



# The Faculty

Of

## Certified Technology Administrators

THE CORPORATION OF  
EXECUTIVES & ADMINISTRATORS

### VISION AND LEARNING CONCEPT OF TECHNOLOGY ADMINISTRATION

Career Enhancement Affirmation (CEA)  
Confirmation of Eligibility Accreditation (CEA)  
Credit Endorsement for Achievement (CEA)



## SYNOPSIS OF CEA

The Corporation of Executive & Administrators (CEA) is a unique International Professional Body incorporated in Great Britain in the year 1981 as a Non – Profit Learning Institution. CEA has been providing UK Professional Diplomas and Membership in recognition of an individual's achievement in his/her area of profession.

*The founders of CEA were enlightened in the early eighties, the importance in recognizing Professional and Vocational Training and experiences into a acceptable Professional Qualifications.*

To this effect, CEA has facilitated in their Memorandum of Article the concept of Faculties to facilitate this uniqueness by way of faculty membership. This is offered by recognizing an individual's learning and experience achievement in his/her area of career. CEA's Board of Council by verdure of their Memorandum of Article has decided to endorse all their Faculties Memberships with the “**Affirmation of Certified Status**” for all the Faculty Memberships from September 2006. **It is also strictly followed by the Council in implementing that all CEA diplomas have to be earned, rather than awarded directly.**

**On the same token, CEA's Board of Council did approve of Two Main Sections. One division to focus on purely on the Learning Route and other division is to offer Direct Memberships in area of Work Experience Profession.**

The Corporation of Executive & Administrators (CEA) was incorporated as an QUASI- CHARITY by Limited Guarantee as a Professional Body under the UK company acts 1948 to 1981 section of SIC (92) with not having a share capital with dedicated company act code of 9112 offering legitimate UK Accredited Professional Learning Qualifications with the authority of awarding of appropriate Grade of Diplomas & Professional Memberships from any of the Faculties that may deemed since the year of 1981 September Twenty First in England and Wales.

*CEA Board of Council did meet the legal obligation as a legitimate licensed UK Professional Awarding Body to award Professional Diplomas and Memberships at the time of incorporation in 1981.*

**On the same token, CEA's Board of Council did approve of Two Main Sections. One division to focus on purely on the Learning Route and other division is to offer Direct Memberships in area of working profession.**

The Corporation of Executive & Administrators (CEA) was incorporated as a QUASI- CHARITY by Limited Guarantee as a Professional Body under the UK company acts 1948 to 1981 section of SIC (92) with not having a share capital with dedicated company act code of 9112 offering legitimate UK Accredited Professional Awards in the area of Vocational Educational Qualifications with the authority of awarding of appropriate Grade of Professional Memberships from any of the Faculties that may deemed from the year of 1981 September Twenty First in England and Wales.

**CEA Board of Council did meet the legal obligation as a legitimate licensed UK Professional Awarding Body at the time of incorporation.**

### Profile of Honorary Rector General

The Executive Board of Governors of the Corporation of Executives and Administrators (CEA) is pleased to announce to their prospective candidates, members and well-wishers of the appointment of Mr. Andrew Jude Rajanathan of Great Britain as their Fifth Honorary Rector General.

He is an extra ordinary young entrepreneur of this day and age. He is a thinking, young, dynamic leader that chosen by the Executive Board of Governors of the Corporation of Executives and Administrators (CEA).

Mr. Rajanathan had his early education at St. Ignatius in Enfield, and joined one of the top London Universities, Queen Mary University of London to complete his Bachelor's Honours Degree in Politics. Due to his high performances in his studies, he earned the high reward of a scholarship to study at the London School of Economics, which is one of the Worlds Most Renowned Universities for Post Graduate Studies, to follow an MSc China in a Comparative Perspective, which he successfully completed in the year of 2010.

In 2008, he was fortunate to secure internships in U.K Parliament and the BBC which opened his eyes to the workings of society from two unique viewpoints.

## Honourary Academic Counsellor

Deciding that the politics as a career was not for him became a Guest Speaker for the BBC Asian Network and conducted research, reviews, interviews and broadcast shows during his internship.

During his time at Queen Mary, Andrew sat on all education boards from departmental to college level. He gained a strong understanding about how a University operates and solved several problems such as the marking scheme and communication issues between staff and students. He won two awards for student representation from QM Students Union.

In 2009, Andrew secured an internship at the Financial Times and was placed as a journalist on the U.K Companies desk. During his time he interviewed over 15 CEOs from several LSE/AIM listed firms as well putting together features for the newspaper and covering corporate earnings, breaking news and third quarter reports. He learnt how the workings of finance combined with the craft of journalism. This experience taught him the ability to analyze company balance sheets and allowed him to further build up his networking experience. He credits this experience as the sharpest learning curve in his short career so far. The London Week of Peace, a charitable proponent of peace heard of Andrew's good work across several communities in London. Towards the end of 2009, he was awarded the 'Diversity Peace Prize' at a Gala event to celebrate the work of peace proponents across the City of London.



Recently, the Corporation of Executives and administrators have seen a welcome addition to our administration in the form of Mr Menna, our Academic Counsellor. He was elected to the position due to his impeccable morals and worth, an educationalist with a Masters Degree in Law (LLM) from Anglian Ruskin University, and has studied Health Care Law to a Postgraduate Diploma Level.

In addition to this, Mr Menna has a Post Graduate Diploma in Transport Management (also belonging to various Chartered Institutes, including Transport Management, Federation of Small Businesses, and the Editorial Panel for the Journal Advancing Practice in Bedfordshire), not to mention Financial Accounting and Mechanical Engineering.

An avid advocate of Learning, he is a Health Care Professional with many talents thanks to his dedication for high quality further higher education.

Mr Menna's talents lie further in Professional Lectures to Qualified Health Professionals, on topics including Mental Health, Ethnicity and Diversity, Risk Analysis and Management, and Psychological social intervention.

He has over 35 years of work experience in the field of Professional Healthcare, spanning professional academic studies and careers since 1974, and has had his works of literary theory published at various conferences. He is been known as a motivating Professional Public Speaker in all area of Professional Health, General Management, Finance, Business Ethics & Operation, Professional & Professional Education, Social Justice & Human Rights and Project and Investment Management.

With further talents in being Bilingual, Mr Menna's personal values are strongly rooted in Justice, Faith, and Knowledge. He is a well balanced individual, who excels at working with others with a great level of communication and understanding. Thoroughly versed in negotiation, his organisational and professional skills are second to none, and he has proved time and time again that he can work brilliantly under pressure. He brings tremendous experience with him to support the CEA's Educational panel in enhancing the quality of qualifications and learning programmes offered by CEA.

## CEA's Learning Faculties & Qualifying Structure

The CEA's Executive Board of Governors met on the 28th, December 2008 and passed a new resolution unanimously that, to consolidate their Learning Academies within Five Academies. This will come into effect from 1st February 2009 and every June and December each year candidate will be assessed and verified for the CEA Professional Qualifications.

It is emphasised that the CEA Professional Qualifications are awarded by Learning Methodology only. Learning Academies comprises individual Learning Departments along with appropriate Course Modules Units but each level of qualifications will have standard mandatory required modular units. After careful consideration of the level of qualifications, Executive Board of Governors has come to a conclusion that the CEA awards equivalency will have to be changed to the European General Learning Level of 2008. It is also made to understand that, every applicant who follows the Learning Methodology must submit Career Project Work (CPW) Assignment as final written documentation. This has to be adhered for the CEA Professional Qualifications of Diplomas and Post Graduate Certificate as the methods of Assessment for the Professional Qualifications.

Those who wish acquires the CEA's Professional Qualifications must strictly follow the Learning Scheme which will assist the candidate to achieve the appropriate Credit Units to transfer for their further higher studies in academic pathway. After the careful study by the Professional Learning Panel of CEA, has categorised the Professional Qualifications' into the following framework of equivalency to the UK National Professional Qualifications levels.

1. CEA - Diploma Level 3 of the NQF / NVQ
2. CEA - Higher Diploma Level 4 of the NQF (NVQ Lvl 4)
3. CEA - Graduate Diploma Level 5 of the NQF (NVQ Level 4)

### The Learning Faculties are as follows:-

1. Faculty of Certified Business Administration (FCBA)
2. Faculty of Certified Hospitality Administration (FCHA)
3. Faculty of Certified Legal Administration (FCLA)
4. Faculty of Certified Technology Administration (FCTA)

The Assessment and Verification for the Module Units in the above Learning Academies encompasses;

- (1) Time Bound Assignments (TBA)
- (2) Individual / Group Assignment
- (3) Presentations for Certain Modules
- (4) Open Book Examination (OBE)
- (5) Viva Examination

Final Oral (Viva) Examination is to test the candidate's knowledge in Critical thinking of contemporary issues. This will be carried out on an individual basis by Oral Discussion with the qualified intellectual academics nominated by the CEA's Examination Panel. This can take up to maximum 60 minutes. The Viva Examination is to test the candidate of the overall knowledge of the qualifications. It has been agreed by the Independent Examiners the British Examination Board of Great Britain that the candidate to obtain the CEA Learning Qualification must have achieved at least the Grade C Level in all module units. Failure to gain this grade, BEB will not recommend any candidate for the CEA's diploma award and it agreed that no candidate will be entertained to question the decision of the BEB's Examiners' declaration.

The Learning Hours and Credits Units are specific for the CEA Learning Programmes, which has the approval of CEA Executive Board Governors. (In the recent past the National Qualifications Framework (NQF) has been changed to Qualifications and Credit Frame (QCF) and this change came to effect from November 2008.) Since 2009 in order to meet the QCF standards, the CEA has changed their syllabus structure. As always, the CEA Learning is focused more on a Professional Methodology rather than pure academic scheme. This vision of theirs has made the pathway of Open Book Examination. Most of the institutions are still adapting to the traditional three hours class room examination. The current climate and Professional concept does prefer the consistent assessment. Diploma Level will comprise of four modules and the Higher Diploma and Graduate Diploma consist of five modules. Every June and December each year candidate will be assessed and verified for the CEA's Professional Qualifications.

## ELEMENTS FOR CEA PROFESSIONAL QUALIFICATIONS

- (1) Time Bound Assessment (TBA) 50%
- (2) Course Work 30 % (Individual / Group)
- (3) Presentation / Viva Examination 20 %

### **METHOD OF TRAINING & SUBJECT DELIVERY:**

Classroom teaching, Research method, Self-learning guidance, Workplace assessment, Case Studies, Education tour and Tutorials

No	Assessment Method	Credits %
1	Assignments	30
2	Examinations	20
3	Case Studies	10
4	Oral Examinations	20
5	Project/Course Work	20

### **THE CEA MODULE GRADING**

Grade "A" 70% and above.

Grade "B" 60 % -69%

Grade "C" (Pass) 50 % - 59 %

Grade "D" (Referred) 40 %- 49%

Grade "E" (Fail) Less than 39%

Independent Examiners British Examination Board (BEB) has Resolved the Following Decisions;-

- (1) Candidates should pass the three elements of the Module to complete it.
- (2) Re – Sit will be allowed only for two attempts and the failed to make it in those two attempts will leads to appear the whole three elements of the module by paying the full module appropriate fee.

The option is given to the candidate to re-sit for the modules which were bellow the Grade C Level in order to complete the required stage of CEA's Professional Qualification. To appreciate and to encourage every candidate to gain highest marks as possible, the Executive Board of Governors have come about to offer a special CEA's Merit Level Recognition. The GPA will be calculated based on the total average of the results of Graduate Diploma modules

#### **Grade Point Average [GPA]**

75% -100 %

65%- 74 %

50%- 64 %

#### **Award**

Merit

Distinction

Pass

## **SPECIAL TUTORIAL GUIDE LINES**

Independent Examiners BEB has allocated as a guideline for tutorial learning hours to be minimum of three hundred and sixty (360) learning hours to complete each level in order to gain standard knowledge for every level of CEA qualification. There is different learning hours for each level and every academy must adhere to this guided learning hours before the candidates complete the tutorial programmes. In order to complete all three levels, the candidate has to allocate 18 Calendar Months.

## **CREDIT TRANSFER SYSTEM (CTS)**

If a candidate who complete the CEA Learning programme of Diploma, Higher Diploma and Graduate Diploma has more than three years work experience will carry 240 Credits together and this will enable the candidates to do the Level 6 of the NQF in order top up to complete the bachelor degree with 360 credits in preferred academic disciplinary.

### **Level 1 – Diploma Level**

After careful consideration Professional Academic Panel of CEA has come to decision that every candidate must allocated minimum 600 dedicated Learning Hours in order to achieve the necessary required knowledge, which will enable the candidate to gain the appropriate pass mark at the assessment to successfully complete the level. This course will be suitable for the learner who does posses only secondary qualification in their own country academic framework. The required duration to complete this level, the time frame will be Six Calendar Months and each week should be allocated minimum of 15 hours for the learning. A candidate is advised to spend 360 hours for learning and 140 hours research, course work and projects.

### **Level 2 – Higher Diploma Level**

After careful consideration Professional Academic Panel of CEA has come to decision that every candidate must allocated minimum 720 dedicated Learning Hours in order to achieve the necessary required knowledge, which will enable the candidate to gain the appropriate pass mark at the assessment to successfully complete the level.

At least 420 Guided Hours or contact hours should be allocated in the Class room. The required duration to complete this level, the time frame will be Six Calendar Months and each week should be allocated minimum of 20 hours for the research course learning.

### Level 3 – Graduate Diploma Level

After careful consideration Professional Academic Panel of CEA has come to decision that every candidate must allocated minimum 870 dedicated Learning Hours in order to achieve the necessary required knowledge, which will enable the candidate to gain the appropriate pass mark at the assessment to successfully complete the level. At least 540 Guided Hours or contact hours should be allocated in the Class room. The required duration to complete this level, the time frame will be Six Calendar Months and each week should be allocated minimum of 20 hours for the research course learning.



## 3. FACULTY OF CERTIFIED LEGAL ADMINISTRATION

### Main Aim(s) of the Course

- Able to provide learners with a detailed insight into the systems analysis life cycle, modelling tools and techniques, testing procedures and the need for systems evaluation
- To understand of the general principles and concepts of programming should underpin some of the basic knowledge that learners need.
- To deliver a nature of Understanding of Computer technology in accordance with management information theories

### Learning Outcomes for the Course

At the end of this Course, candidates will be able to:

1. Analyse the implication of systems applications in the business structure
2. Able to understand the database environment and processing in Business Management.
3. Explore the significance of network management responsibilities business context
4. Examine the role of the computer systems in business activities
- 5 Apply the theory of computer technology in different business structures in organisations

## Level 1 –Diploma Level

Candidate should appear Four Core Modules which is consisting 360 Guided Learning Hours (GLH) to determine their pathway for successful completion.

### Core Modules

- 4.411 Introduction to Computing and IT Software Applications.
- 4.412 Introduction to Web Designing & Data Base Development.
- 4.413 Introduction to IT Hardware's & Networking.
- 4.414 Introduction to HR Management

#### **4.411 Introduction to Computing and IT Software Applications.**

This course gives a basic understanding of Information Communication Technology (ICT). Computers and operating systems, interfaces, standard computer equipment and programs, Communication and computer networks. Structured problem analysis and' simple programming routines. Rules and regulations, protection of personal privacy.

On this course participants will learn all the primary and most useful features of Word and how to get the most from this powerful but sometimes underutilised software. We will cover useful interactions between each office application, such as importing excel data, merging documents and incorporating graphics from other programs. PowerPoint and Excel will be covered

#### **4.412 Introduction to Web Designing & Data Base Development**

This section designed to introduce students to the field of Web Design. Learn to develop and maintain Web sites. Focuses on Web page planning, basic design, layout and construction, and setup and maintenance of a Web site, various Web page and image creation tools are taught in the course.

This section is designed to give an understanding of some of the major features and functions within Microsoft Access. An introduction to database theory and practice is given, as well as hints and tips on good database design techniques

#### **4.413 Introduction to IT Hardware's & Networking**

- Introduction to computer hardware components.
- Safety precautions during trouble shooting and repair.
- Hardware diagnosis and testing.
- Hardware setup and configuration.
- Connecting peripherals to PCs and software driver installation and familiarisation.

This section primarily aims to acquaint the student with basic computer and communication Networking technologies and the layered approach that makes design, implementation and operation of computer and communication networks possible. At the same time, concepts of network performance are introduced and the performances of some classical networking architecture are analyzed.

#### **4.414 Introduction to HR Management**

Human Resources Management focuses upon the effectiveness of the management of people within an organisation. It brings together the concerns of the industrial relations and personnel specialist. It emphasises the critical importance for any organisation of paying attention to the way people are recruited, trained, developed and managed. Failure to recognise the importance of such matters can mean that the most ambitious business plans and technically advanced production systems are less effective than they should be.

## 4.42 Higher Diploma Level.

Candidate should appear Four Core Modules which is consisting 400 Guided Learning Hours (GLH) to determine their pathway for successful completion

### Core Modules

- 4.421 Business Communications & Marketing Environment
- 4.422 Network Planning and Structure within and outside Organizations
- 4.423 IT Projects & Data Base Systems
- 4.424 Electronic Documentation & Legal Issues in e-commerce

### 4.421 Business Communications & Marketing Environment

The aim of the course is to develop students' critical thinking ability through reading, writing and discussing current local and international issues. Through the interactive process, students will learn to express, show agreement, disagreement their opinions on a variety of topics. This critical examination of contemporary issues will help them to understand other people's views, generate their own ideas, gain deeper insights as well as improve their English proficiency.

### Objectives

After completing the course, students should be able to:

- Express a point of view and defend it with supporting evidence.
- Identify underlying assumptions of a viewpoint.
- Critically examine an issue from multiple perspectives.
- Compare and analyse ideas put forth by various parties in both speaking and writing.
- Offer critical and constructive feedback on alternative views.
- Define an issue clearly and differentiate facts from opinions.
- Write a simple report based on findings collected from interview or

### Marketing Management

As a dominant subject within the managerial domain, marketing management has suffered one of the great injustices, in that the perception that customers often hold is that marketing involves nothing more than advertising per se. This module seeks to correct this perception because most of today's successful organisations have one thing in common, their success is built on a strong customer focus and a commitment to marketing. This module is designed to provide students with an in-depth knowledge of the elements of the marketing mix. The components of marketing will be explored from the manufacturing and service sector perspectives. The consideration of marketing will be underpinned by drawing upon its rich theoretical heritage.

### Intended Module Learning Outcomes

On completion of this module, the student should be able to:

- Demonstrate an understanding of the contribution of marketing to any type of organisation.
- Demonstrate knowledge of the benefits and limitations of the tools and techniques employed in marketing management.
- Evaluate the changing nature of marketing and assess the contribution of these changes to marketing practice.

#### 4.422 Network Planning and Structure within and outside Organizations

The module provides an introduction to computer and telecommunications network planning, design and management. The theoretical work is designed to give a broad-based understanding of the systems approach to network design necessary to produce various kinds of networks. The course also will introduce participants to the principles behind the design and operation of effective organizations and to equip them with conceptual tools to influence.

- Organizations and Organizational Stakeholders
- Basic Challenges of Organizational Design
- Designing Organizational Structures
- Managing Organizational Culture and Ethics
- Managing Organizational Environment
- Organizational Strategy and Structure
- Managing International Environment
- Organizational Design and Technology
- Managing the new Technological Environment
- The Organizational Life Cycle
- Organizational Decision Making and Change
- Organizational Conflict, Power and Politics

#### 4.423 IT Projects & Data Base Systems

The course shows how IT projects should be managed, from inception to post implementation review.

- Project management principles more
- Defining the project, definition document, PID more
- Project roles and responsibilities more
- Software development lifecycle phases more
- Planning user resources for IT projects more
- Estimating more
- Planning and scheduling more
- Getting stakeholder buy in and commitment more
- Risk management more
- Tracking and controlling more
- Status reporting more
- Issue management more
- Change management more
- Quality management more
- Stage and project completion more
- Post implementation review more
- Independent project assurance more
- Project management route map more

Provides an introduction to relational database systems. The topics covered include the relational model, SQL, transactions, database design, and concepts and algorithms for building database management systems

#### 4.424 Electronic Documentation & Legal Issues in e-commerce

The growth of e-commerce is fast shifting business from paper-based documentation to electronic, and one area of increasing digitisation of documents is in international trade. The move to paperless trade presents some legal problems to the international business community. While enormous amounts of time, energy, and money have been invested in developing the technologies and to create a conducive legal environment for paperless trade.

## 4.43 Level 3 – Graduate Diploma Level

Candidate should appear Four Core Modules which is consisting 400 Guided Learning Hours (GLH) to determine their pathway for successful completion

### Core Modules

- 4.431 Internet Security and Industrial Standards
- 4.432 ICT Echolike and Information Systems
- 4.433 Object Oriented Programming & Management
- 4.434 Database & Decision Support Systems

#### 4.431 Internet Security and Industrial Standards

This module is designed to teach students how to protect systems and data against various types of threats, and explores the major challenges to computer security. The module introduces the student to the concept of computer security, and identifies the different types of threats and attacks. It then discusses the types of cryptographic techniques, describing some of the main encryption algorithms that are used. It then describes techniques for ensuring programme security and security in general purpose operating systems. It covers the potential vulnerabilities of networks and computer systems, and shows how these systems can be made secure. Finally it addresses legal, privacy and ethical issues in computer security.

#### 4.432 ICT Echolike and Information Systems

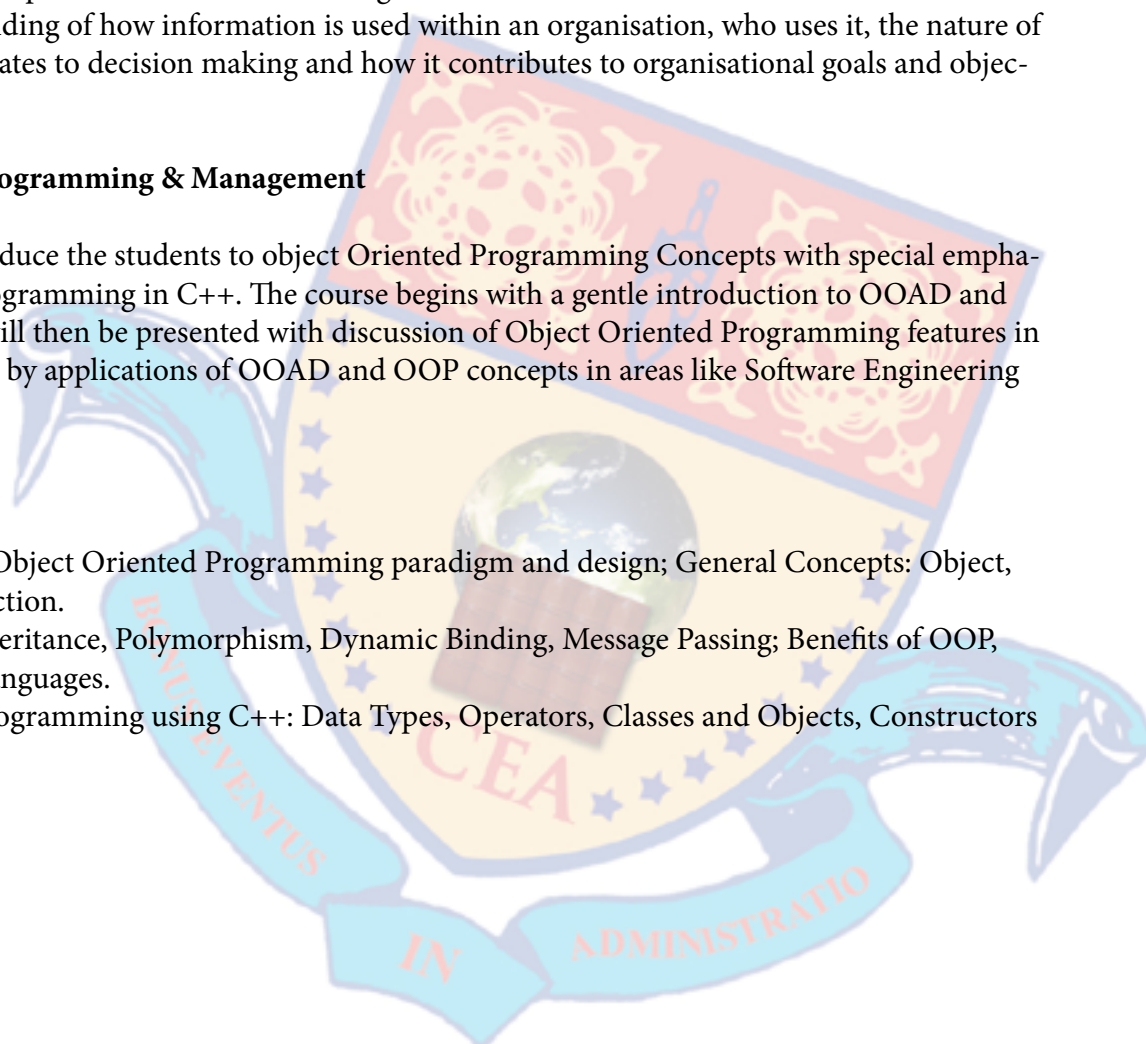
Information systems are a key element in determining the success or failure of an organisation – they can improve competitiveness, transform businesses, restructure organisations and streamline business processes. However, there continues to be a critical shortage of people who can operate at the interface of business and IT. You will study the design and management of information systems to enable you to recognise and accommodate the increased rate of change and instability in the business and information environment that are created by social, economic, political and technical changes.

You will gain an understanding of how information is used within an organisation, who uses it, the nature of the information, how it relates to decision making and how it contributes to organisational goals and objectives.

#### 4.433 Object Oriented Programming & Management

The course aims is to introduce the students to object Oriented Programming Concepts with special emphasis on Object Oriented Programming in C++. The course begins with a gentle introduction to OOAD and OOP concepts. Students will then be presented with discussion of Object Oriented Programming features in C++. And will be followed by applications of OOAD and OOP concepts in areas like Software Engineering and Operating Systems.

- OOAD and OOP, Object Oriented Programming paradigm and design; General Concepts: Object, Class, Data Abstraction.
- Encapsulation, Inheritance, Polymorphism, Dynamic Binding, Message Passing; Benefits of OOP, Object-oriented Languages.
- Object oriented Programming using C++: Data Types, Operators, Classes and Objects, Constructors and Destructors.



#### 4.434 Database & Decision Support Systems

Introduction to Database Systems (motivation for database systems, storage systems, architecture, facilities, applications). Database modelling (basic concepts, E-R modelling, Schema deviation). The relational model and algebra, SQL (definitions, manipulations, access centre, embedding). Physical design (estimation of workload and access time, logical I/Os, distribution). Modern database systems (extended relational, object-oriented). Advanced database systems (active, deductive, parallel, distributed, federated). DB functionality and services (files, structures and access methods, transactions and concurrency control, reliability, query processing).

In general, Decision Support Systems are used by people who are skilled in their jobs and who need to be supported rather than replaced by a computer system. The broadest definition states that Decision Support Systems are interactive computer based systems and subsystems that help decision makers utilize data, models and/or communications to solve problems and make decisions. Data-Driven DSS emphasize using data and include Executive Information Systems (EIS); Model-Driven DSS emphasize using models to support decision making. A Communications-Driven or Group decision support system (GDSS) is an interactive computer-based system intended to facilitate the solution of problems by decision makers working together as a group and includes groupware. Knowledge-Driven DSS attempt to capture the knowledge of a human expert in a computer system. This computer system can then be used by less expert users. Document-Driven DSS access and display text and multimedia information to support decision making.

### Essential Texts

Perry, G — Sams Teach Yourself Beginning Programming in 24 Hours — (Sams, 2001)

ISBN: 0672323079 Covers BASIC programming, but useful for beginners.

Veeraraghavan, S — Sams Teach Yourself Shell Programming in 24 Hours — (SAMS, 2002) ISBN: 0672323583

Networking Complete (Sybex International, 2002) ISBN: 0782141439

Parnell, T — Network Administrator's Reference — (McGraw Hill, 1999)

ISBN: 0078825881

Bowman, J/Emerson, S and Darnovsky, M — The Practical SQL Handbook: Using Structured Query Language — (Addison-Wesley, 1996) ISBN: 0201447878

Dowling, N — Applying Software: Database Design and Management — (Continuum, 2000) ISBN: 0826453902

ALS Networking Essentials Plus 3rd Edition — (Microsoft Press, 2001) ISBN: 0735609128

Maione, D — MCSE, MCSA Training Guide 70-215 — (Pearson, 2003) ISBN: 0789728818

Microsoft Official Curriculum Course 2151AC Microsoft Corporation

### Eligibility for Learning Programme:

1. Compulsory Aptitude tests (level 100)

- a. Aptitude tests shall be used if they are contemporary and if they and their pass marks are recognized by, and acceptable to CEA Board of Assessors.
- b. Candidates should display a good command of the language of instruction and, in marginal cases, should be given an approved oral and/or written test.

## Course Controls

- a. Ensure that candidates attending the regular lecturers, management group discussion, seminars and workshops and/or tutorial class related to the respective discipline.
- b. Ensure that candidate working should cover with abreast of current developments and problems and be prepared to describe how this is achieved.
- c. Ensure that all course work, assignments and documentation are accurate and make sure it is respective candidate's own product specially made for the CEA modules.
- d. Execute the conditions of case studies in the respective level of CEA qualifications and make sure those candidates are submitting candidate workings within the deadlines of each course. Fail to submit the course-work on time may reduce candidate marks.

## Responsibilities of Candidates

1. It is the responsibility of each candidate to ascertain when and where their assessments/examinations will take place, to attend assessments and/or examinations and to submit work for assessment as required and to provide the Board of Assessors of CEA in advance of their meeting with any relevant documentary evidence relating to personal circumstances which may have affected their performance and which they wish to be taken into account by the Board.
2. If a candidate fails to attend examinations or to submit work for assessment without good cause, the examiners shall have the authority to deem the candidate to have failed the assessments concerned.
3. If a candidate fails without good cause to provide the examiners in advance of their meeting with information about any personal circumstances that may have affected performance in assessments, anybody authorised by the Academic Board to consider requests for the examiners' decision(s) to be reviewed shall be empowered to reject any such request on those grounds.
4. If a candidate is found to have cheated, plagiarised or attempted to gain an unfair advantage, the examiners shall have authority to deem the candidate to have failed part or all of the assessments, and the choice to reassess or not.

## Candidate Activities and Evaluation

Candidates will explore and demonstrate knowledge of models that incorporate collaborative interactions, and effective group dynamics applicable to various administrative and leadership positions through "Group Discussion" during the period of studies. Candidates will demonstrate suitable techniques related to the diploma programme, and knowledge of nationally accepted general Professional standards through case studies, group presentations, assignments, and class activities.

## Achievement Points Contribution

Class Activities/participation 50 points, Semester Project Presentation 50 points, Semester Project Paper 100 points, Case Analysis: (3 @ 50) 150 points, Article Reviews: (5 @ 10) 50 points

## CEA CASE STUDIES

The aim of case studies is to test theoretical knowledge in an unfamiliar context through pre-issued or unseen cases of varying lengths. A variety of skills are tested - candidates need to be able to analyse, evaluate and communicate their ideas clearly on paper. Frequently, numerical manipulation is also required as is subsequent application of candidate results. Each year technology takes us deeper within "inside space." From the faculties of CEA, we see things that have never been seen before. Even today, the genomics research is opening the way to hundreds of new start-ups based on things that were not even imagined just a few years ago. And, this work is just beginning.

The Case studies of CEA, most of them with common sense world view is based on the sciences that describe things outside of traditional approach. The new world of science is an ever-increasing exploration of that which exists deep within. There are various starting points for this exploration in answering case studies. Candidates should explain a suitable domain rich for exploration and for new business opportunities in answers of case studies. A good answer will always contain some originality of thought and demonstrate skills of perception. Examiners report that many candidates under perform because they tend to launch into writing answers without taking sufficient time to interpret all the information given first.

Case studies in different levels are expected to answer in different manner. In order to improve answering capability for case studies in Foundation level the case study is executed as a off-line examination, where candidate takes two week to answer the case study question. In Diploma level only the case scenario will be given in advance, but answering the question will be a 2 hrs exam. For Higher Diploma level case and scenario and question is a 3:30 hrs paper. In the final stage a presentation is included.

## **COURSEWORK**

CEA Coursework is research or projects that count towards a candidate's final grade in each term for each module. It includes extended essays, investigations, practical experiments or performance work. Coursework are assessed by the internal examiners of the respective centres, they have gained throughout a course. Coursework is done at home and in class. Candidates are encouraged to use research sources such as textbooks, encyclopaedias, journals, TV, radio and the internet.

Coursework refers to one or more pieces of original written work done by the candidate and is an excellent opportunity to show the examiner candidate enthusiasm and interest in the subject. Each faculty of CEA has its own approach to coursework. Some allow a completely free choice of assignment while others ask candidate to select from a fixed menu of topics. Make sure candidate have read any regulations and advice issued by the respective faculty. Choose a topic which interest's candidate and which allows candidate to demonstrate what candidate know and understand.

## **ACADEMY REPRESENTATION**

The Executive Council of Governors have passed a resolution in the year of 2010 at their Extra Ordinary Governors Meeting in consultation with UK-Commission for Consistent Learning (UK-CCL) and have come to a conclusion in stipulating the specific learning methodology which to be facilitated for the CEA's Learning Programmes. This has made in creating the three mode of deliverer academies which are known as District, Regional and National It is agreed that CEA's Learning Academies will be monitored and supervised by UK-Commission for Consistent Learning (UK-CCL) and British Examination Board (BEB) of Great Britain will take charge of providing all the tools in related to Learning Programmes and will conduct the examinations in order to maintain high quality delivery standard and qualifications. Therefore, UK-CCL is nominated as the International Authority for Assessing

& Verifying the CEA Learning Academies and British Examination Board will conduct all the examinations for the CEA's Learning Faculties internationally. BEB will assist and facilitate CEA Academies with all the learning materials and help the individual candidates to learn the CEA's Learning Programmes on a Distance Learning Method to make it viable to learn on a flexible manner.

The academies are categorised into three levels. They are as follows:-

1. District Academy
2. Regional Academy
3. National Academy

### **DISTRICT ACADEMY**

All the District Academies will be nominated by the CEA Executive Management Council. It is hereby sanctioned that all the District Academies will operated under direct supervision of respective country's National Country Director. All the academies must have the cordial operational arrangements between each other's operations. The CEA Executive Management Council has permitted in having any amount District Academies in any country. This is to offer the CEA programmes in an urban area whereby many facilities may not be available and to take the CEA qualifications to the door step of every individual who desires to enhance their knowledge and career prospectus. All the District Academies must have legitimate local government approval and must submit their application to UK-CCL to ascertain creditability in offering the CEA learning programmes. The District Academies must have the full facilities and provisions to deliver minimum of two faculties tutorial services in their premises. This will permit them to be an Internal Examination Centre for CEA's learning programmes. All the examinations will be conducted and invigilated by British Examination Board at all time.

### **REGIONAL ACADEMY**

All the Regional Academies are nominated by the CEA's Executive Management Council. It is hereby sanctioned that all the Regional Academies will operated under direct supervision of respective country's National Country Director. All the learning academics must have cordial operational arrangements between each others. The CEA Executive Management Council has permitted in having more than one Regional Academy in any country. This is to offer the CEA programmes at the door step of every individual who seeks to gain the CEA's professional qualifications in enhancing their career prospectus.

All the Regional Academies must have legitimate local government approval and must submit their application to UK-CCL to ascertain creditability in offering the CEA learning programmes. . The Regional Academies must have the full facilities and provisions to deliver three faculties' learning services in their premises. If they can provide these services, they are entitled to be represented as the Regional Academy with the approval to be as the Internal Examination Centre for CEA's learning programmes. All the examinations will be conducted and invigilated by British Examination Board (BEB) at all time. Country's National Country Director will supervise the operational of the academies on behalf of the Executive Management Council of CEA.

## NATIONAL ACADEMY

It has been approved that any country can have any number of National Academy with the full facilities and provisions to deliver the tutorial services for all the Four Faculties with the full tutorial backup in their premises. All the National Academies must have legitimate local government approval and must submit their application to UK-CCL to ascertain creditability in offering the CEA learning programmes. All the National Academies are approved as the Internal Examination Centre for the CEA learning programmes of all levels. All the examinations will be conducted and invigilated by British Examination Board (BEB) in order to maintain high standard of assessment at all time.

## LEARNING CANDIDATE AWARDING FEE STRUCTURE

Level	Start Date	Total Fee (£)	Duration
Diploma	Jan / July	150.00	06 months
Higher Diploma	Jan / July	225.00	06 months
Graduate Diploma	Jan / July	300.00	06 months

Learning Facilitator and Examiners  
British Examination Board of Great Britain (BEB)

Academy Assessor & Verifiers  
UK- Commission for Consistent Learning (UK-CCL)

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