

# **The Gray Training Operating Code of Practice**

## **Structure and profile of G & K Gray Training cc**

Gray Training started practising as a training consultancy dedicated to the development of trainers in 1986. We have remained with trainer development and have expanded into developing assessors, moderators, quality assurors in the training field and training managers.

We also develop outcomes-based training material, analyse unit standards, write unit and enterprise standards as required and train other specialists in business writing skills.

We trade under the name of Gray Training Associates since we have a stable of training associates.

We have a review committee consisting of:

Gregory Gray	Member
Karen Gray	Member
Iuan Gray	Member
Megan Gray	Manager Accounts
Kedibone Khutswane	Manager Data

## **The Gray Training Vision.**

Every learner who leaves Gray Training will have:

- Achieved own goals
- Met organisational needs
- Mastered the learning required to meet or exceed SAQA and International standards

## **The Gray Training Mission Statement**

Gray Training is a committed ETD organisation that grows people into knowledge and performance competence through:

- Continuous staff and management development
- Continuous learning material revision
- Continuous assessment and administration systems revision
- Professional and ethical delivery to all learners
- Lifelong support that exceeds the needs of learners.

We ensure this by benchmarking ourselves against the rigorous demands of South African and global standards.

## **Strategic Objectives**

1. To continuously develop staff and management
2. To maintain and revise learning material to exceed South African and International standards
3. To maintain and revise assessment methods and instruments to exceed South African and International standards
4. To maintain our administrative systems to exceed South African and International standards
5. To be known as the outcomes-based provider of choice
6. To be known as the outcomes-based learning material developer of choice

## **Quality Management Objectives**

To ensure each learner achieves own learning goals through formative, summative knowledge and summative performance assessment.

To ensure each learner meets organisational and ETDQA needs through transfer assessment against unit and enterprise standards using job related assignments.

To ensure that all developed training material developed by Gray Training exceeds the requisite unit standards for evaluation.

## **Quality Management Procedures at Gray Training**

Fundamental rules:

- The Subject Matter Expert is the quality assesor on content.
- The Subject Matter Expert is the quality assesor on quality planning procedure.
- The Administrative Manager controls the quality monitoring procedure.
- The quality reporting procedure may be verbal or in writing
- The quality review procedure occurs after every training course is run and every six months at the latest.

## **Learner Support**

1. We provide free telephonic, e-mail and faxed ongoing learner support to all past and present learners.
2. We assist past and present learners with examination readiness using:
  - The latest learning technology
  - Subject specific knowledge.

## **Administrative Procedures**

### ***On Confidentiality***

All learner records are stored electronically in a file accessible through password. These are available to the learner/candidate, facilitator, assessor and moderator only. Except for the purposes of security, no records may be removed from the building by anyone other than the learner/candidate.

Hard copies of all submitted material making up the portfolio of evidence (POE) are archived at the Gray Training offices for a maximum period of two years. This ensures adequate time for ETQA verification. At the end of the two-year archival period the learner is asked to make arrangements for their collection. If the candidate indicates s/he does not want the POE returned or if we get no response from the candidate within two months the POE is shredded.

### ***On security***

Hard copies are stored in a burglar-barred and security monitored building in a lockable built-in cupboard at the Gray Training office.

Electronic copies and records of evidence as well as all developed material are stored on a central server at Gray Training. These records are backed up immediately to a second fixed hard disc in the server. Backups of the server are also done daily & stored externally. All documentation and learner records are backed up daily on to the withdrawable disc in place at that time. The withdrawable discs are replaced daily so that in the worst case, only one day's records can be lost. The removed disc is then taken from site and kept there until its replacement.

## **Reporting Structures and Procedure**

There is no rigidity or rank insistence at Gray Training. Each SME is the ultimate authority whether in that field or in the management structure. (See Appendix 1 for an organogram)

### **Subject Matter Experts.**

**Gregory Gray** – Analysis, Costing, Quality Assurance in analysis, Assessment and Moderation.

**Karen Gray** – Learning Material design, Learning Material Development, Facilitation, Quality Assurance in design, development and facilitation.

### ***Course content:***

<b>G Gray</b>	<b>K Gray</b>	<b>I Gray</b>
Evaluate learning and learnership programmes	Facilitate the learning	Guide and support learners
Guide and support learners	Plan and design learning	Develop outcomes-based learning material
Plan and conduct assessment of learning	Develop outcomes-based learning material	Plan and conduct assessment of learning
Moderate assessments	Design Integrated assessments	Design a quality assurance system
Analysis and Assessment (Enterprise Standard)	Develop outcomes-based assessments	Manage a quality assurance system
Write a unit standard (Enterprise Standard)	Facilitate the gathering of evidence	Design and conduct research
Write a unit standard (Enterprise Standard)		Design and conduct research

### **Reporting procedure**

The procedure follows the report;

The first attendance register is preferably submitted to Kedibone Khutswane (Data Manager) at the end of the first day of the programme. This is to submit the learner record to the NLRD. In any case, the complete attendance register is submitted to the Data Manager at the end of the programme.

Course material problems or improvements encountered during facilitation are passed on to the Course SME. S/he then decides on its inclusion / correction / removal considered against the unit standard. If it is not considered of enough importance to warrant an amendment to the master copy, it is left to the facilitator to implement as long as it is not in contradiction to the unit standard. If it is considered valuable enough to warrant amendment to the master copy, it is changed and the version number is updated.

### **On Standards**

Every course presented by Gray Training is an outcomes-based training course.

By this we mean that every course has measurable standards by which the outcomes can be proven.

Many of the South African Unit Standards have not yet been registered and where these have been published for comment, we have embraced the published standards completely.

We have developed and use the Gray Training Enterprise standards where South African Unit standards do not exist.

Gray Training constantly monitors reviews of unit standards and apply these immediately.

### **On Admissions**

Entry of admission to a Gray Training course may require that the learners demonstrate achievement of all learning assumed to be in place and recognition of prior learning as specified in the relevant unit standard/s.

## **On Assessors and Moderators**

All Gray Training assessors are qualified in terms of the relevant unit standard and are registered on the National Register of Assessors. All Gray Training assessors have been accredited by the ETDQA.

All Gray Training moderators are qualified in terms of the relevant unit standard.

The Gray Training Register of Assessors and Moderators.

<b>Name</b>	<b>Assessor Number</b>	<b>Moderator Number</b>
Gregory Gray	AGRA4641	MGR9718
Karen Gray	AGRA3174	MGR10104
Iuan Gray	AGR56645	MGR56645
Genevieve Edwards	AEDW4261	MEDW7453

## **On Training Facilitation**

All Gray Training facilitators are qualified in terms of relevant unit standards and Gray Training enterprise standards where no unit standards exist for this competence.

Gray Training maintains a register of facilitators indicating their facilitation areas.

## **On Training Material Development**

All Gray Training material developers are qualified in terms of relevant unit standards and Gray Training enterprise standards where no unit standards exist for this competence.

Gray Training maintains a register of training material developers.

All outcomes-based training material is analysed, designed to achieve optimal transfer and then developed according to the unit standard extant. Where no unit standard exists we develop a Gray Training Enterprise Standard indicating all outcomes and criteria.

Where a client requires non-outcomes-based training material we try to change that client's intention. If the client is adamant that s/he does not want outcomes-based material, we develop the material to the client's needs.

## **On Training Analysis**

Gray Training has fully trained and qualified competence and unit standard analysts. All Gray Training analysts are qualified in terms of relevant unit standards and Gray Training enterprise standards where no unit standards exist for this competence.

All outcomes-based training material is unit standard or enterprise standard analysed to ensure all criteria are met in the developed training material. Client-specific content is added to the analysis as long as this content is not in conflict with the applicable standard and meets the requirements of the Employment Equity Act.

## **On Quality Assurance**

All Gray Training quality assurers are qualified in terms of relevant unit standards and Gray Training enterprise standards where no unit standards exist for this competence.

At present quality assurance at Gray Training is limited to Karen Gray and Greg Gray.

All analyses, training material designs, developed training material, assessment instruments and assessment guides are quality assured before being put into use.

## **On Assessment**

### ***Recognition of Prior Learning (RPL).***

Gray Training provides for RPL/RPE on every unit standard we offer.

RPL takes many forms that include observation and knowledge assessment in addition to historic evidence.

Any candidate who has the necessary level of experience and feels s/he has the learning or experience to achieve any Unit Standard for which we are accredited has the right to apply for RPL or RPE from Gray Training.

Gray Training will screen any aspiring RPL candidate to ensure that s/he is at the requisite level of learning and experience.

On a first approach for RPL assessment Gray Training provides the candidate with a self-assessment instrument for that unit standard. This instrument informs the candidate of:



- RPL readiness.
- What actions to take to secure the best approach to assessment or recognition of capability.

There will be at least one assessment planning session with the candidate. RPL formative assessment is based upon the unit standard the learning assumed to be in place. Historic evidence is closely scrutinised for authenticity and currency.

An RPL candidate performs the same assessments as a post-course candidate. The only exception is that the RPL candidate undergoes a special RPL formative assessment.

### ***Assessment Policy.***

All learners are formatively, performance-summatively and knowledge-summatively assessed. The criteria for assessment are:

- ◇ South African Unit standards,
- ◇ Gray Training Enterprise standards, where applicable.

### ***On Formative Assessment.***

Every learning intervention is continuously and cumulatively knowledge and performance assessed against pre-stated criteria. Facilitators continuously review the assimilation of knowledge and skill as the programme progresses and a formative assessment record is sent to each learner post-course.

### ***On Summative Assessment.***

Knowledge competence is summatively assessed during the learning or at the end of each learning session, day or course. We summatively assess knowledge using written or oral methods.

Performance is summatively assessed during the workshop activities where real-life activities are performed.

### ***On Transfer Assessment***

Gray Training has always insisted that every learner must demonstrate transfer of competence learned into the workplace before issuing a certificate. Every course has transfer assessment post-course assignments that assess the criteria stated in the standard.

A time limit is placed upon this assessment to ensure currency of competence.

## ***Assessment Design.***

All Gray Training assessors and moderators are trained and qualified assessment instrument and assessment guide designers.

The process in designing assessment instruments and assessment guides.

1. Analyse the standards to establish the outcomes and criteria to identify the required evidence to satisfy the criteria.
2. Design an assessment strategy for all stages of assessment.
3. Design the assessment instruments to assess psychomotor, cognitive and values evidence.
4. Evaluate the assessment guide design.
5. Review the assessment instruments annually at the minimum.

### **The intention of assessment.**

#### **The assessor:**

1. Assists the candidate to prepare for assessment.
2. Ensures fairness and correctness in all assessments and judgements.
3. Grows the learner's competence through the medium of assessment.
4. Assesses the candidate using unit or enterprise standard criteria.

### **The foundation rules for assessment.**

1. The assessor assists the candidate to prepare for assessment.
2. The assessor ensures fairness and correctness in all assessments and judgements.
3. The assessor grows the learner's competence through the medium of assessment.
4. The assessor assesses the candidate using unit or enterprise standard criteria.
5. Candidates with special needs will have their needs catered for. They may only be excluded from assessment if the reason for their special need prevents the actual performance or if could result in an unsafe act.

**The assessment procedure for a first or a re-assessment.**

1. The assessor receives the request for an assessment.
2. The assessor arranges an assessment planning date with the prospective candidate.
3. The assessor plans the assessment jointly with the candidate. During this time the candidate is made aware of her/his rights.
4. The candidate is knowledge and performance assessed and sent away.
5. The assessor gathers all the presented evidence (POE) and judges it against VACS and repeatability.
6. The assessor informs the moderator of the completion of the assessment and the judgement.
7. Once the moderator has moderated and signed off (Within 72 hours of judgement) the assessor presents the judgement in the form of feedback to the candidate.
8. Every assessment is signed off by a moderator.

## ***On Moderation of Assessments.***

### **The intention of moderation/internal verification.**

#### The Moderator

6. Assists all parties directly involved in any assessment to ensure fairness and correctness in all assessments and judgements.
7. Acts as the first line of appeal in any disputed assessment
8. Grows the assessor's competence as an assessor.
9. Contributes toward the development of a credible assessment and ETD process within the organisation.
10. Moderates and contributes towards the judgement of a minimum of 20% of all assessments made.
11. Exercises the option to moderate every assessment done within 72 hours of assessment.

### **The foundation rules for moderation.**

1. Any appeal against an assessment is valid if submitted within six months of the assessment.
2. Every appeal is valid until it proved invalid according to the above ruling.
3. All appeals are recorded whether valid or non-valid for Gray Training, SAQA, and SETA purposes.
4. All records are kept safely and confidentiality rulings apply.
5. All relevant parties involved are notified of the results of all decisions made.
6. Candidates with special needs may only be excluded from assessment or moderation if the reason for their special need prevents the actual performance or if could result in an unsafe act. All candidates with special needs who do not fall within the exclusion categories will have their special needs addressed.

### **The routine moderation/ internal verification procedure.**

1. The moderator receives the assessment and its documentation from the assessor
2. Evaluates the methods of assessment with special concern for candidates with special needs.
3. Evaluates the judgement against the standard applied using the evidence documentation.
4. If the documentation upholds the assessor's judgement, the moderator countersigns the documentation and returns them to the assessor.
5. If the moderator suspects or identifies a problem, s/he discusses this with the assessor to clarify the reasons for the judgement. S/he can call for the evidence presented to the assessor and make a judgement upon the outcome. This judgement will supersede the judgement of the assessor.
6. The moderator countersigns and dates the assessment and returns it to the assessor.
7. The moderator uses every superseding judgement as a learning opportunity to improve the assessor's competence.
8. The moderator records every judgement made that supersedes the assessor's judgement separately and files it for Gray Training and SETA records

## **The appealed moderation/internal verification procedure.**

### **The Moderator**

1. Is notified of an appeal to an assessment.
2. Records the name of the candidate
3. Records the date of the moderation
4. Records the identity of the assessor
5. Records the reason for the appeal
6. Records the details of the original moderation
7. Tests the appeal for validity.

### ***If the appeal is valid the moderator***

1. Gathers all documentation and evidence relating to the judgement.

These documents include:

- ◇ The unit or other standard used,
- ◇ The assessment plan,
- ◇ The assessment instruments,
- ◇ The criteria for assessment,
- ◇ All assessment result sheets,
- ◇ Copies of all reports sent to all interested parties,
- ◇ All evidence presented (Portfolios, etc)

2. Identifies all parties to the moderation
3. Convenes a meeting of all parties to determine the scope of the moderation.
4. Tests the assessment instruments and assessment criteria for validity, reliability, objectivity and differentiality
5. Tests the assessment evidence for validity, authenticity, currency, repeatability and sufficiency.



6. Verifies that there was no bias in the assessment that was to the detriment of candidates with special needs.
7. Arranges for all relevant parties to attend the moderation meeting.
8. Arranges for all relevant resources and evidence to be available at the moderation meeting.
9. Reviews the assessment plan.
10. Reviews the evidence presented.
11. Reviews the judgement.
12. Presents the judgement to all parties.
13. Writes the report on the moderation.
14. Files the report on the moderation.

**If the candidate wishes to appeal again after a moderation appeal**

1. The moderator submits the appeal with copies of all the records to the SETA for verification.

## **Rights of every assessment candidate**

- a) The candidate has the right of appeal against any assessment judgement given. S/he must however have valid reasons for doing this.
- b) The candidate has the right to an interpreter if s/he needs one to perform this function. Exceptions to this right exist if one of the learning assumptions for the standard is that the candidate is competent within the language of assessment, or if the unit standard is one in which the language in question is the language being assessed.
- c) The candidate can have an impartial observer attend any assessment. This observer may not take any part in the assessment.
- d) If the candidate does not agree with an assessment, s/he has the right to appeal against the assessment judgement.
- e) If the candidate still does not agree with the result of the moderated assessment, s/he can re-appeal. Gray Training will submit the candidate's appeal to the relevant SETA or awarding body for external verification on the assessment.
- f) All costs of verification become the liability of the candidate if the verification upholds the assessment findings.
- g) Gray Training accepts liability for all costs of verification if any verification rules that the candidate has been aggrieved because of the assessment.
- h) Gray Training will encourage you to master any areas where you have not reached mastery if, during an assessment the candidate is assessed "Not yet competent"
- i) The Candidate arranges with the assessor for a new assessment cycle. Gray Training limits such re-assessments to two. This means the candidate can have three opportunities to achieve mastery of any unit standard or enterprise standard.
- j) Gray Training reserves the right to remove the candidate from the programme or to request additional training if the candidate has not achieved mastery after three attempts at assessment.
- k) The candidate may contact any of our tutors for information that will assist them in achieving the standard or in learning further. Gray Training also runs occasional breakfast sessions for learners and candidates. These breakfast sessions depend upon request. Breakfast sessions are free to our learners and are advertised on our Website at <http://www.gray-matters.com>