



<b>SKILLS PROGRAMME TITLE</b>		<b>WHEEL BALANCER</b>			
<b>NQF LEVEL</b>	<b>02</b>	<b>CREDITS</b>	<b>36</b>	<b>COURSE DURATION</b>	<b>45</b>
<b>SKILLS PROGRAMME ID</b>		<b>SP-191209</b>			
<b>CERTIFICATION BODY</b>		<b>QCTO</b>			

## SKILLS PROGRAMME DETAILS

1.	<b>Title</b>	Wheel Balancer	
2.	<b>Sub Title</b>	653101: Automotive Motor Mechanic	
3.	<b>NQF Level</b>	2	
4.	<b>Duration</b>	45 days	
5.	<b>Credits</b>	36 credits	
6.	<b>Quality Assuring Body</b>	Quality Council for Trades and Occupations (QCTO)	
7.	<b>Skills Programme Rationale</b>	<p>This programme is designed for all young pre-employed and unemployed individuals desiring to acquire skills for employment or business purposes.</p> <p>It is recommended that individuals who wish to start up and run their own wheel balancing businesses rather than entering into employment should additionally complete a skills programme in small business development. This target population will thus complete the wheel balancer and the small business development skills programme which should serve as a pre-requisite requirement to access business development funding.</p>	
8.	<b>Related registered qualification/s</b>	653101000: Automotive Motor Mechanic	
9.	<b>Purpose</b>	<p>The purpose of this skills programme is to prepare a learner to operate as a Wheel Balancer</p> <p>A Wheel Balancer removes, test, repairs, refits tyres and balances wheels as part of the automotive geometry steering system.</p>	
10.	<b>Content</b>	<p><b><u>Knowledge component</u></b></p> <ul style="list-style-type: none"> <li>653101-000-00-KM-05 Vehicle equipment and propulsion systems, NQF level 3, Cr 3.</li> </ul> <p>Total Credits: 3</p>	<p><b><u>Application component</u></b></p> <ul style="list-style-type: none"> <li>653101-000-00-PM 01 Work safely and respond to emergency situations, NQF level 2, Cr 6.</li> <li>653101-000-00-PM02 Use tools and equipment, NQF level 2, Cr 26.</li> <li>653101-000-00-PM10 Remove, test, repair and refit tyres, and balance wheels, NQF level 3, Cr 1</li> </ul> <p>Total Credits: 33</p>
11.	<b>Minimum entry requirements</b>	NQF Level 1.	

12.	<b>Exit Level Outcomes (ELO) and Associated Assessment Criteria (AAC)</b>	<p>ELO 1: Remove, test, repair, refit tyres and balance wheels</p> <p>AAC: • Tools, accessories, machines and equipment are used, in accordance with standards, specifications and organisational requirements</p> <ul style="list-style-type: none"> <li>• Wheels are balanced, in accordance with standards, specifications and organisational requirements</li> </ul>
13.	<b>Continuous Assessment &amp; Final Supervised Assessment (FISA)</b>	<p><b>Continuous Assessment</b></p> <p>The SDP must ensure that all learners are enrolled with the QCTO at the start of training (within 5 days) in the format required by the QCTO.</p> <p>Continuous assessment is set by the SDP in accordance with the outcomes provided.</p> <p>This may consist of a variety of methods, e.g. practical or written assessments, assignments, projects, demonstrations, presentations or any other form of assessment to assist the learner in the learning process.</p> <p>During training, it is mandatory for formal summative assessments to take place at the end of each module/topic. These results must be formally recorded and be available for monitoring and/or evaluation by the QCTO.</p> <p><b>Final Integrated Supervised Assessment (FISA)</b></p> <p>All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing all formal summative assessments conducted by the SDP.</p> <p>Format of FISA: A written and practical assessment integrating the relevant Exit Level outcomes, with simultaneous verbal assessment of embedded knowledge by the assessor before, during or after the FISA.</p> <p>All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment.</p> <p>All Exit Level Outcomes must be covered in the FISA. In the FISA, the learner must demonstrate applied knowledge and skills to prove that the competencies of the Skills Programme have been achieved.</p> <p>The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment).</p> <p>Special considerations should be made for candidates with special learning needs.</p> <p><b>Standards for Final Integrated Supervised Assessment (FISA):</b></p> <p>The learner should be provided with a brief/job card/task to demonstrate what the learner should show, know or produce in a product, relevant to the Exit Level Outcomes and the purpose of the Skills Programme. This is the section where the learner must show applied competency (what the learner must be able to do, and to what expected standard)</p> <p>The FISA INSTRUMENT (Written scenario and task [like a job card]) must be developed and moderated by the SDP and conducted in</p>

a supervised environment. It is assessed by means of a RUBRIC developed by the SDP for this purpose:

For the practical, a candidate must prove that they can work competently as a Wheel Balancer, by performing the following tasks:

- Remove and refit tyres, test repair, refit tyres
- Use appropriate tools, accessories, tools and equipment
- Balance wheels
- Work safely

In the written component, learners must be given real-life scenarios of customer's requirements (type of car and/or issues with the tyres/wheel) and must complete the following.

- Identify problem spots on wheels
- Identifying tools required for the specific job
- Confirm and advise ways of testing
- Identify the ways of working safely
- Completing job cards and/or check lists

The learner must have achieved a minimum of 50% to be found competent for the written component.

The maximum allocated time for the completion of the FISA is 5 hours including both practical and written activities

Whilst conducting the above practical, strategic, well-timed questions should be asked of the learner to assess embedded knowledge gained during the skills programme, as well as critical thinking and problem-solving skills: for e.g.

- "Why .....?"
- "What would happen if ...?"
- "When .....is done, what would the result be?"
- "How would you deal with ..... ?"
- Etc.

The marking rubric/compliance checklist used to assess these competencies must include a section for the assessor/facilitator used in this session to make a note of competencies shown, (or not shown), as well as the questions that were asked, and a summary of the learner's answers, and state whether these are of the acceptable standard or not.

The marking rubric/compliance checklist compiled should contain specific areas marked with an asterisk (\*) as compulsory sections in order for the learner to be declared C (Competent). Compulsory sections are when the safety of the candidate or others would be affected if incorrectly completed.

Learners who complete this skills programme will accumulate credits towards the relevant full or part qualification. The Credit Accumulation and Transfer (CAT) Policy may apply to these learners.

#### **Submission of final results**

Final results must be submitted to the QCTO in the required format, within 21 days of the date of the FISA, together with the following:

- Completed QA Verification Report on the FISA (QCTO template: relevant sections).

		<ul style="list-style-type: none"> <li>• A copy of the final Assessment Instrument used, as well as the marking guideline / rubric.</li> </ul>
14.	<b>Recognition of Prior Learning (RPL)</b>	<ul style="list-style-type: none"> <li>• Learners will gain access to the skills programme through RPL for access as provided for in the QCTO RPL Policy. RPL for access is conducted by accredited education institution, skills development provider or workplace accredited to offer that specific skills programme.</li> <li>• Learners who have acquired competencies in skills programme will be credited for such topics through RPL.</li> <li>• RPL for access to the Final Supervised Assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the skills programme document to establish and confirm prior learning and achievement of required competencies for the skills programme.</li> </ul>
15.	<b>Work Opportunities/further learning</b>	<ul style="list-style-type: none"> <li>• Wheel Aligner or Wheel Alignment Technician</li> <li>• Suspension Fitter</li> <li>• Suspension Systems Repairer</li> <li>• Service Assistant</li> <li>• Automotive Workshop Assistant</li> <li>• Brake Repairer</li> <li>• Automotive Component Fitter and Repairer</li> <li>• Auto Electrical Assistant</li> <li>• Vehicle Service Person</li> <li>• Automotive Workshop Repairer</li> <li>• Automotive Maintenance Repairer</li> <li>• Automotive Brake Repairer</li> <li>• Automotive Repairer</li> <li>• Automotive Engine Repairer</li> <li>• Automotive Systems Maintenance</li> <li>• Auto Electrical Diagnostic Person</li> </ul> <p>SAQA ID: 97990; Occupational Certificate: Automotive Motor Mechanic; NQF Level 4; Credits 540.</p>
16.	<b>Skills Development Provider Accreditation Requirements</b>	<p><u>For Knowledge Modules:</u></p> <p><i>Physical Requirements:</i></p> <ul style="list-style-type: none"> <li>• Training/facilitation resources.</li> <li>• Assessment tools/instruments for assessment.</li> <li>• Plumbing learning material.</li> </ul> <p><i>Human Resource Requirements:</i></p> <ul style="list-style-type: none"> <li>• Recommended facilitator/learner ratio 1 to 24.</li> </ul> <p><i>Legal Requirements:</i></p> <ul style="list-style-type: none"> <li>• None.</li> </ul> <p><u>For Practical Modules:</u></p> <p><i>Physical Requirements:</i></p>

		<p>Demonstrate access to:</p> <ul style="list-style-type: none"><li>• Prohibitive, fire safety and exits</li><li>• warning, mandatory signage</li><li>• manual jacks</li><li>• hydraulic jacks</li><li>• vehicle lifts and hoists</li><li>• tressles</li><li>• various kinds of support equipment,</li><li>• cleaning and lubricating materials</li></ul> <p><i>Human Resource Requirements:</i></p> <ul style="list-style-type: none"><li>• Facilitator/learner at a recommended ratio 1 to 12.</li><li>• Workshop assistant at a recommended learner ratio 1 to 4.</li></ul> <p><i>Legal Requirements:</i></p> <ul style="list-style-type: none"><li>• Compliant with OHS ACT requirements.</li></ul>
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