ASSESSMENT POLICY

THIS PROCEDURE IS CONTROLLED BY RED DUNE TRAINING CENTREAND MAY NOT BE AMENDED, REVISED OR ALTERED IN ANY OTHER WAY WITHOUT THE AUTHORIZATION OF THE COMPANY.

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Activity	Prepared by	Approved by
Name	Naimat Ullah Khan	Akram Ullah
Designation	Centre Manager	Centre Head
Signature		
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REVISION HISTORY

REVISION	DATE	REMARKS
1	15 Mar, 2024	
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RED DUNE

Assessment Policy

Contents

1. Scope and Principles.

This policy applies to all assessment activity conducted by Red Dune Training Centre (RDTC) across classroom, blended, and workplace delivery in Saudi Arabia. It covers all HSE and allied programmes, including international qualifications delivered under awarding-body approvals and in-house short courses. The policy applies to formative and summative assessment, theory and practical tasks, invigilated exams, projects, and workplace competency assessments. It binds all personnel involved in assessment design, delivery, administration, quality assurance, data management, and learner support, whether employees, contractors, or visiting staff.

Principles

1. Valid, reliable, fair, and transparent: Assessments validly measure stated learning outcomes, produce reliable results across cohorts and assessors, and are fair to all learners. Assessment criteria, methods, grading descriptors, and pass requirements are communicated in advance in clear English (and Arabic or other where required).
2. Standards alignment: All assessments align with the requirements of the relevant awarding body, Saudi TVTC regulations, and the centre's integrated management system, supporting ISO 9001 (quality), ISO 14001 (environment), and ISO 45001 (OH&S). Design and delivery reflect safe systems of work and environmental stewardship during practical activities.
3. Accessibility and inclusion: RDTC provides reasonable adjustments for eligible learners and applies special consideration where permitted. Adjustments preserve assessment validity and are recorded, authorised, and auditable. Bilingual materials and culturally appropriate examples may be used without diluting standards.
4. Academic integrity: Malpractice and maladministration are prevented through secure paper and digital controls, identity verification, invigilation, assessor standardisation, and conflict-of-interest declarations. Suspected cases are investigated fairly, with evidence logged and outcomes communicated in writing.
5. Assessor competence and independence: Assessors are occupationally competent, hold recognised assessor/IQA qualifications where required, undertake CPD, and are standardised before assessing. Decisions are evidenced, internally verified, and sampled proportionately to risk.
6. Learner-centred conduct: Learners receive timely guidance, assessment schedules, submission instructions, and constructive feedback that promotes learning and improvement. Appeals routes and complaints channels are clearly signposted.
7. Health, safety, and environment: Practical assessments are planned and delivered under risk assessment and safe operating procedures. Equipment is serviceable and appropriate; environmental aspects (waste, emissions, spills) are controlled during assessment activities.
8. Confidentiality and data protection: Learner data, scripts, and results are stored securely, retained only as long as required by regulations, and released only to authorised parties. Digital systems employ controlled access and audit trails.
9. Continuous improvement: Assessment data (results profiles, feedback, IQA findings, incidents, and appeals) is reviewed in standardisation meetings and management review. Actions are tracked to closure to enhance assessment quality, learner experience, and compliance.
10. External assurance and contingencies: RDTC cooperates with external quality assurance, audit, and accreditation visits, providing access to records, staff, and learners. Where remote or online assessment is used, identity, proctoring, and system-integrity controls mirror in-centre standards. In exceptional disruption, equitable contingency arrangements will be enacted and documented without advantaging or disadvantaging any cohort.

2. Roles & Responsibilities.

Centre Head
• Owns the Assessment Policy and ensures alignment with TVTC rules, awarding-body specifications for international HSE qualifications, and the intent of ISO 9001, ISO 14001, and ISO 45001.
• Approves assessment strategies, resources, and risk controls; signs off annual reviews and corrective actions.
• Appoints competent staff, authorizes access to systems, and safeguards impartiality and confidentiality.

Lead Tutor
• Designs assessment plans and schemes of work that map clearly to each qualification's learning outcomes and assessment criteria.
• Standardizes tutors and assessors through briefing, exemplar marking, and moderation meetings; records decisions and actions.
• Oversees reasonable adjustments and special considerations in line with awarding-body procedures and TVTC expectations.

Tutor
• Delivers teaching, sets formative tasks, and prepares learners for summative assessment without coaching to the answers.
• Guides learners on assessment methods, deadlines, malpractice avoidance, and academic integrity.
• Maintains attendance, lesson, and feedback records to ISO 9001 document control expectations.

Assessor
• Plans, conducts, and records fair, valid, reliable, and sufficient assessment decisions using approved instruments.
• Verifies learner identity, applies marking guides consistently, and provides constructive, criterion-referenced feedback.
• Escalates suspected malpractice and conflicts of interest; secures assessed work and evidence.

Internal Quality Assurer (IQA)
• Samples assessment decisions, methods, and records; checks standardization and assessor competence.
• Leads internal verification schedules, action plans, and continuous improvement logs; confirms authenticity and traceability.
• Interfaces with External Quality Assurers/Auditors and ensures readiness for visits and remote reviews.

Admin
• Manages learner registration, exam entries, results notifications, and certificate receipt/issue with audit trails.
• Maintains secure data, access controls, and retention periods consistent with ISO 9001 information management and applicable privacy laws.
• Coordinates reasonable adjustment requests and special consideration submissions.

Office Coordinator
• Oversees assessment timetables, rooming, invigilation rosters, and equipment readiness, including HSE-relevant resources.
• Ensures physical and digital exam materials are logged in/out, sealed, and stored securely; records incidents and near misses.
• Supports emergency preparedness and welfare arrangements during assessments.

Document Controller
• Controls creation, versioning, approval, distribution, and archiving of assessment documents, forms, and templates.
• Maintains master lists, disposal schedules, and change histories to prevent use of superseded documents.
• Ensures environmental and safety controls for records storage consistent with ISO 14001/45001.

Accountant
• Administers assessment-related fees, refunds, and financial records; segregates duties to preserve independence.
• Ensures timely payments to awarding bodies and proctors; maintains financial evidence for audits.
• Reports on assessment cost risks and supports resourcing decisions.

All Staff
• Uphold confidentiality, equality, inclusivity, accessibility, and learner welfare; declare conflicts of interest.
• Report incidents, hazards, and nonconformities; contribute to corrective and preventive actions.
• Participate in CPD and standardization to sustain competence and quality.

3. Assessment Design & Approval.

To ensure all assessments at Red Dune Training Centre are valid, reliable, fair, and consistent with awarding-body requirements, TVTC rules, and our integrated management system aligned to ISO 9001, ISO 14001, and ISO 45001.

Scope
This section applies to all qualifications, courses, and micro-credentials delivered by the Centre, including theory, practical, workplace, and blended modes.

Principles
• Validity: every task measures stated learning outcomes and required HSE competencies.
• Reliability: marking uses approved rubrics with clear criteria to secure consistent decisions.
• Fairness: assessments are accessible and offer reasonable adjustments without compromising outcomes.
• Integrity: assessment security, version control, and invigilation protect confidentiality and authenticity.
• Sustainability and safety: practical tasks are designed to minimize environmental impact.

Design standards

1. Course Leads produce an Assessment Brief and Blueprint mapping each outcome to assessment methods, level, marks, and pass criteria.
2. Practical assessments include risk assessments, equipment lists, and environmental controls; resources are checked for availability and suitability.
3. Where awarding bodies prescribe scenarios or templates, these are adopted; any contextualization to Saudi workplaces preserves intent and level.
4. Drafts undergo internal quality assurance (IQA) for clarity and alignment; plagiarism detection settings and identity-verification methods are defined.
5. Reasonable adjustments are recorded in advance, with alternative evidence routes agreed by IQA.

Approval workflow
a) Authoring Tutor submits draft to Programmed Lead.
b) Programmed Lead verifies mapping, workload balance, schedule feasibility, and standardisation needs.
c) IQA conducts sampling and signs the Assessment Approval Form.
d) Head of Centre grants final approval and release code; only approved versions may be issued.
e) Externally regulated programmes also require External Quality Assurer (EQA) endorsement where applicable.

Security and issue
Assessments are stored in controlled repositories. Versioning and watermarking are mandatory. Issue follows the assessment calendar; late changes require Head of Centre authorization.

Marking and standardization
Mark schemes are criterion-referenced. Standardization meetings occur before first marking. A minimum 10% sample (or more where risk dictates) is second-marked by an IQA.

Records and review
All approval documents, minutes, and samples are retained per retention schedules. Post-assessment reviews capture lessons learned, environmental/safety observations, to drive continual improvement.

Assessment Delivery & Conditions.

This section sets out how Red Dune Training Centre (Saudi Arabia) delivers, supervises, and safeguards assessments so that every learner is treated fairly and results are valid, reliable, and secure.

Scope
Applies to all assessments we deliver or invigilate—written exams, practical, oral/viva, projects, and online/remote proctored assessments—across all HSE programmes.

Scheduling & Notifications
Assessments are scheduled with clear start/finish times, locations, permitted materials, and identification requirements. Learners receive joining instructions at least five working days in advance (or sooner for resist). Any timetable amendments are communicated promptly.

Venue & Environment
Assessment rooms are quiet, clean, appropriately lit/ventilated, and accessible. Seating plans minimize collusion. Safety briefings, emergency exits, and first-aid arrangements are confirmed before each sitting.

Identity, Registration & Attendance
Only registered learners may sit an assessment. Government ID is verified at entry and recorded on the attendance register. Late entry is at the invigilator's discretion, and no extra time is guaranteed.

Invigilation & Conduct
Trained invigilators always supervise and must be free of conflicts of interest. Mobile phones, smart watches, unauthorized notes, and communication devices are prohibited. Learners must follow instructions, maintain silence, and refrain from academic misconduct, including plagiarism, collusion, or impersonation. Any suspicion is recorded as an incident.

Assessment Materials & Security
Question papers and login credentials are stored securely, issued just-in-time, and collected at the end. Materials are never left unattended. Digital assessments use locked-down browsers or equivalent controls. Completed scripts/files are sealed, labelled, and transferred using chain-of-custody logs.

Reasonable Adjustments & Special Consideration
Red Dune provides reasonable adjustments for eligible learners where needs are disclosed in advance, without compromising assessment standards. Special consideration may be applied post-assessment in cases of temporary illness or adverse circumstances, upon evidence.

Equipment & Practical Assessments
For practical tasks, calibrated equipment, safe work areas, and method statements are provided. Pre-use checks and risk assessments are completed. Learners must wear required PPE and follow safe systems of work.

Language & Assessment Integrity
Assessment language is the approved medium for the qualification. Translations or interpreters are not permitted unless explicitly allowed. Model answers are not shared. Marking schemes and assessor guidance are controlled documents.

Online/Remote Delivery
Remote assessments require stable connectivity, camera/microphone on, solitary workspace, 360°

room scan when requested, and screen-sharing/ID checks. Recording may be used for quality assurance.

Data, Records & Retention

Assessment data, attendance lists, seating plans, and incident reports are retained securely for the mandated period. Access is restricted to authorized staff.

Appeals, Complaints & Whistleblowing

Learners may raise complaints via complaints@reddune.org or appeal outcomes under the Appeals Policy. Suspected malpractice may be reported confidentially to admin@reddune.org.

Queries

General queries: info@reddune.org; technical support: support@reddune.org; admissions/registration: admissions@reddune.org; exam logistics: exam@reddune.org.

Quality Assurance & Improvement

Assessors are trained and standardized; samples are moderated to ensure consistency. Findings from verification, feedback, and incidents drive corrective actions. Documents are version controlled.

5. Authenticity & Academic Integrity.

Purpose
To protect the credibility of Red Dune Training Centre assessments by ensuring each learner's work is their own and produced honestly, in line with awarding-body expectations, TVTC rules, and our integrated management system.

Scope
This section applies to all assessments (formative, summative, practical, and online), all delivery modes, all staff, contractors, and learners.

Principles
• Integrity first: results must reflect genuine competence, not advantage gained through dishonesty.
• Fairness: all learners are treated consistently and transparently.
• Evidence-based decisions: findings and outcomes are supported by verifiable records.

Definitions
Plagiarism is presenting someone else's words, ideas, data, images, or work as one's own without proper acknowledgement. Collusion is unauthorized collaboration resulting in work submitted as individual. Impersonation is pretending to be, or arranging for, another person during an assessment. Contract cheating is paying or inducing a third party to produce work.

Responsibilities
Learners must submit original work, follow assessment instructions, and declare authenticity at submission. Tutors/Assessors must set clear expectations, design assessments that minimize opportunities for cheating, verify identity, and report concerns immediately. The Centre Manager is owner of this policy, ensures staff training, approves outcomes, and oversees continual improvement.

Prevention Measures
• Clear briefings on acceptable conduct, referencing, and permitted resources.
• Identity verification: official ID checks and controlled register for invigilated events; secure login and proctoring measures for online assessments.
• Assessment design: scenario-based tasks, reflective components, and practical demonstrations tied to workplace evidence.
• Reasonable adjustments are provided appropriately without compromising standards.

Detection & Verification
• Text-matching, image-forensics, metadata checks, and structured oral questioning to confirm authorship.
• Practical assessments observed by qualified assessors using standardized checklists.
• Random sampling and internal quality assurance (IQA) reviews.

Permitted Tools
Calculators and specific software may be allowed if stated. Generative AI or automated writing tools are prohibited unless explicitly authorized; where permitted, learners must cite the tool and remain accountable for accuracy and originality.

Malpractice & Maladministration
Suspected cases are logged, investigated by an impartial staff member, and concluded within published timelines. Sanctions may include warnings, mark reduction, voiding results, reset under supervision, up to withdrawal from the programmes. Staff breaches may lead to retraining, formal warnings, or disciplinary action.

Natural Justice
All parties have the right to be heard, to see the evidence (where lawful), and to appeal decisions through the Centre's Appeals Policy.

Records & Retention
We retain declarations, assessment artefacts, investigation files, and outcome records in secure systems for defined periods, ensuring confidentiality and traceability.

Continual Improvement
Findings from investigations inform risk assessments, assessor standardization, and updates to delivery, aligning with our quality, safety, and environmental commitments.

6. Reasonable Adjustments & Special Considerations.

Red Dune Training Centre is committed to fair and inclusive assessment. We will remove unnecessary barriers for learners while protecting the validity, reliability, and safety-critical integrity of HSE qualifications.

Definitions

- **Reasonable Adjustment**: A planned change made **before** or **during** assessment to reduce the effect of a disability, health condition, or other protected need (e.g., additional time, a reader/scribe, enlarged print, accessible venue).
- **Special Consideration**: A **post-assessment** decision to reflect temporary adverse circumstances outside the learner's control that significantly affected performance (e.g., bereavement, acute illness, technical failure during an e-assessment).

Principles

1. **No advantage, no disadvantage**: Adjustments and considerations must not change the learning outcomes or reduce the required competency—especially for safety-critical tasks.
2. **Evidence-based**: Decisions rely on clear, proportionate evidence.
3. **Timely and confidential**: Requests are handled promptly and discreetly.
4. **Compliance**: Processes align with awarding-body rules, Saudi TVTC requirements, and our management systems (ISO 9001 quality, ISO 14001 environment, ISO 45001 OH&S).

Scope
This applies to all Red Dune assessments (theory, practical, simulation, and workplace) delivered in Saudi Arabia or online.

Examples of reasonable adjustments

- Extra time (typically up to 25%) for documented specific learning differences.
- Reader/scribe or assistive technology.
- Alternative accessible formats (large print, high contrast).
- Rest breaks for chronic conditions or pregnancy.
- Accessible venues and safe workstation set-up for practical tasks.
  Adjustments will not be granted where they compromise essential competencies (e.g., manual handling technique, safe isolation steps, emergency response timings).

Requesting a reasonable adjustment
Learners (or employers) should submit the Adjustment Request Form at least **48 working Hours** before assessment, with supporting evidence (e.g., medical note, diagnostic report, employer letter). The Centre Manager (or delegate) and Lead Assessor will decide within **24 working Hours** and confirm arrangements in writing. Where the awarding body or TVTC approval is required, we will coordinate and inform the learner of timelines.

Requesting a special consideration
Learners must notify the Centre within **72 working hours** of the assessment, submitting the Special Consideration Form with evidence (e.g., medical certificate, incident report, proof of bereavement, platform outage log). Outcomes may include mark adjustment where permitted, a free re-sit at the next available date, or deferral without penalty. If rules prohibit mark changes, a re-assessment option will be offered.

Records & confidentiality
All requests, decisions, and evidence are recorded in the Assessment Log and stored securely. Personal data is limited to what is necessary. Information is shared only with those who need to know (assessor, IQA, awarding body/TVTC where required).

7. Marking/Judgement & Feedback.

Red Dune Training Centre will ensure fair, reliable, and timely marking for all assessments delivered under international HSE qualifications, TVTC rules, and the management system aligned with ISO 9001, ISO 14001, and ISO 45001. This section defines how assessors make judgements and how learners receive feedback.

Marking approach
• Assessors judge evidence only against the published learning outcomes and assessment criteria for the qualification or course.
• Marking uses approved schemes/rubrics; no criterion may be added, removed, or altered after assessment begins.
• Where a task allows professional judgement, assessors record clear rationales that reference criteria, sampling, and any permitted tolerances.
• Where awarding-body mark schemes exist, they take precedence. Centre-specific guidance may clarify but must never dilute standards.

Standardization and moderation
• Before delivery, assessors participate in standardization to calibrate expectations using exemplar scripts and model answers.
• Internal Quality Assurers (IQAs) sample first-marking, borderline decisions, resubmissions, and any unusually high/low results.
• Discrepancies are resolved through second-marking; the final decision is recorded with reasons.
• For externally assessed components, Centre staff follow the awarding body and TVTC instructions without deviation.

Timeliness and feedback
• Provisional marks are normally returned within 96 working Hours of submission unless an awarding body states otherwise.
• Feedback is developmental, criterion-referenced, and actionable. It states what met the standard, what did not, and specific next steps.
• Feedback is provided in clear English; where appropriate, an Arabic or other languages summary may be included to support understanding.
• Verbal feedback may be given, but summative decisions are confirmed in written form on the approved template. Where e-learning platforms are used, markers utilize plagiarism detection and audit trails to support integrity and traceability of judgements and feedback, and transparency.

Transparency and learner access
• Learners are informed of marking criteria before assessment and may request access to their marked work in line with data-protection rules.
• Any reasonable adjustments agreed prior to assessment are considered during marking without compromising required competence.

Records and data integrity
• The Centre maintains secure records of marks, feedback, second-marking outcomes, IQA sampling, and communication with awarding bodies.
• Retention periods follow awarding-body and TVTC requirements. Records are version-controlled within the QMS.

Conflict of interest and malpractice
• Assessors declare conflicts of interest; alternative arrangements are made where needed.

• Suspected plagiarism, collusion, or fabrication is handled under the Malpractice and Maladministration Policy.

Borderline and resubmissions

• For borderline results, a second assessor reviews independently before confirmation.
• Resubmission opportunities, where permitted, are limited and time-bound; fresh feedback guides improvement.

8. Internal Quality Assurance (IQA) & Standardization.

Red Dune Training Centre will operate a robust IQA and standardization framework to ensure fair, valid, reliable, and consistent assessment across all HSE programmes delivered in Saudi Arabia. IQA assures compliance with Centre procedures, awarding-body requirements, TVTC regulations, and the intent of ISO 9001 (quality management), ISO 14001 (environmental management) and ISO 45001 (OH&S).

Roles and Responsibilities
The Head of Centre appoints an independent IQA Lead who is not the sole assessor on any course they sample. IQAs are qualified and current in the subject, assessment practice, and relevant standards. Assessors hold appropriate occupational competence and receive feedback and coaching from IQAs. Administrators maintain records that evidence compliance.

IQA Planning
An annual IQA plan sets out sampling strategy, frequency, risk ratings, and standardization events. Higher sampling applies where new assessors, new qualifications, remote delivery, or previous actions indicate elevated risk. Plans include observation of assessment practice, review of assessment instruments, and verification of decisions and feedback.

Sampling and Triangulation
IQA samples a representative spread of assessors, modules, assessment types, locations, and learner groups. Evidence is triangulated (product, observation, questioning, and records). IQA confirms authenticity, sufficiency, currency, and consistency of evidence and checks that reasonable adjustments and special considerations are applied appropriately.

Standardization
Quarterly standardization meetings calibrate expectations, review exemplar work at grade boundaries, agree interpretation of criteria, and capture agreed decisions in a Standardization Record. Changes to instruments or mark schemes are version-controlled and communicated before use. Where awarding-body updates occur, the IQA Lead ensures rapid cascade, with assessors confirming receipt and understanding.

Judgement and Actions
IQA issues written reports with strengths, actions, and deadlines, graded by risk. Actions are logged and tracked to closure. Where assessment decisions are unsafe or inconsistent, the IQA requires re-assessment, re-marking, or withdrawal of results before certification.

Continuous Professional Development
All assessors and IQAs maintain CPD aligned to role requirements, including current HSE practice, inclusive assessment, and updates to standards. The Centre schedules mandatory CPD following external feedback, audits, incidents, or regulatory change.

Records and Data
IQA retains sampling plans, observation notes, standardization records, action logs, assessor profiles, CPD logs, and version-controlled instruments for the retention period specified by the awarding body or regulator, whichever is longer. Records are secure, auditable, and accessible for external quality assurance.

External Quality Assurance
The Centre cooperates fully with external verifiers, auditors, and regulatory inspections. IQA prepares learner-trace samples, ensures staff availability, and implements agreed actions promptly. Findings feed into management review and risk register, with preventive and corrective actions assigned owners and due dates across all sites.

9. Records, Evidence & Retention (for CASS/EQA).

To ensure assessment records and evidence are complete, authentic, secure, and available for Centre Assured Standards Scrutiny (CASS) and External Quality Assurance (EQA), in line with awarding-body requirements, TVTC rules, and our ISO 9001/14001/45001 management systems.

Scope
All qualifications delivered by Red Dune Training Centre in Saudi Arabia, all assessment formats (written, practical, oral), and all associated documents held in physical or digital form.

What we keep (minimum evidence set)

1. Assessment instruments, versions, and mapping to learning outcomes.
2. Learner identity checks, enrolment, reasonable adjustments/special consideration.
3. Attendance/invigilation logs, seating plans, incident reports, and malpractice logs.
4. Learner work (scripts, projects, practical checklists), marking and feedback.
5. Internal quality assurance (IQA) sampling plans, reports, actions, and standardization minutes.
6. Assessor/IQA competence, CPD, and standardization participation.
7. Result sheets, grade moderation records, certification claims, and communications with awarding bodies/TVTC.

Timing and retention
• Standard retention: 3 years after certification or withdrawal, whichever is later.
• High-risk or appealed cases (including malpractice): 6 years.
• Where an awarding body or TVTC specifies longer, we follow the longest requirement.
• If litigation, investigation, or audit is anticipated, we suspend destruction ("legal hold").

Authenticity and integrity
• Each learner sign an authenticity declaration for every submission.
• Invigilators file incident reports for suspected irregularities.
• IQA sampling verifies assessor decisions and consistency across cohorts.
• Version control is applied to all assessment instruments and forms.

Storage and security
• Digital records are stored in a controlled repository with role-based access, encryption at rest, and daily backups to servers located in the Kingdom of Saudi Arabia.
• Physical evidence is kept in locked, fire-resistant cabinets in restricted areas.
• Transfer of records uses secure channels only; removable media is discouraged.
• Access is logged and reviewed quarterly.

Provision for CASS/EQA
• Evidence packs are prepared to the sampling plan and provided promptly on request.
• EQAs are granted supervised access to the repository and physical files.
• Any corrective actions are logged, assigned, and closed with verification.

Disposal
When the retention period ends (and no legal hold applies), digital records are permanently deleted, and physical records are cross-shredded. Destruction is recorded on a register, signed by the Quality Lead.

10. Malpractice/Maladministration Handling.

To protect the integrity of assessments delivered by Red Dune Training Centre (Saudi Arabia) and ensure fairness, compliance with TVTC requirements, and alignment with quality, environmental, and health & safety management principles consistent with ISO 9001, ISO 14001, and ISO 45001.

Scope
This section applies to all staff, contractors, learners, invigilators, assessors, IQAs/EQAs, and third parties connected to assessment delivery, marking, verification, certification, and recordkeeping.

Definitions
• Malpractice: any deliberate act that compromises assessment integrity (e.g., cheating, impersonation, collusion, fraudulent claims, unauthorized assistance, altering results, bribery, or falsifying records).
• Maladministration: any unintentional or negligent act that undermines assessment processes (e.g., poor invigilation, misapplication of procedures, inadequate storage of materials, late submissions, or insecure data handling).

Principles
• Zero tolerance: Red Dune prevents, detects, investigates, and sanctions malpractice.
• Due process: all allegations are handled promptly, impartially, and confidentially.
• Learner equity: no learner is disadvantaged by the actions of others.
• Proportionality: outcomes reflect severity, intent, and impact.
• Continual improvement: findings inform corrective and preventive actions.

Prevention and Awareness
• Staff receive induction and annual refreshers covering assessment rules, secure materials handling, data protection, and invigilation standards.
• Learners sign an Assessment Honesty Declaration and are briefed on allowable resources and conduct.
• Controlled conditions, identity checks, version control, and secure exam storage are mandatory.

Reporting Allegations
• Concerns may be raised by staff, learners, invigilators, or external parties via confidential channels (email, incident form, or hotline).
• The Centre Manager (or nominee) logs the case, preserves evidence, and issues an acknowledgement within two working days.

Investigation
• A trained, independent investigator conducts a fact-finding review (document audit, interviews, CCTV/access logs, system trails).
• Interim measures (e.g., suspension of certification claims or staff duties) may be applied to protect integrity.
• A decision panel (Centre Manager, Quality Lead, independent member) determines findings and sanctions within 120 working Hours where practicable.

Sanctions and Remedies
• Learners: warnings, mark annulment, resit under supervision, fee forfeiture, temporary or permanent exclusion.
• Staff/contractors: retraining, formal warning, removal from assessment duties, disciplinary action, contract termination, or referral.
• Centre-level: nullification of cohorts, timetable changes, enhanced invigilation, secure storage upgrades.

• Where required, incidents are reported to awarding bodies and TVTC; certificates may be withheld or withdrawn.

Appeals

• Parties may appeal decisions within 192 working Hours; an independent reviewer not involved in the original decision will conclude the appeal within 360 working Hours where practicable.

Records and Data

• Case files, evidence, and outcomes are retained securely for at least five years (longer if specified by regulators), with restricted access and disposal controls.

11. Appeals & Complaints Interface.

To provide a clear, fair, and timely route for learners and stakeholders to raise an *appeal* (disagreement with an assessment decision) or a *complaint* (concern about service, conduct, environment, or process). This interface supports impartiality, confidentiality, accessibility, and continual improvement.

Scope
All assessments and related services delivered by Red Dune Training Centre (Saudi Arabia), including classroom, blended, workplace, and online assessments for international HSE qualifications. It applies to learners, assessors, internal quality assurers (IQAs), administrators, employers/sponsors, and visitors.

Principles

- Fairness and transparency of assessment decisions.
- Independence of review stages and freedom from retaliation.
- Timely handling, with documented outcomes and corrective actions.
- Accessibility (plain language, reasonable adjustments) and confidentiality of personal data.
- Environmental and health & safety considerations when investigations involve site conditions.

Definitions

- *Appeal:* A formal request to review an assessment decision.
- *Complaint:* A formal expression of dissatisfaction about service, conduct, facilities, or process.

How to Raise
Submit via the web form at **reddune.org**, email (published on our site), or in person at reception. State whether it is an appeal or complaint, the facts (dates, people, evidence), and the outcome sought. Help will be provided if a learner needs support or reasonable adjustments.

Timeframes

- Acknowledgement: within **28 working Hours**.
- Initial resolution target: **48 working Hours** (complex cases may require more time; updates provided every 10 days).
- Appeal window: within **72 working Hours** of receiving the assessment outcome.
- Record retention: minimum **3 years** (longer if an awarding organization or TVTC requirement applies).

Process—Appeals

1. **Stage 1: Assessor Review** – Re-mark/review by the original assessor with a second marker or IQA check.
2. **Stage 2: IQA Review** – Independent review of evidence, marking criteria, and conduct.
3. **Stage 3: Appeals Panel** – Chaired by the Centre Manager (or nominee) and an independent subject expert not involved in the original decision. Outcome communicated in writing with rationale and any remediation.
4. **Stage 4: External Escalation** – Where applicable, referral to the relevant awarding organization and/or TVTC in line with their procedures. Red Dune will cooperate fully and

implement outcomes.
Fees: If charged, appeal fees are refunded when an appeal is upheld.

Process—Complaints

- Logged by the Quality Lead; triaged for urgency and risk.
- Investigated by a manager independent of the issue.
- Findings issued in writing with actions and target dates.
- Where systemic issues are identified, corrective and preventive actions are raised, tracked, and verified for effectiveness.

12. Registration, Results & Certification Controls

To ensure learner registration, assessment results, and certification are managed accurately, securely, and in full compliance with Red Dune Training Centre procedures, TVTC requirements, and relevant awarding body rules, while supporting ISO 9001 quality control, ISO 14001 environmental responsibility, and ISO 45001 health and safety obligations.

Scope
Applies to all qualifications and short courses delivered by Red Dune in Saudi Arabia, including international HSE programmed, whether assessed internally, online, blended, or via external assessment partners.

A. Registration Controls

1. Pre-enrolment checks: verify identity (government ID), eligibility, entry requirements, language needs, and reasonable adjustments. Record outcomes on the Learner Registration Form.
2. TVTC compliance: capture national ID/Government License or Work permit No, programmed code, trainer details, venue, and delivery mode as required; retain evidence for audit.
3. Cut-off dates: register learners with the awarding body within published windows; late entries require documented approval.
4. Data protection: store personal data securely with role-based access; transfer data using approved encrypted channels only.

B. Results Controls
5) Assessment integrity: invigilators/trainers follow the Assessment Conduct SOP, incident log, and malpractice reporting route.
6) Marking and standardization: assessors mark to the awarding body scheme; internal standardization occurs per cohort; discrepancies are moderated by the IQA.
7) Reasonable adjustments/special consideration: apply documented decisions before or after assessment with evidence; maintain a decision log.
8) Result entry and verification: two-person verification (maker/checker) before upload to SIS or awarding body portals; maintain audit trails.
9) Communication: publish results to learners via secure channels with clear grading explanations, timelines, and next steps.

C. Appeals, Reviews, and Malpractice
10) Learner right to appeal stage-based process—(i) informal review, (ii) formal appeal to Centre Manager, (iii) escalation to awarding body. All within stated timeframes.
11) Reviews of marking: second marking by an independent assessor when requested, with documented rationale.
12) Malpractice/maladministration: immediate containment, fact-finding, report to awarding body/TVTC where required; corrective and preventive actions recorded.

D. Certification Controls
13) Issue criteria: certificates requested only when fees settled, identity confirmed, and results verified. Maintain a Certificate Request Checklist.
14) Secure receipt and storage: certificates received are logged, checked, and stored in controlled access; serial numbers reconciled monthly.
15) Issuance: learners sign for collection or provide verified consent for courier dispatch; undelivered items tracked.
16) Reprints/amendments: require identity proof and evidence of error; record as replacement with

reason code.
17) Records & retention: keep registration, assessment, and certification records per legal/awarding body retention periods; archive in fire-safe/secure cloud.
18) Monitoring & improvement: quarterly audits by the Quality Lead; trends reported in Management Review; actions tracked to closure; Timelines are on the Centre website and LMS.

13. Delivery-Mode Controls (Distance/Online/Blended).

This section sets the controls Red Dune Training Centre will apply when delivering teaching, learning, assessment, and quality assurance by distance, online, or blended modes. The aim is to protect assessment integrity, learner equity, health, safety, and environmental responsibility while meeting the requirements of international HSE awarding bodies, Saudi TVTC, and the Centre's integrated management system aligned to ISO 9001, ISO 14001, and ISO 45001.

1. Scope

Applies to all qualifications and short courses delivered by Red Dune Training Centre via:

- **Distance** (fully remote, asynchronous or synchronous),
- **Online** (live virtual classes, e-assessment, e-portfolio), and
- **Blended** (a defined mix of in-person and online components).
  It covers learners, tutors/assessors, internal quality assurers (IQAs), invigilators/proctors, administrators, and technical staff.
- **Classroom** (Fully delivered in classroom in Centre)

2. Definitions

- **Virtual Classroom (VC):** Live, scheduled sessions using approved platforms.
- **Learning Management System (LMS):** The Centre's system for content, E Learning, assignments, feedback, and records.
- **E-assessment:** Any assessment completed, submitted, or invigilated using digital tools.
- **Proctoring:** Live or recorded supervision of assessments to confirm identity, environment, and compliance.
- **Classroom** (Fully delivered in classroom in Centre/Physical Classes)

3. Mode Selection and Risk Assessment

Before confirming distance/online/blended delivery/Classroom based, the Centre performs and records a **Mode Risk Assessment** covering:

- Assessment validity threats (collusion, impersonation, coaching risks),
- Technology readiness (bandwidth, device, secure browser),
- Learner equity (accessibility, language, support needs),
- Data-protection and record-keeping,
- Health & safety when studying/assessing off-site,
- Environmental aspects (digital materials vs printing).
  Mitigations and monitoring KPIs are captured in a Mode Control Plan and reviewed at least annually.

4. Learner Identity and Eligibility Controls

- Identity is confirmed at registration and again at each high-stakes assessment (official ID check; face match with stored photo; liveness check where applicable).
- TVTC and other awarding bodies related requirements on residency or attendance are followed.

- Attendance in VCs is captured via authenticated login and platform logs; repeated absence triggers intervention.

5. Technology, Platforms, and Security

- Only approved platforms (LMS, VC, e-assessment, e-portfolio, secure browser) are used.
- Two-factor authentication is enforced where feasible.
- Item banks are access-controlled; downloads, printing, and screenshots are restricted where supported.
- Timed release, randomization, and question pools are used for online tests.
- All platforms undergo routine maintenance, patching, and backup; an outage/incident register is maintained.

6. Proctoring and Invigilation

Assessment types are mapped to proctoring levels:

- **Low-stakes** (formative): Centre-authored declaration plus plagiarism checks.
- **Moderate stakes**: recorded proctoring with room scan, ID check, and post-review.
- **High-stakes**: live human proctoring, 360° room scan, second-camera option for workspace view, secure browser, and continuous ID display.
  Permitted materials and behavior are briefed in advance. Any irregularity is logged as a suspected malpractice case.

7. Academic Integrity and Authenticity

- Learners complete a digital **Assessment Declaration** confirming original work and permitted support only.
- Similarity detection and authorship analysis tools are used where appropriate.
- For open-book tasks, instructions clarify citation expectations, time windows, and collaboration prohibitions.
- **Oral defense/viva** may be used to confirm authorship for project-based work.
- Malpractice/maladministration procedures apply to all modes; sanctions are consistent and proportionate.

8. Accessibility and Reasonable Adjustments

Distance/online delivery must remain fair and inclusive. The Centre will:

- Offer adjustments (extra time, screen readers, alternative formats, breaks) on evidence-based need,
- Ensure content is accessible (captions, transcripts, readable layouts),
- Provide alternative arrangements where technology barriers cannot be reasonably removed.
  Adjustments are equivalent in standard, not advantage-creating.

9. Tutor–Learner Interaction and Support

- Minimum contact standards are set per course (e.g., weekly live session or equivalent forum engagement).
- Response SLAs for Q&A, marking, and feedback are published on the LMS.
- Learners receive orientation on platform use, assessment rules, wellbeing, and study skills for remote learning.

- At-risk learners (low attendance, missed deadlines) are flagged via LMS analytics and contacted proactively.

10. Assessment Design and Marking Controls

- Assessment methods are mapped to learning outcomes; validity, reliability, and fairness are evidenced.
- Rubrics are published before assessment and used consistently.
- Blind or moderated marking is applied where practical; IQA sampling covers online and blended cohorts.
- Standardization meetings ensure parity across delivery modes and campuses.
- Turnaround times for marking and feedback are defined and monitored.

11. Data Protection and Records

- Personal and assessment data are collected on a need-to-know basis, stored securely, and retained per retention schedules.
- Assessment recordings (e.g., proctoring, Vivas) are stored only as long as necessary for verification or appeal.
- Access logs and audit trails are maintained and periodically reviewed.

12. Health, Safety, and Environment (HSE) in Remote Settings

- Pre-assessment guidance advises on ergonomic setup, screen breaks, lighting, and safe workspace.
- For practical HSE assessments, risk controls (PPE, supervision, venue approval) are documented before any off-site activity.
- Digital-first materials are preferred to reduce printing; where printing is required, duplex and recycled stock are recommended.

13.Business Continuity and Contingencies

If connectivity or platform failures occur during an assessment:

1. The learner contacts support immediately; 2) the invigilator validates disruption; 3) the Assessment Lead decides on restart, time credit, resit, or alternative evidence.
   All incidents are logged, investigated, and fed into corrective actions.

14. Communication and Version Control

- This section is published on the LMS and website; changes are notified to staff and learners.
- A version table records approval date, owner, and summary of changes.
- Staff are trained on updates; competence records are maintained.

15. Monitoring, KPIs, and Improvement

The Centre reviews mode performance using:

- Completion and pass rates by mode,
- Average marking and feedback turnaround,
- Incident/malpractice rates,
- Proctoring exceptions, help-desk tickets, and learner satisfaction,

- IQA findings and awarding-body/external quality assurance feedback.
  Actions are tracked to closure through the quality improvement plan.

16. Blended-Specific Controls

Where delivery is blended, the scheme of work defines which learning outcomes are assessed in-person vs online, the sequence of activities, and the equivalence of assessment conditions. Any practical competencies that cannot be validly assessed online must be observed face-to-face by an approved assessor.

14. Review, CPD & Continuous Improvement

To ensure assessment at Red Dune Training Centre (Saudi Arabia) remains valid, reliable, fair, and current through planned review, staff continuous professional development (CPD), and an evidence-based improvement cycle (aligned with ISO 9001 clauses 7.2, 9.1–9.3; ISO 14001/45001 clauses 9–10; and TVTC quality expectations).

Scope
Applies to all qualifications and short courses we deliver, including international HSE programs and TVTC-approved training, covering assessment design, delivery, internal verification/quality assurance (IQA), results approval, appeals, and certification administration.

Review Cycle

1. **Ongoing checks:** IQA sampling each delivery (pre-, in-, and post-assessment).
2. **Termly QRM:** review KPIs, risk register, TVTC/awarding-body updates, environmental/health & safety implications for assessment activities.
3. **Annual Assessment Review Report:** evidence trends, compliance status, improvement plan, and resource needs.

Inputs & Evidence

- Learner achievement, pass rates, withdrawals, resist, time-to-result, appeals and malpractice logs.
- IQA sampling outcomes, standardization minutes, assessor observation records.
- Learner/employer feedback, external verifier/awarding-body reports, TVTC audit findings.
- HSE sector changes affecting assessment validity (e.g., revised codes of practice).
- Environmental and OH&S considerations for practical assessments (aligning with ISO 14001/45001 operational controls).

Standardization & Moderation
We run scheduled standardization before each cohort and after first marking to calibrate expectations, review sample scripts, refresh marking guides, and share exemplars. Where awarding bodies or TVTC issue updates, we integrate them into instruments and rubrics before the next assessment window.

CPD Requirements

- **Assessors/Tutors:** minimum of 24 CPD hours per year, balanced across technical HSE updates, assessment practice, and Saudi regulatory changes.
- **IQA/Quality Lead:** minimum of 30 hours per year, including assessment design, data analysis, and audit skills.
- CPD must show impact on practice (reflection + evidence). Logs are checked termly and at annual appraisal (aligned with ISO 9001 competence requirements).

Data, KPIs & Targets
Core KPIs: assessment turnaround, sampling compliance, appeal rate, first-time pass rate, corrective actions closed on time, external action points cleared by next visit. Targets are set annually and reviewed termly; adverse trends trigger root-cause analysis.

Nonconformity & CAPA
Findings from IQA, audits, or external reports are logged with owner, due date, and verification of effectiveness. Persistent issues escalate with possible suspension of an instrument or assessor until retraining or redesign is complete (aligned with ISO 9001/14001/45001 clause 10).

Learner & Stakeholder Voice
post-assessment surveys and focus checks inform improvements. Outcomes and changes are communicated to staff and, where relevant, learners and clients.

Records & Control
All review minutes, CPD logs, sampling plans, standardization outputs, and action trackers are controlled documents with versioning and retention per our Document Control procedure.