Scottish Vocational Qualifications

Qualification Verification Summary Report 2017
Building Services Engineering –
Refrigeration and Air Conditioning

Introduction

The information within this report relates to three centres delivering SVQ level 2 and SVQ level 3 qualifications as detailed below:

FD7M 22 SVQ2 Install, Commission, and Maintain Refrigeration Systems
GD7L 23 SVQ3 Install, Commission, and Maintain Refrigeration Systems
GD7N 23 SVQ3 Install, Commission, and Maintain Air Conditioning Systems
GK97 23 SVQ3 Install, Commission, and Maintain Air Conditioning Systems
GKNK 23 SVQ3 Install, Commission, and Maintain Air Conditioning Systems

Category 2: Resources

Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.

(This criterion should be completed for regulated qualifications only.)

Staff at all centres had the appropriate qualifications and in all cases staff undertook appropriate professional and vocational continuing professional development (CPD) activities to ensure that they maintained currency. CPD records were also available to external verifiers. In addition, there was clear evidence of occupational competence for all staff at all centres

Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.

In all centres there was clear evidence of the effectiveness of ongoing reviews of assessment environments and materials, learning resources, procedures and equipment. This was reflected in the subsequent evidence provided for external verification. The effectiveness of resources was reflected in the interviews with staff and candidates where some candidates commented on the good opportunities readily available to them at their centre. Good use was made of focus groups for candidate feedback which generated appropriate action points.

Category 3: Candidate support

Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.

Centres adopted a variety of methods to ensure candidates were suitably qualified to undertake their qualification. These included the use of skills profile documents, induction programmes, course interviews and liaison with industry partners. Candidates' development needs were supported in all centres through the use of candidate support processes firmly embedded within the centres' candidate support structures.

Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.

Centres had effective systems in place to ensure candidates had regular contact with their assessors and course delivery staff throughout the life of their qualification. Centres made good use of electronic platforms to facilitate staff/candidate engagement. In some cases, extra knowledge based activity emerged from candidate progress results. Efficient use of course timetabling allowed for regular contact. For some course delivery modes, scheduled slots were made available for the review of candidate progress. There was evidence of written feedback within assessment scripts, and good pertinent information was elicited from focus group activities.

Category 4: Internal assessment and verification

Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.

Assessment and verification processes and procedures were applied effectively in all centres. External verification sampling across all centres confirmed consistency and standardisation of assessment. Good use was made of electronic platforms for the application of assessment and verification activities.

Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.

Centres used a variety of methods of assessment to ensure validity, equitability and fairness. Evidence including knowledge based assessments, projects based activity, assignments, log entries and company derived witness statements were evident across all centres. The use of natural occurring documentation was also used along with log book entries. Evidence was in place within centres highlighting where assessment criteria was set through the qualification and had scope for candidates to provide up to seven or a minimum of three examples of performance with a final competency test within an assessment planning process. Using a variety of methods for assessing competence was commended.

Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

Strong evidence and robust methods were found in all centres to confirm the importance of ensuring work generated by candidates was their own. Plagiarism software was in evidence along with systems adopting 'candidate declaration' statements and company witness statements with supporting signatures.

Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.

In all centres the use of sampling processes in line with internal verification procedures ensured accurate and consistent judgement of candidates' work. External verification sampling also confirmed this. In all cases candidate feedback supported consistency in marking.

Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.

All centres had provision within assessment and verification procedures to ensure compliance with SQA's retention criterion. These include assessment timetables, schedules and dates supported with evidence retention schedules.

Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.

Documentation was available in all centres confirming the effective dissemination of results from verification visits and external verification comments and recommendations. Minutes and notes of meetings, records of follow up activity and records of previous visits were in evidence.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2016–17:

♦ Class reps and focus group activity to support candidate and staff feedback including dissemination processes.

Specific areas for development

The following area for development was reported during session 2016–17:

♦ NA