



Transport Education Training Authority  
Heart of Skills Innovation



## Occupational Qualification and Occupational Curriculum Project

<b>Organising Framework of Occupations (OFO) Code:</b>	684905
<b>Occupation:</b>	Vehicle Body Builder
	Vehicle Body Builder
<b>Document Type:</b>	Occupational Profile
<b>Status:</b>	Industry verification
<b>Due Date:</b>	24 August 2015

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## Introduction

### 1. Overview of new qualification landscape

- 1.1. The QCTO is one of the three Quality Councils provided for in the National Qualifications Framework Act (NQF Act No 67 of 2008)
- 1.2. The QCTO was established under the Skills Development Act and became operational on the 1st April 2010 following the publication of Government Gazette No 33059, 1st April 2010
- 1.3. The QCTO has been putting in place the necessary building blocks to operate since its establishment. On 20th July 2011 it officially started delegating functions to the first Development Quality Partners (DQPs) and have gradually entered into such relationships with more DQPs since then

### 2. Development Quality Partners


- 2.1. These are bodies delegated by the QCTO to manage the process of developing specific occupational qualifications, curricula and assessment specifications.
- 2.2. DQPs manage / coordinate and fund the development of occupational qualifications.
- 2.3. The broader occupational constituency (stakeholders with an interest in the occupation) must identify and agree on a suitable body to perform these activities.

### 3. Occupational qualifications

- 3.1. An occupational qualification defines the learning required to be competent to practice an occupation.
- 3.2. These are associated with a trade, occupation or profession, resulting from work-based learning and consisting of knowledge unit standards, practical unit standards and work experience unit standards as defined in the Skills Development Act and has an external summative assessment
- 3.3. All occupational qualifications are linked to the Organising Framework for Occupations (OFO)

### 4. Occupational curriculum

- 4.1. Occupational qualifications are based on the development of occupational curricula. The occupational curricula document provides an outline of the following:
- 4.2. Occupational profile - based on occupational tasks
- 4.3. Learning components in the form of Specifications for:
  - Subjects constituted from the theory and knowledge

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- Practical skills modules constituted from the practical skills that provide the essential skills for the work with its associated applied knowledge
- Work experience modules constituted from work experiences that would develop occupational competence with its associated workplace knowledge

4.4. These Specifications contain the internal assessment criteria and provider accreditation or workplace approval requirements.

## 5. Integrated External Summative Assessment Specifications

5.1. All occupational qualifications will be assessed externally through an appropriate nationally standardised integrated summative assessment.

5.2. Each occupational qualification will have an associated qualification assessment specifications document to focus on occupational competence and enhance consistency, quality and credibility of the external assessment process.


5.3. Qualification assessment specifications provide an outline of:

- external assessment strategy: method to be used, qualification outcomes and assessment standards
- key occupational outcomes to be assessed: linked to occupational tasks and the specified critical external assessment focus areas
- points or specific times when external assessment must take place: phase tests, particular points in the activity cycle
- critical elements of the internal assessments to be moderated (if any)
- eligibility requirements for learners to access the external assessment
- criteria for registration of assessors.

**At this stage of the process the detailed content of this section is not available but will be submitted on completion of the occupational curriculum**

## 6. Occupational profile

6.1. The occupational profile is one of the results of the curriculum development process and provides the basis for the development of the curriculum content of the specific occupation or occupational specialisation. It comprises an occupational purpose and the occupational tasks that are performed by practitioners of the occupation or specialisation. Each task is also broken down into a related product or service, one or more occupational responsibility and one or more occupational context.

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The occupational profile forms the unit of analysis for the development of the curriculum components as well as the external summative assessment specifications.


## 7. Process Background

7.1. The Transport Education and Training Authority (TETA) submitted various applications to the Quality Council for Trades and Occupations (QCTO) to generate occupational and trade qualifications:

OFO Code	OFO Title	Specialisation
311102	Meteorologist	Meteorological Technician
653201	Aircraft Maintenance Mechanic	Aircraft Mechanic
653202	Aircraft Structures Worker	Aircraft Structures Technician
672101	Avionics Mechanician	Avionics Mechanic
315501	Airborne Electronics Analyst	Air Traffic Safety Electronic Practitioner
132401	Supply and Distribution Manager	Customs Compliance Manager
734301	Crane or Hoist Operator	Lift Machine Operator
734301	Crane or Hoist Operator	Mobile Elevated Work Platform Specialist
734402	Forklift Driver	Lift Truck Operator
313301	Chemical Plant Controller	Fuel Transportation Pipeline Controller
653306	Diesel Mechanic	Locomotive Diesel Electrical Fitter
671101	Electrician	Rolling Stock Electrical Fitter
684905	Vehicle Body Builder	
672107	Special Class Electrician	Railway Signalling Maintenance Worker

7.2. QCTO have specific requirements to be met in the development of occupational qualifications and curricula and therefore initial meetings were held, referred to as Scoping Workshops. The following decisions were confirmed at these workshops:

- TETA as the QCTO's Development Quality Partner (DQP) to resource, co-ordinate and manage the development process
- Identification of Learner Qualification Development Facilitators (LQDFs)

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- The scope of each of the occupational qualifications
- Different industry bodies as well as the TETA as the QCTO’s Assessment Quality Partner (AQP) for the various different qualifications to manage the external assessment process
- The process for nominating expert practitioners (subject matter experts) as well as training providers to the working groups at various stages of the development process
- Project dates including working group meetings, verifications to be completed and final submission

7.3. The second set of workshops were the Occupational Profiling workshops where all 14 occupational profiles for the occupations listed above were generated.

7.4. These Occupational Profiles lay the foundation for the curricula content and occupational qualifications for the specific occupations, which will replace any unit standards-based qualifications or specific industry qualifications for these specific occupations.

## 8. Verification Process


8.1. As part of the QCTO process of developing occupational qualifications and curricula different documents will be submitted to the broader industry stakeholders for verification. The three documents that will be submitted for verification are the:

- Occupational Profile
- Curriculum learning component specifications including:
  - ✓ Subjects (theory and knowledge)
  - ✓ Practical skills modules
  - ✓ Work experience modules
- Assessment Specifications

**At this stage of the process ONLY the Occupational Profiles referred to above are being submitted for verification**


## 9. Process Status and Actions Required

9.1. Please note that you will be receiving three more of these types of documents as identified in the bullet points under point 8.1 above. These documents will be distributed by the DQP and you will be requested to comment within a specific time period. Your comments must be submitted electronically (preferably) and in the format template provided. This is what is referred to by the QCTO as the “Verification Process”

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- 9.2. This is the verification process for the **occupational profile ONLY**, which has been attached for your comment.
- 9.3. Please complete the questions asked in relation to the various sections of the occupational profile. If your response is a disagreement with any of the sections, please provide additional comments and suggestions in order to provide sufficient information to make an amendment.
- 9.4. Please submit your responses, comments, suggestions or change requests to:
- Ms Fulufhelo Ratshibvumo
  - E-mail: fulufhelor@teta.org.za

Due date: **24 August 2015**

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**10. Evaluation and Verification Questionnaire**

<b>Occupation Title:</b>	Vehicle Body Builder
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**PLEASE INSERT AN “X” IN THE APPROPRIATE BOX AND PROVIDE ADDITIONAL COMMENTS WHERE NECESSARY**

**Occupational title**

- Is Vehicle Body Builder the most appropriate title?

<input type="checkbox"/>	I accept the content as reflected
<input type="checkbox"/>	I don't accept the content. I would propose:
Additional comments for clarity, suggestions and inclusion	<a href="#">Click here to enter text.</a>


**Occupational Purpose**

- Does this reflect what you think the key focus of any Vehicle Body Builder's work is?

<input type="checkbox"/>	I accept the content as reflected
<input type="checkbox"/>	I don't accept the content. I would propose:
Additional comments for clarity, suggestions and inclusion	<a href="#">Click here to enter text.</a>

**Occupational Task Statements**

- Do these tasks reflect the key performance areas of a Vehicle Body Builder's work?
- Are these the various steps in the production cycle, business processes or value chain of a Vehicle Body Builder's work?
- Are these the overarching occupational responsibilities of a Vehicle Body Builder?

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<input type="checkbox"/>	I accept the content as reflected
<input type="checkbox"/>	I don't accept the content. I would propose:
Additional comments for clarity, suggestions and inclusion	<a href="#">Click here to enter text.</a>

**Products or services**

- Are these the unique products or services produced or delivered by an Vehicle Body Builder?
- Would an Vehicle Body Builder be asked to do this or provide this?
- Would an Vehicle Body Builder be paid for providing or doing this?

<input type="checkbox"/>	I accept the content as reflected
<input type="checkbox"/>	I don't accept the content. I would propose:
Additional comments for clarity, suggestions and inclusion	<a href="#">Click here to enter text.</a>

**Occupational Responsibilities**

- Do these reflect what an Vehicle Body Builder must do to deliver the service or produce the product?
- Are these the highest level activities that best describe the overall responsibilities?
- Do these statements of responsibility reflect an overarching statement for the building blocks in the form of practical skills?
- Are these the steps that must be taken in order to deliver the product or service?
- Do these represent the skills required to deliver the product or service?
- Do these statements represent what a Vehicle Body Builder must be able to do or learn to do?

<input type="checkbox"/>	I accept the content as reflected
<input type="checkbox"/>	I don't accept the content. I would propose:
Additional comments for clarity, suggestions and inclusion	

### Occupational Contexts

- Are these the occupational context/s within which the product or service must be delivered?
- Are these the key processes that a Vehicle Body Builder must be exposed to in the workplace?
- Are these the key physical settings or situations that a Vehicle Body Builder must be exposed to in the workplace?

<input type="checkbox"/>	I accept the content as reflected
<input type="checkbox"/>	I don't accept the content. I would propose:
Additional comments for clarity, suggestions and inclusion	<a href="#">Click here to enter text.</a>

### External assessment

- Is the preliminary information reflected here the most cost-effective and reliable way of assessing the competence of a Vehicle Body Builder?

<input type="checkbox"/>	I accept the content as reflected
<input type="checkbox"/>	I don't accept the content. I would propose:
Additional comments for clarity, suggestions and inclusion	

## 11. Occupational Profile

<b>OFO code</b>	684905
<b>Occupation</b>	Vehicle Body Builder
<b>Specialisation</b>	Vehicle Body Builder

### 1. Occupational Purpose

A Vehicle Body Builder builds, maintains and repairs prototype production units and purpose-built vehicle bodies such as rail coaches, buses, trucks, fire engines and caravans.

### 2. Occupational Tasks

- Plan and prepare for vehicle body building processes and assembly sequence (NQF Level 3)
- Cut, form and clean metal components (including aluminium, carbon steel and stainless steel) (NQF Level 4)
- Erect, assemble underframe/floor, sides and roof (NQF Level 4)
- Maintain and repair purpose-built vehicle bodies (NQF Level 4)

### 3. Occupational Task Details

#### 3.1. Plan and prepare for vehicle body building processes and assembly sequence (NQF Level 3)

##### *Product / service*

Working template

##### *Occupational responsibilities*


- Plan and prepare for vehicle body building processes
  - Interpret engineering manufacturing drawings
  - Prepare safe work environment
- Identify and select part components
- Establish assembly sequence

##### *Occupational context*

Preparation and planning processes

#### 3.2 Cut, form and clean metal components (including aluminium, carbon steel and stainless steel)

(NQF Level 4)

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**Product / service**

Cut and formed metal components for assembly

**Occupational responsibilities**

- Select, care for and use hand tools required for purpose-built vehicle body building (NQF Level 2)
- Cut different types of metals (including aluminium, carbon steel and stainless steel)
- Form different types of metals (including aluminium, carbon steel and stainless steel)
- Weld different types of metals (including aluminium, carbon steel and stainless steel)

**Occupational context**

Tools, equipment and machinery maintenance processes

Cutting, forming, welding and cleaning processes

**3.3 Erect and assemble underframe/floor, sides and roof (NQF Level 4)**

**Product / service**

Complete purpose-built vehicle

**Occupational responsibilities**

- Operate material handling mobile equipment
- Fit components into assembly jigs
- Fit erection and assembling aids
- Join metal components

**Occupational context**

Erection and assembly processes for purpose-built vehicles

**3.4 Maintain and repair purpose-built vehicle bodies (NQF Level 4)**

**Product / service**

Maintained purpose-built vehicles


**Occupational responsibilities**


Perform preventative and routine maintenance operations

Repair purpose-built vehicles and components

**Occupational context**

Maintenance and repair processes

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