

DISTANCE: ONLINE: BLENDED LEARNING GUIDANCE POLICY

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RED DUNE

Distance: Online: Blended Guidance
Policy

REDDUNE TRAINING CENTRE

Contents

1. Purpose & Scope.....	3
2. Delivery Models.....	4
1) Fully Online.....	4
2) Blended (In-Person + Online).....	4
3) Distance with Occasional Workshops	4
Cross-Model Rules.....	4
3. Platform & Technology Requirements	5
4. Learner Onboarding & Induction (Remote)	7
5. Identity Verification & Attendance	8
6. Learning Design & Accessibility.....	9
7. Communication & Support Hours	10
8. Assessment in Online/Blended Modes	11
9. HSE & OH&S in Remote Learning.....	12
10. Records & Evidence	13

1. Purpose & Scope

This policy sets out how Red Dune Training Centre (Saudi Arabia) designs, delivers, assesses, quality-assures, and continuously improves training offered through **distance**, **online**, and **blended** modes. It ensures our approaches are consistent with TVTC expectations, international awarding-body requirements, and our integrated management system aligned to ISO 9001 (quality), ISO 14001 (environment), and ISO 45001 (OH&S).

Definitions

- **Distance learning:** Tutor-led instruction where the learner and tutor are separated in place (and sometimes time). Teaching materials, guided activities, and assessments are provided through our learning environment and approved communication channels. Synchronous contact may be limited; asynchronous study is planned and supported.
- **Online learning:** Delivery primarily via our digital platforms with scheduled **synchronous** sessions (live virtual classes, webinars, e-workshops) and **asynchronous** activities (recorded content, forums, self-paced tasks). Assessment, feedback, and learner support are hosted online.
- **Blended learning:** A structured, pedagogically planned mix of in-person and online components. Typically, theory is delivered online while practical/safety-critical skills are delivered face-to-face or in supervised settings. Proportions are defined per course to protect assessment validity and safety.

Scope of Application

This policy applies to all Red Dune programs and short courses hosted on our platforms or through approved partners, including:

- International qualifications (e.g., safety, environment, general management, quality) where components are permitted for remote or blended delivery by the awarding body.
- TVTC-approved programs that allow online/blended elements within Saudi regulatory parameters.
- CPD workshops and micro-credentials delivered fully online or blended.

It covers the full learner journey: marketing/induction, identity verification, teaching/learning activities, e-invigilation and assessment security, reasonable adjustments and special consideration, safeguarding and learner welfare online, data and information security, environmental considerations for e-delivery (e.g., digital-first materials, energy awareness), health and safety guidance for remote study, internal quality assurance and standardisation, records and evidence, feedback/complaints/appeals pathways, and business continuity for outages.

Boundary Conditions

Where an awarding body or TVTC requires in-person practicals, invigilation, equipment access, or workplace observation, those elements will **not** be replaced by remote alternatives. Any third-party platforms or proctoring tools must be approved by Red Dune, meet security and privacy requirements, and be supported in Arabic and English.

Ownership & Review

The Head of Centre owns this policy. It is reviewed at least annually or following significant regulatory/awarding-body updates, with changes communicated to staff and learners via our website (reddune.org) and learner handbooks.

2. Delivery Models

To ensure clarity and compliance with TVTC and international awarding bodies expectations and ISO 9001/14001/45001, Red Dune defines three approved delivery models. Each program is mapped to one model at approval and any change is controlled through our Change Control procedure.

1) Fully Online

- **Structure:** 100% remote learning via our LMS, combining **asynchronous** study (modules, quizzes, forums) and **synchronous** live sessions.
- **Contact expectations:** At least **40%** of total guided learning time delivered live (webinars, tutorials) to maintain interaction and academic oversight.
- **Assessment:** Digital submission; exams via secure e-invigilation; identity verification and environment checks required.
- **Practicals:** Where competence demands observed skills, we use simulations/video evidence. If a risk assessment deems simulation insufficient, learners must attend a scheduled in-person practical (see Change Control).
- **HSE & Environment:** Ergonomics and lone-working guidance provided; paper-lite resources; server/energy use monitored.

2) Blended (In-Person + Online)

- **Structure:** A planned mix of classroom/practical labs and online learning.
- **Typical ratio:** **40–60%** in-person for high-risk or equipment-dependent HSE components; **40–60%** online for knowledge and formative practice.
- **Contact expectations:** Live tutor contact not less than **30%** of total guided learning to support skills coaching and standardisation.
- **Assessment:** Theory may be online; all critical practical assessments are **in-person under controlled conditions** with calibrated equipment and PPE.
- **HSE & Environment:** Classroom risk assessments; safe systems of work; travel minimized via clustered sessions and remote prep to reduce emissions.

3) Distance with Occasional Workshops

- **Structure:** Self-paced study with tutor support, plus mandatory **workshops** for skills practice, assessment briefings, and verification.
- **Workshop cadence:** Typically **1–2 days per 6–8 study weeks** (or as specified by the awarding body/TVTC). Non-attendance requires rebooking.
- **Assessment:** Assignments submitted online; practicals and orals completed during workshops; identity and safety checks apply.
- **Support:** Scheduled virtual check-ins; maximum **24 business hours** response to queries.

Cross-Model Rules

- **Access & Integrity:** Arabic/English or other language support, accessibility tools, academic-integrity declarations, and authenticated logins.
- **Model changes:** Any shift between models (e.g., online → blended for practical validity) is risk-assessed, approved by the Centre Manager, communicated to learners, and recorded for audit.

3. Platform & Technology Requirements

To define the minimum technology standards for distance, online, and blended delivery at Red Dune Training Centre (Saudi Arabia), ensuring reliable access, inclusive learning, and robust assessment in line with TVTC expectations and our ISO 9001/14001/45001 management system.

Learning Platform (LMS/VLE) Standards

- Hosts course content, assessments, e-invigilation links, grading, feedback, and attendance analytics.
- Enables Arabic/English interface and right-to-left (RTL) rendering where applicable.
- Uptime target $\geq 99.5\%$ monthly, with audit logs for user, content, and assessment events.
- Data is encrypted at rest and in transit and stored on servers with regionally compliant residency.

Device Minimums

- **Desktop/Laptop (preferred for assessments):** modern 64-bit CPU; 4 GB RAM (8 GB recommended); 10 GB free storage; display $\geq 1280 \times 800$.
- **Mobile/Tablet (supplementary):** iOS/Android supported; some assessments may require desktop.
- **Peripherals for assessments/live classes:** webcam $\geq 720p$, microphone, speakers/headset; optional second camera for room scans during e-invigilation.
- **Security:** up-to-date OS patches and antivirus; users must disable VPNs or overlays if they interfere with proctoring.

Accessibility & Inclusion

- Arabic/English or other language toggle; glossaries for key Qualifications terms; downloadable PDFs in accessible formats.
- Screen-reader compatibility and readable math/diagram alternatives where feasible.

Environmental & OH&S Considerations

- Promote energy-saving settings, auto-sleep, and paper-lite practices; provide downloadable resources for offline review to reduce repeat streaming.
- Provide ergonomic guidance for safe study set-ups and breaks during long synchronous sessions.

Validation, Change Control & Support

- New or updated platform features undergo sandbox testing, load testing for peak enrolments, and security checks before release.
- Known-good configurations are published to learners; compatibility issues trigger workaround guidance.
- Service desk offers bilingual (Arabic/English/Other language) technical support during published hours with defined response and resolution targets.

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Non-Conformance

If minimum requirements cannot be met, alternative arrangements (on-site access, rescheduled assessments, or reasonable adjustments) will be agreed case-by-case and recorded within our quality system.

4. Learner Onboarding & Induction (Remote)

Purpose

To give every Red Dune learner a clear, safe, and compliant start to online or blended study, aligned with TVTC and international awarding bodies expectations and ISO 9001/14001/45001 principles.

Account Creation

After enrolment, learners receive a welcome email with their LMS username, temporary password, multi-factor instructions, and a link to set security questions. Learners must update their profile (legal name, ID number, emergency contact) and review the code of conduct before accessing course areas.

Platform Walkthrough

An interactive induction module covers: dashboard navigation, finding timetables, accessing lessons, submitting assignments, joining live sessions, and contacting support. Short practice tasks (upload a file, post in a forum, join a test meeting) confirm readiness. Accessibility tools (captions, screen-reader tips, font zoom) are highlighted.

Digital Etiquette

Learners agree to respectful communication, professional language, and camera/microphone etiquette. Harassment, misuse of chat, and disruptive behavior are prohibited. For blended classes, punctuality and appropriate dress apply to both in-person and virtual sessions.

Academic Integrity

Induction includes examples of plagiarism, collusion, impersonation, and unauthorized AI/tool use. Learners sign an Integrity Declaration before assessments. Originality checks are explained, along with sanctions and appeal routes.

Data & Privacy Notices

We explain what data we collect (identity, activity logs, assessments), why we collect it (learning support, quality assurance, compliance), how long we keep it, and who may see it (tutors, IQA, awarding/TVTC auditors). Learners can exercise access and correction rights via support@reddune.org. Exam-security rules, remote-proctoring conditions, and recording notices are clearly stated.

HSE & Wellbeing

Induction covers safe study setup (ergonomics, screen breaks), lone-working cautions for practical tasks, incident reporting, and environmentally responsible practices (paper-lite, e-waste).

Support & Confirmation

Help is available via support@reddune.org and the LMS helpdesk. Completion of the induction checklist unlocks course content and confirms learner readiness.

5. Identity Verification & Attendance

To ensure only the registered learner participates in teaching and assessment, and that attendance/engagement meets TVTC and awarding-body requirements while aligning with ISO 9001 (competence/records), ISO 45001 (safe participation), and ISO 14001 (digital-first evidence).

Identity Verification (IDV)

1. **Pre-enrolment check:** A clear photo of a valid government ID is captured and stored in a controlled register; details must match the LMS profile.
2. **Session entry check:** For live online/blended sessions, learners join with camera enabled for the roll call. The invigilator/tutor may request a live 360° room scan to confirm a private, assessment-safe environment.
3. **Liveness & re-checks:** Random liveness prompts (selfie match) may be triggered during high-stakes activities. Any mismatch, proxy indicators, or tampering pauses participation pending investigation.
4. **Assessment IDV:** Before e-exams or proctored tasks, learners present photo ID next to their face on camera; the name on the ID must match the attendance register and LMS account.

Attendance & Participation

- **Measures:** Attendance is evidenced via LMS analytics (logins, time-on-task), live-session presence, completion of scheduled activities, forums, quizzes, and assignment submissions.
- **Thresholds:** Minimum attendance/engagement follows TVTC and awarding-body rules. Where not stated, Red Dune applies a default requirement of sustained participation across all mandatory activities and live events, normally equivalent to at least 80% live attendance plus 100% completion of assessed tasks.
- **Absence & late joiners:** Notify the tutor in advance where possible. Approved absences require make-up work or catch-up sessions. Repeated unapproved absence triggers an at-risk alert.

Non-Compliance

Suspected impersonation, collusion, or sub-threshold participation may lead to suspension from the activity, investigation under Malpractice & Maladministration, and—if proven—voided results.

Reasonable Adjustments

Learners may request verified adjustments (e.g., camera exemptions, additional time). Approved changes are recorded and do not reduce required learning outcomes.

Records & Privacy

ID images, liveness checks, logs, and registers are controlled records kept only for defined retention periods and accessed on a need-to-know basis.

6. Learning Design & Accessibility

Red Dune designs all distance, online, and blended learning to be clear, inclusive, and outcome driven. Each module is mapped to explicit learning outcomes and assessment criteria before publication. Content is delivered in short, “chunked” units (25–40 minutes typical) with signposting, summaries, and quick checks for understanding to support varied learner paces and bandwidth conditions.

Outcomes Mapping

- Every lesson references the specific outcomes it serves and the assessment evidence it contributes to.
- Tutors use mapping grids to verify coverage and avoid overlap or gaps, especially in practical HSE competencies.

Multilingual Support

- Core learner information, induction, and assessment instructions are provided in English and Arabic.
- Key safety terms, warnings, and practical task steps include bilingual glossaries.
- Where translation is used, tutors validate technical accuracy before release.

Accessibility by Design

- All images, diagrams, and icons include meaningful alt text; complex graphics have short descriptions.
- All videos have captions; transcripts are provided for audio resources.
- Navigation is keyboard-friendly, headings, contrast, and link text meet accessibility good practice.
- Downloadable, low-bandwidth alternatives (PDF/HTML) are provided for essential materials.

Inclusive Assessment

- Assessments are built from the mapped outcomes and offer valid methods (e.g., problem solving, case analysis, practical evidence, oral defense) suitable for online/blended delivery.
- Reasonable adjustments are available on request with the same outcome standards (e.g., extended time, alternative formats, assistive technologies).
- Rubrics are shared in advance; exemplars and “what good looks like” are provided.
- Authenticity checks (reflection prompts, viva, staged submissions) protect integrity without disadvantaging legitimate learners.

Quality Assurance

- Learning materials undergo pre-release review for accessibility, clarity, and outcome alignment; issues are corrected before cohorts start.
- Post-delivery feedback, analytics, and assessment results inform continuous improvement and staff CPD.

7. Communication & Support Hours

Purpose

To set clear service hours, response times, and escalation routes for learners and clients in distance, online, and blended delivery at Red Dune Training Centre (Saudi Arabia), in line with TVTC expectations and ISO 9001/14001/45001 good practice.

Office Hours (Riyadh, UTC+3)

- Sunday–Thursday: **09:00–17:00**
- Limited support (urgent exam/tech issues): **Saturday 10:00–14:00**
- Public holidays: emergency support only (exam-critical cases)

Response Times

- General enquiries and admin requests: **within 24 Hours**
- Technical support and platform access issues: **within 24 hours** (same day if raised ≥ 3 hours before an assessment)
- Academic queries to tutors/assessors: **within 24 Hours**
- Welfare/safeguarding concerns: **acknowledge within 24 hours**; prioritize same day if risk is present

Primary Contact Emails

- General info: info@reddune.org
- Technical support/LMS: support@reddune.org
- Examinations/invigilation: exam@reddune.org
- Admissions/registrations: admissions@reddune.org
- Administration/records: admin@reddune.org
- Complaints/appeals/welfare: complaints@reddune.org

Escalation Routes

1. **Academic** → Tutor/Assessor → Quality Lead/IQA → Head of Centre.
2. **Technical** → IT Support via support@reddune.org → Centre Manager → Vendor escalation (if platform outage).
3. **Welfare/Safeguarding** → Complaints/Welfare inbox → Safeguarding Officer → Head of Centre; immediate external referral if risk requires.

Service Levels & Outages

- Planned maintenance is communicated **48 hours** in advance with alternative access or rescheduling.
- Unplanned outages: status update within **60 minutes**, then hourly until resolution; assessments are paused and rescheduled without learner disadvantage.

8. Assessment in Online/Blended Modes

To ensure assessments delivered remotely or in blended formats at Red Dune Training Centre remain valid, reliable, fair, and secure while meeting TVTC expectations and relevant ISO management system requirements.

Validity

Assessment tasks must measure the stated learning outcomes and professional competencies. For practical HSE skills, evidence may include supervised live video, time-stamped recordings, simulations, or verified workplace logs. Any platform constraint that could distort measurement is mitigated or the assessment is moved on-site.

Reliability

Markers use approved rubrics and model answers. Standardization meetings run before first marking and after early scripts to calibrate judgments. High-risk units are second marked on a sampled basis. All changes to rubrics are version-controlled and communicated before the next window.

Fairness & Access

Learners receive clear instructions, permitted materials, and accessibility options. Reasonable adjustments and special considerations follow documented procedures. Tech checks and trial submissions are offered to reduce digital barriers.

Assignment Workflow

(1) Release brief with outcomes, criteria, deadline, and submission method. (2) Clarification window for questions. (3) Secure submission via LMS with receipt. (4) Academic integrity declaration. (5) Marking within agreed turnaround. (6) Feedback returned with next-step guidance. (7) Results approval and publication.

Submission Windows

Windows reflect workload and time zones. Late work rules and reset opportunities are published in advance. Outage contingencies provide alternative channels and automatic extensions where justified.

Originality & Security

All submissions pass originality checks; e-invigilated exams use identity verification, environment scans, and activity monitoring. Suspected malpractice is investigated under the Centre's procedure.

Moderation/Standardization

IQA sampling, double marking where indicated, and external actions are tracked to closure. Trends inform assessor CPD and iterative assessment improvement. Records are controlled; data are protected and retained per policy.

9. HSE & OH&S in Remote Learning

Purpose

To keep learners and staff safe while studying or completing assessments remotely, in line with Red Dune Training Centre's duty of care and the principles of ISO 45001, ISO 14001, ISO 9001, and TVTC and International awarding bodies expectations.

Lone Working for Home Practical/Experiments

- Only perform activities explicitly authorized for remote completion; high-risk tasks must be Centre-supervised or on approved premises.
- Conduct a brief self-risk assessment: task, hazards, controls, emergency plan.
- Prohibit ignition sources, pressurized systems, hazardous chemicals, work at height, or live electrical work at home.
- Use appropriate PPE as specified by the tutor; stop immediately if controls are inadequate.

Environment & Household Considerations

- Keep the area ventilated and free of obstructions; secure pets/children away from the task zone.
- Dispose of waste responsibly; avoid pouring chemicals to drains. opt for low-impact materials and digital submissions.

Emergency Contacts & Support

- In an emergency, contact local emergency services first, then inform Red Dune.
- Non-urgent support: support@reddune.org (technical), exam@reddune.org (assessment), complaints@reddune.org (concerns), info@reddune.org (general).
- Tutors must provide session-specific numbers or channels before practical.

Incident Reporting

- Report all injuries, near misses, unsafe conditions, or equipment failures within 24 hours using the Remote Incident Form provided in the LMS.
- The Quality Lead/IQA will log, investigate, and communicate corrective actions; trends feed into CPD, standardisation, and continuous improvement.

10. Records & Evidence

To define what we record for distance/online/blended delivery, how long we keep it, how we protect it, and how we securely dispose of it—supporting fair assessment, audit readiness, and continual improvement.

What we record

- **Identity & attendance:** enrolment data, ID checks, sign-ins, login timestamps, participation in live sessions.
- **Engagement:** LMS activity (content views, forum posts, quiz attempts), assignment submissions, feedback exchanges.
- **Assessment & results:** marks, grade boundaries, assessor feedback, moderation/standardisation outputs, IQA sampling plans and outcomes.
- **Invigilation/proctoring:** room scans, session recordings, incident flags, chat logs, access/permission logs, device/browser checks.
- **Incidents & decisions:** malpractice/maladministration cases, reasonable adjustments/special consideration decisions, appeals/complaints and outcomes.
- **Operational quality:** timetable versions, change-control records, outage reports, CAPA logs.

Retention

Minimum retention is the **longest** of Red Dune's schedule, awarding-body rules, or TVTC direction:

- Assessment evidence & results: **3 years** after certification or last action.
- Invigilation recordings & system logs: **12–24 months** (risk-based; extended if an investigation is open).
- Malpractice/appeals files: **5 years** after closure.
- Class registers/attendance & engagement summaries: **3 years**.
- Standardisation/IQA and audit evidence: **3–5 years**.

Retention exceptions (e.g., legal hold) are authorised by the Head of Centre.

Security & access

Records are controlled documents with versioning and audit trails. Access is **role-based** (need-to-know): learners to their own records; tutors/assessors to cohorts; IQA/Quality Lead and authorised auditors to samples; secure transfer for external verifiers/TVTC. Data is stored in approved systems with encryption at rest/in transit and backed up per business continuity.

Secure disposal

On expiry, paper is **cross-cut shredded**; digital records are **cryptographically wiped** or securely deleted. Destruction logs are signed by the Office Coordinator and countersigned by the Quality Lead.

Assurance

Sampling of records, spot checks on retention/disposal, and periodic internal audits verify compliance and feed CAPA and CPD plans.