

FEEDBACK POLICY

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REVISION HISTORY

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RED DUNE

Feedback Policy

REDDUNE TRAINING CETNER

Contents

1. Learner / Delegate Details	3
2. Pre-course Information & Administration	4
3. Course Delivery & Tutor Performance	5
4. Relevance & Learning Outcomes	6
5. Course Materials & Facilities	7
6. Open / Qualitative Feedback.....	8
7. Overall Satisfaction / Rating.....	9
8. Confidentiality & Use of Feedback	10
9. Optional Learner Identity.....	11

1. Learner / Delegate Details

To define what learner information we collect with feedback, why we collect it, and how we protect it—so feedback is useful for quality improvement while respecting privacy and assessment integrity.

What we collect (minimum necessary)

- Identification: full name, learner ID, course title/code, cohort/date.
- Contact: email or mobile (for follow-up if consented).
- Learning profile (optional): job role/sector, years of experience, language preference, accessibility needs.
- Delivery mode and site: classroom/online/blended; campus or client site.
- Consent choices: permission to be contacted; permission to use anonymised quotes.

Why we collect it

- To link feedback to the correct course/cohort and resolve issues quickly.
- To spot trends by programme, trainer, venue, or delivery method.
- To plan reasonable adjustments and improve inclusivity and health & safety arrangements.
- To support our quality KPIs and continual improvement cycle.

Anonymity option

Learners may submit feedback anonymously. Named feedback helps us investigate and reply; anonymous responses are still analysed and acted upon.

Accuracy & verification

Front desk or invigilators check forms for legibility and required fields. Online forms use required fields and validation. No changes are made to learner comments except to remove personal or sensitive data not needed for the purpose.

Data protection & security

- Collection: secure forms (paper controlled; online encrypted).
- Access: limited to Centre Manager, Quality Lead/IQA, and authorised admin.
- Retention: normally 24 months (or programme cycle), then securely destroyed.
- Disclosure: never shared externally except in aggregated, anonymised form or when required for audits.

Fairness & non-retaliation

Providing honest feedback will not affect learning, assessment results, or certification. Reasonable adjustments or welfare concerns flagged in feedback are routed to the Centre Manager/HSE Officer

2. Pre-course Information & Administration

To ensure every learner receives clear, accurate, and timely pre-course information and that Red Dune Training Centre administers enrolment in a fair, safe, and environmentally responsible manner consistent with TVTC expectations and our management systems.

What we provide (before booking and at confirmation)

- Course overview (aims, outcomes, syllabus, assessment method, pass marks, reset rules, language of delivery).
- Entry requirements, required ID, PPE or pre-reading, and any HSE prerequisites (e.g., medical fitness for practical)
- Schedule (dates, daily timings, location/online platform), trainer profile, class size limits, and fees with any additional costs.
- Learner rights and responsibilities, reasonable adjustments/special consideration routes, and how to declare conflicts of interest.
- Policies that affect learners (assessment, appeals, malpractice, data protection, HSE, environmental conduct, code of conduct).

Accessible administration

- Simple online/application forms with guidance; assistance available in Arabic and English.
- Early declaration of access needs or learning support; we agree adjustments case-by-case and confirm in writing.
- Transparent payment, cancellation, and refund steps; receipts and joining instructions issued within two working days of enrolment.

HSE, OH&S and environmental notes

- Joining instructions include site safety, emergency procedures, attire/PPE, prohibited items, and wellbeing guidance.
- We promote low-impact options (digital materials by default, public transport guidance, waste-minimization on site).

Data and records

- Only necessary personal data are collected and securely controlled; learners can request updates or corrections.

Quality & improvement

- Pre-course FAQs and checklists are reviewed each term; KPIs include response times, accuracy of joining packs, and learner pre-course satisfaction. Continuous feedback informs updates before the next intake.

3. Course Delivery & Tutor Performance

Red Dune Training Centre gathers, reviews, and acts on learner and client feedback to protect delivery quality and tutor performance in line with TVTC expectations and ISO 9001 (customer focus/competence), ISO 14001 (environmental controls in delivery), and ISO 45001 (safe learning environments).

What we collect

- Quick pulse checks mid-course (day 1 or midpoint).
- End-of-course surveys covering content relevance, delivery methods, accessibility, learning resources, assessment readiness, environmental practices (e.g., paper use, waste), and health & safety (classroom ergonomics, emergency briefings).
- Post-assessment confidence checks and employer feedback (where applicable).
- Tutor self-reflections and attendance/engagement data.

How we review

- The Centre Manager and Quality Lead/IQA analyse results within 120 working hours of course close.
- Tutors receive anonymised summaries, commendations, and targeted improvement actions.
- Persistent issues trigger observation of teaching/assessment, peer mentoring, or re-assignment.

KPIs

- Overall satisfaction $\geq 85\%$, first-time pass trend, engagement rate, complaints per cohort, observation grades, timely action closure, and evidence of improved outcomes in the next run.

Tutor performance & support

- Each tutor is observed at least annually (new tutors within their first cohort).
- Findings feed into CPD plans (assessment practice, inclusive delivery, subject updates, classroom HSE, low-impact/low-waste practices).
- Exemplary practice is captured as standard work and shared at standardisation meetings.

4. Relevance & Learning Outcomes

Feedback at Red Dune Training Centre is purposeful: it must map directly to each course's intended learning outcomes (ILOs) and the specific HSE competencies assessed. Tutors and assessors will reference the exact outcome(s) when giving feedback (e.g., "ILO 2: apply hazard-identification methods in confined spaces") so learners clearly see what standard was met, what was partially met, and what is still required.

Feedback will be:

- **Outcome-linked:** Every comment points to the relevant ILO, marking criteria, and evidence seen.
- **Actionable:** Learners receive clear next steps (what to improve, how to improve, and by when), including examples or model responses where appropriate.
- **Balanced:** Strengths are noted alongside targeted improvements to maintain motivation and professional growth.
- **Timely:** Issued within published turnaround times to support learning before the next assessment point.
- **Proportionate to risk:** Practical HSE tasks and safety-critical errors receive immediate, specific corrective guidance.
- **Inclusive:** Accessible language, consideration of reasonable adjustments, and alternative formats on request.

For practical activities, feedback will reference safe systems of work, environmental aspects/impacts, and OH&S controls demonstrated or missed. For written work, it will reference the rubric, validity of sources, and the accuracy of applying standards/procedures.

All courses publish a simple "ILO-to-feedback map" so learners know how each task supports competence. Feedback is logged in the learner record, sampled by IQA for consistency, and trends inform standardisation, assessor CPD, and course improvement.

5. Course Materials & Facilities

To ensure learners can give clear, timely feedback on the suitability, accessibility, safety, and environmental performance of course materials and facilities at Red Dune Training Centre (Saudi Arabia), and for the centre to act on that feedback quickly and transparently.

Scope

All learning resources (presentations, handouts, e-books, assessments, simulators) and facilities (classrooms, labs, welfare areas, first-aid and emergency equipment, accessibility features, IT/AV, ventilation, lighting).

What We Ask Learners to Comment On

- Accuracy, clarity, cultural and Saudi regulatory relevance of HSE content.
- Readability (language level), layout, and availability in accessible formats.
- Practicality of materials for assessments and workplace application.
- Classroom readiness, cleanliness, seating/ergonomics, acoustics, temperature, lighting, and equipment functionality.
- Safety arrangements (induction, exits, muster points, PPE availability) and environmental practices (waste segregation, energy/water use).

Service Levels & Actions

- Acknowledge within 24 working hours; triage safety-critical issues immediately.
- Minor fixes (e.g., typo, projector setting) within 48 working hours; material updates and facility repairs per agreed action plans with documented version control.
- Urgent hazards: stop-use, isolate area/equipment, and provide alternatives.

Quality & Improvement

- Trends, KPIs (response time, fix time, satisfaction score, recurrence) and actions are reviewed at termly Quality Review Meetings.
- Results feed into tutor CPD, materials standardisation, facility maintenance, and procurement.
- Changes are communicated to current cohorts and reflected in the next delivery pack.

6. Open / Qualitative Feedback

To capture rich, narrative feedback that explains learner and client experiences in their own words, supporting continual improvement of training, assessment, and learner services at Red Dune Training Centre (Saudi Arabia).

Collection & Prompting

Tutors invite qualitative feedback at induction, mid-course, and close-out. Prompts explore clarity of teaching, assessment fairness, facilities, accessibility, HSE culture, environmental practices, and suggestions for new courses or delivery modes.

Handling & Analysis

The Office Coordinator logs comments within two working days; the Quality Lead codes themes (e.g., communication, safety, environment, inclusion) and rates sentiment and risk. Material concerns trigger same-day escalation to the Centre Manager/Head of Centre.

Assurance & Respect

We value candid feedback and protect contributors from retaliation. Personal data and sensitive information are handled under our Data Protection and Exam Security procedures.

Action & Communication

Themes inform corrective and preventive actions, standardisation agendas, and CPD priorities. “You said, we did” summaries are shared termly with staff and, where appropriate, learners and clients.

Integration with Standards

This approach supports ISO 9001’s voice-of-customer, ISO 14001/45001 operational feedback on environmental and OH&S controls, and TVTC expectations for learner engagement and quality oversight.

7. Overall Satisfaction / Rating

To capture a clear, comparable measure of learner and client satisfaction with Red Dune Training Centre's training, assessment, facilities, and support—supporting continual improvement aligned with ISO 9001 (customer satisfaction), ISO 14001/45001 (stakeholder needs, safe/eco-aware delivery), and TVTC expectations.

How we measure

- A short end-of-course survey gathers an overall rating on a **1–5 scale** (1 = Very Dissatisfied, 5 = Very Satisfied).
- We also record a simple **recommendation question** (“Would you recommend Red Dune?”: Yes/No).
- Optional free text allows comments on teaching quality, assessment fairness, facilities, accessibility, environmental practices, and health & safety.

Targets & reporting

- **Centre KPI:** $\geq 4.3/5$ average overall satisfaction and $\geq 90\%$ “Would recommend” across the year.
- Results are aggregated by cohort, tutor, and qualification and reported monthly to the Centre Manager and quarterly at the Quality Review Meeting.
- Summaries (without personal data) may be shared with tutors and on request via admin@reddune.org.

Using the results

- Below-target results trigger root-cause analysis and an action plan (e.g., tutor support, timetable or venue changes, environmental/HS improvements, assessment brief clarity, learner support).
- Actions and outcomes are tracked; improvements are verified in the next cycle.

Escalation

- If your overall experience was unsatisfactory and you seek a formal response, use complaints@reddune.org. We will acknowledge and process per the Complaints & Appeals procedures.

8. Confidentiality & Use of Feedback

Purpose

To protect the privacy of learners, clients, staff, and stakeholders while using feedback to improve teaching, assessment, learner services, and our environmental and OH&S performance.

Confidentiality

- Feedback is collected and stored as **confidential controlled records**; access is limited to the Centre Manager, Quality Lead/IQA, and authorised administrators.
- Wherever practicable, we **anonymise** survey responses and remove personal identifiers before analysis or wider circulation.
- Named feedback is shared only on a **need-to-know** basis and never with the individual or team being reviewed without appropriate redaction.
- Sensitive items relating to assessments, invigilation or results are handled by the Exams Team (exam@reddune.org).

Use of Feedback

- Feedback informs our **PDCA** cycle: it feeds standardisation, tutor CPD, curriculum updates, accessibility adjustments, and improvements to facilities, environmental controls, and health & safety arrangements.
- Aggregated outcomes may be communicated to learners and clients (e.g., termly summaries) but **no personal data** will be published.
- Where feedback indicates risk to quality, environment, or OH&S, the Centre Manager initiates **corrective and preventive actions (CAPA)** and monitors closure.

How to Submit or Query Feedback

- General: info@reddune.org
- Admissions-related: admission@reddune.org
- Support or accessibility needs: support@reddune.org
- Administrative/data handling queries: admin@reddune.org
- Complaints/escalation if dissatisfied with our response: complaints@reddune.org

Data Rights & Retention

- You may request access, correction, or deletion of your feedback record; contact admin@reddune.org.
- Retention follows our Records Schedule; after expiry, records are securely destroyed.

Assurance

We will never sell feedback data, and we will only share externally when legally required or when required by an awarding body/TVTC for quality assurance, using secure transfer methods and minimal necessary data.

9. Optional Learner Identity

Purpose

To enable honest feedback while protecting learner privacy and ensuring no adverse impact on learning, assessment, or services.

Options for identity

Learners may choose among: (a) fully anonymous feedback; (b) pseudonymous feedback (email or phone collected in a separate field); or (c) identified feedback. Identity is always optional unless a learner explicitly requests a personal response or a case concern safeguarding, malpractice, or safety.

Use of identity (if provided)

When supplied, identity details are used to clarify feedback, resolve issues, and update the learner on outcomes. Identity is never shared with tutors/assessors involved in the learner's marking or results decisions.

Non-retaliation and neutrality

Submitting feedback—anonymous or identified—will not affect grades, access to classes, certification, or future services. Managers oversee segregation of duties to avoid bias.

Data protection and retention

Any contact data gathered with feedback is processed lawfully, minimally, and stored separately from the feedback content with access controls. Retention follows our Records Schedule; anonymized trend data may be kept for quality improvement.

Collection channels

Online forms, QR codes in classrooms, paper forms, or email to support@reddune.org or complaints@reddune.org. Paper forms include a detachable identity slip for sealed deposit, opened only if contact is requested.

Right to withdraw

Learners who provided identity may request removal or redaction before an investigation concludes; after closure, anonymized records are retained.

Communication

We publish response-time targets, escalation routes, and improvement summaries on noticeboards and the website. Periodic reminders explain anonymity options and reassure learners that identity is optional.