) and attach supporting evidence as requested in the form. NQA will only consider complete applications.

4.2.2 An applicant must meet and uphold the NQA Standards for Registered CEU Providers (RTP-CEUP). The applicant is required to respond to the standards in the **Self-assessment Report for Registered CEU Providers** (Appendix D).

4.2.3 An applicant must agree to a site audit of its training facility as part of the application process.

4.2.4 An applicant seeking to deliver a CEU it does not develop or own, must obtain the full CEU information from the NQA (in the case of national CEUs) or from the owner (in the case of recognised CEUs) in order to complete its application. The owner of a recognised CEU can sell its CEU only to organisations seeking to deliver its CEU as an NQA-approved Registered CEU Provider.

4.2.5 An applicant seeking to deliver a recognised CEU on behalf of the developer must have written approval from the developer attached to the application.

4.2.6 An applicant submits its completed application form and supporting evidence to wafa.alawlaqi@nqa.gov.ae and sandra.haukka@nqa.gov.ae with a subject line of “CEU Provider Application for xxx” (applicant’s name).

4.2.7 The NQA supports a CEU provider by providing them with resources, technical advice, and training.
Flowchart: Application Process

1. The NQA sends the applicant the NQA UAE-CEUS Guidelines and NQA CEU Provider Application Form.

2. The NQA nominates a staff member to work with the applicant (a case management approach).

3. The applicant completes and submits an application and self-assessment report against the NQA Standards for Registered CEU Providers to wafa.alawlaqi@nqa.gov.ae and sandra.haukka@nqa.gov.ae.

4. The NQA conducts a site audit of the applicant's training facility.

5. The NQA staff member (case manager) presents the application to the NQA CEU Committee for review and decision.

6. The NQA issues a letter to the applicant. Successful applicants receive a Statement of CEU Provider Registration for a period of two (2) years. Unsuccessful applicants are referred back to the NQA case manager and can appeal the decision.

7. The NQA issues a resolution in support of the Committee's approval of the CEU provider.

8. The NQA adds the name of the Registered CEU Provider to the directory of approved CEU providers.

9. The NQA sends a renewal notice to a CEU provider three (3) months before the registration expiry date.
4.2.8 The NQA CEU Committee comprising NQA and external experts will review a submitted CEU provider application and reach a decision within 20 business days. The Committee will issue a letter to the applicant as well as a Statement of CEU Provider Registration to a successful applicant. The NQA Board will issue a Resolution supporting the Committee’s approval of the CEU provider. The NQA will then add the name of the registered CEU provider to the directory of approved CEU providers.

4.2.9 The NQA CEU Committee will normally register a CEU provider for a period of two (2) years. The Committee has the right to approve a CEU provider for a different period of time and to approve a CEU provider with conditions, if it has a valid reason to do so. The NQA sends a renewal notice to CEU providers three (3) months before the registration expiry date.

4.2.10 An applicant can appeal a decision of an unsuccessful application by completing and submitting an Appeal Form (Appendix D) to the NQA CEU Committee within ten (10) business days of receiving the decision. If the applicant is not satisfied with the outcome of the Committee’s review of its original decision, it can appeal the decision by writing to the NQA Director General. The decision of the NQA Director General is final and cannot be revised.

4.2.11 After the pilot project, the NQA will invite awarding bodies to submit an Expression of Interest and capacity statement to manage CEU applications from commercial training providers in their local area.

4.3 NQA Standards for Registered CEU Providers (RTP-CEUP)

For the NQA to grant an organisation “Registered CEU Provider (RTP-CEUP)” status to deliver CEU services under its scope of registration, it must demonstrate that it meets the standards. These standards aim to ensure that an NQA-approved Registered CEU provider:

- has integrity, is properly resourced and well managed
- has systems and procedures in place to deliver CEU services in an effective, appropriate, legal, transparent and fair manner
- can deploy its services effectively and proficiently, and produce the quality of outcomes required of CEUs.

The standards that an organisation must meet and uphold as a Registered CEU Provider (RTP-CEUP) fall into the following categories:

- Standard category 1: Organisation
- Standard category 2: Training and assessment services
- Standard category 3: Learners
- Standard category 4: Staff
- Standard category 5: Marketing
## NQA Standards for Registered CEU Providers (RTP-CEUP)

<table>
<thead>
<tr>
<th>Category</th>
<th>Standard</th>
</tr>
</thead>
</table>
| **1: Organisation** | 1.1 A CEU provider must have sound financial management standards and policies in place.  
1.2 A CEU provider must be certified, at least annually, by a recognised professional accountant.  
1.3 A CEU provider that collects fees from learners must include its latest certified financial statement with their application, have a system in place to protect the fees of learners, and have a fair and reasonable refund policy.  
1.4 A CEU provider must comply with relevant UAE laws, legislation and regulatory requirements for, but not limited to, occupational health and safety, labour laws and regulations, residency and visa laws and regulations, workplace harassment, cultural and social mores, equal opportunity, access, and privacy.  
1.5 A CEU provider must carry the necessary licensure/authorisation to operate as an establishment, such as a commercial license, establishment resolution, education and training license, etc.  
1.6 A CEU provider must have insurance for workers’ compensation, employee benefits, emoluments, public liability, professional indemnity, and building and contents that covers the scope of its registration. |
| **2: Training and assessment services** | 2.1 A CEU provider must use teaching, learning and assessment methodologies that are consistent with the purpose, design and intended learning outcomes of each CEU and the needs of the learners. Assessment must be valid, reliable, fair and flexible, and lead to evidence that is sufficient to enable judgements to be made about whether the learner has met the learning outcomes. Learners are provided with feedback and have right to appeal the assessment decision.  
2.2 A CEU provider must standardise and validate its assessment strategies by having internal processes in place to review, compare and evaluate the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same CEU. Findings must be documented and action taken to improve the quality and consistency of assessment.  
2.3 A CEU provider must have the necessary resources to deliver training and assessment services in its scope of registration to the expected number of learners. These resources include, but are not limited to, competent staff, educational and support services, learner record system, learning resources, facilities and equipment.  
2.4 A CEU provider must document all teaching, learning, assessment and promotional materials that relate to their scope of registration, and have version control procedures in place for these materials.  
2.5 A CEU provider must have a plan for monitoring and continuously improving the quality of teaching, learning and assessment strategies, practices and resources. This plan must include a mechanism for receiving feedback and complaints from learners and other stakeholders. Unresolved matters can be referred to the NQA for investigation and a final action/decision.  
2.6 A CEU provider must only issue certification documentation to learners whom it has assessed as meeting the CEU requirements.  
2.7 A CEU provider must have a system in place to issue certificates and transcripts that meet the requirements of NQA Issuance Policy for Continuing Education Units (Appendix E) including issuing certification documentation to the learner within 30 calendar days of the learner being assessed, and making arrangements for two (2) external verification exercises every year. |
<table>
<thead>
<tr>
<th>Category</th>
<th>Standard</th>
</tr>
</thead>
</table>
| **3: Learners** | 3.1 A CEU provider must provide prospective learners with advice about their training and assessment services that is appropriate to their needs, taking into account the individual’s existing skills and competencies. This includes providing current and accurate information about each CEU in print and/or electronic form, such as learning outcomes, entry requirements, delivery modes, assessment requirements, estimated duration, fees, and pathways.  
3.2 A CEU provider must provide learners with information about fees (including refund policy), learner records, access and equity, learner support (e.g., welfare and guidance, pastoral care arrangements, literacy, language and numeracy assistance, etc.), appeals and complaints, and disciplinary procedures. The CEU provider could provide this information together with CEU information (see 3.1) in a learner handbook.  
3.3 A CEU provider must have procedures to assure the integrity, accuracy, currency and safety of records of learners who have successfully completed CEUs. This system should also allow for the retention, archiving, retrieval and transfer of all learner records for up to ten (10) years. The system must include records related to enrolment, completion, fees paid and refunds given for each learner. The system should also collect demographic data about each learner, such as age, gender, location (Emirate), and nationality.  
3.4 A CEU provider must provide the NQA with quarterly reports of learner data and other information using the NQA template no later than ten (10) days after the end of a financial year quarter (e.g., report for June quarter 2017 would be due by 13 July 2017). The fourth quarterly report of every year will include the results of a self-assessment audit across all of the CEU provider’s operations related to its compliance with the *NQA Standards for Registered CEU Providers (RTP-CEUP)*.  
3.5 A CEU provider must mutually recognise without objection (except where cases of fraud can be demonstrated and evidenced), an NQA-recognised CEU that a learner has successfully completed with another CEU provider. |
| **4: Staff** | 4.1 A CEU provider must appoint a CEU provider coordinator who is the authorised person to liaise with the NQA and ensure the provider complies with the *NQA Standards for Registered CEU Providers (RTP-CEUP)*. This person should be able to report regularly to the organisation’s chief executive. The CEU provider must also appoint a back-up person.  
4.2 A CEU provider must maintain an up-to-date register of all staff involved or associated with learners undertaking CEUs, such as teachers, trainers, internal verifiers, assessors, career advisors, and administrators. This register must include the qualifications, certifications, experience and personal documents (e.g., passport, visa, etc.) of these staff.  
4.3 A CEU provider must employ or contract competent and sufficient staff to provide training and assessment activities to learners, and have in place job descriptions indicating their roles, responsibilities, and requirements based on the NQA requirements stated in the *NQA Quality Assurance Standards for the Registration of Training Providers (3.7.3-3.7.6)* and the VETAC System of Qualified Assessors, Internal Verifiers and External Verifiers. |
<table>
<thead>
<tr>
<th>Category</th>
<th>Standard</th>
</tr>
</thead>
</table>
| Teacher/trainer/instructor | • Holds a UAE-recognised qualification of teacher, instructor, trainer or is able to demonstrate equivalent qualifications competence OR is able to perform under the supervision of such a person.  
• Is able to demonstrate vocationally related and/or occupationally oriented competencies at least one level qualifications framework level above that being delivered. |
| Assessor         | • Be vocationally competent with respect to the assessment of knowledge and skills components of a CEU.  
• Be occupationally competent in the specialist field if there is a work-based component of the CEU.  
• Holds a VETAC-endorsed Assessor Award or a recognised equivalent/foreign award.  
• Has good knowledge of the UAE Vocational Education and Training (VET) sector. |
| Internal Verifier | • Be vocationally and/or occupationally competent.  
• Holds a VETAC-endorsed Internal Verifier Award or a recognised equivalent/foreign award.  
• Has at least five (5) years’ vocational and/or occupational experience.  
• Has very good knowledge of the UAE VET sector. |
| External Verifier | • Be an occupational and subject matter expert in his/her industry sector.  
• Holds a VETAC-endorsed Assessor Award or a recognised equivalent/foreign award.  
• Holds a VETAC-endorsed Internal Verifier Award or a recognised equivalent/foreign award.  
• Holds a VETAC-endorsed External Verifier Award or a recognised equivalent/foreign award.  
• Be knowledgeable and experienced in conducting, managing and moderating/standardising assessment events and outcomes within the relevant industry sector.  
• Has extensive knowledge of the UAE VET sector. |

4.4 After the pilot project, teaching staff, assessors and internal verifiers employed or contracted by a CEU provider must be registered with the NQA (Services 17 and 21).

4.5 A CEU provider must use an NQA-Registered External Verifier who meets the NQA requirements:

5: Marketing

5.1 A CEU provider must accurately represent its services in marketing and advertising materials. After the pilot project, a CEU provider must have the NQA’s permission through Service 31 to use the NQA logo and name on these materials.

5.2 A CEU provider is able to refer to the national qualifications framework for the UAE, the QFEmirates, for CEUs within its scope of registration only.

5.3 A CEU provider must abide by NQA Issuance Policy for Continuing Education Units to use the NQA logo and to refer to a CEU’s QFEmirates level in certificates and transcripts.
4.4 Issuing certificates and transcripts

4.4.1 CEU providers must follow **NQA Issuance Policy for Continuing Education Units** (Appendix E) to issue certificates and transcripts that include the NQA logo, QFEmirates level and credit value.

4.4.2 CEU providers must arrange and pay for an NQA-registered External Verifier who is an occupational and subject matter expert to validate a sample of assessments. The External Verifier will send bi-annual reports to the NQA for review and approval. The first report is to be provided prior to the certification of the first batch of learners of the new CEU provider, and the second report is for another batch of learners in the same year. The NQA does not expect the CEU provider to arrange external verification reports for all batches of learners in a given year.

4.4.3 After the pilot project, CEU providers are required to use the NQA Service 31 to place the NQA logo on transcripts (Service 31).

4.5 Fees

4.5.1 There are no fees for CEU providers who participate in the pilot project. This is because they are supporting the country to develop national UAE-CEUS guidelines for wider use after the pilot project.

4.5.2 After the pilot project, CEU providers must register in the **NQA Directory of Providers** (Service 19).

4.5.3 After the pilot project, CEU providers seeking to deliver national CEUs owned by the country must purchase CEUs from the NQA (Service 23).

4.6 Renewing CEU Provider Status

4.6.1 CEU providers seeking to renew their registration must complete the **Renewing CEU Provider Registration Form** and forward the application and supporting evidence to the NQA at least 30 prior to the expiry of their registration. The NQA will issue a new Statement of Registration within 20 business days.

4.6.2 The NQA CEU Committee will normally renew the registration of a CEU provider for a period of two (2) years. The Committee has the right to renew the registration of a CEU provider for a different period of time and renew the registration of a CEU provider with conditions, if it has a valid reason to do so.

4.7 Changing scope of registration

4.7.1 CEU providers seeking to change their scope of registration to offer more or less CEUs must complete the **Changing CEU Provider Scope of Registration Form** and forward the application and supporting evidence to the NQA. The NQA CEU Committee will review the application and reach a decision within 20 business days.
4.7.2 The NQA CEU Committee will normally extend the scope of registration of a CEU provider for a period of two (2) years. The Committee has the right to extend the scope of registration of a CEU provider for a different period of time and to extend the scope of registration of a CEU provider with conditions, if it has a valid reason to do so.

4.7.3 CEU providers seeking to reduce their scope of registration must make arrangements for all current learners to receive a copy of their learner records, cease to enrol learners in the CEUs it no longer intends to offer, and cease all promotional activities related to these CEUs.

4.8 Compliance audit

4.8.1 The NQA requires all CEU providers to participate in at least one compliance audit during their two-year period of registration. The aim of the audit is to determine whether the CEU provider is upholding the standards for CEU provider registration. The audit may be undertaken as part of the registration renewal process or for another reason, such as in response to a complaint.

4.9 Cancelling registration

4.9.1 CEU providers seeking to cancel their registration as a CEU provider must complete the Cancelling CEU Provider Registration Form, and attach the Certificate of Registration to the form.

4.9.2 CEU providers seeking to cancel their registration must make arrangements for all current learners to receive a copy of their learner records, cease to enrol learners in the CEUs, cease all promotional activities related to these CEUs, and forward a secure copy of learner records to the NQA in the required format.

4.9.3 The NQA has the right to cancel or suspend the registration of a CEU provider who has breached the standards.

4.10 Changing CEU provider’s ownership name, legal name or any contact details

4.10.1 CEU providers are not allowed to transfer, sell or otherwise assign their registration to another legal entity or organisation. However, the NQA may assign the planned provision of a CEU provider to another appropriate CEU provider should registration be revoked and it is in the best interests of learners.

4.10.2 CEU providers must notify the NQA of any changes to the provider’s legal trading name, responsible appointed nominee of the organisation and/or authorised person, business address or contract details throughout the period of registration.

4.11 Data reporting

4.11.1 CEU providers must lodge quarterly reports containing learner data and responses to the NQA questions related to CEU quality, using the template provided by the NQA.

4.11.2 Quarterly reports are due ten (10) business days after the end of a financial year quarter (March, June, September and December). The NQA will issue a late notice to those providers who have not submitted their reports.
4.11.3 The NQA has the right to suspend the registration of a CEU provider that does not provide their reports.

4.12 Continuous improvement

4.12.1 Participants in the pilot project will test the guidelines, CEU provider application form and CEU provider application process. The NQA requests participants to submit any formal feedback in writing to the NQA in a timely way.
5. NQA CEU Pilot Project Partners

5.1 Eligible partners

The NQA is seeking to recruit pilot project partners that represent the needs of a particular industry sector or sub-sector in the UAE to develop and/or deliver at least one of three types of CEUs; some of which will be national CEUs and others will be recognised CEUs.

Ideal partners currently operate in the targeted industry sector for the CEUs:

- CEUs for professional development (CEU-PD) – organisations offering training programmes to meet the professional development needs of their particular industry sector.
- CEUs for occupational licensing (CEU-LIC) – regulatory bodies offering training programmes for occupational licensing purposes.
- CEUs for lifelong learning (CEU-LLL) – government entities or community organisations offering training programmes to meet the lifelong learning needs of the local community.

Organisations that do not operate in the targeted industry sector for the CEU are still eligible to participate in the project as long as they have a letter of support from at least one prominent organisation from the targeted industry sector.

The NQA requests organisations interested in participating in the pilot project to submit an Expression of Interest to Participate in the NQA CEU Pilot Project Form (Appendix A).

5.2 Roles and responsibilities of project partners

During the pilot period, the NQA expects most pilot project partners to develop a CEU, apply to deliver the CEU, and then deliver the approved CEU. Some partners may develop CEUs only and have another organisation (as an NQA-approved CEU provider) deliver the CEUs on their behalf.

Partners can develop up to five (5) CEUs as part of the pilot project.

Partners will follow these guidelines during the project. They will also help to improve these guidelines by participating in monitoring and evaluating activities, such as sharing their experiences during and after the project with the NQA staff, responding to NQA surveys about the project, and providing formal feedback to the NQA in writing in a timely way.

5.3 Project start and finish times

The NQA does not expect pilot partners to work at the same pace. Some pilot partners may be able to develop a CEU in a short period of time due to the availability of the necessary resources and other partners may take longer for various reasons.

The NQA will commence the pilot project as soon as it has recruited and approved its first pilot partner.

The pilot project will finish in September 2017. This will allow enough time for a formal evaluation of the system and draft guidelines as part of the development of the final UAE-CEUS guidelines that the NQA Board will consider in late 2017.
6. Appendices

Appendix A: Expression of Interest to Participate in the NQA CEU Pilot Project Form

Appendix B: NQA CEU Development Template

Appendix C: NQA CEU Provider Application Form

Appendix D: Appeal Form

Appendix E: NQA Issuance Policy for Continuing Education Units

Appendix F: Glossary of Terms
# Appendix A: Expression of Interest to Participate in the NQA CEU Pilot Project Form

## EXPRESSION OF INTEREST
to participate in the NQA CEU Pilot Project

### 1. Applicant details

<table>
<thead>
<tr>
<th>Organisation name</th>
<th>Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation type</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Government/semi-government entity</td>
</tr>
<tr>
<td></td>
<td>☐ Education and training provider</td>
</tr>
<tr>
<td></td>
<td>☐ Enterprise/company</td>
</tr>
<tr>
<td></td>
<td>☐ Industry/professional association</td>
</tr>
<tr>
<td></td>
<td>☐ Local awarding body</td>
</tr>
<tr>
<td></td>
<td>☐ Foreign awarding body</td>
</tr>
<tr>
<td></td>
<td>☐ Community organisation</td>
</tr>
<tr>
<td>Physical address</td>
<td>Enter</td>
</tr>
<tr>
<td>Postal address</td>
<td>Enter</td>
</tr>
<tr>
<td>Website</td>
<td>Enter</td>
</tr>
<tr>
<td>Contact person</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Enter</td>
</tr>
<tr>
<td>Position</td>
<td>Enter</td>
</tr>
<tr>
<td>Phone</td>
<td>Enter</td>
</tr>
<tr>
<td>Email</td>
<td>Enter</td>
</tr>
</tbody>
</table>

### 2. Proposed CEU

Provide a brief description of the purpose of, and need for the proposed CEU(s) your organisation would like to develop.

Enter
### 3. Targeted industry sub-sector for the CEU(s)

Which sector is your proposed CEU(s) targeting?

<table>
<thead>
<tr>
<th>Code</th>
<th>Sector classification</th>
<th>Code</th>
<th>Sub-sector category</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Government services and public administration</td>
<td>A15</td>
<td>Defence forces</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A30</td>
<td>Government services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A65</td>
<td>Public administration</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Community, health and social services</td>
<td>B10</td>
<td>Community</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B35</td>
<td>Health services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B75</td>
<td>Social services</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Business, administration and financial services</td>
<td>C00</td>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C05</td>
<td>Business services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C25</td>
<td>Financial services</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Tourism, hospitality, retail and leisure services including personal care services</td>
<td>D35</td>
<td>Hospitality</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D45</td>
<td>Leisure services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D65</td>
<td>Personal service</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D70</td>
<td>Retail</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D80</td>
<td>Tourism</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Arts, culture and entertainment</td>
<td>E00</td>
<td>Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E10</td>
<td>Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E20</td>
<td>Entertainment and media</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Education, learning and social development</td>
<td>F20</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F22</td>
<td>Educational consultancy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F35</td>
<td>Higher education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F45</td>
<td>Learning and social development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F90</td>
<td>Vocational education and training</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F95</td>
<td>Workplace learning</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Building and construction, estates and assets development and management</td>
<td>G05</td>
<td>Building and construction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>G40</td>
<td>Infrastructure development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>G65</td>
<td>Property, real estate and facility</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>management</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Utilities and infrastructure</td>
<td>H10</td>
<td>Communications</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H15</td>
<td>Electricity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H20</td>
<td>Engineering services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H30</td>
<td>Gas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H75</td>
<td>Scientific and mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H85</td>
<td>Utilities support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H95</td>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Energy resources - oil, natural gas, petrochemical, chemical and mining/quarrying</td>
<td>I25</td>
<td>Fertiliser</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I50</td>
<td>Mining/quarrying</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I55</td>
<td>Natural gas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I60</td>
<td>Oil</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I64</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I65</td>
<td>Petrochemical and chemical</td>
<td></td>
</tr>
</tbody>
</table>
4. Your sector

Does your organisation currently operate in the sector the CEU is targeting?

☐ Yes
(organisation operates in the same sector, e.g., an airline in Sector K Logistics and Transport developing a CEU for airline employees in the same sector)

☐ No
(organisation operates in a different sector, e.g., a training provider in F90 VET delivering training to government employees in A30 Government Services). Attach a letter from at least one prominent organisation operating in the same sector the CEU is targeting, such as a government entity if CEU is targeting A30.

5. Evidence checklist

Please attach the following evidence to this application:

Yes  No

Brief overview of the organisation

If the answer is NO for question 4, a letter of support from a prominent organisation from the sector the CEU is targeting

Other evidence? Please specify: Enter

6. Declaration

I understand that should this Expression of Interest be successful, our organisation must meet the requirements in this application form. I understand that this application may be refused or cancelled if our organisation does not provide the necessary evidence or fails to provide true and correct information in this application.

Name of CEO/legal representative: Enter

Signature

Date: Enter (dd/mm/yyyy)

7. Submission method

Email to wafa.alawlaqi@nqa.gov.ae and sandra.haukka@nqa.gov.ae with a subject line of “CEU Application xxxx (applicant name)".
**APPLICATION FORM**

**NQA Recognition of a Continuing Education Unit**

<table>
<thead>
<tr>
<th>Name of NQA-approved developer</th>
<th>Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of contact person</td>
<td>Enter</td>
</tr>
<tr>
<td>Email address</td>
<td>Enter</td>
</tr>
<tr>
<td>Date of submission</td>
<td>Enter (dd/mm/yyyy)</td>
</tr>
<tr>
<td>NQA CEU code</td>
<td>NQA to assign code</td>
</tr>
</tbody>
</table>

### 1. Title and duration

1.1 Title of CEU  
(e.g., Level 5 Continuing Education Unit in Project Risk Management)  
Enter

1.2 Duration  
One (1) full credit = 15 hours  
Learning hours: Enter  
(from 6 to 15 notional learning hours)  
Credit value: Enter  
(from 0.4 to 1 credit)

### 2. Type of CEU

2.1 Purpose type  
- Professional development CEU (CEU-PD)  
- Occupational licensing CEU (CEU-LIC)  
- Lifelong learning CEU (CEU-LLL)

2.2 Ownership type  
- National CEU (the developer transfers intellectual property and copyright ownership to the country).  
- Recognised CEU (the developer retains intellectual property and copyright ownership)
3. **CEU Descriptor**

Enter

**Example:** This CEU specifies the learning outcomes for identifying, prioritising and managing common risks that arise in projects.

4. **UAE need for the CEU**

Describe the UAE need for the CEU in terms of specific benefits to industry, response to new regulations, community demand, emerging technologies/fields, etc.

Enter

5. **CEU development process**

Describe your organisation’s quality process to develop the CEU. For example, research undertaken, engagement with stakeholders, review/validation approach, etc.

Enter

6. **Industry sector, discipline and occupation relevant to the CEU**

<table>
<thead>
<tr>
<th>6.1 Industry sector</th>
<th>6.2 Discipline</th>
<th>6.3 Main occupation related to this CEU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to <a href="#">QF Emirates Handbook</a>, Annexure H.1, p. 161</td>
<td>Enter</td>
<td>4-digit ISCO code: Enter</td>
</tr>
<tr>
<td>Sector: Enter</td>
<td></td>
<td>Name of occupation: Enter</td>
</tr>
<tr>
<td>Sub-sector: Enter</td>
<td></td>
<td>(Refer to ISCO-08 manual). If not available in ISCO, leave the 4-digit ISCO code blank and add in the name of the occupation.</td>
</tr>
</tbody>
</table>

7. **Intellectual property/copyright**

Has this CEU drawn on content from materials that your organisation does not own?

- [ ] No
- [x] Yes (attach proof of formal release or no objection statement from the original owner)
## 8. CEU outcomes

### 8.1 Learning outcome(s)
Go to [QFEmirates Handbook](#) level descriptors, Annexures C and D and [NQA Guidelines for Writing Learning Outcomes and Aligning Programmes to the National Qualifications Framework for the UAE, the QFEmirates (2016)](#).

Indicate the main learning outcome(s) of the CEU linked to the selected strand(s) of learning outcomes below:

On successful completion of this CEU, learners should be able to:

Enter

### 8.2 Performance criteria
Performance criteria are evaluative statements which specify what is to be assessed and the required level of performance to demonstrate achievement of the learning outcome(s). Go to Appendix 8 in [VETAC Q+NOSS System Guidelines](#) for more information.

Describe what the learner must demonstrate in order to achieve the learning outcome(s) of the CEU.

<table>
<thead>
<tr>
<th>PC1</th>
<th>Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC2</td>
<td>Enter</td>
</tr>
<tr>
<td>PC3</td>
<td>Enter</td>
</tr>
<tr>
<td>PC4</td>
<td>Enter</td>
</tr>
</tbody>
</table>

Add more rows if needed

### 8.3 Evidence requirements
Evidence is information gathered to support a judgement about the learner’s performance against the learning outcome(s) and performance criteria of a CEU. Methods include questioning, direct observation, structured activities, third party feedback, portfolios and assignments. Go to Appendix 9 in [VETAC Q+NOSS System Guidelines](#) for more information.

Indicate the evidence that will demonstrate the learner has achieved the learning outcome(s) and performance criteria for the CEU.

Enter

### 8.4 Proposed QF level
Indicate the proposed QFEmirates level for the CEU:

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10

### 8.5 Explain the proposed QF level
Go to [QFEmirates Handbook](#), level descriptors, Annexures C and D.

Describe how the intended learning outcome(s) is consistent with the QFEmirates level descriptors for at least 1 of the 5 strands of learning outcomes from the QFEmirates:

#### Strand: Knowledge
Example for a Level 8 CEU: The holder of this level 8 CEU in xxxx will have acquired advanced specialised knowledge and critical understanding in the discipline of xxxx. OR The holder will have a comprehensive understanding of critical approaches to xxxx. OR The holder will have a comprehensive knowledge of current research and innovation related to xxxx.
Strand: Skills
Example for a Level 8 CEU: The holder of this level 8 CEU in xxx will have problem-solving skills in the specialist field of xxx. OR The holder will be able to solve complex, unpredictable and/or abstract problems related to xxx. OR The holder has developed high level skills in xxx.

Aspects of Competence:

Strand: Autonomy and responsibility
Example for a Level 8 CEU: The holder of this level 8 CEU in xxx can take responsibility for designing and developing creative approaches to managing and evaluating complex processes and organisations, resources or learning, such as xxx.

Strand: Role in context
Example for a Level 8 CEU: The holder of this level 8 CEU in xxx can take responsibility for leading the strategic performance of professional teams involved in xxx.

Strand: Self-development
Example for a Level 8 CEU: The holder of this level 8 CEU in xxx can lead, contribute and implement ethical standards related to xxx.

9. Entry requirements

9.1 Minimum entry requirements
Go to QFEmirates Handbook, Generic Qualification Profile, Annexure G.4.3 for recommended Access.

9.2 Advisory entry requirements

10. Teaching and learning

Describe the teaching and learning methodology for the CEU, including delivery modes, teaching and learning materials and tools, and supporting technology that will ensure learners meet the specified learning outcome(s) of the CEU.
### Delivery modes
Enter

### Teaching and learning materials/tools
Enter

### Supporting technology
Enter

#### 11. Grading

- Pass/Fail
- Percentile 100%: _____%
- Competent/Not Yet Competent

#### 12. Assessment

Referring to 8.3 Evidence Requirements, describe the assessment methodology for the CEU that will ensure learners meet the specified learning outcome(s) and performance criteria. Explain how this methodology is valid, reliable, flexible and fair.

Enter

#### 13. Pathways and articulation (if applicable)

Indicate other CEUs and/or other education and training pathways that a learner can enrol in after completing this CEU.

Enter

#### 14. License to practice and/or regulatory requirements (if applicable)

Indicate any statutory, licensing and/or regulatory requirements related to this CEU.

Enter

#### 15. Existing recognition (if applicable)

Does any industry or professional body recognise/support the CEU?

- No
- Yes

<table>
<thead>
<tr>
<th>If yes:</th>
<th>Name of body</th>
<th>Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period of recognition (if currently recognised)</td>
<td>From: dd/mm/yyyy</td>
<td>To: dd/mm/yyyy</td>
</tr>
</tbody>
</table>

Document Title: NQA System for Continuing Education Units in the UAE (UAE-CEUs)
Version: 1
Date: Feb 2017
Owner: NQA
Page: 36
16. Final comments

Are there any final comments your organisation would like to make in support of this application?
Enter
## SUBMISSION OF APPLICATION

### 1. Evidence checklist

<table>
<thead>
<tr>
<th>Please attach the following evidence to this application:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of a UAE need for the qualification, e.g., findings from research, support letters from stakeholders, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of a quality process to develop the CEU, e.g., findings from research, minutes of meetings with stakeholders, review/validation tools, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal release or no objection statement from the original owner (if your organisation does not hold copyright of the CEU)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proof of recognition/support by an industry/professional association (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other evidence? Please specify: Enter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. Declaration

I understand that should this application be successful, our organisation must demonstrate compliance against the criteria set out in this application form.

I understand that this application may be refused or cancelled if our organisation does not provide the necessary evidence or fails to provide true and correct information in this application.

<table>
<thead>
<tr>
<th>Name of CEO/legal representative</th>
<th>Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Enter (dd/mm/yyyy)</td>
</tr>
</tbody>
</table>

### 3. Submission method

Email to wafa.alawlaqi@nqa.gov.ae and sandra.haukka@nqa.gov.ae with a subject line of “CEU Application xxxx (applicant name)”.

# APPLICATION FORM

## NQA Registered CEU Provider (RTP-CEUP*)

*An RTP-CEUP is an NQA Registered Training Provider approved to deliver Continuing Education Units.

### 1. Applicant details

<table>
<thead>
<tr>
<th>Organisation name</th>
<th>Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organisation type</strong></td>
<td></td>
</tr>
<tr>
<td>Note: If your organisation is owned by Government and its core business is education and training provision, select “Education and Training Provider”.</td>
<td></td>
</tr>
<tr>
<td>□ Education and training provider</td>
<td>□ Enterprise/company</td>
</tr>
<tr>
<td>□ Government/semi-Government organisation</td>
<td>□ Industry/professional association</td>
</tr>
<tr>
<td>□ Awarding Body</td>
<td>□ Community organisation</td>
</tr>
<tr>
<td>□ Other: Enter</td>
<td></td>
</tr>
</tbody>
</table>

If your organisation is a recognised education and training provider, indicate the UAE regulatory body that has licensed/registered your organisation. Enter

<table>
<thead>
<tr>
<th>NQA Provider Registration Number</th>
<th>Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(If your organisation is an education and training provider in the UAE and does not have a registration number, register at <a href="https://www.nqa.gov.ae/en/Pages/eservicehomepage.aspx">https://www.nqa.gov.ae/en/Pages/eservicehomepage.aspx</a></em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical address</th>
<th>Enter</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Postal address</th>
<th>Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(If the same as the physical address, write “same as above”)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Website</th>
<th>Enter</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contact person</th>
<th>Title</th>
<th>Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>First name</td>
<td>Enter</td>
<td></td>
</tr>
<tr>
<td>Last name</td>
<td>Enter</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>Enter</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td>Enter</td>
<td></td>
</tr>
</tbody>
</table>
### 2. Scope of Registration

Enter the details of the CEUs your organisation seeks to include in its scope of registration.

<table>
<thead>
<tr>
<th>Code</th>
<th>CEU title</th>
<th>QF level</th>
<th>Credit value (0.4 to 1)</th>
<th>Duration in hours (6 to 15)</th>
<th>Do you own the CEU? Yes/No*</th>
</tr>
</thead>
</table>

Add more rows if required

*If NO, you do not own the IP/copyright of the CEU, you will need to attach permission from the owner to deliver its CEU. If the CEU is a national CEU owned by the country, you will need to obtain the CEU from the country’s custodian, the NQA.

### 3. Learner fees

Does your organisation intend to collect fees from learners?

- [ ] Yes
- [ ] No

If yes, you will need to attach your organisation's latest certified financial statement to this application unless your organisation is currently licensed/registered/recognised by a UAE education and training regulatory body or through a Government resolution as an education and training provider. All other organisations intending to collect fees, including providers based in a freezone, must provide a financial statement.
# 4. Self-Assessment Report against NQA Standards for Registered CEU Providers (RTP-CEUP)

<table>
<thead>
<tr>
<th>Category</th>
<th>Standard</th>
<th>Your statement addressing standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Organisation</td>
<td>1.1 A CEU provider must have sound financial management standards and policies in place.</td>
<td>1.1 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td></td>
<td>1.2 A CEU provider must be certified, at least annually, by a recognised professional accountant.</td>
<td>1.2xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td></td>
<td>1.3 A CEU provider that collects fees from learners must include its latest certified financial statement with their application; have a system in place to protect the fees of learners, and have a fair and reasonable refund policy.</td>
<td>1.3 xxx</td>
<td>Attach to this application - Latest certified financial statement if your organisation intends to collect fees from learners.</td>
</tr>
<tr>
<td></td>
<td>1.4 A CEU provider must comply with relevant UAE laws, legislation and regulatory requirements for, but not limited to, occupational health and safety, labour laws and regulations, residency and visa laws and regulations, workplace harassment, cultural and social mores, equal opportunity, access, and privacy.</td>
<td>1.4 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td></td>
<td>1.5 A CEU provider must carry the necessary licensure/authorisation to operate as an establishment, such as a commercial license, establishment resolution, education and training license, etc.</td>
<td>1.5 xxx</td>
<td>Attach to this application - Copy of licenses to operate in the UAE</td>
</tr>
<tr>
<td></td>
<td>1.6 A CEU provider must have insurance for workers’ compensation, employee benefits, emoluments, public liability, professional indemnity, and building and contents that covers the scope of its registration.</td>
<td>1.6 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td>2: Training and assessment services</td>
<td>2.1 A CEU provider must use teaching, learning and assessment methodologies that are consistent with the purpose, design and intended learning outcomes of each CEU and the needs of the learners. Assessment must be valid, reliable, fair and flexible, and lead to evidence that is sufficient to enable judgements to be made about whether the learner has met the learning outcomes. Learners are provided with feedback and have right to appeal the assessment decision.</td>
<td>2.1 xxx</td>
<td>Attach to this application - A sample of teaching, learning and assessment tools for the CEUs applied for.</td>
</tr>
<tr>
<td>Category</td>
<td>Standard</td>
<td>Your statement addressing standard</td>
<td>Evidence</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>-----------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>2.2</td>
<td>A CEU provider must standardise and validate its assessment strategies by having internal processes in place to review, compare and evaluate the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same CEU. Findings must be documented and action taken to improve the quality and consistency of assessment.</td>
<td>2.1 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td>2.3</td>
<td>A CEU provider must have the necessary resources to deliver training and assessment services in its scope of registration to the expected number of learners. These resources include, but are not limited to, competent staff, educational and support services, learner record system, learning resources, facilities and equipment.</td>
<td>2.2 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td>2.4</td>
<td>A CEU provider must document all teaching, learning, assessment and promotional materials that relate to their scope of registration, and have version control procedures in place for these materials.</td>
<td>2.3 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td>2.5</td>
<td>A CEU provider must have a plan for monitoring and continuously improving the quality of teaching, learning and assessment strategies, practices and resources. This plan must include a mechanism for receiving feedback and complaints from learners and other stakeholders. Unresolved matters can be referred to the NQA for investigation and a final action/decision.</td>
<td>2.4 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td>2.6</td>
<td>A CEU provider must only issue certification documentation to learners whom it has assessed as meeting the CEU requirements.</td>
<td>2.5 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td>2.7</td>
<td>A CEU provider must have a system in place to issue certificates and transcripts that meet the requirements of NQA Issuance Policy for Continuing Education Units (Appendix E) including issuing certification documentation to the learner within 30 calendar days of the learner being assessed, and making arrangements for two (2) external verification exercises every year.</td>
<td>2.6 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td>Category</td>
<td>Standard</td>
<td>Your statement addressing standard</td>
<td>Evidence</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>3: Learners</td>
<td>3.1</td>
<td>A CEU provider must provide prospective learners with advice about their training and assessment services that is appropriate to their needs, taking into account the individual’s existing skills and competencies. This includes providing current and accurate information about each CEU in print and/or electronic form, such as learning outcomes, entry requirements, delivery modes, assessment requirements, estimated duration, fees, and pathways.</td>
<td>3.1 xxx</td>
</tr>
<tr>
<td></td>
<td>3.2</td>
<td>A CEU provider must provide learners with information about fees (including refund policy), learner records, access and equity, learner support (e.g., welfare and guidance, pastoral care arrangements, literacy, language and numeracy assistance, etc.), appeals and complaints, and disciplinary procedures. The CEU provider could provide this information together with CEU information (see 3.1) in a learner handbook.</td>
<td>3.2 xxx</td>
</tr>
<tr>
<td></td>
<td>3.3</td>
<td>A CEU provider must have procedures to assure the integrity, accuracy, currency and safety of records of learners who have successfully completed CEUs. This system should also allow for the retention, archiving, retrieval and transfer of all learner records for up to ten (10) years. The system must include records related to enrolment, completion, fees paid and refunds given for each learner. The system should also collect demographic data about each learner, such as age, gender, location (Emirate), and nationality.</td>
<td>3.3 xxx</td>
</tr>
<tr>
<td></td>
<td>3.4</td>
<td>A CEU provider must provide the NQA with quarterly reports of learner data and other information using the NQA template no later than ten (10) days after the end of a financial year quarter (e.g., report for June quarter 2017 would be due by 13 July 2017). The fourth quarterly report of every year will include the results of a self-assessment audit across all of the CEU provider’s operations related to its compliance with the NQA Standards for Registered CEU Providers (RTP-CEUP).</td>
<td>3.4 xxx</td>
</tr>
<tr>
<td>Category</td>
<td>Standard</td>
<td>Your statement addressing standard</td>
<td>Evidence</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td></td>
<td>3.5 A CEU provider must mutually recognise without objection (except where cases of fraud can be demonstrated and evidenced), an NQA-recognised CEU that a learner has successfully completed with another CEU provider.</td>
<td>3.5 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td>4: Staff</td>
<td>4.1 A CEU provider must appoint a CEU provider coordinator who is the authorised person to liaise with the NQA and ensure the provider complies with the NQA Standards for Registered CEU Providers (RTP-CEUP). This person should be able to report regularly to the organisation's chief executive. The CEU provider must also appoint a back-up person.</td>
<td>4.1 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td></td>
<td>4.2 A CEU provider must maintain an up-to-date register of all staff involved or associated with learners undertaking CEUs, such as teachers, trainers, internal verifiers, assessors, career advisors, and administrators. This register must include the qualifications, certifications, experience and personal documents (e.g., passport, visa, etc.) of these staff.</td>
<td>4.2 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td></td>
<td>4.3 A CEU provider must employ or contract competent and sufficient staff to provide training and assessment activities to learners, and have in place job descriptions indicating their roles, responsibilities, and requirements based on the NQA requirements stated in the NQA Quality Assurance Standards for the Registration of Training Providers (3.7.3-3.7.6) and the VETAC System of Qualified Assessors, Internal Verifiers and External Verifiers.</td>
<td>4.3 xxx</td>
<td>Attach to this application - A list of staff who will deliver and assess the delivery of the CEUs together with CVs of staff showing their appropriate occupational, training and/or assessment competencies.</td>
</tr>
</tbody>
</table>

**Teacher/trainer/instructor**

- Holds a UAE-recognised qualification of teacher, instructor, trainer or is able to demonstrate equivalent qualifications competence OR is able to perform under the supervision of such a person.
- Is able to demonstrate vocationally related and/or occupationally oriented competencies at least one level qualifications framework level above that being delivered.
<table>
<thead>
<tr>
<th>Category</th>
<th>Standard</th>
<th>Your statement addressing standard</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| Assessor      | • Be vocationally competent with respect to the assessment of knowledge and skills components of a CEU.  
                • Be occupationally competent in the specialist field if there is a work-based component of the CEU.  
                • Holds a VETAC-endorsed Assessor Award or a recognised equivalent/foreign award.  
                • Has good knowledge of the UAE Vocational Education and Training (VET) sector. |                                    |                           |
| Internal Verifier | • Be vocationally and/or occupationally competent.  
                         • Holds a VETAC-endorsed Internal Verifier Award or a recognised equivalent/foreign award.  
                         • Has at least five (5) years' vocational and/or occupational experience.  
                         • Has very good knowledge of the UAE VET sector. |                                    |                           |

4.4 After the pilot project, teaching staff, assessors and internal verifiers employed or contracted by a CEU provider must be registered with the NQA (Services 17 and 21).  

4.4 xxx

Reviewed during site audit

4.5 A CEU provider must use an NQA-Registered External Verifier who meets the NQA requirements:

External Verifier | • Be an occupational and subject matter expert in his/her industry sector.  
                         • Holds a VETAC-endorsed Assessor Award or a recognised equivalent/foreign award.  
                         • Holds a VETAC-endorsed Internal Verifier Award or a recognised equivalent/foreign award.  
                         • Holds a VETAC-endorsed External Verifier Award or a recognised equivalent/foreign award.  
                         • Be knowledgeable and experienced in conducting, managing and moderating/standardising assessment events and outcomes within the relevant industry sector.  
                         • Has extensive knowledge of the UAE VET sector. |                                    |                           |

4.5 xxx

Reviewed during site audit
<table>
<thead>
<tr>
<th>Category</th>
<th>Standard</th>
<th>Your statement addressing standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5: Marketing</td>
<td>5.1 A CEU provider must accurately represent its services in marketing and advertising materials. After the pilot project, the CEU provider must have the NQA’s permission through Service 31 to use the NQA logo and name on these materials.</td>
<td>5.1 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td></td>
<td>5.2 A CEU provider is able to refer to the national qualifications framework for the UAE, the QFEmirates, for CEUs within its scope of registration only.</td>
<td>5.2 xxx</td>
<td>Reviewed during site audit</td>
</tr>
<tr>
<td></td>
<td>5.3 A CEU provider must abide by NQA Issuance Policy for Continuing Education Units (Appendix E) to use the NQA logo and to refer to a CEU’s QFEmirates level in certificates and transcripts.</td>
<td>5.3 xxx</td>
<td>Reviewed during site audit</td>
</tr>
</tbody>
</table>
SUBMISSION OF APPLICATION

1. Evidence checklist

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sections of the application form are complete, and responses in Section 4: Self-Assessment Report against Standards for RTP-CEUPs are detailed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information about your organisation - background/history, purpose, structure (e.g. organisational chart), and intended objectives as a CEU Provider.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A list of staff who will deliver and assess the delivery of the CEUs together with CVs of staff showing their appropriate occupational, training and/or assessment competencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A sample of teaching and learning tools for the CEUs applied for.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A sample of assessment tools for the CEUs applied for.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal release or no objection statement from the original owner (if the CEU is owned by someone else)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copy of licenses to operate in the UAE e.g. commercial license, government resolution, education and training license</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latest certified financial statement if your organisation intends to collect fees from learners (if your organisation indicated Yes to Question 3 and is not a recognised provider)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other evidence? Please specify: Enter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Declaration

I understand that should this application be successful, our organisation must demonstrate compliance against the standards set out in this application form.
I understand that this application may be refused or cancelled if our organisation does not provide the necessary evidence or fails to provide true and correct information in this application.

Name of CEO/legal representative Enter

Signature

Date Enter (dd/mm/yyyy)

3. Submission method

Email to wafa.alawlaqi@nqa.gov.ae and sandra.haukka@nqa.gov.ae with a subject line of “CEU Application xxxx (applicant name)”.
Appendix D: Appeal Form

APPEAL FORM

An organisation that has developed a CEU for NQA consideration or an organisation that has applied to NQA to become a Registered CEU Provider (RTP-CEUP) can appeal a decision of an unsuccessful application. An organisation needs to complete and submit this Appeal Form to the NQA CEU Committee within ten (10) business days of receiving the decision. If the organisation is not satisfied with the outcome of the Committee’s review of its original decision, it can appeal the decision by writing to the NQA Director General. The decision of the NQA Director General is final and cannot be revised.

<table>
<thead>
<tr>
<th>Organisation name</th>
<th>Enter</th>
</tr>
</thead>
</table>
| Type of applicant | □ Organisation that developed and submitted a CEU  
                      □ Organisation that applied to become a Registered CEU Provider |
| Contact person    | Enter |
| Telephone         | Enter |
| Email address     | Enter |
| Original NQA decision | What was the outcome of NQA’s original decision? (Attach a copy of the letter). Enter |
| Appeal reason     | Why are you appealing the decision? Enter |
| Evidence          | What evidence have you attached to this form? Enter |
| Explain evidence  | How does this evidence support your appeal? Enter |

I confirm that the information supplied is true and correct.

<table>
<thead>
<tr>
<th>Signature</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
NQA ISSUANCE POLICY FOR CONTINUING EDUCATION UNITS

1. INTRODUCTION

The integrity of Continuing Education Units (CEUs) within the National Qualifications Framework for the UAE (QFEmirates) is protected by the following:

- Legislation: i.e. Federal Decree No.1 'Establish and Maintain the National Qualifications Authority'; hereinafter NQA, to establish and implement an internationally recognised qualifications system which includes a national qualifications framework. The NQA is affiliated with the UAE Cabinet and has independent legal status and full legal capacity to act in accordance with the Decree and is represented by a Board of Directors.

- Quality assurance arrangements for developing and delivering CEUs in the UAE.
- Issuing of official CEU certification documentation solely through officially registered CEU providers.
- Nationally consistent and correct use of QFEmirates CEU titles.
- Nationally consistent presentation and use of certification documentation.

1.1 Purpose

The purpose of the NQA Issuance Policy for Continuing Education Units is to ensure:

- CEU certification documentation formally recognises the successful completion of the requirements for a CEU at a particular QFEmirates level
- Learners receive the CEU certification documentation to which they are entitled
- NQA-approved CEUs are correctly identified in certification documentation
- NQA-approved CEUs are protected against fraudulent issuance
- A clear distinction can be made between the Continuing Education Units approved by NQA and those not approved by the NQA
- Certification documentation for NQA-approved CEUs is used consistently across the UAE education and training sector
- Graduates (and third parties) are confident that the CEUs have been approved by the NQA and are recognised by the QFEmirates

1.2 Scope

This policy applies only for the issuance of CEU certification documentation by Registered CEU providers that are authorised by the NQA for pilot project purposes only.
1.3 Users

The principal users of this policy during the pilot project are Registered CEU Providers and the NQA. The other users are learners, graduates, employers, awarding bodies, industry and professional bodies. Other countries may use this policy to authenticate the CEU certification documentation issued during the pilot project.

1.4 Monitoring

The NQA and Registered CEU Providers are responsible for the proper implementation and monitoring of this policy during the pilot project. The NQA reserves the right to request monitoring reports with relevant documentation from Registered CEU Providers.

1.5 Documentation

Registered CEU Providers are to provide the NQA with data about learners who are to receive CEU certification documentation. This data includes full name, code and title of CEU, learner/student number, grade, and date learner completed the CEU. This enables the NQA to provide Registered CEU Providers with unique identifier numbers for CEU certification documentation. The NQA will issue unique identifier numbers within 10 (ten) business days of receiving accurate learner data from providers. On a quarterly basis, CEU providers must submit to the NQA records of learners who have been issued with CEU certification documentation.

1.6 Deviations from this policy

In cases where there are deviations from this policy, the Registered CEU Provider must inform the NQA within 10 (ten) business days that they have addressed these issues.

2. ISSUING CEU CERTIFICATION DOCUMENTATION

2.1 Issuance principles

The following principles underpin the process for issuing CEU certification documentation to learners:

- All learners who successfully complete an NQA-approved CEU are entitled to receive certification documentation in the form of a testamur (certificate) and a record of results (transcript).
- If any part of the CEU has been delivered and/or assessed in a language other than English, a statement that this has occurred must be included on CEU certification documentation.
- Sufficient information is to be provided on CEU certification documentation to ensure that the documentation is able to be authenticated and to reduce fraudulent use. The NQA reserves the right to ask a CEU Provider for further documentation. In substantiated cases of doubt, legal consequences according to relevant UAE legislation apply.
- Registered CEU Providers are responsible for the formatting and printing of CEU certification documentation for learners. Providers are required to follow NQA requirements for the fields and information to be included in this documentation.
- The NQA will provide its logo and unique identifier numbers for certification documentation to enable providers to print the documentation. The NQA will sign the Certificate only.
1.2 The format of CEU certification documentation

The fields and information required in certificates and transcripts is shown in the table below:

<table>
<thead>
<tr>
<th>Information required on certification documentation</th>
<th>Documentation type</th>
</tr>
</thead>
<tbody>
<tr>
<td>The name and logo of the body approving/regulating the CEU, the National Qualifications Authority</td>
<td>Certificate and Transcript</td>
</tr>
<tr>
<td>The name, logo and code of the Registered CEU Provider</td>
<td>Certificate and Transcript</td>
</tr>
<tr>
<td>A statement leading to the name of the person, ‘This is to certify that’</td>
<td>Certificate</td>
</tr>
<tr>
<td>Legal name of the person receiving the CEU</td>
<td>Certificate and Transcript</td>
</tr>
<tr>
<td>A statement leading to the name of the CEU, ‘has fulfilled all the requirements for’</td>
<td>Certificate</td>
</tr>
<tr>
<td>Title of the CEU (in accordance with the titling convention for CEUs that includes the QF level of the CEU)</td>
<td>Certificate and Transcript</td>
</tr>
<tr>
<td>QF level and CEU code (in accordance with NQA’s coding convention for CEUs)</td>
<td>Certificate and Transcript</td>
</tr>
<tr>
<td>The QFEmirates words, “This National (or Recognised) Continuing Education Unit has been issued in accordance with the Qualifications Framework for the Emirates (QFEmirates)”</td>
<td>Certificate</td>
</tr>
<tr>
<td>Authorised officer’s name and title from the NQA and Registered CEU Provider authorised to sign the certificate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Authorised officer’s name and title authorised from the Registered CEU Provider</td>
<td>Transcript</td>
</tr>
<tr>
<td>Date issued</td>
<td>Certificate and Transcript</td>
</tr>
<tr>
<td>Contact details of the Registered CEU Provider for enquiries related to the CEU</td>
<td>Certificate and Transcript</td>
</tr>
<tr>
<td>Reference to the existence of a transcript of detailed information</td>
<td>Certificate</td>
</tr>
<tr>
<td>Unique identifier number for each certificate and transcript provided by the NQA.</td>
<td>Certificate and Transcript</td>
</tr>
<tr>
<td>Learner’s identification code provided by the Registered CEU Provider</td>
<td>Certificate and Transcript</td>
</tr>
<tr>
<td>A full record of the CEU(s), including descriptor, grade and credit value</td>
<td>Transcript</td>
</tr>
<tr>
<td>The QFEmirates words, “This transcript has been issued in accordance with the Qualifications Framework for the Emirates (QFEmirates)”</td>
<td>Transcript</td>
</tr>
</tbody>
</table>

- The NQA is the only entity that can change the content and fields of CEU certification documentation. This ensures the consistency of content of certificates and transcripts.

- Registered CEU Providers can format certification documentation based on their own branding.

- Titles of CEUs follow the QFEmirates titling convention related to subject matter/topic area covered in a CEU. Therefore, the linking convention used for CEUs is ‘in’. For example, Level 5 Continuing Education Unit in Project Risk Management.

- The unique identifier number on the certificate and transcript provided by the NQA is based on the Registered CEU Provider issuing the CEU, the date the Registered CEU Provider issued the CEU certificate and transcript, and the number of CEU certificates and transcripts issued on this day. For example:
The Registered CEU Provider, the Emirates Training Solutions, issued 20 CEUs to learners on 12 May 2017. The unique identifier number includes:

- the acronym for the Registered CEU Provider – ETS
- the date Emirates Training Solutions issued the qualification – 12 May 2017 or 120517
- one number from the 20 CEUs issued by Emirates Training Solutions on this day.

The first (1st) CEU issued on this day would have a certificate number of ETS12051701. The 20th CEU issued on this day would have a certificate number of ETS12051720.

- The Registered CEU Provider must follow the below process in order to issue certification documentation to the learner.

**Process to issue certificates/statements to learners**

<table>
<thead>
<tr>
<th>STEP</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1</strong></td>
<td>Registered CEU Provider supplies the NQA with learner data in order for the NQA to generate a unique identifier number for each certificate and transcript.*</td>
</tr>
<tr>
<td><strong>STEP 2</strong></td>
<td>The NQA provides its logo and unique identifier numbers to the Registered CEU Provider within ten (10) business days of receiving accurate learner data.</td>
</tr>
<tr>
<td><strong>STEP 3</strong></td>
<td>The CEU Provider populates its certificate and transcript templates with learner data and unique identifier numbers from the NQA.</td>
</tr>
<tr>
<td><strong>STEP 4</strong></td>
<td>The CEU Provider sends the populated certificates signed by the authorised person from the CEU Provider to the NQA for signature. Note: the NQA will check that the provider issued transcripts properly during a site audit.</td>
</tr>
<tr>
<td><strong>STEP 5</strong></td>
<td>The NQA signs and returns the certificates to the Registered CEU Provider within ten (10) business days.</td>
</tr>
<tr>
<td><strong>STEP 6</strong></td>
<td>The CEU Provider issues the certificates and transcripts to learners within thirty (30) business days of successfully completing the CEU.</td>
</tr>
<tr>
<td><strong>STEP 7</strong></td>
<td>On a quarterly basis, the CEU Provider submits learner records to the NQA.</td>
</tr>
</tbody>
</table>

* Refer to section 4.4.2- CEU providers must arrange and pay for an NQA-registered External Verifier who is an occupational and subject matter expert to validate a sample of assessments. The External Verifier will send bi-annual reports to the NQA for review and approval. The first report is to be provided prior to the certification of the first batch of learners of the new CEU provider, and the second report is for another batch of learners in the same year. The NQA does not expect the CEU provider to arrange external verification reports for all batches of learners in a given year.
3. Appeals

Learners have the right to appeal if the certification documentation that does not correspond to their actual achievement. As a first instance, the Registered CEU Provider must consider the appeal, followed by the next higher authority, the NQA. The NQA is the last entity to consider an appeal and its decision is final.

4. For more information about this policy

For more information about this policy or to provide feedback about this policy, contact:

TVET Department Director
National Qualifications Authority
Address: P.O. Box 63003, Abu Dhabi, UAE
Phone: +9712 815 6666
Fax: +9712 815 6677
Web: www.nqa.gov.ae
This is to certify that

Abdhulla Al Nayeen Kym

has fulfilled all the requirements for

Level 5 Continuing Education Unit in Project Risk Management

NCEUPDC000117 – Level 5 of QFEmirates

This National (or Recognised) Continuing Education Unit has been issued in accordance with the National Qualifications Framework for the United Arab Emirates (QFEmirates)

Issue Date: 12 May 2017

XXX signature

XXX (name of authorised person)

XXX (position), National Qualifications Authority

XXX signature

XXX (name of authorised person)

XXX (position), XXX (name of CEU provider)

Registered CEU Provider: XXX (name), XXX (NQA registration number)

Unique identifier number: XXX (supplied by NQA)

Learner ID number: XXX (supplied by CEU provider)
CONTINUING EDUCATION UNIT TRANSCRIPT

Name: Abdhulla Al Nayeen Kym

CEU title: Level 5 Continuing Education Unit in Project Risk Management

CEU code: NCEUPDC000117

QFEmirates level: Level 5

CEU descriptor: This CEU specifies the learning outcomes for identifying, prioritising and managing common risks that arise in projects.

Grade: Competent

Credit value: 1

This transcript has been issued in accordance with the National Qualifications Framework for the United Arab Emirates (QFEmirates)

Issue Date: 12 May 2017

XXX signature
XXX (name of authorised person)
XXX (position), XXX (name of CEU provider)

Registered CEU Provider: XXX (name), XXX (NQA registration number)
Unique identifier number: XXX (supplied by NQA)
Learner ID number: XXX (supplied by CEU provider)
### Appendix F: Glossary of Terms

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access and Equity</td>
<td>The policies and approaches to ensure education and training are responsive to the diverse needs of individual learners, including individuals who face barriers due to age, gender, cultural difference, disability, language, literacy and numeracy, and any other potential learners who are experiencing barriers in relation to access, participation and achievement of outcomes.</td>
</tr>
<tr>
<td>Appeal</td>
<td>A formal process by which an individual learner or organisation may ‘challenge’ a provider or regulator on the outcome of a decision.</td>
</tr>
<tr>
<td>Assessment</td>
<td>The processes used to evaluate achievement of the expected learning outcomes leading to a certification of a Continuing Education Unit.</td>
</tr>
<tr>
<td>Assessment Decision</td>
<td>Involves the assessor evaluating whether the evidence gathered is valid, sufficient, current and authentic in order to make an assessment decision. It will require using professional judgment in evaluating the evidence available. That is a) the quality of evidence gathered using the assessment methods/tools and b) whether the learning outcomes have been achieved based upon that evidence.</td>
</tr>
<tr>
<td>Assessment Method(s)</td>
<td>The particular techniques used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, testimonials, review of products, simulations.</td>
</tr>
<tr>
<td>Assessor</td>
<td>A qualified individual authorised and able to conduct internal/external assessments and make a judgement on whether the learner has achieved the learning outcomes.</td>
</tr>
<tr>
<td>Audit</td>
<td>The process of reviewing practices against documented standards and procedures.</td>
</tr>
<tr>
<td>Awarding Body</td>
<td>An entity, accredited by National Qualifications Authority and entitled through legislation or other formal mandate from a regulatory authority, to approve under its remit, the development and issuing of qualifications formally recognising the achievements of a given parcel of endorsed learning outcomes.</td>
</tr>
<tr>
<td>Certificate</td>
<td>An official document issued by an authoritative body, which records the successful completion of an education/training qualification, program or a course of studies.</td>
</tr>
</tbody>
</table>
| Continuing Education Unit | A Continuing Education Unit (CEU) in the UAE provides individuals with NQA-recognised continuing education and training to support their professional development, licensing and/or lifelong learning needs. The NQA has branded three types of CEUs:  
  - Professional development CEUs (CEU-PD)  
  - Occupational licensing CEUs (CEU-LIC)  
  - Lifelong learning CEUs (CEU-LLL) |
<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>The NQA has also distinguished CEUs by copyright ownership:</td>
<td></td>
</tr>
<tr>
<td>• National CEUs – the developer has passed intellectual property and copyright ownership to the country. Any eligible organisation can apply to deliver national CEUs and qualification developers can use these CEUs to develop national qualifications.</td>
<td></td>
</tr>
<tr>
<td>• Recognised CEUs – the developer retains intellectual property and copyright ownership. The developer of a recognised CEU is likely to also deliver the approved CEU or appoint a CEU provider to deliver the CEU on its behalf.</td>
<td></td>
</tr>
<tr>
<td>Features of CEUs:</td>
<td></td>
</tr>
<tr>
<td>• A CEU has a QF_Emirates level based on a level descriptor and covers at least one (1) of the five (5) strands of learning outcomes from the QF_Emirates at this level.</td>
<td></td>
</tr>
<tr>
<td>• A CEU follows QF_Emirates credit requirements of 1 credit = 15 notional (estimated) learning hours.</td>
<td></td>
</tr>
<tr>
<td>• CEU credit value can be from 0.4 credits (min.) to up to 1 credit (max.).</td>
<td></td>
</tr>
<tr>
<td>• Learners must submit evidence and be assessed to achieve credit. This evidence can be used to apply for RPL against the learning outcomes of a qualification.</td>
<td></td>
</tr>
<tr>
<td>• A CEU can be used for credit accumulation and transfer towards a qualification.</td>
<td></td>
</tr>
<tr>
<td>• Notional (estimated) learning time expected for learners to meet CEU outcomes is from 6 hours (min.) to up to 15 hours (max.).</td>
<td></td>
</tr>
<tr>
<td>• The title of a CEU includes the QF level and follows the QF_Emirates titling linking convention of “in” to show the subject matter/topic area covered eg., Level 5 Continuing Education Unit in Project Risk Management.</td>
<td></td>
</tr>
<tr>
<td>• Learners who successfully achieve the learning outcome of a CEU are entitled to certification documentation with the NQA logo, QF_Emirates level and credit value.</td>
<td></td>
</tr>
</tbody>
</table>

| Continuing Education Provider (RTP-CEUP) | An RTP-CEUP is an NQA Registered Training Provider approved to deliver Continuing Education Units. Eligible organisations include government and semi-government entities, education and training providers, local or foreign awarding bodies, companies, industry/professional associations, and community organisations. For the NQA to grant an organisation “Registered CEU Provider (RTP-CEUP)” status to deliver CEU services under its scope of registration, it must demonstrate that it meets the NQA Standards for Registered CEU Providers. |

| Continuous Improvement | The planned and ongoing process that enables an organisation to systematically review and improve its policies, procedures, products and services to generate better outcomes for clients and to meet changing needs. Continuous improvement involves collecting, analysing and acting on relevant information from clients, staff and other interested parties. |

<p>| Credit | A measure of the volume of learning required for a Continuing Education Unit quantified as the number of notional hours required for achieving the specified learning outcomes. In the QF_Emirates, one credit is equated to 15 notional hours of learning. A CEU in the UAE can have a credit value of 0.4 to 1 credit based on notional learning hours of 6 to 15 hours. |</p>
<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Level Requirements</td>
<td>The minimum knowledge, skills, and/or competences, and/or work experience that a learner must have completed in order to be admitted for study towards a Continuing Education Unit.</td>
</tr>
</tbody>
</table>
| Evidence             | Information gathered to support a judgment about the candidate’s performance against the learning outcomes of a qualification. Evidence can take many forms and be gathered from a number of sources. Assessors often categorise evidence in different ways for example:  
  - direct, indirect and supplementary sources of evidence, or a combination of these  
  - evidence collected by the candidate or evidence collected by the assessor  
  - historical and recent evidence collected by the candidate and current evidence collected by the assessor.  
Types of evidence include:  
  - Direct evidence – things that the assessor observes first-hand e.g. observation, work samples  
  - Indirect evidence – things that someone else has observed and reported in statements, e.g. third party reports.  
Supplementary evidence – other things that can indicate performance e.g. training records, questions, written work, portfolios. |
<p>| External Verifier (VET) | Responsible for monitoring and evaluating the internal quality and assessment processes conducted in an RTP-CEUP on behalf of NQA to ensure that they meet the standards. They are independent and seek to ensure the impartiality and fairness of the assessment process.                               |
| Industry             | The representative bodies, entities or agencies that have a stake in the design of learning outcomes leading to a qualification or award, such as businesses; employer and employee representatives; government agencies or bodies; regulatory and licensing bodies; education, training and assessment practitioners; community; and professional bodies. |
| Internal Verifier (VET) | Responsible for developing, managing, monitoring and evaluating the internal quality and assessment processes conducted in an RTP-CEUP 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. |
| Learner              | A generic and inclusive term which refers to individuals in the process of learning, whether at school, colleges, universities, institutions, apprenticeships, or undergoing training, including non-formal and informal learning. |
| Learning             | The cumulative process whereby an individual assimilates increasingly complex and abstract knowledge, acquires skills and develops competences. The term is used generically to refer to all aspects of learning whether acquired through general, vocational, professional or higher education and training, or though formal, non-formal or informal processes. |</p>
<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes</td>
<td>Statements of what the learner is expected to know, understand and be able to do after completing the learning process. In QFEmirates, learning outcomes are defined in terms of knowledge, skills and aspects of competence.</td>
</tr>
</tbody>
</table>
| Learning Outcome Descriptors (LODs) | Categorised statements made to define the learning outcomes for a specified framework level. In QFEmirates, the core factors of knowledge, skills, and aspects of competence are elaborated in five learning outcome strands knowledge, skill, autonomy and responsibility, role in context and self-development; and are used respectively by accreditation/awarding bodies for their activities and defined as follows:  
1. Knowledge  
The cognitive representation of ideas, events or happenings. It can be learned from practical or professional experience as well as from formal instruction or study and can comprise description, memory, understanding, thinking, analysis, synthesis, debate and research. The QFEmirates descriptors refer to theoretical and/or factual aspects of knowledge.  
2. Skill  
The learned ability to perform a function that in some way responds to or manipulates the physical, informational or social environment of the individual. This strand of learning outcome incorporates the concept of ‘know-how’, which is the procedural knowledge required to carry out a task. Know-how may be assessed directly or implied from performance; otherwise skill can only be measured by performance. The QFEmirates descriptors refer to skills as cognitive (use of logical, intuitive, creative and conceptual thinking) and practical (involving manual dexterity and the use of methods, techniques, processes, materials, tools and instruments).  
3. Aspects of Competence  
The effective and creative deployment of knowledge and skill in human situations, including general social and civic life, as well as specific occupational contexts. Aspects of competence also encompass the learner’s ability to acknowledge the boundaries of their knowledge and skill and plan to transcend these through further learning. Aspects of competence are typically acquired by practice and reflection. For the description of aspects of competence, it is essential to make explicit the contexts in which the learners can apply their knowledge and skill. The QFEmirates descriptors therefore, include explicit statements of context for aspects of competence, categorised in terms of autonomy and responsibility, role in context and self-development, defined as follows:  
3.1 Autonomy and Responsibility  
Autonomy and responsibility can be considered as opposite ends of a spectrum of learned abilities to apply knowledge and skill in situations of varying challenge and complexity. It refers to the scope of authority to make decisions independently in given situations. It includes the level of self-awareness and self-management. Responsibility refers to the acquired ability to understand, appreciate and interact with the social and cultural structures of community, society and/or work and execute decisions and actions relative to the level, and account for them. The QFEmirates descriptors contain statements describing the outcomes that signify balanced achievement in both aspects of autonomy and responsibility appropriate to each level. |
<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
</table>
| Learning Outcome Descriptors (LODs) | **3.2 Role in Context**  
For many purposes, being able to function in groups and contexts is a key aspect of how knowledge and skills are put to effective use. This requires learning to adopt appropriate roles within the group and apply social skills and an understanding of the tasks of the group within context. Higher levels of competence are associated with the ability to adopt multiple roles as well as with roles requiring leadership, initiative, contextual awareness, autonomy and responsibility as well as participation in more complex groups.  

**3.3 Self-Development**  
This strand encompasses the learned ability of an individual to recognise, acknowledge and reflect on the boundaries of his/her current knowledge, skill and competence, and engage to transcend these limitations through further learning. Self-development, therefore, relates to how and to what extent the learner can manage his/her own learning. |
<p>| Level | An indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement by the learner. There are ten [10] levels in the QFEmirates; they differ from one level to another with the greatest complexity at Level 10. |
| Level Descriptor | A set of statements that facilitate the referencing of achievements at a particular level in the qualifications framework (QFEmirates). |
| Lifelong Learning | Learning activities that are undertaken throughout life, formally, informally, and non-formally to acquire knowledge, skills and competence within personal, social and/or employment-related contexts. |
| National Qualifications Authority | The National Qualifications Authority (NQA), established by Decree No 1, issued by H.H. the President of the UAE on August 23, 2010, to take the responsibility, in coordination with relevant entities, for developing and implementing the National Qualifications Framework (NQF) and all the associated policies and procedures. |
| Notional Learning Hours | The learning time an average learner would take to achieve the defined learning outcomes. It includes contact time, research, completion of assignments, assessment, and time spent in structured learning and in the workplace. Fifteen [15] notional learning hours equate to one credit. |
| Occupation | A set of jobs in which the main tasks and duties are characterised by a high degree of similarity and are grouped together as an occupation to which the person may be associated through the main job currently held, a second job, or a job previously held. |
| Qualifications Framework for the Emirates (QFEmirates) | A common reference point and an instrument for the description, development and classification of qualifications according to a set of criteria for specified levels of learning achieved. The framework is aimed to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and the society. Referred to as QFEmirates. |</p>
<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Assurance</td>
<td>A transparent and continuous process aimed at evaluating the quality of education and training through assessment, monitoring, review and changes as required to improve the provision.</td>
</tr>
<tr>
<td>Performance criteria</td>
<td>Evaluative statements which specify what is to be assessed and the required level of performance to demonstrate achievement of the learning outcomes.</td>
</tr>
<tr>
<td>Sector</td>
<td>A grouping of educational, industry or professional organisations and/or activities on the basis of their main economic/social function, product, service or technology. In the QFEmirates, there are 12 industry sectors.</td>
</tr>
<tr>
<td>Testamur</td>
<td>A document (parchment/diploma/deed) issued by an authoritative body that testifies that the recipient has successfully met a specified set of learning outcomes.</td>
</tr>
<tr>
<td>Transcript</td>
<td>A record issued by an authoritative body that formally recognises parcels of learning outcomes.</td>
</tr>
<tr>
<td>UAE Continuing Education Unit System Framework</td>
<td>The UAE Continuing Education Unit System (UAE-CEUS) Framework aims to provide a streamlined approach to the development, implementation and management of CEUs to ensure that CEUs meet the needs of the labour market and individuals. Framework elements cover the activities of planning, design, development, delivery, monitoring, improvement, management, and promotion.</td>
</tr>
<tr>
<td>VETAC</td>
<td>Vocational Education and Training Awards Council: A federal regulatory and supervisory body which reports to the NQA and is responsible for setting VET strategies, approving VET awarding bodies, managing and quality assuring the process of awarding VET qualifications based on standards, criteria, procedures, and policies developed by the Council and approved by the NQA.</td>
</tr>
</tbody>
</table>