

EQUAL AND DIVERSITY POLICY

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Date	21 August 2023	15 September 2023

REVISION HISTORY

REVISION	DATE	REMARKS
1	25 Sep, 2024	
2	05 Oct, 2025	

RED DUNE

Equal and Diversity Policy

REDDUNE TRAINING CENTRE

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RED DUNE TRAINING CENTRE

1. Introduction / Scope

Red Dune Training Centre (Saudi Arabia) is committed to providing an inclusive, respectful, and equitable learning and working environment for all learners, staff, contractors, and visitors. We uphold equal opportunity in admission, teaching, assessment, employment, and service delivery, consistent with Saudi law, TVTC expectations, and the principles embedded in international HSE awarding bodies and ISO management systems (ISO 9001 quality, ISO 45001 health & safety, ISO 14001 environmental responsibility).

This policy sets out our intent to prevent discrimination, bullying, harassment, and victimisation and to promote dignity, fairness, and respect. It applies to all centre activities and touchpoints, including marketing and outreach; learner recruitment and admissions; induction and support; classroom and online delivery; assessment and examination arrangements; certification and results; complaints and appeals; staffing and professional development; procurement and supplier interactions; and centre facilities and events.

We will make reasonable, safe, and lawful adjustments to remove barriers to participation—such as accessible venues, assessment arrangements that do not compromise competence or safety, and proportionate language or learning support—while preserving assessment integrity and HSE-critical requirements. Data collected to support equal opportunity will be handled as confidential and used only for legitimate centre needs.

Roles and responsibilities are embedded in our governance: the Head of Centre provides leadership and resources; the Quality/EDI Lead coordinates implementation, monitoring, and reporting; all staff are accountable for day-to-day compliance and respectful conduct. Continuous improvement is ensured through risk-based review, stakeholder feedback, and corrective actions within our integrated management system. This policy is communicated to all stakeholders and reviewed at least annually or following significant changes.

2. Reddune Policy Statement & Values

Red Dune Training Centre is committed to an inclusive, respectful, and safe learning and working environment where every learner, employee, contractor, and visitor is treated with dignity and afforded equal opportunity. We do not tolerate discrimination, bullying, harassment, or victimisation on any ground, including but not limited to age, disability, gender, gender identity/expression, marital or family status, nationality, race, religion or belief, language, or any other status protected under applicable Saudi regulations. Our commitments align with TVTC expectations for fair access and integrity in training and assessment, and with the leadership, competence, participation, and continual improvement principles embedded in ISO 9001, ISO 14001, and ISO 45001.

Our Values

- **Respect:** We value people's identities, cultures, languages, and beliefs. Interactions must be courteous and free from bias.
- **Fairness:** Admission, delivery, assessment, certification, and complaints handling are transparent, consistent, and evidence-based.
- **Accessibility:** We provide reasonable adjustments and support services—without lowering standards—to remove unnecessary barriers.
- **Safety & Wellbeing:** Psychological and physical safety are essential to high-quality learning; concerns are raised early and acted upon.
- **Integrity:** Decisions, feedback, and outcomes are documented and auditable; conflicts of interest are declared and managed.
- **Accountability:** Everyone is responsible for inclusion; leaders model expected behaviour and resource it appropriately.
- **Sustainability:** We consider environmental aspects of our operations so that inclusion, health, safety, and environmental stewardship reinforce each other.

What We Will Do

1. Ensure outreach, admissions, and learner communications are accessible, accurate, and free from bias.
2. Provide reasonable adjustments during training and assessment where justified by evidence and within awarding-body/TVTC rules.
3. Train all staff on inclusive practice, unconscious bias, data protection, and respectful communication.
4. Offer safe, confidential channels to raise concerns; investigate promptly and protect individuals from retaliation.
5. Monitor participation, achievement, appeals, and complaints for adverse trends; act on findings through our PDCA cycle.
6. Engage learners and staff in feedback and decision-making, and publish periodic summaries of improvements.

3. Centre / Client Responsibilities

To define shared responsibilities that uphold equality, diversity, and inclusion (EDI) across all learning and assessment delivered by Red Dune Training Centre (Saudi Arabia), consistent with TVTC expectations and the management-system principles of ISO 9001 (quality), ISO 14001 (environment), and ISO 45001 (OH&S).

3.1 Centre Responsibilities (Red Dune)

- 1. Equal Access & Non-Discrimination**
Provide fair admission, teaching, assessment, and certification regardless of gender, nationality, disability, age, religion, language, or socioeconomic status. Decisions are based on objective criteria and competence only.
- 2. Reasonable Adjustments**
Assess and implement proportionate adjustments for eligible learners (e.g., additional time, accessible rooms, assistive tech) without compromising assessment validity or safety.
- 3. Safe, Respectful Environment**
Maintain classrooms, workshops, and online spaces free from bullying, harassment, hate speech, and victimisation; enforce a zero-tolerance stance and clear sanctions.
- 4. Accessible Communication**
Publish policies, schedules, and complaints/appeals routes in clear language; offer alternative formats where practicable. Provide trained points of contact for EDI and safeguarding.
- 5. Staff Competence & CPD**
Ensure staff complete induction and annual refreshers on EDI, unconscious bias, cultural awareness, data privacy, and inclusive assessment practices; evidence maintained in CPD logs.
- 6. Data & Confidentiality**
Handle personal data lawfully and confidentially; restrict access to “need-to-know”; record and investigate EDI incidents and outcomes.
- 7. Continuous Improvement**
Monitor EDI KPIs (representation, access requests, incident rates, resolution times, satisfaction), review trends in Quality Review Meetings, and implement corrective/preventive actions.

3.2 Client Responsibilities (Employers/Sponsors/Venue Providers)

- 1. Fair Selection & Referral**
Nominate learners using non-discriminatory criteria and provide accurate learner information, including any adjustment needs in good time.
- 2. Dignity & Conduct**
Ensure sponsored learners, supervisors, and client representatives adhere to Red Dune’s conduct rules and treat others with dignity and respect.

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3. Facilities & Access

Where training occurs at client sites, provide safe, accessible spaces, basic amenities, and any agreed accommodations (e.g., quiet rooms, prayer breaks, step-free access).

4. HSE & Environmental Duties

Maintain site safety, cooperate on risk controls for mixed-gender and diverse groups, and support environmentally responsible practices (e.g., waste segregation, low-impact printing).

5. Reporting & Cooperation

Report EDI concerns promptly; cooperate with inquiries, protection measures, and remediation; refrain from retaliating against reporters or witnesses.

4. Promotion of Equality & Diversity

Red Dune Training Centre promotes a learning and working environment where every learner, visitor, contractor, and employee is treated with dignity and respect. We actively remove barriers so that people of differing abilities, backgrounds, and experiences can access, participate in, and succeed on our international HSE programmes and TVTC-approved training. This section sets out how we **promote** equality and diversity in daily practice—not just how we avoid discrimination.

Scope

Applies to all staff, tutors/assessors, external verifiers/visitors, contractors, and learners across all delivery modes (in-centre, workplace, blended, and remote). It covers marketing, admissions, teaching, assessment, facilities, feedback, complaints, and continuous improvement.

Our Commitments

1. **Inclusive access:** Clear, jargon-free information about courses, entry requirements, fees, schedules, and support—available in accessible formats on request.
2. **Fair admissions:** Selection based on transparent criteria related to competence and safety, never on personal characteristics unrelated to learning or job performance.
3. **Reasonable adjustments:** Proportionate adjustments for teaching, assessment, and facilities where these do not compromise safety, competence, or the integrity of assessment.
4. **Safe environment:** Zero tolerance for bullying, harassment, victimisation, or offensive behaviour.
5. **Respect for culture and faith:** Sensible timetabling and facilities arrangements that respect local customs and faith practices.
6. **Environment, health & safety consciousness:** Inclusion and accessibility are considered when planning activities and controls, especially for practical HSE tasks.

Practical Promotion Measures

- **Visible leadership:** The Head of Centre champion equality and diversity at inductions, staff briefings, and Quality Review Meetings.
- **Induction & orientation:** Every cohort receives a short, plain-language briefing on learner rights and responsibilities, reporting routes, and support options.
- **Inclusive teaching practice:** Tutors use varied teaching methods (discussion, demonstration, case studies, simulations) and provide materials in readable formats. Examples and case work reflect diverse workplaces and learner profiles.
- **Accessible assessment:** We design assessments to test learning outcomes fairly. Where appropriate and approved, we may allow additional time, a reader/scribe, enlarged print, ergonomic seating, or separate rooms—without diluting the competence standard.
- **Timetabling sensitivity:** Where feasible, we consider prayer times, Ramadan, and significant local calendars when scheduling classes and high-stakes assessments.

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- **Communication standards:** All centre communications use respectful language and avoid stereotypes. Marketing materials show diverse, professional imagery relevant to Saudi workplaces.
- **Facilities & logistics:** Classrooms are arranged to support participation; lighting and acoustics are considered; emergency exits and muster points are clearly signed; drinking water and prayer space information is available to learners.
- **Digital inclusion:** For online components, platforms are chosen for clarity and usability; we provide simple “how-to” guides and basic IT checks before assessment.

Reasonable Adjustments—How to Request

Learners can disclose needs during application, induction, or at any time by contacting admissions@reddune.org (entry), exam@reddune.org (assessment arrangements), or the Office Coordinator. We will confirm:

1. what the need is; 2) what evidence is required; 3) what adjustments are possible; 4) any limits where safety, role-competence, or awarding-body rules apply. Decisions and rationales are recorded and communicated in advance.

Preventing Harassment and Discrimination

- Staff model professional conduct at all times.
- Any reported incident is logged, investigated promptly, and addressed with proportionate actions.
- We may re-seat or separate parties, provide mediated conversations where appropriate, and take disciplinary steps if policy breaches are proven.
- Learners and staff can report concerns in confidence to support@reddune.org or complaints@reddune.org. Anonymous reporting is accepted, though identified reports help resolution.

Roles & Responsibilities

- **Head of Centre:** owns this policy section and ensures resources and training are in place.
- **Centre Manager:** implements day-to-day measures, monitors compliance, and escalates risks.
- **Quality Lead/IQA:** checks that teaching and assessment practices remain fair and that adjustments are documented.
- **Tutors/Assessors:** apply inclusive methods, declare conflicts of interest, and challenge inappropriate behaviour.
- **Office Coordinator:** ensures accessible communication, manages confidential records, and arranges logistics for adjustments.
- **All learners and visitors:** treat others with respect and follow centre guidance.

Competence & CPD

All staff complete periodic training on inclusive teaching, assessment fairness, data protection, and respectful communication. CPD logs record what was learned and how it improved practice. New

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staff receive an induction covering equality and diversity, safeguarding boundaries, and professional conduct.

Monitoring & Measurement

We track: enrolment and completion trends, appeals and complaints themes, adjustment requests and fulfilment, learner satisfaction, and any conduct cases. Trends inform improvement actions, which are reviewed at termly Quality Review Meetings. Where gaps are found (e.g., lower success rates for a group), we run root-cause analysis and implement targeted support.

Confidentiality & Data Handling

Personal information used to arrange adjustments or investigate concerns is kept confidential, accessed only by authorised staff, and retained per our Records Retention schedule. We only collect the minimum necessary to serve the learner and meet regulatory obligations.

5. Definitions & Terms

These definitions guide consistent practice at Red Dune Training Centre (Saudi Arabia) across admissions, teaching, assessment, and employment, and align with awarding-body expectations, TVTC quality requirements, and ISO 9001/14001/45001 principles. They are operational—not legal advice.

Equality

Providing the same high standard of service and opportunity to all learners and staff, with fair rules and processes applied consistently.

Equity

Recognising that individuals may need different forms of support to achieve comparable outcomes (e.g., alternative formats, adjusted timing) where permitted by awarding bodies and TVTC.

Diversity

The variety of backgrounds, experiences, perspectives, and abilities represented among our learners, staff, and stakeholders.

Inclusion

Active, planned practices that ensure everyone can participate fully and respectfully in centre activities and assessments.

Protected Characteristics / Individual Attributes

Personal attributes or circumstances that may require sensitivity and fair treatment (e.g., language background, disability, health status, age, nationality). Specific protections are applied according to Saudi regulations and relevant awarding-body rules.

Direct Discrimination

Less favourable treatment of a person specifically because of an attribute.

Indirect Discrimination

A rule or practice applied to everyone that has a disproportionate negative effect on a particular group and is not justified by a legitimate, evidence-based requirement.

Harassment

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment.

Bullying

Persistent or severe behaviour (including cyber forms) that undermines, demeans, or injures another person.

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Victimisation

Disadvantaging someone because they made, supported, or were involved in a good-faith concern or complaint.

Reasonable Adjustment / Accommodation

A change to delivery or assessment (e.g., extra time, accessible materials) to remove barriers for a learner with a verified need—without compromising learning outcomes, assessment integrity, safety, or competence standards.

Accessibility

Design of facilities, information, systems, and communications so they can be used by as many people as possible (including digital accessibility).

Report / Concern

A disclosure raised through our defined channels (informal or formal), handled under our Complaints, Malpractice, or Safeguarding procedures.

Zero-Tolerance

Behavioural breaches (e.g., harassment) that trigger immediate action under disciplinary or conduct procedures to protect safety, dignity, and assessment integrity.

6. Dealing with Claims / Complaints

To provide a fair, accessible, and timely route for learners, staff, and visitors to raise equality, diversity, and inclusion (EDI) concerns—ensuring issues are addressed without detriment and used to drive continual improvement aligned to Red Dune’s QHSE management system.

Scope

Covers claims or complaints about discrimination, harassment, victimization, bullying, barriers to access or reasonable adjustments, language or cultural insensitivity, assessment or service decisions perceived as unfair, and any related conduct by staff, learners, contractors, or visitors.

Process & Timeframes

1. **Acknowledgement:** within 2 working days, confirming the case reference, process steps, and named contact.
2. **Initial Review & Triage:** within 5 working days to identify risk, safeguarding, or exam-security implications and to agree interim measures (e.g., separation of parties, access adjustments).
3. **Investigation:** impartial fact-finding by a trained Complaints Officer (not involved in the allegation), with the right of both parties to provide evidence and identify witnesses. Target completion: 15 working days.
4. **Outcome & Remedies:** written outcome with reasons, actions, and right of appeal. Remedies may include apology, reassessment, reasonable adjustments, staff retraining, or disciplinary steps.
5. **Appeal:** escalate to the Head of Centre; where relevant, further escalate to awarding bodies or TVTC as per their procedures.

Standards, Confidentiality & Protection

We protect personal data and maintain confidentiality on a need-to-know basis. Retaliation, intimidation, or interference with a complainant, witness, or investigator is prohibited and may trigger disciplinary action.

Learning & Improvement

All cases are logged, trends analysed, and corrective/preventive actions tracked. Findings inform CPD, policy updates, environmental and OH&S controls for inclusive access, and the termly Quality Review Meeting.

7. Breach & Sanctions

To set a clear, fair response when our Equality, Diversity and Inclusion (EDI) standards are breached at Red Dune Training Centre (Saudi Arabia), supporting a safe, respectful environment consistent with TVTC expectations and our ISO 9001/14001/45001 management system.

What counts as a breach

Any action or omission—by staff, contractors, visitors, or learners—that discriminates, harasses, victimises, or excludes others on protected or relevant grounds (e.g., gender, disability, nationality, language, religion, age), or that blocks reasonable adjustments and equal access to learning, assessment, or services.

Reporting & protection

Concerns may be raised verbally or in writing to the Centre Manager, Quality Lead, or via complaints@reddune.org. Anonymous reports are accepted where possible. Retaliation against anyone who raises a concern, supports a case, or acts as a witness is itself a breach and will lead to disciplinary action.

Triage & investigation

1. **Triage:** Immediate steps to stop harm and preserve evidence; decide if the case is low, medium, or high risk.
2. **Investigation:** A trained, impartial investigator gathers statements, documents, and contextual facts within defined timelines.
3. **Findings:** Outcomes are recorded with rationale, actions, and review dates. Where assessment outcomes may have been affected, we apply corrective measures (e.g., re-assessment, alternative arrangements).

Sanctions (proportionate and consistent)

- **Informal resolution & coaching** (minor, first-time issues).
- **Written warning** with mandatory EDI training and monitoring.
- **Formal disciplinary action** (suspension from delivery/assessment duties, removal from invigilation or learner-facing roles).
- **Contractual remedies** for suppliers/contractors (improvement plan, suspension, or termination).
- **Learner sanctions** (conditions, temporary suspension, or withdrawal) only after fair process and with access to appeal.
- **Referral** to external authorities where required by law or regulator.

Remedy & learning

We prioritise practical remedies for affected persons (e.g., reasonable adjustments, safe learning spaces, changed assessor) and capture lessons into our CAPA system. Trends are reviewed in Quality

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Review Meetings and feed into CPD, risk assessments, and environmental/health & safety controls where relevant.

Records & appeals

All records are controlled, time-bound, and confidential. Decisions may be appealed through the Centre's Appeals Procedure within published timelines.

8. Review / Monitoring / Reporting

To ensure the Equality, Diversity and Inclusion (EDI) Policy at Red Dune Training Centre is effective, compliant in Saudi Arabia, aligned to TVTC expectations, and consistent with ISO 9001/14001/45001 and HSE awarding requirements.

Governance & Responsibilities

The Head of Centre owns this section and approves the annual EDI Review. The Quality Lead consolidates data and chairs a termly EDI Review. The HSE Officer advises on accessibility and safe learning environments. All managers act on findings within timescales.

Monitoring Approach

1. **Data & Indicators:** enrolment and completion by demographic categories permitted under local law; reasonable adjustment requests; complaints/appeals on discrimination; learner feedback; staff CPD completion; incident and near-miss reports affecting inclusion or dignity; EHS controls that impact access.
2. **Process Checks:** sampling of admissions decisions, invigilation seating plans, language support, and reasonable adjustments; spot checks of publicity materials for inclusive language and imagery.
3. **Stakeholder Voice:** focus checks with learners, tutors, employers; anonymous channels for concerns.

Targets & KPIs

Yearly targets include timely handling of adjustments, resolution time for EDI concerns, zero substantiated discrimination incidents, and completion of mandatory EDI training. Trends are analysed termly; adverse movement triggers root-cause analysis and a corrective/preventive action (CAPA) plan.

Reporting

- **Termly:** EDI dashboard to Centre Manager and HoC with actions, owners and due dates.
- **Annually:** EDI Review Report summarising evidence, risks, actions, and resource needs; shared with staff and, where appropriate, awarding bodies/TVTC.
- **Escalation:** serious allegations reported immediately to HoC; safeguarding cases follow the Safeguarding Procedure.

Records & Confidentiality

All EDI records are controlled per Document Control and Records Retention; personal data is minimised, anonymised where possible, and protected.

9. Contact / Queries / Implementation

Red Dune Training Centre welcomes questions or concerns about equality, diversity, inclusion, and reasonable adjustments. Learners, staff, and visitors can contact us via:

- General enquiries: info@reddune.org
- Learner support (adjustments, access needs): support@reddune.org
- Admissions queries: admissions@reddune.org
- Examination/assessment arrangements: exam@reddune.org
- Formal complaints or appeals: complaints@reddune.org
- Administrative follow-up: admin@reddune.org

You may also enquire in Arabic, English, or Urdu. If you need an interpreter or alternative format (large print, audio, dyslexia-friendly), request this in your message. We will acknowledge all queries within two working days and provide a substantive response or action plan within ten working days.

Implementation Approach

Red Dune implements this policy through a Plan-Do-Check-Act cycle consistent with ISO 9001 (competence, communication, nonconformity), ISO 14001/45001 (operational controls, participation/consultation), and TVTC expectations. Implementation actions include:

- 1. Clear Roles & Training**
 - Head of Centre: policy owner and annual review sign-off.
 - Quality Lead/IQA: monitoring, data analysis, corrective/preventive actions.
 - Tutors/Assessors: equitable delivery and assessment; prompt adjustments.

All staff complete induction and annual refreshers on equality, unconscious bias, and culturally appropriate communication.
- 2. Accessible Processes**
 - Admissions, assessment, and complaints workflows are published and available in accessible formats.
 - Reasonable adjustments are considered case-by-case, time-bound, and documented before assessment.
 - No charge is made for adjustments that are reasonable and do not compromise assessment integrity.
- 3. Data & Confidentiality**
 - Equality-related data (e.g., requests for adjustments) are recorded securely, limited to “need-to-know,” and retained per our document control and data protection procedures.
 - Anti-retaliation is enforced: raising an equality concern will never disadvantage a learner or staff member.
- 4. Monitoring & Improvement**
 - KPIs: time to acknowledge/respond, adjustment timeliness, appeal outcomes, learner satisfaction, and closure of actions.

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- Findings from internal audits, learner feedback, external/verifier reports, and TVTC visits feed into termly Quality Review Meetings, with actions tracked to closure.
- Trends trigger targeted training, process redesign, or additional resources.