

**SIGNPOSTING OF WORKPLACE CORE SKILLS  
TO THE NATIONAL OCCUPATIONAL  
STANDARDS FOR WEIGHBRIDGE  
OPERATIONS, AND THE SCOTTISH  
VOCATIONAL QUALIFICATION IN  
WEIGHBRIDGE OPERATIONS**

**MINERAL PRODUCTS QUALIFICATIONS COUNCIL  
SEPTEMBER 2013 (AMENDED MAY 2014)**

## Introduction

National Occupational Standards (NOS) for Weighbridge Operations were originally developed for the extractives industries and were introduced in 2008, forming the basis of a Scottish Vocational Qualification (SVQ) at Level 2, which has been used by Scottish employees and Apprentices.

In 2012 the NOS were revised by Proskills, who at that time were an SSC and had ownership of the Weighbridge NOS. However they did not carry out a Core Skills signposting.

The ownership of the Weighbridge NOS has been transferred to the Mineral Products Qualifications Council (MPQC), who are the Standards Setting Organisation (SSO) for the extractives, mineral processing and associated manufacturing industries.

As it is the intention to replace the current SVQ 2 in Weighbridge Operations with a revised qualification included in the Scottish Credit and Qualifications Framework (SCQF) and Scottish Apprenticeships, MPQC has consulted and developed qualifications products that include the signposting of the revised Weighbridge NOS to the Workplace Core Skills Standards within this document.

The signposting will then be available to training providers, Awarding Organisations, employers, employees, apprentices and other stakeholders to assist them in their activities.

## The Weighbridge NOS

The revised and current Weighbridge NOS are:

<b>Weighbridge Operations – Recommended VQ Structure</b>	
<b>NOS Unit Ref &amp; Title</b>	<b>Status</b>
<b>PROWB1</b> Conform to general workplace safety and security	<b>M</b>
<b>PROWB2</b> Conform to efficient work practices	<b>M</b>
<b>PROWB3</b> Monitor and maintain environmental conditions in your area of responsibility	<b>M</b>
<b>PROWB4</b> Operate Weighbridge	<b>M</b>
<b>PROWB5</b> Manage the movement of loads <b>(Imported Unit EUSWM66)</b>	<b>A</b>
<b>PROWB6</b> Arrange loading and transportation of materials	<b>A</b>
<b>PROWB7</b> Contribute to the provision of customer services <b>(Imported Unit Sfl12)</b>	<b>A</b>
<b>PROWB8</b> Provide information to vehicle drivers operating in your area of responsibility	<b>A</b>
<b>PROWB9</b> Monitor vehicle crew activities in your area of responsibility	<b>A</b>
<b>PROWB10</b> Carry out procedures for the sale of stocked materials or products	<b>A</b>

**Key:** M – Mandatory Unit; O – Optional Unit; A – Additional Unit

Throughout the document the shortened NOS Unit Reference Number (e.g. WB1 will be used rather than PROWB1) will be used rather than the Title.

The core skills values for the two imported NOS units are those supplied by the owning standards setting body.

## Signposting the Weighbridge NOS to the Core Skills

The signposting results are shown in a series of tables for each core skill in turn.

In each table **Y** in a box on the grid indicates that in working towards and achieving the Unit within the Weighbridge SVQ, the learner may have generated evidence that could be used as evidence towards the achievement of the corresponding core skill.

If the box is empty it indicates that in working towards and achieving the Weighbridge Unit they are unlikely to produce any evidence that could be used as evidence towards achievement of the corresponding core skill.

### 1. Communication

#### 1.1 SCQF 3

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Reading and understanding</b> Read and understand a simple document related to your work.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Writing</b> Produce a document, or related documents totalling 80 words or more which conveys several pieces of information, opinions or ideas.				Y	Y		Y			
<b>Speaking and Listening</b> Take part in a simple discussion with at least one other person, or give a short presentation to one or more people, lasting a minimum of two minutes including time for questions.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

#### 1.2 SCQF 4

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Reading and understanding</b> Read, understand and evaluate a straightforward document related to your work.		Y		Y	Y	Y	Y	Y	Y	Y
<b>Writing</b> Produce a document, or related documents, totalling 300 words or more, which conveys several items of information, opinions or ideas.					Y					
<b>Speaking and Listening</b> Take part in a straightforward discussion with at least one other person, or give a short presentation to one or more people, lasting a minimum of three minutes including time	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

for questions.										
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## 1.3 SCQF 5

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Reading and understanding</b> Read, understand and evaluate a document related to your work which either presents and analyses factual content, or presents a sustained point of view or central argument.					Y					
<b>Writing</b> Produce a document, or related documents, totalling 500 words or more, which conveys several items of information, opinions, ideas or aspects of a subject.					Y					
<b>Speaking and Listening</b> Make a substantial contribution to a discussion with at least one other person, or make a presentation to others lasting a minimum of four minutes including time for questions.				Y	Y	Y		Y		Y

## 1.4 SCQF 6

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Reading and understanding</b> Read, understand and evaluate a complex document related to your work which either: contains a set of facts and an analysis of them, or a sustained argument. It will be a substantial and detailed text with complex sentences, specialist words, and concepts that may be unfamiliar to you. It is likely to have more than one purpose.						Y				
<b>Writing</b> Produce a well-structured document, or a collection of related documents, totalling 700 words or more, which conveys several items of complex information,										
<b>Speaking and Listening</b> Make a substantial contribution to a discussion on a complex topic with at least one other person, or make a presentation to others on a complex topic lasting a minimum of five minutes, including time for questions.						Y				

## 2. Numeracy

### 2.1 SCQF 3

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Using Number</b> Carry out a variety of simple number tasks related to your work which involve calculations requiring one or two steps.				Y		Y				Y
<b>Measuring</b> Read and use a simple scale on a graph or a familiar measuring instrument, for example a ruler or thermometer.		Y		Y						
<b>Use graphical format to find out information</b> Extract information from at least one of the following: a table; chart; graph; diagram.	Y	Y	Y	Y	Y	Y				Y
<b>Use graphical format to communicate information</b> Communicate information by completing at least one of the following: table; chart; graph; diagram.					Y					

### 2.2 SCQF 4

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Using Number</b> Carry out a variety of straightforward number tasks related to your work which involve calculations requiring a minimum of two steps.										
<b>Measuring</b> Read and use a straightforward scale either on an instrument such as a ruler or a graph.				Y						Y
<b>Use graphical format to find out information</b> Extract and interpret information from at least one of the following: a table; chart; graph, diagram.		Y		Y		Y				
<b>Use graphical format to communicate information</b> Select an appropriate graphical form and use it to communicate information through at least one of the following: table; chart; graph; diagram.										

2.3 SCQF 5

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Using Number</b> Apply a wide range of numerical skills to solve work related problems.										
<b>Use graphical format to find out information</b> Interpret information from a series of straightforward related graphical forms such as tables, graphs, charts or diagrams.										
<b>Use graphical format to communicate information</b> Select an appropriate graphical form and use it to communicate information through at least one of the following: table, chart, graph, diagram.										

2.4 SCQF 6

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Using Number</b> Apply a wide range of numerical and statistical skills to solve complex work related problems.										
<b>Use graphical format to find out information</b> Extract, analyse and interpret information from complex graphical forms such as qualitative graphs, or graphs where part of the axis has been omitted, histograms, graphs showing relationships or complex variables, graphs requiring interpolation and extrapolation.										
<b>Use graphical format to communicate information</b> Select an appropriate graphical form and use it to communicate information such as a table, line graph, bar chart, pie chart, histogram, diagram, qualitative form.										

### 3. Information and Communications Technology

#### 3.1 SCQF 3

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Performing ICT Operations</b> Carry out ICT activities related to your work which involve simple operations.		Y		Y	Y	Y	Y			Y
<b>Processing Information</b> Carry out simple ICT activities related to your work which involve using menu/list-based applications software.				Y	Y					Y
<b>Accessing Information</b> Use ICT to locate information relevant to your work, using local or remote data sources, and locating information which matches one keyword and is an appropriate format.		Y		Y	Y	Y	Y	Y		Y
<b>Keeping Information Safe</b> Demonstrate safe practice in using ICT to handle information by keeping information safe by observing common ICT security measures.		Y		Y	Y	Y	Y	Y		Y

#### 3.2 SCQF 4

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Performing ICT Operations</b> Carry out ICT activities related to your work which involve straightforward operations.				Y	Y		Y			Y
<b>Processing Information</b> Carry out a range of straightforward ICT activities related to your work which involve application software.				Y	Y					Y
<b>Accessing Information</b> Use ICT to locate information relevant to your work, locating information in different formats from a range of local or remote data sources, using appropriate search techniques, and selecting relevant information which matches criteria.					Y					
<b>Keeping Information Safe</b> Demonstrate safe practice in using ICT to handle information by recognising				Y	Y		Y			Y

security risks and acting accordingly.										
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## 3.3 SCQF 5

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Performing ICT Operations</b> Carry out ICT activities related to your work including using hardware responsibly and presenting information in an appropriate mode.										
<b>Processing Information</b> Carry out a range of non-routine ICT activities related to your work which involve application software.										
<b>Accessing Information</b> Use ICT to locate information relevant to your work locating information in different formats from a range of local or remote data sources, applying a search strategy, evaluating information found against given criteria and evaluating search strategy.										
<b>Keeping Information Safe</b> Demonstrate safe practice in using ICT to handle information by keeping data secure.					Y					Y

## 3.4 SCQF 6

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Performing ICT Operations</b> Carry out a range ICT activities related to your work including resolving common hardware and software problems and presenting information in an appropriate mode.										
<b>Processing Information</b> Carry out a range of complex ICT activities related to your work which involve application software, selecting and launching application software, entering, processing and output of data										
<b>Accessing Information</b> Use ICT to locate information relevant to your work, locating information in different formats from a range of local or remote data sources,										



applying a complex search strategy, evaluating information found against chosen criteria and evaluating search strategy.										
<b>Keeping Information Safe</b> Demonstrate safe practice in using ICT to handle information by keeping data secure, using passwords, using virus protection software, backing up data and maintain a personal file area.										

#### 4. Problem Solving

##### 4.1 SCQF 3

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Critical Thinking</b> Investigate reasons why a simple problem related to your work has arisen.		Y		Y	Y	Y	Y	Y	Y	Y
<b>Planning and Organising</b> Plan, organise and carry out a simple activity to deal with a problem, recognising the main reasons for the problem and suggesting a way to deal with the problem.				Y	Y	Y	Y		Y	Y
<b>Reviewing and Evaluating</b> Check how well your approach to the problem solving activity worked in practice, asking your Assessor's advice on how to identify the strengths and weaknesses of your problem solving activity.										

##### 4.2 SCQF 4

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Critical Thinking</b> Investigate reasons why a straightforward problem related to your work has arisen. The problem will occur in a familiar situation. A number of steps will need to be taken to deal with the problem.					Y					
<b>Planning and Organising</b> Plan, organise and carry out a straightforward activity to deal with the problem, working out an action plan, choosing and obtaining the resources you will need and carrying out your action plan.					Y					
<b>Reviewing and Evaluating</b> Check how well your approach to the problem solving activity										

worked in practice, identifying the strengths and weaknesses of your problem solving activity, suggesting ways of solving similar problems in the future based on this experience.										
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4.3 SCQF 5

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<p><b>Critical Thinking</b> Investigate and analyse why a non- routine problem in your workplace has arisen. The problem is likely to involve either a situation which is unfamiliar to you, or a familiar situation where you need to clarify the relationships between the contributing factors.</p>										
<p><b>Planning and Organising</b> Plan, organise and carry out an activity to deal with the problem, working out an action plan, choosing and obtaining the resources you will need, and carrying out your action plan.</p>										
<p><b>Reviewing and Evaluating</b> Check how well the problem solving activity worked in practice, working out how you will decide whether each stage of your problem solving activity has been successful, gathering evidence to help you decide how well your problem solving activity worked, deciding how effective each stage has been and devising ways of solving similar problems in future.</p>										

4.4 SCQF 6

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<p><b>Critical Thinking</b> Investigate and analyse a complex problem related to your work. The problem is likely to involve a situation which is unfamiliar to you and the analysis of complex or unfamiliar variables.</p>										
<p><b>Planning and Organising</b> Plan, organise and carry out your suggested approach, working out an action plan, choosing and obtaining resources and carrying out your action plan.</p>										

<b>Reviewing and Evaluating</b> Check how well the problem solving activity worked in practice, identifying the criteria you will use to decide how effective every aspect of your problem solving activity has been, gathering evidence relevant to chosen criteria, recommending ways of solving similar problems in future.										
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## 5. Working with Others

### 5.1 SCQF 3

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Working co-operatively with others</b> Work co- operatively with at least one other person to identify your role and how it relates to the roles of others. Carry out your role, adapting your actions and behaviour, asking for and providing information and support.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Reviewing co-operative contribution</b> Check how well you contributed by deciding on measures you can use to judge how well you co-operated, asking for feedback on your contribution, making a judgement on how well you co- operated and setting personal objectives for how you could improve your own co- operative working skills in the future.										

### 5.2 SCQF 4

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Working co-operatively with others</b> Work co- operatively with at least one other person to identify the main roles within the activity, what your role is, what tasks you will do and how they relate to others. Carry out your role, adapting your actions and behaviour, asking for and providing information and support	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Reviewing co-operative contribution</b> Check how well you and others contributed by deciding on measures you can										

use to judge how well you co-operated with others, asking for feedback on your contribution making a decision on how well you co-operated with others, and how well the co-operative working arrangements operated overall, setting objectives for how you could improve your own co-operative working skills and future co-operative working arrangements.										
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5.3 SCQF 5

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Working co-operatively with others</b> Work co-operatively with at least one other person to identify the main roles within the activity, what your role is, what tasks you will do and how these relate to others. Organise and carry out your role, pro-actively seek and offer support to and from others	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Reviewing co-operative contribution</b> Check how well you and others involved contributed to the co-operative working activity, developing criteria to evaluate your own and others contribution, asking for feedback, using your chosen criteria to decide how well you co-operated with others, and how well the co-operative working arrangements operated overall, justifying your decision with supporting evidence, setting objectives for improving your own co-operative working skills and future co-operative working arrangements.										

5.4 SCQF 6

	WB1	WB2	WB3	WB4	WB5	WB6	WB7	WB8	WB9	WB10
<b>Working co-operatively with others</b> Work co-operatively with at least one other person to analyse and organise the										

<p>requirements of your own role and the roles of others. Negotiate working methods, modify your behaviour, and motivate yourself and others to progress towards a common goal</p>										
<p><b>Reviewing co-operative contribution</b>          Check how well you and others involved contributed to the co-operative working activity, developing criteria to evaluate your own and others contribution, seeking and considering feedback and advice, using your chosen criteria and feedback to evaluate how well you co-operated and co-operative working arrangements worked overall, using conclusions and reflection to set objectives for improving own co- operative working skills and make recommendations on any future co- operative working arrangements.</p>										