



As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the [apprenticeship funding rules](#). These requirements supersede the current wording in this apprenticeship standard and EPA plan.

ST0145/AP01

# Assessment Plan

## MINERAL PROCESSING WEIGHBRIDGE OPERATOR Level 2



# Assessment Plan:

## MINERAL PROCESSING WEIGHBRIDGE OPERATOR

### 1. Introduction and Overview

The Apprenticeship Standard has been designed to operate as the professional standard for people working as a mineral processing weighbridge operator. This End-Point Assessment Plan document complements the Apprenticeship Standard. This End-Point Assessment Plan focusses on synoptic End-Point Independent Assessment of the Apprentice.

The principles driving the design of the End-Point Assessment Plan are:

- ⚙️ **Apprenticeship Experience** by detailing the planning, delivery, monitoring and end-point assessment process ensuring relevance to the job in terms of skills, knowledge and behaviours
- ⚙️ **Employer Participation** by outlining the elements of the recommended off/on-the-job training and recommended on-site assessments and the final end-point assessment
- ⚙️ **Industry Recognition** by acknowledging the practical nature and technical knowledge requirements of the job roles
- ⚙️ **Guiding Principles** for valid and reliable delivery of the End-Point Assessment Plan
- ⚙️ **Added Value** to the Apprenticeship journey, both during and at the end of the Apprenticeship
- ⚙️ **Access and Affordability** by ensuring access is flexible to meet the requirements of all sizes of employers; manageable for all key partners and is cost effective.

This End-Point **Assessment Plan** covers the following aspects:

- ⚙️ Recommended On-Programme Assessment
- ⚙️ Assessment Gateway
- ⚙️ End-Point Assessment
- ⚙️ Grading & Weighting System
- ⚙️ Internal & External Quality Assurance
- ⚙️ Role and Responsibilities of Key Partners

### 2. On-Programme Assessment recommendations

The on-programme assessment of the apprentice will be the joint responsibility of the Employer and the Training Provider.

It is **recommended** that there is a large proportion of documented on-programme formative assessment to ensure that the apprentice has demonstrated the application of knowledge, skills and behaviours in the workplace under normal working conditions before being able to access the synoptic End-Point Assessment.

There is also a requirement that the mandatory qualifications, including English and Maths requirements

are met before the end-point assessment.

**English & Maths (mandatory)** for apprentices that have not yet achieved Level 2 English and mathematics; as a minimum apprentices will be required to achieve at least a Level 1 in English and maths but the apprentice will also be required to take the test for the Level 2 in English and maths prior to taking the end-point assessment.

**MPQC Level 3 Diploma in Weighbridge Operations (mandatory)** – this must be completed before the apprentice can pass through the gateway to end-point assessment (see below).

**Mandatory Portfolio of Evidence** - this must be completed before the apprentice can pass through the gateway to end-point assessment (see below). The Portfolio will contain work based evidence that synoptically demonstrates the application of the knowledge, skills and behaviours in the Standard. A range of types of evidence can be included within the Portfolio to allow for the different roles and working environment of apprentices. At least one piece of evidence from each of the seven categories will be selected by the EPAO to discuss as part of the Professional Discussion assessment method:

1. **Logbook** of work activities undertaken
2. **Quarterly Performance Review Records** completed by the on-programme Assessor
3. Record of achieved knowledge and skills **Competencies**
4. Evidence of **Occupational Tasks** successfully completed
5. Recorded **Professional discussions** between the apprentice and the on-programme Assessor to assess underpinning knowledge and understanding; particularly covering non-observed scenarios and behaviours
6. **Personal Statement** covering skills, knowledge and behaviours as prescribed in the Apprenticeship Standard
7. Evidence of any additional relevant **Continual Professional Development (CPD)**

**The Logbook of work activities (which forms part of the apprentice's evidence portfolio, used to inform the Professional Discussion) may include:**

- ⚙️ **Direct observations** of the apprentice applying their knowledge, skills and behaviours carrying out a range of work tasks and functions expected of the job role over the period of the apprenticeship programme
- ⚙️ **Questioning** related to the physical observation/s; knowledge requirements for the job role; based on contents of the logbook and the contents of the portfolio of evidence
- ⚙️ **Products of Work** involving the reviews and assessment related to outcomes of work produced by the apprentice
- ⚙️ **Supplementary Evidence** which may include:
  - **Witness Testimony** for activities where these have not been observed by the on-programme Assessor; particularly useful for capturing behaviours
  - **Accreditation of Prior Learning**
  - **Reviews of Logbook.**

### 3. End-Point Assessment Gateway

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPA organisation. Employers may wish to take advice from their apprentice's training provider(s).

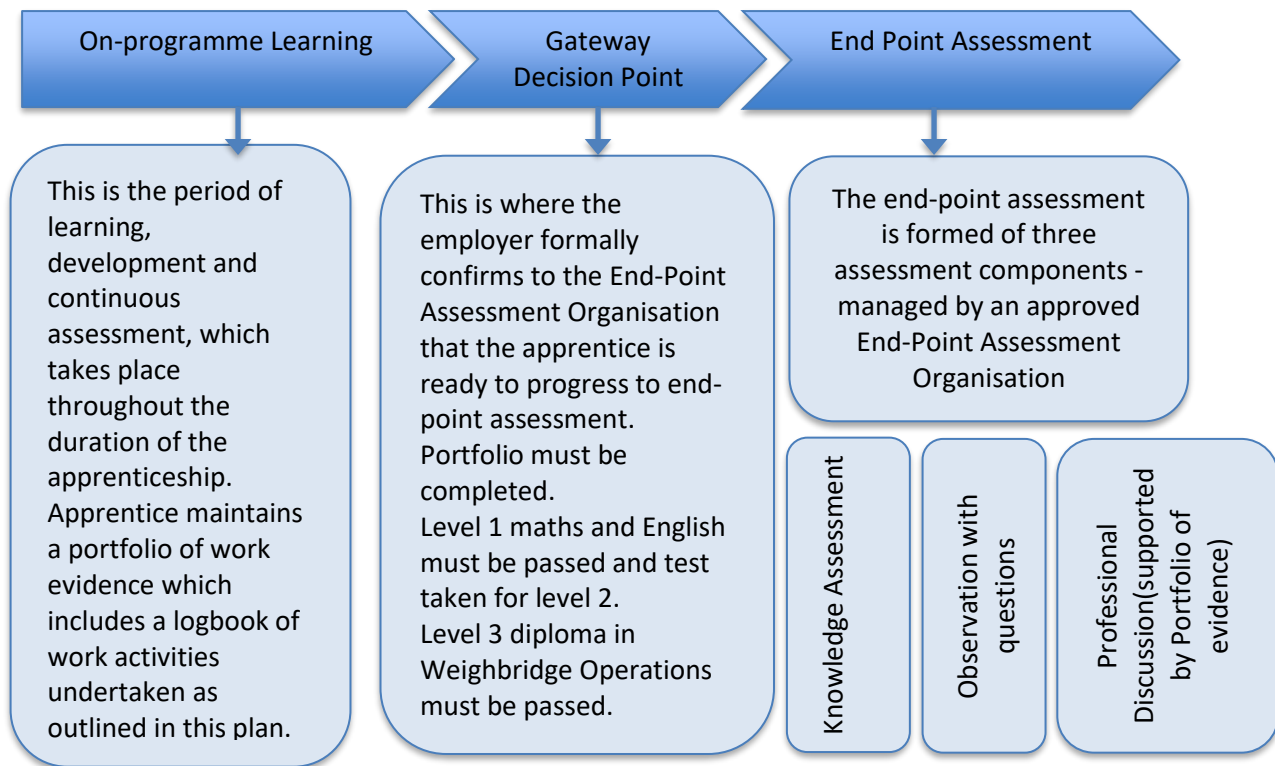
The pre-requisites for accessing the End-Point Assessments are that the apprentice must have:

- ⚙️ demonstrated and agreed with the Employer, and the Training Provider that they are ready for End-Point Assessment
- ⚙️ completed a portfolio of evidence
- ⚙️ completed a minimum period of 12 months of learning
- ⚙️ for apprentices that have not yet achieved Level 2 English and mathematics; as a minimum apprentices will be required to achieve at least a Level 1 in English and maths but the apprentice will also be required to take the test for the Level 2 in English and maths.
- ⚙️ Completion of the level 3 diploma in Weighbridge Operations.

The employer is responsible for confirming that the apprentice is ready to pass through the gateway and must be satisfied that the apprentice has satisfied the above criteria and is ready for End-Point Assessment.

## 4. End-Point Assessment

### Summary of Apprenticeship Journey



The End-Point Assessment is intended to be a synoptic assessment, taken at the end of the Apprenticeship, to assess that the apprentice has developed the knowledge, skills and behaviours identified by employers for this particular occupation. Successful completion of the End-Point Assessment means that the apprentice has met the requirement of the Apprenticeship Standard and is competent in their occupational role. The apprentice will then be issued with the Apprenticeship Certificate from the Issuing Authority.

The End-Point Assessments can only be developed by end-point assessment organisations who have been assessed as being suitable to conduct independent end-point assessment for this apprenticeship and are on the ESFA's Register of End-Point Assessment Organisations (RoEPAO). They will use this End-Point Assessment Plan to develop the end-point assessments. Employers are free to choose any end-point assessment organisation from the RoEPAO.

It is anticipated that the End-Point Assessment will take a working day or shift to fit in with the employers' production commitments. The End-Point Assessment will consist of 3 mandatory components which are equally weighted, and form 100% of the assessment of achievement of the Apprenticeship; all of which must be passed:

### Knowledge Assessment

Knowledge assessment consisting of 30 multiple-choice questions picked at random from a question bank of 90 questions to assess the Knowledge and Skills described in the Standard. This bank of questions will be reviewed annually and EPAOs must develop and maintain a knowledge assessment question bank of sufficient size to mitigate predictability

In order to ensure that the apprentice can meet the essential health and safety critical requirements of the role, 6 of these questions must relate to the following areas of Knowledge:

#### ⚙️ Operations:

- all the hazards and risks of operating weighbridge equipment in accordance with company policies and procedures.

#### ⚙️ Health and Safety:

- the importance of reporting and evaluation of all potential work hazards and site-specific hazards, including near-misses and dangerous occurrences.
- the identification of risks of activities through risk assessments and safe systems of working.
- the site induction, risk assessments, legislation, regulations, safe systems of work, and limits of responsibility.

The question bank will be set by the end-point assessment organisation and will be drawn up from the required knowledge and skills in appendix 1. Apprentices will be required to select from 1 of 4 possible answer options.

The knowledge assessment (digital or paper based) will be conducted under controlled conditions as part of the overall end-point assessment and will be subject to time constraints of 60 minutes. The pass rate for the **Knowledge Assessment** is 80%, and 90% for a distinction.

#### Key Facts:

- ⚙️ 60 minute, multiple-choice test comprising of 30 questions, with four possible answer choices per question.
- ⚙️ Each correct answer worth 1 mark. Overall mark converted to a %.
- ⚙️ Externally set and marked by an End-Point Assessment Organisation.
- ⚙️ Taken under controlled conditions.
- ⚙️ Closed book with no supporting documents allowed.
- ⚙️ Incorrectly answering health and safety questions (from the Operations and Health and Safety knowledge statements outlined in part a. above) will result in a fail
- ⚙️ Graded as a fail/pass/distinction.

All tests will take place in a controlled environment, which must be made available by the end-point

assessment organisation. This could include the employers workplace, subject to the minimum requirements of a controlled environment (as set out later on in this plan) being met.

The knowledge test should take place before the observation with questions and professional discussion (supported by a portfolio of evidence) assessments.

Questions will have been developed by EPAOs and will have undergone a process of testing and verification to ensure they are valid, sufficient, authentic fit for purpose and reliable.

The definition of controlled conditions will be set out by the End-Point Assessment Organisation, which will clearly define and explain the requirements. However, as a minimum, the controlled conditions must include apprentices not accessing internet sites (other than that used for the on-line test if it is possible to restrict access. If restriction of sites isn't possible then software must be used by the assessment organisation to monitor this), email or data stored on the hard drive of a computer or portable storage media e.g. memory sticks and must also include apprentices not having access to any unauthorised materials, including web enabled sources of information (iPods and mobile phones) during the knowledge test. The controlled conditions should also include any specific requirements in relation to the assessment environment, such as, lighting, space, privacy and the requirements for an invigilator to follow best practice processes.

### **Observation with questions**

This will be a timed synoptic practical observation of the apprentice in the workplace followed by a period of follow-up questions based on the observation. The Independent Assessor will observe the apprentice at work completing the daily tasks required by their employer as per their job description. The follow up questions are intended to draw out the reasoning behind their actions and cover the elements that were not observed. Questions will therefore be open style, such as "Why did you...?", "What were your reasons for...?" etc:

Key facts:

- ✿✿ Administered in the workplace
- ✿✿ Lasts for 60 minutes, with a 10% tolerance
- ✿✿ Followed by 30 minutes of open questions, with a 10% time tolerance
- ✿✿ Observed, marked and scored by an Independent Assessor on behalf of the Independent End-Point Assessment Organisation
- ✿✿ Must cover specified knowledge, skills and behaviours as outlined in Appendix 1

Typically this will involve the independent assessor observing the apprentice carrying out day to day tasks in the weighbridge such as reviewing documentation, dealing with customers arriving and leaving the weighbridge, communicating with colleagues and updating records.

The Independent Assessor must:

- ✿✿ plan the Observation prior to it taking place.
- ✿✿ inform the apprentice and their employer the schedules date and time of the observation, at least 5 days prior to the observation and explain that this will be followed up with questions about the observation, explaining the knowledge, skills and behaviours that will be assessed.
- ✿✿ ensure any special needs are highlighted by the employer and training provider to the end-point assessment organisation when the apprentice passes through the gateway to end-point assessment. The independent assessor must ensure they are taken into consideration. Assessment methods must

meet the requirements of the Equalities Act and any related legislation, including making reasonable adjustments where appropriate

- ✿ ensure that the apprentice understands the process, the possible outcomes and how it is graded.
- ✿ ensure that he/she has the grading matrix and relevant documentation produced by the EPAO to hand before commencing the observation.
- ✿ complete the relevant documentation prepared by the EPAO, taking notes of what is observed and said, as appropriate and send it to the assessment organisation within the assessment organisation's agreed timescale (which must be no later than 3 weeks after the date of assessment).
- ✿ ensure that the outcome of the observation is notified to the assessment organisation within the agreed timescale.

Independent assessors must ask apprentices to explain their actions using open questions after the observation. As with all roles within the sector health and safety is paramount, if the apprentice does not adopt the culture of safety first or breaches any of the regulations, policies and procedures in place to keep themselves and others safe, this should be viewed by the independent end-point assessor as a failure. These are specified in the knowledge, skills and behaviours outlined in Appendix 1, with particular reference to:

- Operations: all the hazards and risks of operating weighbridge equipment in accordance with company policies and procedures.
- Health and Safety: As part of the Observation with questions the assessor must therefore ensure they ask the apprentice to explain how they would go about assessing risk, make use of a risk assessment and to describe safe systems of working.

The EPA assessor can use the company processes, procedures, job description and standard operating procedure for guidance on the daily tasks required of the apprentice and these must be provided to the assessor at least one working week prior to the assessment.

They will use the fail, pass and distinction descriptions for guidance on the grading for the Observation with questions.

### **Professional Discussion (supported by a Portfolio of evidence)**

A professional discussion between the Independent end-point Assessor and the apprentice will take place after the Observation with questions. Appendix 1 makes clear which elements of the standard must be covered. The assessment organisation must ensure the apprentice and their employer are notified of the assessment specification at the start of their apprenticeship so that they can gather appropriate evidence during their training and include this in the Portfolio of evidence. The purpose of the assessment is to determine the extent to which the apprentice understands the requirements of his/her role as defined by the standard and to explore them through discussion. Independent assessors must ask apprentices 10-12 open questions, covering underpinning knowledge, skills and behaviours as specified in Appendix 1. Follow up questions are allowed to seek clarification. EPAOs are responsible for producing sample questions for assessors.

The Professional Discussion will be supported by a **Mandatory Portfolio of Evidence** (see section 2)



The assessor will use the portfolio as a basis to develop questions to test the knowledge, skills and behaviours defined in appendix 1. Questions will then be formulated based on the review of the portfolio as this will provide a context for the questions that is familiar to each apprentice. They will use the pass and distinction descriptions for guidance on the grading for the Professional Discussion. The discussion will take place preferably at the workplace as part of the overall End-Point Assessment process, the duration of the discussion will be one hour with a 10% +/- tolerance. As with all roles within the sector health and safety is paramount, if the apprentice cannot describe the culture of safety first or breaches any of the regulations, policies and procedures in place to keep themselves and others safe, this should be viewed by the Independent Assessor as a failure. The relevant Health and Safety criteria are defined in the knowledge, skills and behaviours at appendix 1.

#### Key facts

- ⚙️ 1:1 discussion with the external assessor.
- ⚙️ will last 1 hour with a 10% time tolerance.
- ⚙️ will take place in a room, free from distractions with no other people present.
- ⚙️ may be recorded with the agreement of the employer and the apprentice.
- ⚙️ underpinned by a portfolio of evidence which the assessor will have been given at least two weeks in advance of the date of the assessment.

#### The Assessor must:

- ⚙️ plan the Professional Discussion prior to it taking place and ensure that it is relevant to the standard.
- ⚙️ ensure any special needs highlighted by the employer and training provider are taken into consideration.
- ⚙️ ensure that the learner understands the process, the possible outcomes and how it is graded.
- ⚙️ ensure that he/she has the grading matrix and relevant documentation produced by the EPAO to hand before commencing the Professional Discussion.
- ⚙️ complete the relevant documentation prepared by the assessment organisation, taking notes of what is said, as appropriate and send it to the assessment organisation within the assessment organisation's agreed timescale (which must be no later than 3 weeks after the date of assessment).
- ⚙️ ensure that the outcome of the Professional Discussion is notified to the assessment organisation within the agreed timescale.

The apprentice will achieve a mark for this element of the end assessment that will contribute to the final grade of the apprenticeship award.

## Summary of Purpose of Assessment Methods

The End-Point Assessment will cover in total the requirements of the Apprenticeship Standard. It will showcase the knowledge, skills and behaviours of the apprentice. The End-Point Assessment process will cater for:

- ✿✿ clarification of any questions in relation to the supporting evidence directly with the apprentice
- ✿✿ judgements to be confirmed relating to the quality of the work of the apprentice
- ✿✿ exploring with the apprentice the approach adopted whilst undertaking the apprenticeship journey
- ✿✿ ensuring the apprentice fully understands health and safety culture and has adopted a proactive approach to health and safety
- ✿✿ making a full rounded assessment prior to awarding an overall apprenticeship grade

### Grading Descriptors including Fail.

Grading descriptors can be found in Appendix 2.

## 5. Overall Grading and re-sits

There will be two levels of achievement for the Apprenticeship:

- ✿✿ Pass or
- ✿✿ Distinction

A Certificate of Achievement will be awarded by the Issuing Authority. However, if unsuccessful the apprentice and training organisation will receive feedback from the EPAO organisation together with a remedial action plan to complete before re-sitting or re-taking the End-Point Assessment again. A minimum period of one month's additional training must be completed before the apprentice re-takes the EPA. Should the apprentice have to complete a re-take due to a failure of an EPA, the eventual grade will be capped at a pass, unless extenuating circumstances for the fail are understood and agreed by the end-point assessment organisation. The re-take must be completed within three months of the initial EPA. Should the apprentice fail a re-take or re-sit then it will be down to employer's discretion on the next steps for this apprentice, they may wish to consult with the EPAO organisation and the training provider at this stage.

There may be extenuating circumstances or rare occasions where a re-sit is appropriate but where no further training is required, the EPAO will advise and provide feedback in this scenario. It is recommended a "cooling-off period" of one month elapses before the apprentice re-sits the EPA. The re-sit must be completed within three months of the initial EPA and grading will not be capped if there are extenuating circumstances.

In circumstances where the Knowledge Test or Professional Discussion must be taken again, the assessment organisation will ensure that the questions are not the same as had been used previously.

## Grading

There are three grades available for the Apprenticeship:

Grading	Measure
<b>Fail</b>	Apprentice did not achieve a minimum of a pass in all 3 assessment methods
<b>Pass</b>	Apprentice achieved a minimum of a pass in all 3 assessment methods
<b>Distinction</b>	Apprentice achieved a distinction in all 3 assessment methods

The grading will be based on how the evidence contributes to:

- ✿✿ What the apprentice has shown they **know** against the Apprenticeship Standard and how they implement this **Knowledge** in their **Behaviours**.
- ✿✿ What the apprentice has shown they can **do** against the Apprenticeship Standard in their **Skills** and **Behaviours**
- ✿✿ How the apprentice **has approached the tasks** and the **way they have completed them using the full range of Knowledge, Skills and Behaviours** required in the standard.

## 6. Delivering Consistent, Reliable Judgements and Internal Quality Assurance

A robust grading scheme must be used by all assessors in the assessment of each of the assessment components which must be based on valid and reliable judgements in all cases. Evidence of judgements must be retained as they will be subject to External Quality Assurance.

Whilst EPA Assessors make the final decision on the grade to be awarded; the End-Point Assessment Organisation will check the End-Point Assessments on a risk-based sampling system. Sampling involves the EPAO checking that the assessor has completed his/her assessments as outlined in the assessment plan and followed the EPAOs procedures.

It will be expected that for newly qualified Assessors there will be a 100% check carried out, reducing to a minimum of 20% for experienced Assessors where there has been consistency and comparability of assessment decisions demonstrated over time.

The entire End-Point Assessment is focused on the competence of the apprentice in the role, as evidenced by their ability to demonstrate the knowledge, skills and behaviours as set out in the Apprenticeship Standard. Each of the components of the End-Point Assessment builds a cumulative picture of competence against the Apprenticeship Standard.

To ensure consistent and accurate judgements are made, it is expected that the End-Point Assessment Organisation will conduct and retain evidence of the following:

- ✿✿ marked knowledge assessments
- ✿✿ questions and outcomes of observation with questions and professional discussion
- ✿✿ results and data analysis for each component part of the End-Point Assessment
- ✿✿ reports relating to the overall assessment and grading outcomes together with the rationale for the decision and final grade

Consistency and accuracy of assessments and judgements will be achieved through the End-Point Assessment Organisation conducting the following:

- ⚙️ training for Assessors and other administration and management staff members
- ⚙️ advanced planning of internal quality assurance activities to ensure these cover all assessment methods; all Assessors; all component parts of the Apprenticeship and End-Point Assessment elements
- ⚙️ monitoring and reviewing of the Assessors including physical on-site monitoring (10% of assessments)
- ⚙️ reviewing of results and data analysis to identify issues/areas of concern, conduct evaluation exercises to inform future areas for improvement on an annual basis
- ⚙️ moderating and standardisation activities and events for all Assessors involved in the End-Point Assessment and other administration and management staff involved in the delivery of the End-Point Assessments, it is expected that these activities will take place annually
- ⚙️ annual reviewing CPD records to ensure Assessors maintain their knowledge and qualifications.

## **7. Synoptic Assessment**

The components of the End-Point Assessment and the assessments used in this Apprenticeship all require the apprentice to demonstrate their knowledge, skills and behaviours in an integrated manner to meet the learning outcomes required to meet the Apprenticeship Standard. The End-Point Assessment has been designed to ensure all of the knowledge, skills and behaviours described in the standard are met to form a cumulative and holistic picture of how well the apprentice meets, or exceeds, the Apprentice Standard.

## **8. Ensuring Independence/Impartiality**

The approach taken for End-Point Assessment demonstrates clear impartiality, with the inclusion of a third party End-Point Assessment Organisation, providing an independent view. Impartiality relies on no single party being involved in the employment or training, of the apprentice to make the decision on competence at end-point assessment stage. No employers or trainers should be involved in the delivery of the EPA or grading decisions.

The Assessor will be independent of the apprentice with no prior involvement with the apprentice or employed by the same organisation as the apprentice.

## **9. External Quality Assurance (EQA)**

Ofqual have agreed to deliver the end-point assessment for this apprenticeship standard.

## **10. Affordability & Flexibility**

When developing this End-Point Assessment Plan, employers have consistently sought to keep the approach simple but effective by the use of:

- ✿✿ the apprentice's workplace for the observation with questions and professional discussion
- ✿✿ modern technologies that enable on-line assessment methods

This has led to a well-defined, cost-effective and deliverable process that employers will find easy to understand and apply to their own environment.

It is anticipated that the EPA will not represent more than 20% of the maximum funding band for this apprenticeship (band # - £TBC)

## 11. Key Partners Involved in the Delivery of the End-Point Assessment Plan

### a. Employer

The employer is responsible for:

- ✿✿ employing the apprentice
- ✿✿ ensuring that resources are available to maximise the apprentice's chances of success
- ✿✿ mentoring or coaching the apprentice in the workplace and giving them the breadth and depth of knowledge and experience
- ✿✿ selecting the Training Provider from the ESFA Approved Register of Apprenticeship Training Providers; (Training Providers involved in the on-programme assessment would need to be competent in the mineral processing industries)
- ✿✿ Ensuring the apprentice completes the mandatory Portfolio of evidence
- ✿✿ negotiating and agreeing fees
- ✿✿ determining the Training Plan
- ✿✿ selecting the End-Point Assessment Organisation from the Register of End-Point Assessment Organisations (RoEPAO)
- ✿✿ liaising with the Training Provider to make the final decision regarding when the apprentice is ready to undertake the synoptic End-Point Assessment

### b. End-Point Assessment Organisation

The End-Point Assessment Organisation is responsible for:

- ✿✿ designing, implementing and delivering the synoptic End-Point Assessment
- ✿✿ selecting, recruiting and appointing of the independent Assessor
- ✿✿ training and monitoring Assessors
- ✿✿ ensuring moderation, standardisation of assessment and grading and the overall End-Point Assessment process take place
- ✿✿ internal quality assurance to ensure employer and public confidence in the outcomes of the assessment process and Apprenticeship
- ✿✿ reviewing and evaluating processes and component parts of the End-Point Assessment to accommodate future improvements and enhancements

### c. Independent Assessor for End-Point Assessment

The Independent Assessor who is appointed by the End-Point Assessment Organisation is responsible for:

- ⚙️ ensuring that they meet the requirements to be the Independent Assessor i.e.:
- ⚙️ occupationally competent in the area in which they will be assessing at, or above, Level 2 vocational qualification
- ⚙️ two years work experience gained in the extractive, mining, mineral processing and related products sector
- ⚙️ achieved a level 3 Assessor qualification
- ⚙️ evidence and maintenance of CPD related to the subject area; typically 35 hours, or more, per annum to show ongoing competence
- ⚙️ declaring any conflicts of interest
- ⚙️ conducting End-Point Assessment for an apprentice:
  - knowledge assessment
  - observation with questions
  - professional discussion
  - determining the final apprentice grade to be awarded
  - contributing and participating in standardisation activities and events
- ⚙️ confirming that the apprentice is indeed competent to work unsupervised in the role by ensuring that the knowledge, skills and behaviours outlined in the apprenticeship standard have been met

## 12. Likely volumes

60 starts in the first year of this apprenticeship standard being available growing to 120 once established.

### Appendix 1

The table below shows the knowledge, skills and behaviours listed in the standard and how each statement can be assessed as part of the Knowledge Test, Observation with questions and the Professional Discussion. Some elements may be able to be assessed and evidenced in both assessment criteria leading to a more robust and consistent assessment process.

KNOWLEDGE	What is required, An understanding of:	Knowledge test	Observation with questions	Professional Discussion supported by a Portfolio of Evidence
Operations	<ul style="list-style-type: none"> <li>• all the hazards and risks of operating weighbridge equipment in accordance with company policies and procedures.</li> </ul>	✓	✓	✓

<b>Health and safety</b>	<ul style="list-style-type: none"> <li>the importance of reporting and evaluation of all potential work hazards and site-specific hazards, including near-misses and dangerous occurrences.</li> <li>the identification of risks of activities through risk assessments and safe systems of working.</li> <li>the site induction, risk assessments, legislation, regulations, safe systems of work, and limits of responsibility.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>✓</p> <p>✓</p>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>the environmental impact of your work</li> <li>the importance of minimising fuel/waste and environmental impact of work activities.</li> </ul>	<p>✓</p>		<p>✓</p>
<b>Effective communications</b>	<ul style="list-style-type: none"> <li>the reporting lines in both day-to-day and emergency situations.</li> </ul>			<p>✓</p>
	<ul style="list-style-type: none"> <li>how to communicate effectively and how to develop and maintain effective working relationships.</li> </ul>			<p>✓</p>
<b>Product knowledge</b>	<ul style="list-style-type: none"> <li>the products and product specifications to be able to perform visual checks.</li> <li>the production process of the products that are available on your operational site</li> <li>how to check if the vehicle has been loaded or secured correctly</li> </ul>	<p>✓</p> <p>✓</p>	<p>✓</p>	<p>✓</p> <p>✓</p>

	<ul style="list-style-type: none"> <li>the procedures if a product is returned or is out of specification</li> </ul>			
<b>Geography</b>	<ul style="list-style-type: none"> <li>delivery area(s) noting weight restrictions and traffic black spots that can affect deliveries</li> </ul>	✓		
<b>Transport</b>	<ul style="list-style-type: none"> <li>the driving rules and regulations that apply to LGV operators</li> </ul>	✓		
<b>SKILLS</b>	<b>What is required, An ability to:</b>			
<b>Operations</b>	<ul style="list-style-type: none"> <li>operate all equipment related to your role to the required company standards, safe systems of work and relevant HSE regulations.</li> </ul>		✓	
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>identify and report any environmental impact of work undertaken.</li> <li>minimise the demand for fossil fuels and natural resources wherever possible and within you are of responsibility.</li> </ul>	✓		✓
<b>Planning and organising Work</b>	<ul style="list-style-type: none"> <li>plan and complete required tasks in line with the organisations key performance indicators, measures and record progress against them.</li> <li>plan work maximising the fleet capacity ensuring haulier driving breaks do not affect deliveries to customers.</li> <li>monitor stocks of materials and products required, and report issues with these in line with company policy and procedures.</li> <li>react to a changing work schedule and quickly</li> </ul>		✓  ✓  ✓	✓



	adapt the delivery program depending on the situation.			
<b>Communications</b>	<ul style="list-style-type: none"> <li>communicate with people at all levels providing clear, accurate and timely information.</li> <li>communicate health and safety instruction effectively and check for understanding.</li> </ul>		<p>✓</p> <p>✓</p>	
<b>Products</b>	<ul style="list-style-type: none"> <li>check end product quality and stocks and report issues in line with company policy and procedures.</li> </ul>		<p>✓</p>	
<b>I.T.</b>	<ul style="list-style-type: none"> <li>use all IT software and or digital systems required within your role</li> </ul>			<p>✓</p>
<b>People</b>	<ul style="list-style-type: none"> <li>identify opportunities for further business or up-sell to value adding products</li> <li>build customer relationships and loyalty</li> <li>demonstrate a customer focussed approach and an advocate for the business.</li> <li>deal with complaints calmly and diffuse difficult situations.</li> <li>intervene when you identify anyone breaking company policy, procedures or H&amp;S rules.</li> <li>communicate with the operational team, customers and stakeholders effectively ensuring information is passed clearly and promptly.</li> </ul>		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

BEHAVIOURS	What is required			
<b>Professional judgement</b>	<ul style="list-style-type: none"> <li>work within own level of competence or limits of responsibility and know when to seek advice from colleagues</li> </ul>		✓	
<b>Commitment to code of ethics</b>	<ul style="list-style-type: none"> <li>work within the company rules, regulations and maintain professional competence.</li> <li>remain calm and maintain accuracy of detail under pressure</li> </ul>		✓	✓
<b>Continuing professional development (CPD)</b>	<ul style="list-style-type: none"> <li>identify own development needs and take action to meet those needs.</li> <li>use own knowledge and expertise to help others.</li> </ul>			✓ ✓
<b>Commitment to equality and diversity</b>	<ul style="list-style-type: none"> <li>recognise the importance of equality and diversity and manage/challenge others to meet the requirements of fairness at work.</li> </ul>			✓
<b>Customer service</b>	<ul style="list-style-type: none"> <li>maintain a professional, courteous, polite and friendly approach at all times.</li> </ul>		✓	
<b>Accepting responsibility</b>	<ul style="list-style-type: none"> <li>take responsibility for own behaviours, actions and standards of work.</li> <li>take initiative to make improvements or reduce H&amp;S risks.</li> </ul>		✓	✓

<b>Health, safety &amp; environment</b>	<ul style="list-style-type: none"> <li>take responsibility to comply with risk assessments, safe systems of work, company safety policy and procedures at all times.</li> <li>Promote a positive health, safety and environmental culture through situational awareness and by personal example, taking appropriate actions if others are acting unsafely.</li> </ul>		✓	✓
<b>Innovation</b>	<ul style="list-style-type: none"> <li>Be proactive in finding improvements that could be made and contribute to implement new procedures or ways of safe and effective working.</li> </ul>			✓

## Appendix 2 Grading Criteria

### Observation with questions

Area of Standard	Fail Criteria	Pass Criteria	Distinction Criteria Meets all pass criteria and in addition:
<b>Knowledge: Operations</b>	<b>Unable to describe all the hazards and risks of operating weighbridge equipment in accordance with company policies</b>	<b>Able to describe the company health and safety procedures and the hazards and risks associated with operating the weighbridge</b>	<b>demonstrates knowledge of the most likely risks on site and ways to minimise them (such as knowing how to communicate risks to customers)</b>

	and procedures. Unable to describe the company policies clearly	(i.e Movement of vehicles, on site hazards such as blasing areas, use and limitations of CCTV)	
<b>Knowledge: Health and Safety</b>	Put customers, self or colleagues at risk by being unable to demonstrate an understanding of safe working practise e.g. not understanding how reasons for safe working practice, failing to understand need to report near misses	Clearly understands safe working practices and how to ensure customers, colleagues and self are safe within limits of own influence	Is able to explain the importance of health and safety precautions in the industry and the impact of poor processes
<b>Knowledge: Product Knowledge</b>	Does not understand how to recognise the products produced on site.  Does not understand the types of different production processes carried out on site.  Does not understand how to check if vehicles are correctly loaded and secured.	Understands how to recognise the products produced on site in order to be able to check that vehicles passing through the weighbridge contain the correct order.  Understands the different production processes carried out on site and how this links to products for sale.  Understands how	understands production cycles and availability of products. Understands the impact of incorrect loading or product on vehicles and ways to address this.

		to check if vehicles are correctly loaded and secured.	
<b>Skills: Operations</b>	Put customers, self or colleagues at risk by using unsafe working practise e.g. using equipment incorrectly, unable to identify unsafe pracices	Demonstrate their ability to follow safe working practices. Ensure customers, colleagues and self are safe within limits of own influence	Explains to their colleagues and customers the health and safety precautions taken to ensure safety. Has a focus on risk mitigation by taking steps to explain to others measures that could be taken to reduce risk
<b>Skills: Planing and Organising work</b>	<p>Does not plan work carefully; fails to complete tasks in a timely manner in line with organisations KPIs.</p> <p>Does not maximise fleet capacity so vehicles go out underloaded.</p> <p>Fails to monitor stock resulting in wasted journeys due to unavailable products.</p> <p>Unable to respond appropriately to chaning demands, such as changes to the daily delivery</p>	<p>Plans work carefully; completes tasks in a timely manner in line with organisations KPIs.</p> <p>Ensures fleet capacity is maximised so vehicles don't go out underloaded.</p> <p>Monitors stock and reports stock control concerns to ensure no products are over stocked or understocked.</p> <p>Able to react appropriately to chaning demands, such as changes to the daily delivery plan due to</p>	<p>In addition, makes suggestions for maximising fleet capacity. Is able to advise customers on optimum times to access site/products. Makes suggestions for best way to manage daily schedule.</p>

	plan.	increased customer demand.	
<b>Skills: Communications</b>	Does not communicate health and safety instructions clearly and accurately and does not check for understanding.	Is able to communicate clearly and confidently, articulating clear, accurate and timely information, with people of all levels within the organisations and with customers. Communicates health and safety instructions effectively, checking for understanding.	able to deal politely and firmly with disputes and disagreements and recognises when to escalate matters to more senior colleagues.
<b>Skills: Products</b>	Does not check quantity and quality of products.	Checks if the product loaded matches the product required by the customer and observe load for any contamination	can explain the issues for the end user if the product is not in specification or contaminated.
<b>Skills: People</b>	Cannot identify opportunities for further business or up-sell to value adding products.  Doesn't recognise the benefits of a customer focussed approach and the likely impact on repeat business.	Can identify opportunities for further business or up-sell to value adding products.  Recognises the benefits of a customer focussed approach and the likely impact on repeat business.	Uses a range of questions and communication methods to identify customer needs; identifies common ground and is adapt communication needs to meet and exceed the requirements of the customer; Clearly identifying and making multiple recommendations to the

	<p>Can't deal with potential complaints calmly and diffuse difficult situations. Fails to intervene when sees anyone breaking company policy, procedures or H&amp;S rules.</p>	<p>Can deal with potential complaints calmly and diffuse difficult situations. Intervenes when sees anyone breaking company policy, procedures or H&amp;S rules.</p>	<p>customer that clearly explain the features and benefits that are relevant to the customer's needs.</p>
<p><b>Behaviours: Professional Judgement</b></p>	<p>Does not recognise and works within own level of competence and limits of responsibility, knows when to seek advice from colleagues</p>	<p>Recognises and works within own level of competence and limits of responsibility, knows when to seek advice from colleagues.</p>	<p>able to identify the different levels of professional judgement required by others in their organisation, including their own manager.</p>
<p><b>Behaviours: Commitment to ethics</b></p>	<p>Does not recognise the need for company rules and regulations and does not work within them at all times.</p> <p>Is flustered and inaccurate under pressure.</p>	<p>Works within the company rules and regulations at all times.</p> <p>Is calm and accurate even under pressure.</p>	<p>able to explain the benefits of having company rules and regulations, rather than simply following them.</p>
<p><b>Behaviours: Customer Service</b></p>	<p>Does not maintain a professional, courteous, polite and friendly approach at all times.</p>	<p>Maintains a professional, courteous, polite and friendly approach at all times.</p>	<p>able to articulate the benefits of good customer service. (i.e Increased sales)</p>

<b>Behaviours: Accepting Responsibility</b>	<b>Does not take responsibility for own behaviours, actions and standards of work.</b>  <b>Does not take initiative to make improvements or reduce H&amp;S risks.</b>	<b>Takes responsibility for own behaviours, actions and standards of work.</b>  <b>Takes initiative to make improvements or reduce H&amp;S risks.</b>	<b>shares ideas for improvements with colleagues and managers and encourages discussion on areas for improvement.</b>
<b>Behaviours: Health, Safety and Environment</b>	<b>Does not take responsibility to comply with risk assessments, safe systems of work, company safety policy and procedures at all times.</b>  <b>Fails to promote a positive health, safety and environmental culture through situational awareness and by personal example, taking appropriate actions if others are acting unsafely.</b>	<b>Takes responsibility to comply with risk assessments, safe systems of work, company safety policy and procedures at all times.</b>  <b>Promotes a positive health, safety and environmental culture through situational awareness and by personal example, taking appropriate actions if others are acting unsafely.</b>	<b>is an advocate for safe working practices, taking opportunities to educate customers and colleagues on the need for a safe working environment, identifying the key risks relating to the schedule of work on site each day.</b>

### Professional Discussion

Area of Standard	Fail Criteria	Pass Criteria	Distinction Criteria Meets all pass criteria and in



			<b>addition:</b>
<b>Knowledge: Operations</b>	Unable to describe all the hazards and risks of operating weighbridge equipment in accordance with company policies and procedures. Unable to describe the company policies clearly.	Able to describe the company health and safety procedures and the hazards and risks associated with operating the weighbridge (i.e Movement of vehicles, on site hazards such as blasing areas, use and limitations of CCTV)	able to identify the most likely risks and ways to minimalise them (such as knowing how to communicate risks to customers)
<b>Knowledge: Health and Safety</b>	Put customers, self or colleagues at risk by being unable to demonstrate knowledge of using safe working practise e.g. not understanding how reasons for safe working practice, failing to understand need to report near misses	Demonstrates their ability to understand safe working practices and how to ensure customers, colleagues and self are safe within limits of own influence	. Is able to explain the importance of health and safety precautions in the industry and the impact of poor processes
<b>Knowledge: Sustainability</b>	Does not understand the impact of quarrying/mining on the environment and does not take steps to minimise waste.	Understands ways to minimise the demand for fossil fuels and natural resources wherever possible with own area of responsibility. For example, by suggesting alternative productcs.	has a clear understanding of the impact of mining and quarrying on the environment and understands which products have the least negative environmental impact.
<b>Knowledge:</b>	Is unable to	Is able to explain the	is able to

<b>Effective Communications</b>	explain the reporting lines for both day to day and emergency situations.	reporting lines for both day to day and emergency situations. Understands the importance of, and ways to develop positive working relationships.	articulate the importance and benefits of having clear reporting lines.
<b>Knowledge: Product Knowledge</b>	Does not understand how to recognise the products produced on site. Does not understand the types of different production processes carried out on site.  Does not understand how to check if vehicles are correctly loaded and secured.	Understands how to recognise the products produced on site in order to be able to check that vehicles passing through the weighbridge contain the correct order.  Understands the different production processes carried out on site and how this links to products for sale. Understands how to check if vehicles are correctly loaded and secured.	understands production cycles and availability of products. Understands the impact of incorrect loading of vehicles and ways to address this.
<b>Skills: Sustainability</b>	Unable to recognise environmental impact of work undertaken.  Does not know how to minimise the demand for fossil fuels and natural resources wherever possible and within area of responsibility.	Identifies and reports when there is an adverse environmental impact of work undertaken.  Minimises the demand for fossil fuels and natural resources wherever possible and within area of responsibility.	Demonstrates awareness of the environmental impact of a wide range of products and by being able to explain when questioned, recognising or recommending alternative products, processes or procedures.
<b>Skills: Planning and Organising work</b>	Does not plan work carefully; fails to complete	Plans work carefully; completes tasks in a timely manner in line	In addition, makes suggestions for maximising fleet

	<p>tasks in a timely manner in line with organisations KPIs; does not maximise fleet capacity so vehicles go out underloaded; fails to monitor stock resulting in wasted journeys due to unavailable products; unable to respond appropriately to changing demands, such as changes to the daily delivery plan.</p>	<p>with organisations KPIs; ensures fleet capacity is maximised so vehicles don't go out underloaded; monitors stock and reports stock control concerns to ensure no products are over stocked or understocked; able to react appropriately to changing demands, such as changes to the daily delivery plan due to increased customer demands.</p>	<p>capacity. Is able to advise customers on optimum times to access site/products. Makes suggestions for best way to manage daily schedule</p>
Skills: IT	<p>Does not use all IT software and or digital systems required within role</p>	<p>Is able to correctly utilise all IT software and digital systems required within role.</p>	<p>Can explain the importance of using appropriate tools and why they are used. Can explain how tools and equipment are used to enhance the customer journey and efficiency of the business.</p>
Skills: People	<p>Cannot identify opportunities for further business or up-sell to value adding products. Doesn't recognise the benefits of a customer focussed approach and the</p>	<p>Can identify opportunities for further business or up-sell to value adding products. Recognises the benefits of a customer focussed approach and the likely impact on repeat business.</p>	<p>Uses a range of questions and communication methods to identify customer needs; identifies common ground and is adapt communication needs to meet and exceed the</p>

	likely impact on repeat business. Can't deal with potential complaints calmly and diffuse difficult situations. Fails to intervene when sees anyone breaking company policy, procedures or H&S rules.	Can deal with potential complaints calmly and diffuse difficult situations. Intervenes when sees anyone breaking company policy, procedures or H&S rules.	requirements of the customer; Clearly identifying and making multiple recommendations to the customer that clearly explain the features and benefits that are relevant to the customer's needs.
<b>Behaviours: Commitment to ethics</b>	Does not recognise the need for company rules and regulations and does not work within them at all times. Is flustered and inaccurate under pressure.	Works within the company rules and regulations at all times. Is calm and accurate even under pressure.	, is able to explain the benefits of having company rules and regulations, rather than simply following them.
<b>Behaviours: Continuing Professional Development</b>	Does not identify own development needs nor take action to meet those needs.	Identifies own development needs and takes action to meet those needs.  Uses own knowledge and expertise to help others.	can identify multiple areas of self-development and state how he/she plans to address them. Has taken steps to plan/think about future development beyond immediate needs.
<b>Behaviours: Commitment to Equality and Diversity</b>	Unable to identify the importance of equality and diversity.	Articulates/demonstrates awareness of the importance of equality and diversity and the	is able to suggest ways to make improvements to equality and

		need to manage/challenge others to meet this in the workplace.	diversity culture in the workplace.
<b>Behaviours: Accepting Responsibility</b>	Does not take responsibility for own behaviours, actions and standards of work.  Does not take initiative to make improvements or reduce H&S risks.	Takes responsibility for own behaviours, actions and standards of work.  Takes initiative to make improvements or reduce H&S risks.	shares ideas for improvements with colleagues and managers and encourages discussion on areas for improvement.
<b>Behaviours: Health, Safety and Environment</b>	Does not take responsibility to comply with risk assessments, safe systems of work, company safety policy and procedures at all times.  Fails to promote a positive health, safety and environmental culture through situational awareness and by personal example, taking appropriate actions if others are acting unsafely.	Takes responsibility to comply with risk assessments, safe systems of work, company safety policy and procedures at all times.  Promotes a positive health, safety and environmental culture through situational awareness and by personal example, taking appropriate actions if others are acting unsafely.	is an advocate for safe working practices, taking opportunities to educate customers and colleagues on the need for a safe working environment, identifying the key risks relating to the products on site each day.
<b>Behaviours: Innovation</b>	Is not proactive in looking at ways to improve business processes.	Is proactive in looking for ways to improve the business process, new procedures and ways of	has an awareness of processes and changes being made in other

	<b>Suggests ways to improve processes that are unsafe.</b>	<b>working in a safe and effective manner.</b>	<b>parts of the business and the impact on the weighbridge.</b>
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