Certificate of Professional Competence

NQF

Certificates of Professional Competence

Student and Tutor Guide

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INTRODUCTION

WHAT DOES A PROFESSIONALLY COMPETENT PERSON DO?

Some companies need to operate large vehicles to carry out their business, even where road haulage is not the main trade. Other companies operate passenger carrying vehicles, such as buses and coaches.

Such companies may employ a huge number of staff. The role of the professionally competent person in this type of business will be to oversee the transport operation. Here the Transport Manager will be responsible for ensuring compliance with all the requirements of road transport law but may not do the work themselves. This may involve overseeing a number of people/employees who carry out appropriate tasks such as managing drivers, drivers' hours, repairs and regular servicing etc. through a system of procedures and policies which ensure compliance with road transport law.

In a smaller company, or for a sole proprietor operating a transport business with lorries or buses, the role of the professionally competent person may include every task within the business. For example: from opening the mail to keeping the accounts; responsibility for compliance with drivers' hours; the many other aspects of road transport law; effective management of maintaining vehicles; monitoring drivers and drivers' hours using an efficient system of procedures.

Compliance with the law is achieved by fulfilling legal obligations laid down by various regulations.

A professionally competent person is expected to understand both the successful management of a business and the specific legal obligations involved in operating large vehicles in all settings.

WHO NEEDS TO BE PROFESSIONALLY COMPETENT?

The Traffic Commissioners (the issuing authority for operator licences) require professional competence to be proven by at least one member of the management team of operators of most goods vehicles and passenger carrying vehicles.
This applies to all businesses which hold a standard operator's licence. Generally, those who operate non-exempt goods vehicles with a gross plated weight of more than 3,500 kg (including the weight of any trailer) or vehicles which are not plated and which have an unladen weight of more than 1,525 kg require both such a licence and a professionally competent person. Those who operate passenger carrying vehicles with more than nine passenger seats, and the passengers pay to travel, will also require a standard operator licence and a professionally competent person. There are some exemptions from the requirement to employ a professionally competent person.

The professionally competent person will often be employed as the Transport Manager. One way of demonstrating this competence is by achieving the relevant OCR Certificate of Professional Competence.

WHAT DOES THE OCR CPC QUALIFICATION INVOLVE?

Students may be studying the CPC for a variety of reasons. Whatever the reason, successful completion of the CPC award will qualify them to be nominated as the professionally competent person on a standard operator licence in any business – large or small and engaged in national or international operations. There are separate CPC qualifications for road haulage and for passenger transport operations. Under EU law, the international qualifications, gained in the

UK, are recognised as meeting the competence requirements in all other EU member states. Some member states may require those with a UK CPC to take a further examination on specific aspects of transport operation which are unique to that member state if they wish to be nominated as a competent person for a business based in that country.

The OCR CPC qualification is currently a lifetime award, which means that once obtained, the qualification will not expire and holders will be considered professionally competent for the rest of their life. Professional competence can be affected at any time, however, by certain personal circumstances. For example: certain criminal offences.

WHAT DO STUDENTS HAVE TO DO?

Study for professional competence will cover a wide range of topics applicable to all businesses who need to comply with road transport law. Students should base their study around the total concept of road transport operations and not limit their learning to the areas they already know, or plan to work in immediately. They will be tested in all areas of required knowledge – you will find full details of this in this guide.

Any aspect of the law current at the time of the examination may be tested.

The OCR CPC award is a Level 3 qualification. Level 3 is considered to be an Advanced Level qualification. Advanced Level qualifications are normally studied in addition to compulsory education (after schooling from 5–16 years, (in addition to O Level/GCSEs)).

Although there are no entry requirements for this qualification it is recommended that students have good English and Maths skills equivalent to Level 2 (GCSE) before they begin studying the CPC qualification at Level 3. If students are not sure of their current skill levels, they should discuss this with a learning provider who can arrange an assessment of their needs.
To be successful in obtaining the CPC qualification, all students will need to study and apply information based on the law concerning business and further study road haulage or passenger operations, as appropriate to the qualification required.

Students will then be required to use this knowledge to:

- read and analyse information
- answer direct questions on various aspects of relevant transport operations and associated laws
- answer questions related to a case study, applying the principles of transport operations and associated laws
- solve problems, applying various principles, rules and legislation.

The examination will include assessments where students may be required to understand and analyse information, write a series of procedures, instructions, comments on systems and policy, and/or perform a range of mathematical calculations, applying suitable formulae and functions.

They should be able to present their answers in a variety of formats including explanations, reports, instructions, tables and charts.

Candidates who wish to gain a CPC can either study in their own time or attend a training course with a CPC training centre. OCR does not endorse CPC training centres for the delivery of CPC training programmes although OCR approves centres to offer and invigilate the examination sessions. CPC training centres can be found by searching online.

WHAT DO THE OCR EXAMINATIONS INVOLVE?

OCR's CPCs in Road Haulage and Passenger Transport each consist of a single multiple choice assessment and a single case study assessment.

Students will need to pass two examinations to gain the Certificate of Professional Competence for Road Haulage **OR** the Certificate of Professional Competence for Passenger Transport .

Both elements test national and international knowledge and application. So, to achieve a new International CPC, candidates will only need to pass two units.

Examinations take place four times every year, in March, June, September and December.

Unit number	OCR unit code	OCR unit title	International CPC code
R1	05680	CPC (Road Haulage) Multiple Choice	05669
R2	05689	CPC (Road Haulage) Case Study	
P1	05677	CPC (Passenger Transport) Multiple Choice	05670
P2	05678	CPC (Passenger Transport) Case Study	

Students can take both examinations on the same day or they can take one or more examinations at a time throughout the year. Each examination unit pass will remain valid until substantial changes take place in the syllabus. Even then, a few years may be available to complete the other unit you need in order to gain the full CPC award.

The multiple choice examination is also available on demand, through an OCR examination centre.

MULTIPLE CHOICE

The multiple choice assessment is available as a quarterly, paper-based test, with two hours allowed. It is also available on screen and on demand, allowing candidates to sit or re-sit an assessment at a convenient time, and to enable them to receive their results quickly.

We are always listening to feedback, and centres have let us know that some candidates were finishing the multiple choice exam before the end of the two-hour duration, and, in line with other qualifications, wanted to leave the room to study for later exams. From September 2013, candidates will therefore be allowed to leave the exam room after 1 hour 15 minutes. It is up to examination centres to manage this change and avoid disruption for those candidates still taking the exam. Depending on the number of candidates in the room, they may find it less disruptive to allow one 'exit time', for example, at 1 hour 15 minutes or 1 hour 30 minutes.

CASE STUDY

The case study assessment comprises a relevant scenario, as concise as possible and issued with the papers at the start of the two-hour assessment (two hours and 15 minutes from March 2014).

The case study will only contain information that will enable the candidate to demonstrate application of the knowledge they have acquired. Candidates will need to achieve a typical 50% over the whole paper to pass.

The case study will focus on the application of knowledge, making candidates more adept at the skills required in relevant transport careers and benefiting the transport industry in general by encouraging more relevantly qualified transport managers.

Candidates are allowed to take any notes or books of their choice into the case study assessment, and questions will test application of knowledge only. For example, the focus will now be on candidates explaining, allowing them to demonstrate that they can apply their knowledge and use relevant sources of information. This ensures that those who gain the OCR CPC are well prepared for the real world of transport management.

In summary, the new CPC qualifications are designed to be accessible to candidates and to give clear guidance for centres and tutors. They are built around relevant content, giving more time to concentrate candidates' learning and knowledge on a pertinent range of topics. The syllabus and this guide contain clear guidance for tutors on what to teach and what candidates should learn; indicates the depth and breadth of required knowledge, understanding and skills; and signposts tutors and students to useful sources of information.

USEFUL LINKS

CPC (Certificate of Professional Competence) for Transport Managers (Passenger Transport) Level 3 - 2012 - 05670
http://www.ocr.org.uk/qualifications/vocationally-related-qualifications-nqf-cpc-certificate-of-professional-competence-for-transport-managers-passenger-transport-level-3-2012-05670/

CPC (Certificate of Professional Competence) for Transport Managers (Road Haulage) Level 3 - 2012 - 05669
http://www.ocr.org.uk/qualifications/vocationally-related-qualifications-nqf-cpc-certificate-of-professional-competence-for-transport-managers-road-haulage-level-3-2012-05669/

CPC Syllabus
http://www.ocr.org.uk/Images/81922-syllabus.pdf

Instructions to Invigilators
http://www.ocr.org.uk/Images/80789-instructions-to-invigilators.pdf

SYLLABUS

The Qualification Syllabus can be found in the 'Key Documents' section of the relevant qualification on the OCR website. Section references below are to the Syllabus.

This section of the Student and Tutor Guide offers additional guidance about specific areas to study and the type and depth of questions for each syllabus area.

Starting with exams in June 2014 and onwards, the P2 and R2 Case Study papers may contain questions from additional syllabus areas. These are indicated by * highlights below. No Case Study questions from these sections will be asked before June 2014.

KEY	
P1	Passenger Transport Multiple Choice
R1	Road Haulage Multiple Choice
P2	Passenger Transport Case Study
R2	Road Haulage Case Study

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SECTION A - CIVIL LAW

P1 and R1 papers will each contain between 2 and 4 questions from Section A.
P2 papers may contain questions from A5 only.
R2 papers may contain questions from A3 and/or A4 only.

ASSESSMENT OBJECTIVE A1 (P1, R1 ONLY)

Be familiar with the main types of contract used in road transport and with the rights and obligations arising therefrom.

Questions will address the general principles of contracts and relate these principles to contracts for carriage.

Knowledge required:

- The elements of a legally binding contract.
- The essential elements of a contract under UK law.

ASSESSMENT OBJECTIVE A2 (P1, R1 ONLY)

Be capable of negotiating a legally valid transport contract, notably with regard to conditions of carriage.

Questions will address how each of the essential elements of a contract may be applied.

Knowledge required:

- Enforcement of contracts and circumstances in which a contract may, or may not, be enforced.
- What remedies are available for breaches of contract, in tort.

ASSESSMENT OBJECTIVE A3 (R1, R2* ONLY)

Be able to consider a claim by his principal regarding compensation for loss of or damage to goods during transportation or for their late delivery, and to understand how such a claim affects his contractual liability.

Road Haulage candidates will need to be familiar with the FTA and RHA conditions of carriage. Candidates will also be expected to understand when the standard conditions of carriage may not be appropriate for certain movements.

Knowledge required:

- The key clauses to be found in standard conditions of contract and circumstances in which claims for compensation for loss, damage or delay may be valid.
- An understanding of the contractual roles and responsibilities of principals, sub-contractors and agents.
- The limits for compensation for loss, damage or delay.

ASSESSMENT OBJECTIVE A4 (R1, R2* ONLY)

Be familiar with the rules and obligations arising from the CMR Convention on the Contract for the International Carriage of Goods by Road.

Road Haulage candidates will need to demonstrate their knowledge of the practical implications of CMR and apply the convention to typical international operations. They will also have to be able to identify the differences between the provisions for claims in the UK (Syllabus reference A3) and claims under CMR.

Knowledge required:

- The rules and obligations contained in the CMR Convention on the Contract for the International Carriage of Goods by Road. The roles and responsibilities of sellers, buyers, consignees and carriers. The journeys that are subject to CMR.
- The CMR consignment note and its application.
- The main provisions of the CMR Convention as they may apply to a national carrier (unwitting CMR).
- The limits of liability for loss, damage and/or delay, and the calculation of claims using Special Drawing Rights.
- Defences available to a carrier against a claim for compensation.
- The relevance and nature of CMR insurance.
- Exemptions from the CMR convention.

ASSESSMENT OBJECTIVE A5 (P1, P2 ONLY)

Be able to consider a claim by his principal regarding compensation for injury to passengers or damage to their baggage caused by an accident during transportation, or regarding compensation for delays, and to understand how such a claim affects his contractual liability.

Passenger candidates will need to demonstrate their knowledge of relevant regulations and of industry and operator best practice.

Knowledge required:

- Clauses that may be contained in conditions of carriage and how these contractual terms may be communicated to passengers and customers.
- The roles and responsibilities of principals, sub-contractors and agents. In particular, the contractual position of travel and ticketing agents..
- How operators may be able to limit liabilities arising from the carriage of passengers and their belongings.
- The key elements of the Codes of Conduct for both passengers and crew members.
- Potential obligations and liabilities of operators, even when no fare is charged to passengers.
- The main provisions of the Lost Property Regulations as they apply to both crew members and to operators. Questions may cover the responsibilities of the driver in respect of lost property claimed and unclaimed, and the options and obligations of operators for different categories of lost property (official documents, perishable goods, etc).
- How to devise and apply procedures for dealing with claims and the determination and payment of compensation for injury to passengers; delay; loss or damage to baggage; and lost property.

SECTION B - COMMERCIAL LAW

P1 and R1 papers will each contain between 2 and 4 questions from Section B.
P2 papers may contain questions from Section B from June 2014*.
R2 papers may contain questions from Section B from June 2014*.

ASSESSMENT OBJECTIVE B1 (P1, R1, P2*, R2*)

Be familiar with the conditions and formalities laid down for plying the trade, the general obligations incumbent upon transport operators (registration, record keeping, etc) and the consequences of bankruptcy.

Candidates will be expected to show understanding of the various types of business structure (sole traders, partnerships) and the advantages and disadvantages of each.

Knowledge required:

- Partnerships: the key clauses of the Partnership Acts; Deeds of Partnership; sleeping partners; liabilities of partners.
- Limited liability partnerships: the differences between limited liability partnerships and other partnerships.
- Sole traders: definition of a sole trader.
- The relevant legal obligations for the formation, operation and dissolution of each type of business including the rights and duties of business owners.

ASSESSMENT OBJECTIVE B2 (P1, R1, P2*, R2*)

Have appropriate knowledge of the various forms of commercial companies and the rules governing their constitution and operation.

Candidates will be expected to demonstrate knowledge about setting up running and closing companies.

Knowledge required:

- Responsibilities and liabilities placed upon individuals and companies
- The various rights of partners, shareholders and company directors and rules about company meetings etc.
- Definitions of different types of business, including private limited companies, public limited companies, co-operatives and community interest companies.
- The procedures involved in setting up the various types of business structure, including the appropriate documents and the information that must be provided.
- Winding up companies, including Members Voluntary and Creditors Voluntary Winding Up and the role of a liquidator.
- The rights and duties of company directors, as prescribed by the Companies Acts, and as set out in company constitutions.
- The function and main contents of key documents, including partnership agreements, prospectuses, IN01 application form for a limited company, Memorandum of Association, Articles of Association, Certificates of Incorporation.

SECTION C - SOCIAL LAW

P1 and R1 papers will each contain between 8 and 12 questions from Section C.
P2 papers will always contain at least one question from C4.
They may contain questions from C1, C3 and/or C5 from June 2014*.
R2 papers will always contain at least one question from C4.
They may contain questions from C1, C3 and/or C5 from June 2014*.

ASSESSMENT OBJECTIVE C1 (P1, R1, P2*, R2*)

Be familiar with the role and function of the various social institutions which are concerned with road transport (trade unions, works councils, shop stewards, labour inspectors, etc).

Candidates will be expected to be familiar with the key laws as they affect industrial relations, Trade Unions and the rights of Trade Union members in a transport business.

This Section also includes basic health & safety matters.

Knowledge required:

- The role, structure and functions of industrial social institutions including:
  - Employment Tribunals
  - Trade Unions
  - ACAS
  - CAC
  - Health and Safety Executive (HSE).
- Employees' rights including those relating to:
  - trade union membership
  - time off, with and without pay
  - trade union activities
  - industrial action
  - workforce agreements
  - maternity, paternity and parental provisions
  - safety representatives and safety committees
  - industrial action
- Health and safety legislation and the management of health and safety at work as it applies to the transport industries. Questioning on Health and Safety will be limited to:
  - identifying of hazards and risks
  - how to carry out a risk assessment
  - appointment of a H&S manager and representatives
  - enforcement - responsibilities and powers of HSE
  - monitoring compliance with legislation and codes of practice.
  - RIDDOR requirements and record keeping.

ASSESSMENT OBJECTIVE C2 (P1, R1)

Be familiar with the employers' social security obligations.

Knowledge required:

- Key requirements in respect of the deduction and payment of National Insurance Contributions applying to employers, employees and self-employed people.
- Questions will be restricted to:
  - the various classes of National Insurance Contributions
  - methods of collection and payment, timescales and contribution responsibilities.

ASSESSMENT OBJECTIVE C3 (P1, R1, P2*, R2*)

Be familiar with the rules governing work contracts for the various categories of worker employed by road transport undertakings (form of the contracts, obligations of the parties, working conditions and working hours, paid leave, remuneration, breach of contract, etc).

Knowledge required:

- Contracts of employment, including:
  - types of contract
  - required content of written employment particulars
  - time limits for the issue of written employment particulars
  - contract variation

- The rights and obligations of employers and employees, including those relating to:
  - part time employees
  - temporary employees
  - agency staff
  - transfer of undertakings (TUPE)
  - remuneration and itemised pay statements
  - dismissal, unfair dismissal and redundancy
  - disciplinary and grievance procedures
  - notice to terminate employment (minimum notice periods required)
  - working time regulations, as they relate to non-mobile workers
  - maternity, paternity and parental provisions
  - information for employees
  - working for more than one employer
  - discrimination in the workplace
  - statutory payments from employers (e.g., SSP)
  - Employment Tribunals.
- Employers responsibilities regarding the hours worked by self-employed, agency and part-time drivers.

ASSESSMENT OBJECTIVE C4 (P1, R1, P2, R2)

Be familiar with the rules applicable to driving time, rest periods and working time, and in particular the provisions of Regulation (EEC) No. 3821/85, Regulation (EC) No. 561/2006, Directive 2002/15/EC of the European Parliament and of the Council and Directive 2006/22/EC, and the practical measures for applying those provisions.

Candidates will be expected to have a detailed knowledge of the provisions of the EU Drivers' Hours and GB Domestic Drivers' Hours regulations.

Candidates may be asked to:

- compile schedules for drivers
- evaluate given drivers' schedules and/or draft instructions to drivers on the legal requirements
- devise systems for ensuring that there is full compliance with the regulations, including those relating to the keeping and checking of records
- Identify infringements of the regulations in given circumstances and appropriate action to be taken
- provide information to management on the need to comply with the regulations and the potential impact on the business of non-compliance.

Knowledge required:

- Regulation EC 561/2006 and GB Domestic Drivers Hours Rules, including:
  - drivers' hours
  - breaks, rests and the differences between these two activities
  - daily rest periods
  - weekly rest periods
  - periods of availability
  - working time (length of day/spreadover)
  - record keeping equipment
  - record keeping requirements including the ability to identify and apply the correct legal requirements in given operational circumstances
  - enforcement.

Note: For candidates sitting examinations in Northern Ireland, answers based on local domestic drivers' hours rules may be acceptable. Where relevant, questions will clearly state that this applies.

- The provisions of the Working Time Regulations applicable to those who are subject to EU Regulations on drivers' hours (mobile workers) and those who are subject to the GB Domestic Drivers Hours Rules, including the requirements relating to:
  - maximum and average weekly working hours
  - break requirements, including the maximum time mobile workers are permitted to work continuously.
  - reference periods
  - workforce and collective agreements
  - night workers
  - exemptions
  - record keeping
  - enforcement.

ASSESSMENT OBJECTIVE C5 (P1, R1, P2*, R2*)

Be familiar with the rules applicable to the initial qualification and continuous training of drivers, and in particular those deriving from Directive 2003/59/EC of the European Parliament and of the Council.

Section C5 relates to Driver CPC and Periodic Training.

Knowledge required:

- Initial qualification:
  - Preserved entitlements to Driver CPC
  - Exemptions from Driver CPC
  - Tests to be passed to gain the Driver CPC qualification
  - Validity and renewal of the qualification
  - Requirements concerning the Driver Qualification Card
- Periodic Training requirements for:
  - approved trainers
  - approved courses
  - duration of each training course
  - number of hours required and deadlines for completion

SECTION D - FISCAL LAW

P1 and R1 papers will each contain between 2 and 4 questions from Section D.
P2 papers may contain questions from D1 and/or D3 from June 2014*.
R2 papers may contain questions from D1 and/or D3 from June 2014*.

ASSESSMENT OBJECTIVE D1 (P1, R1, P2*, R2*)

Be familiar with the rules governing Value Added Tax (VAT) on transport services.

Candidates will be expected to have a basic knowledge of VAT in the UK and to understand the basic value added tax implications of trading in other EU states.

The names and abbreviations of VAT, and the rates of tax in other EU states will not be tested.

Knowledge required:

- Be able to recognise the circumstances in which VAT applies to road transport and the procedures to be followed including those relating to:
  - the principles of VAT
  - the circumstances in which a business must or may register for VAT
  - rates of VAT in the UK
  - registration processes
  - the meanings of input tax and output tax
  - submission of VAT returns
  - VAT payments and refunds
  - issue and content of VAT invoices.
  - zero rated fares (Passenger papers only)
  - Tour Operators Margin Scheme (Passenger papers only)
- The requirement to charge VAT on specified international road journeys.
- The VAT implications of carrying out cabotage operations.
- The circumstances in which it is possible to reclaim VAT paid in another country and the procedures that must be followed in order to do so.

ASSESSMENT OBJECTIVE D2 (P1, R1)

Be familiar with the rules governing motor-vehicle tax.

Knowledge required:

- The basis for calculating rates of Vehicle Excise Duty for road haulage vehicles, recovery vehicles and passenger vehicles including the availability of reduced rates for low pollution vehicles. The actual rates of VED will not be tested.
- Knowledge of the issuing agency and payment and refund procedures, including online renewal.
- The conditions under which trade licences can be obtained and used, including restrictions on their use.
- The conditions under which recovery vehicles can be used including restrictions on their use.
- Requirements for UK-registered vehicles to display tax discs when travelling abroad.

ASSESSMENT OBJECTIVE D3 (P1, R1, P2*, R2*)

Be familiar with the rules governing the taxes on certain road haulage vehicles and be familiar with tolls and infrastructure user charges.

Questions about tolls or charges outside the UK will be restricted to the 'E' routes between major well-known towns and to major border crossings.

Knowledge required:

- Major UK bridges, tunnels and roads on which tolls are charged and the basis used for charging.
- Areas in which road pricing or congestion charging applies and relevant exemptions from the charging requirements.
- Low emission restrictions, together with the charging rates for non-compliance.

- The main impact of the Convention on the Taxation of Road Vehicles and how UK Vehicle Excise Duty requirements apply to international circumstances.
- Countries applying charges to certain vehicles used in international road freight operations including:
  - infrastructure charges, including road tolls
  - environmental and congestion charges including heavy vehicle fees, emission related tolls and city centre exclusions.
- Methods of charging and collection methods including toll booths, vignettes and on-board units.

ASSESSMENT OBJECTIVE D4 (P1, R1)

Be familiar with the rules governing income tax.

Questions in D4 will be appropriate to the management of a transport business.

Knowledge required:

- The application of income tax to the profits of unincorporated businesses.
- Deduction and payment of tax due from employees under PAYE.
- Allowances, expenses and benefits in kind.
- Taxes on the self-employment, including timescales for payment.
- Key requirements relating to corporation tax, including timescales for payment.

SECTION E - BUSINESS AND FINANCIAL MANAGEMENT OF THE UNDERTAKING

P1 and R1 papers will each contain between 14 and 20 questions from Section E, but no questions from E8 (organisation charts).
P2 and R2 papers will contain at least one question from E7.
P2 and R2 papers may contain questions from E6 and/or E8.
P2 and R2 papers may contain questions from E1 and/or E4 and/or E5 and/or E9 and/or E10 and/or E11 from June 2014*.
R2 papers may contain questions from E12 and/or E13 from June 2014*.

ASSESSMENT OBJECTIVE E1 (P1, R1, P2*, R2*)

Be familiar with the laws and practices regarding the use of cheques, bills of exchange, promissory notes, credit cards and other means or methods of payment.

Knowledge required:

- Methods of payments, including the appropriate use of:
  - cash
  - cheques
  - credit, debit and charge cards
  - electronic transfers
  - bills of exchange
- The content and legal requirements of documents used in business, including:
  - invoices
  - statements
  - credit notes
  - quotations
  - pro forma invoices

ASSESSMENT OBJECTIVE E2 (P1, R1,)

Be familiar with the various forms of credit, such as bank credit, documentary credit, guarantee deposits, mortgages, leasing, renting, factoring; and the charges and obligations arising from them.

The implications of using various methods to raise funds and why a transport business might choose one method rather than another.

Knowledge required:

- Methods of raising funds, including:
  - overdrafts
  - loans
  - mortgages
  - debentures
  - share issues
  - revenue reserves (retained profits)
  - leases
  - factoring
  - guarantees and guarantee deposits
  - trade creditors and taxation due

ASSESSMENT OBJECTIVE E3 (P1, R1,)

Know what a balance sheet is, how it is set out and how to interpret it.

Basic interpretation of a balance sheet and financial situation of a given company or organisation.

Knowledge required:

- The purpose of a balance sheet, the items that appear thereon and the headings under which these items are shown:
  - Fixed assets (including depreciation)
  - Current assets
  - Current liabilities
  - Long term liabilities
  - Revenue reserves
  - Capital

ASSESSMENT OBJECTIVE E4 (P1, R1, P2*, R2*)

Be able to read and interpret a profit and loss account.

Basic interpretation of trading and profit & loss accounts of a given company or organisation.

Knowledge required:

- Functions and purpose of the trading account and of the profit & loss account.
- Items that appear in trading accounts and profit & loss accounts, as applied to a transport operation; the effects of each item on each account and on profitability.
- The difference between direct costs and indirect costs.
- Basic calculations:
  - Gross profit
  - Net profit (before tax)
  - Effects on gross and/or net profit when costs increase or decrease.

ASSESSMENT OBJECTIVE E5 (P1, R1, P2*, R2*)

Be able to assess the undertaking's profitability and financial position, in particular on the basis of financial ratios.

Use of financial indicators, including calculations of appropriate formulas.

The use, calculation and interpretation of cash flow forecasts and cash flow statements.

Knowledge required:

- Working Capital
- Working Capital ratio (current ratio)
- Quick ratio (acid test)
- Capital Employed
- Return on Capital Employed
- Gross and net profits expressed as percentages of sales
- Cash flow.

ASSESSMENT OBJECTIVE E6 (P1, R1, P2, R2)

Be able to prepare a budget.

From information provided:

- draw up a budget
- analyse financial performance using budgets
- comment on the causes and effects of variances between budgeted and actual performance

Knowledge required:

- The purpose of preparing and monitoring budgets
- Systems of budgetary control.

ASSESSMENT OBJECTIVE E7 (P1, R1, P2, R2)

Be familiar with the cost elements of the undertaking, such as fixed costs, variable costs, working capital, depreciation; and be able to calculate costs per vehicle, per kilometre, per journey or per tonne.

Knowledge required:

- From data provided:
  - compile and interpret costing information
  - determine fixed costs, variable costs and overheads
  - calculate depreciation, using straight line and/or reducing balance methods
  - calculate and/or tabulate costs on a per vehicle, per unit of distance travelled, per journey or per unit of quantity basis
  - calculate contribution to costs from a given journey rate
  - identify circumstances in which a rate which does not cover total costs might be accepted (marginal costing)
  - calculate the most cost effective option.
  - make calculations with consequences of currency exchange rates.

ASSESSMENT OBJECTIVE E8 (P2, R2)

Be able to draw up an organisation chart relating to the undertaking's personnel as a whole and to organise work plans.

Candidates will not be asked to draw up a matrix organisation chart.

Knowledge required:

- Draw up organisation charts from information supplied for a business, a function or a depot.
- Evaluate different staffing structures.
- Develop work plans and systems for work measurement including the use of key performance indicators.

ASSESSMENT OBJECTIVE E9 (P1, R1, P2*, R2*)

Be familiar with the principles of marketing, publicity and public relations, including transport services, sales promotion and the preparation of customer files.

The basic principles of marketing and marketing activities appropriate to a transport operator.

Knowledge required:

- The use of marketing methods including:
  - primary and secondary forms of market research
  - market segmentation
  - sales promotion
  - response rates
  - conversion rates
  - advertising
  - compilation of customer information
  - SWOT analysis
  - product life cycles
- The purposes and use of public relations including:
  - the use of the media
  - involvement in or support for local community activities
- The most suitable methods for marketing a transport operation including the advantages and disadvantages of each method.

ASSESSMENT OBJECTIVE E10 (P1, R1, P2*, R2*)

Candidates will be expected to be familiar with the different types of insurance relating to road transport (including luggage insurance) and the guarantees and obligations arising from them.

Knowledge required:

- The principles underlying insurances and the factors that are taken into account when determining premiums.
- Methods available for assessing and controlling risk in respect of minimising insurance premiums.
- The requirements for motor vehicle insurance, the alternatives to obtaining a motor vehicle policy from an insurance company and the role of the Motor Insurance Bureau.
- Compulsory types of insurance and cover provided by employer's liability and third party motor insurance.
- Discretionary types of insurance including:
  - buildings and contents
  - fire and flood
  - theft and burglary
  - fidelity guarantees
  - consequential loss
  - public liability
  - professional negligence
  - motor cover additional to statutory requirements
  - cash in transit
  - luggage (Passenger candidates)
  - private travel insurance
  - goods in transit insurance
  - travel and health insurance (including repatriation cover)
  - CMR insurance (Road Haulage candidates)
  - maritime risks insurance
  - international motor insurance and the requirements and provisions of the Green Card system.
- The circumstances that could give rise to insurance policies being invalidated.
- Provisions and scope for obtaining medical treatment whilst abroad for employees, including the EHIC.

ASSESSMENT OBJECTIVE E11 (P1, R1, P2*, R2*)

Be familiar with the applications of electronic data transmission in road transport.

Candidates will be expected to be familiar with the use of common electronic aids and with the requirements of the Data Protection Act.

Knowledge required:

- The uses of information and communications technology, including:
  - electronic ticketing (Passenger candidates)
  - routing, scheduling and timetabling (Passenger candidates)
  - real-time information systems
  - telemetry
  - GPS and satellite navigation
  - vehicle and staff scheduling systems
  - customer information systems
  - booking and reservation systems
  - the internet
  - closed circuit television
  - consignment tracking systems (Road Haulage candidates).
- Basic knowledge of electronic communication systems for voice and data.
- Provisions of the Data Protection Act in respect of the use of information & communication technology for transport operations and the role of the Information Commissioner.

ASSESSMENT OBJECTIVE E12 (R1, R2*)

Be able to apply the rules governing the invoicing of road haulage services and know the meaning and implications of Incoterms.

Incoterms used in international road haulage, including the responsibilities of buyers and sellers for each.

Terms that the International Chamber of Commerce recommends are used only for conventional maritime transport will not be questioned.

Knowledge required:

- EXW (ex works)
- FCA (free carrier)
- CPT (carriage paid to named place)
- CIP (carriage and insurance paid to named place)
- DAP (delivered at place)
- DAT (delivered at terminal)
- DDP (delivered duty paid).

ASSESSMENT OBJECTIVE E13 (R1, R2*)

Be familiar with the different categories of transport auxiliaries, their role, their functions and, where appropriate, their status.

The primary functions of and the services offered by third parties, ancillary to the provision of road haulage

Knowledge required:

- The services provided by, and the responsibilities of:
  - sub-contractors
  - freight forwarding services
  - warehousing and distribution services
  - groupage (consolidation) services
  - clearing houses.

ASSESSMENT OBJECTIVE E14 (P1, P2*)

Be able to apply the rules governing fares and pricing in public and private passenger transport.

Separate fares and hire and reward operations, including the implications of the following types of services in terms of:

- operator licensing
- drivers' hours
- working time
- driver licensing.
- vehicle licensing
- Bus Service Operators Grant

Types of service:

- local services
- regular services
- express services
- contract hire
- private hire
- tours
- package tours
- excursions
- shuttle services
- taxi operations.

Knowledge required:

- The basic principles of statutory concessionary fare schemes.
- The use of fare tables for scheduled and other services.
- Types of fares including:
  - flat
  - zonal
  - promotional
  - seasonal
  - tapered
  - directional
  - time based
  - multi-travel
  - concessionary
  - free.
- Procedures relating to concessionary fare schemes.
- Contracts for passenger services.
- Current grants available to operators, including Bus Service Operator's Grant (BSOG) claim procedures. Questions on eligibility for BSOG will not be asked.
- Subsidised and tendered services, including:
  - "supply side" tenders
  - "bottom line" tenders
  - rules regarding de-minimus operation.

ASSESSMENT OBJECTIVE E15 (P1, P2)

Be able to apply the rules governing the invoicing of road passenger transport services.

Candidates will be expected to have a **detailed** knowledge of the Package Travel Regulations

Knowledge required:

- The Package Travel Regulations, including what qualifies as a package; required contents of brochures and contracts; and security for clients' payments.
- The main principles of the Tour Operator's Margin Scheme.

SECTION F - ACCESS TO THE MARKET

P1 and R1 papers will each contain between 8 and 12 questions from Section F.
P2 papers will always contain at least one question from F1, F2 and/or F3 and may contain questions from F7.
P2 papers may contain questions from F6 from June 2014*.
R2 papers will always contain at least one question from F1, F2 and/or F3 and may contain questions from F4 and/or F5 from June 2014*.

ASSESSMENT OBJECTIVE F1 (P1, R1, P2, R2)

Be familiar with the occupational regulations governing road transport for hire or reward, industrial vehicle rental and subcontracting, and in particular the rules governing the official organisation of the occupation, admission to the occupation, authorisations for intra-Community and extra-Community road transport operations, inspections and penalties.

Candidates will be expected to have a **detailed** knowledge of the criteria and procedures relating to obtaining and retaining an operator licence for national and international operations.

They will be expected to understand the licensing implications for hired and sub-contracted vehicles that might be employed.

Guidance can be found in the VOSA publications "Goods Vehicle Operator Licensing – Guide for Operators" (GV74) and "Public Service Vehicle Operator Licensing – Guide for Operators" (PSV437).

Knowledge required:

- Vehicles subject to operator licensing (or permits for passenger vehicles) and the appropriate type of operator licences required in given circumstances.
- Definition of different vehicle types including taxi, private hire vehicle, small bus, minibus, large bus, coach, articulated bus.
- The procedures to be followed in applying for an operator licence including knowledge of the criteria to be met.
- The rights that may be exercised by statutory objectors and the owners and occupiers of land within the vicinity of operating centres and the procedures to be followed.
- The procedures and the decision options available to the Traffic Commissioners (DoE, NI) in dealing with licence applications.
- The role of enforcement agencies.

ASSESSMENT OBJECTIVE F2 (P1, R1, P2, R2)

Be familiar with the rules for setting up a road transport undertaking.

Candidates will be expected to have a **detailed** knowledge of the criteria and procedures relating to making changes to an operator licence.

This section also requires knowledge about the OCRS ('traffic light') system for monitoring operator compliance

Knowledge required:

- The procedures to be followed in changing or varying and maintaining a licence, including knowledge of the criteria to be met and the differences between major and minor variations.
- The quality control procedures followed by Traffic Commissioners (DoE, NI), including their use of disciplinary powers and powers to impose conditions on the licence.
- Appeals procedures.
- The Operator Compliance Risk Score and the implications it has for transport operators.

ASSESSMENT OBJECTIVE F3 (P1, R1, P2, R2)

Be familiar with the various documents required for operating road transport services and the introduction of checking procedures to ensure that the approved documents relating to each transport operation, and in particular those relating to the vehicle, the driver, the goods and luggage are kept both in the vehicle and on the premises of the undertaking.

This section requires knowledge about Community Licences (including Certified Copies of Community Licences) and other required documents.

Knowledge required:

- The requirements and procedures applied in respect of Community Licences.
- The documents required to carry out a journey applicable to the driver, the vehicle, the passengers and the load.

ASSESSMENT OBJECTIVE F4 (R1, R2*)

Be familiar with the rules on the organisation of the market in road haulage services, as well as the rules on freight handling and logistics.

Knowledge required:

- The requirements in respect of various types of road haulage journey including:
  - third country services
  - cabotage services
  - own account operations.
- The rules and procedures relating to permits required when travelling to or through certain countries including those relating to:
  - bilateral journey permit
  - multilateral permits.

ASSESSMENT OBJECTIVE F5 (R1, R2*)

Be familiar with border formalities, the role and scope of T documents and TIR carnets, and the obligations and responsibilities arising from their use.

Candidates will be expected to be able to plan international journeys with particular reference to permit requirements, Community Transit, the Common Transit System and the TIR Convention.

Knowledge required:

- Customs transit regimes including those relating to the:
  - TIR convention
  - community/common transit
  - temporary importation/exportation of certain goods and vehicles (ATA Carnet and Carnet de Passage en Douane).
- The purpose and the requirements of border crossing formalities including:
  - the key provisions of the Schengen Agreement
  - passport and visa procedures
  - anti-smuggling and other security controls
  - immigration controls
  - controls on prohibited and restricted goods
  - documentary requirements relating to certain types of goods (including plants and live animals).

ASSESSMENT OBJECTIVE F6 (P1, P2*)

Be familiar with the rules on the organisation of the market in road passenger transport.

Knowledge required:

- The role and powers of the Secretary of State for Transport.
- The basic principles of competition law and the role of the Competition Commission and the Office of Fair Trading, including an understanding of the terms 'monopoly' and 'dominant position'.
- The role of local and regional governments including:
  - Integrated Transport Authorities
  - County Councils
  - Unitary Authorities
  - Traffic Commissioners (DoE – NI)
  - Transport for London.

ASSESSMENT OBJECTIVE F7 (P1, P2)

Be familiar with the rules for introducing road passenger transport services and the drawing up of transport plans.

The definitions of different types of service operated by passenger vehicles and the rules for obtaining, maintaining, amending and withdrawing them.

Candidates may be asked to draft basic timetables from information supplied.

Candidates may be asked to draw up plans for services.

Knowledge required:

- Definition of, and rules relating to:
  - regular services
  - special regular services
  - shuttle services
  - occasional services
  - cabotage
  - own account operations
  - local services
  - flexible local services
  - excursions and tours
  - express services
  - community bus services.
- Timetabling factors:
  - types of duty
  - timetabling
  - crew rostering
  - vehicle scheduling.
- The terms used in operating road passenger services including:
  - frequency
  - headway
  - layover
  - clock face and non clock face headways
  - Interworking.
- The distinctions between, and differing requirements of those services which need prior approval (authorisations) and those where the volume of operation is not regulated (waybills and own account certificates).
- The role of the International Road Freight Office (IRFO) concerning service authorisation and CPT (UK) regarding waybill supply.
- The documents that need to be carried on international road passenger journeys, their functions and amendments permitted or required en route, including:
  - documents for drivers and other crew members
  - documents for the vehicle
  - documents relating to the transport service
  - documents for passengers
  - requirements of ferry operators for passenger manifests.
- The purpose of border controls to regulate the movement of people and their belongings including:
  - key provisions of the Schengen agreement
  - passport and visa procedures
  - immigration controls
  - function of red, green and blue customs channels
  - controls of prohibited and restricted goods
  - anti-smuggling and other security controls.

SECTION G - TECHNICAL STANDARDS AND TECHNICAL ASPECTS OF OPERATION

P1 papers will each contain between 2 and 4 questions from Section G.
R1 papers will each contain between 8 and 12 questions from Section G.
P2 papers may contain questions from G2 and/or G5.
P2 papers may contain questions from G3 from June 2014*.
R2 papers may contain questions from G2 and/or G5 and/or G6 and/or G8.
R2 papers may contain questions from G3 and/or G9 from June 2014*.

ASSESSMENT OBJECTIVE G1 (P1, R1)

Be familiar with the rules concerning the weights and dimensions of vehicles in the Member States and the procedures to be followed in the case of abnormal loads which constitute an exception to these rules.

Candidates will be expected to have detailed knowledge of the major weight and dimension limits as they apply to vehicles in the UK. All gross weight questions will relate to vehicles fitted with Road Friendly Suspension (RFS).

Candidates will be expected to have knowledge of the principal limits applying to EU Member States. No questions will be asked regarding weights for specialist areas, other than those that would apply to a UK registered vehicle.

Knowledge required:

- Definitions of the terms used to identify weight categories including:
  - unladen weight
  - kerbside weight
  - gross vehicle weight, maximum authorised mass,
  - permissible maximum weight
  - gross train weight
  - design weight.
- The weight limits for various types of vehicles including vehicle and axle weight limits.
- Vehicle dimensional limits, including those relating to:
  - length
  - width
  - height.
- Countries within Europe which operate weight or dimension limits other than those provided by EU legislation.
- Projections and Overhangs.
- Special provisions applying to the movement of abnormal indivisible loads including special types vehicles and the requirements for attendants, notification and speed limits.
- Role of enforcement agencies and enforcement procedures.

ASSESSMENT OBJECTIVE G2 (P1, R1, P2, R2)

Be able to choose vehicles and their components, such as chassis, engine, transmission system and braking system in accordance with the needs of the undertaking.

Candidates will be expected to demonstrate understanding of operational requirements, economy of operation and environmental impact of vehicles.

Knowledge required:

- From information supplied choose appropriate vehicles and vehicle components including:
  - vehicle type
  - engine type
  - Emission standards
  - transmission
  - braking systems
  - passenger comfort equipment including climate control and entertainment equipment (Passenger candidates)
  - toilet provision (Passenger candidates)
  - galley provision (Passenger candidates)

- suspension
- wheels, tyres and axles
- loading and other ancillary equipment
- PSV Accessibility Regulations (dimensions will not be examined) (Passenger candidates)
- DiPTAC (Passenger candidates).

ASSESSMENT OBJECTIVE G3 (P1, R1, P2*, R2*)

Be familiar with the formalities relating to the type approval, registration and technical inspection of these vehicles.

Knowledge required:

- The procedures and documents involved in acquiring new vehicles, testing them and ensuring that they are kept in a roadworthy condition.
- The procedures and forms used in roadside checks and the consequences to the operators' OCRS rating.
- The difference between a PCV and a PSV and the testing regime used to comply with Fitness Regulations (Passenger candidates).
- Procedures, including those relating to:
    - type approval
    - plating and testing
    - Tempo 100 (Passenger candidates)
    - Vitesse 100 (Passenger candidates)
    - enforcement powers including inspection and prohibitions.
- PSV Fitness regulations (Passenger candidates).

ASSESSMENT OBJECTIVE G4 (P1, R1)

Understand what measures must be taken to reduce noise and to combat air pollution by motor vehicle exhaust emissions.

Knowledge required:

- Questions will be limited to items mentioned in Section G2 and be related to the vehicle itself rather than any considerations about the operating centre.

ASSESSMENT OBJECTIVE G5 (P1, R1, P2, R2)

Be able to draw up periodic maintenance plans for the vehicles and their equipment.

Candidates will be expected to be able to construct a maintenance plan given operational criteria.

Guidance can be found in the VOSA publication 'Guide to Maintaining Roadworthiness'.

Knowledge required:

- Factors involved in constructing a maintenance plan, including:
    - legislative requirements
    - government guidance
    - best practice.
- Relative advantages of in-house and third party planned and preventative maintenance provision.
- Requirement for and content of driver walkaround checks, preventative maintenance and vehicle inspections.
- Requirement for vehicle and equipment testing and calibration. Documents to be used and record keeping requirements.

ASSESSMENT OBJECTIVE G6 (R1, R2)

Be familiar with the different types of cargo-handling and loading devices (tailboards, containers, pallets, etc) and be able to introduce procedures and issue instructions for loading and unloading goods (load distribution, stacking, stowing, blocking and chocking, etc).

Candidates may be asked to devise procedures and write instructions relating to the safe loading and unloading of vehicles.

Guidance for Section G6 can be found in the "Department for Transport Code of Practice on the Safety if Loads on Vehicles".

Knowledge required:

- Relevant factors including:
    - legislation and codes of practice
    - weight distribution
    - stacking and stowing of loads
    - securing loads
    - use of load handling equipment
    - staff training.

ASSESSMENT OBJECTIVE G7 (R1)

Be familiar with the various techniques of 'piggy-back' and roll-on roll-off combined transport.

Knowledge required:

- The primary functions of services offered by third parties, ancillary to the provision of road haulage including:
  - tunnel, ship and ferry operations (including the use of roll on/roll off and lift on/lift off services and container operations)
  - intermodal operations (including the carriage of road vehicles on railway wagons).

ASSESSMENT OBJECTIVE G8 (R1, R2)

Be able to implement procedures to comply with the rules on the carriage of dangerous goods and waste, notably those arising from Directive 2008/68/EC and Regulation (EC) No 1013/2006.

Candidates will be expected to be able to apply the legislative requirements in respect of both the national and international carriage of dangerous goods and the trans-frontier shipment of waste.

Knowledge required:

- Dangerous goods regulations relating to:
  - consignments subject to regulation
  - vehicle marking and equipment requirements
  - documentation
  - training requirements for drivers and other staff involved in the carriage of dangerous goods
  - requirement to appoint a Dangerous Goods Safety Adviser and the functions and qualifications of the adviser.
- The requirements of IMDG.
- Requirements relating to the carriage of waste including:
  - types of waste that are regulated
  - licensing
  - documentation.

ASSESSMENT OBJECTIVE G9 (R1, R2*)

Be able to implement procedures to comply with the rules on the carriage of perishable foodstuffs, notably those arising from the Agreement on the International Carriage of Perishable Foodstuffs and on the Special Equipment to be used for such Carriage (ATP).

The main provisions of the UK rules and of the ATP rules, relating to the carriage of certain perishable foodstuffs.

Knowledge required:

- The main provisions of both UK rules and of the ATP rules relating to the carriage of certain perishable foodstuffs including those relating to:
  - types of perishable foodstuffs covered by the ATP agreement
  - journeys subject to the ATP Agreement
  - requirements for temperature control and associated record keeping
  - regulations in relation to vehicles and equipment in respect of testing, certification and marking.

ASSESSMENT OBJECTIVE G10 (R1)

Be able to implement procedures to comply with the rules on the transport of live animals.

Questions for Section G10 Questions will be limited to the commercial movement of cattle, sheep, horses and pigs.

Knowledge required:

- Rules including those relating to:
  - feeding and watering requirements
  - route planning
  - record keeping requirements
  - vehicle construction requirements
  - vehicle cleaning and disinfecting
  - training.

SECTION H - ROAD SAFETY

P1 and R1 papers will each contain between 4 and 7 questions from Section H.
P2 papers may contain questions from H1 and/or H3.
P2 papers may contain questions from H4 and/or H5 and/or H6 from June 2014*.
R2 papers may contain questions from H1 and/or H3.
R2 papers may contain questions from H4 and/or H5 and/or H6 from June 2014*.

ASSESSMENT OBJECTIVE H1 (P1, R1, P2. R2)

Know what qualifications are required for drivers, such as driving licence, medical certificates, certificates of fitness.

Candidates will need to be able to identify driver entitlements, restrictions and age limits for different vehicles and requirements for drivers to retain those entitlements.

Knowledge required:

- The qualifications for drivers, including categories of driving entitlement including:
  - restrictions
  - licence issue, validity and renewal
  - medical requirements
  - enforcement and disciplinary procedures
  - employer's responsibility to check driving entitlement
  - entitlement of those holding non-UK licences
  - provisional licence holders
  - theory and practical driving tests, and vehicles that can be used.
- International driving permits.
- Drivers' initial CPC.
- Driver CPC Periodic Training.

ASSESSMENT OBJECTIVE H2 (P1, R1)

Be able to take the necessary steps to ensure that drivers comply with the traffic rules, prohibitions and restrictions in force in different Member States, such as speed limits, priorities, waiting and parking restrictions, use of lights, road signs.

Knowledge required:

- Speed limits for various types of vehicles and roads. Candidates will be expected to know the speed limits that apply in the UK, Belgium, France, Germany and The Netherlands.
- Restrictions on waiting, parking, and the loading and unloading of passengers
- Traffic signs and signals
- Bus lanes and bus ways
- Rules applicable to various types of road including motorways, clearways and road lanes restricted to specified vehicles.
- Supplementary items of safety equipment required in individual countries
- Traffic rules in other EU member states.
- Movement restrictions that operate in specific member states.
- Powers of enforcement agencies to apply immediate penalties relating to alleged traffic offences.
- The AGR Agreement, including road signs covered in the European Agreement on main international traffic arteries. Questions will be restricted to the 'E route' network within Belgium, France, Germany, Italy, Spain and The Netherlands, including tunnels for which tolls are levied.
- For passenger vehicles, the main criteria to be met to achieve Tempo 100 and Vitesse 100, the period of validity of certificates and the circumstances in which 100kph running is not permitted.

ASSESSMENT OBJECTIVE H3 (P1, R1, P2, R2)

Be able to draw up instructions for drivers to check their compliance with the safety requirements concerning the condition of the vehicles, their equipment and cargo, and concerning preventive measures to be taken.

Guidance for Section H3 can be found in the 'VOSA Guide to Maintaining Roadworthiness'.

Candidates may be asked to draw up instructions for drivers to undertake daily walkaround checks.

Knowledge required:

- Items which should be included in a daily walkaround check.
- Nil defect reporting and exception reporting

ASSESSMENT OBJECTIVE H4 (P1, R1, P2*, R2*)

Be able to lay down procedures to be followed in the event of an accident and to implement appropriate procedures to prevent the recurrence of accidents or serious traffic offences.

Knowledge required:

- The legal requirements in the Road Traffic Acts and the guidance contained in the Highway Code, relating to the actions to be taken following a road traffic accident, including:
  - reporting requirements
  - document production
  - information to be given at the scene, or subsequently
  - evidence collection
  - action to assist those involved
  - action to secure the accident scene
  - preparation of insurance claims.
- The procedures to be followed in Member States, including the European Accident Statement.

ASSESSMENT OBJECTIVE H5 (P1, R1, P2*, R2*)

Be able to implement procedures to properly secure goods and be familiar with the corresponding techniques.

Knowledge required:

- The principles of safe loading and manual handling requirements
- For passenger vehicles, drivers' responsibility for the security and integrity of passenger luggage.

ASSESSMENT OBJECTIVE H6 (P1, P2*)

Have elementary knowledge of the layout of the road network in the Member States.

Knowledge required:

- Elementary knowledge of the major traffic arteries in EU member states and the physical mountain and water barriers which constrain movements.
- The AGR Convention (E routes) regarding the international system of road numbering. Questions will be restricted to the 'E route' network within Belgium, France, Germany, Italy, Spain and The Netherlands, including tunnels for which tolls are levied.

QUESTIONS

This section of the Student and Tutor Guide describes the style of the exam papers and the types of questions that may be asked.

P1 AND R1 - MULTIPLE CHOICE

Candidates are allowed to bring a battery-operated, non-programmable calculator. No other electronic equipment or written materials may be brought into the examination.

Both papers ask 60 questions and have a pass mark of 42 (70%). Questions are drawn from the syllabus for each discipline, as set out in each assessment objective in the Syllabus section of this guide, and summarised in the table below:

Syllabus section	P1 Number of questions	R1 Number of questions
A	2 – 4	2 – 4
B	2 – 4	2 – 4
C	8 – 12	8 – 12
D	2 – 4	2 – 4
E	14 - 20	14 - 20
F	8 - 12	8 – 12
G	2 - 4	8 – 12
H	4 - 7	4 - 7

Two hours are allowed for both P1 and R1 papers.

MULTIPLE CHOICE QUESTIONS

There are two styles of question in the P1 and R1 papers. The answer to each question is always A, B, C or D. The two types of question are:

1 Simple factual questions

For example, "Which of the following days of the week would normally be regarded as a 'weekend day'?"

A. Monday
B. Wednesday
C. Thursday
D. Sunday

2 Questions that require candidates to choose correct options from a list

For example, "Which of the following days of the week would normally be regarded as 'weekend days'?"

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

A. 1 and 5 only
B. 4, 6 and 7 only
C. 6 and 7 only
D. 1, 2 and 3 only

P2 AND R2 - THE CASE STUDY

OPEN BOOK

There are 60 marks available in P2 and R2 papers. In the December 2013 session, there will be between 5 and 8 questions, each question having between 7 and 12 marks. From March 2014 onwards, there will be between 6 and 8 questions with between 7 and 12 marks available, but there may be one question of 4 marks and/or one question of between 13 and 15 marks.

All case study papers will contain questions from syllabus sections C4 (Drivers hours, working time and records); E7 (Operational costings); and from at least one of F1, F2 and/or F3 (Operator licensing).

Candidates are allowed to bring any written materials of their choosing to the P2 and R2 papers, for their own use. They are also allowed to use a battery-operated, non-programmable calculator. No other electronic equipment may be brought into the examination.

Both papers have 60 marks available and have a notional pass mark of 30 (50%). Please read the 'How papers are marked' section on page 39 for an explanation of what we mean by 'a notional pass mark'. Questions are drawn from the syllabus for each discipline, as set out in each assessment objective in the Syllabus section of this guide.

We want candidates to show they can SELECT and USE information, APPLYING their knowledge to show understanding of that information.

Time is limited, so candidates still have to 'know their stuff'. In 2013, candidates will be allowed 2 hours to read the case study and answer the questions. From the March 2014 session onwards, the total time for the P2 and R2 examinations will be extended to 2 hours 15 minutes.

OPEN BOOK = NO PRE-RELEASE

The case studies are not released before the start of the examination. This prevents copying from model answers and helps ensure that the papers tests ability to APPLY knowledge to unfamiliar circumstances.

HOW DOES OPEN BOOK AFFECT THE QUESTIONS BEING ASKED?

The case studies, and the answers required, are intended to reflect the 'real world'. However, candidates should be aware that they are likely to encounter unfamiliar situations and scenarios that may be different from their personal experience in a particular company or sector.

Examiners will carefully research data to be provided in case studies so that it is as accurate as possible. However, all information provided will be for examination purposes only and, again, may differ from candidates' personal experience. For example, ferry fares or timetables, journey times, average speeds etc may be adjusted slightly to prevent rounding difficulties or to avoid unnecessary complications in a driver schedule or costing question.

Questions are designed to reward those who read the case study AND each question carefully, and who apply their knowledge to this information. Some questions are designed to allow candidates to research the information, but marks will only rarely be awarded for simple lists copied from learning materials.

QUESTIONS REWARD WHAT MATTERS

Theare earned by candidates demonstrating their knowledge across a range of relevant subjects. Answers that demonstrate competency (the factors that really matter) and that show the candidate would be a safe Transport Manager in the real world are likely to earn high marks. Answers that do not address the specifics of the case study and the requirements of the question are likely to earn fewer marks.

Professional Competence is defined in European legislation. Candidates' ability to demonstrate knowledge and understanding of relevant legislation are key elements of this. The CPC examinations are designed to test this knowledge and understanding, and some questions require knowledge of industry best practice. Candidates should remember that questions are likely to address events and issues from sectors that they do not work in, or intend to work. The CPC is a 'licence to practice' and requires knowledge of both the successful management of a business and the specific legal obligations involved in operating large vehicles, in all settings.

IF WE WANT A CANDIDATE TO DO SOMETHING, WE

- tell them that we want them to do it
- tell them in how much detail
- give them marks for doing it.

WE ALSO

- tell them what gains marks
- tell them how many marks they can gain.

There are very few marks for showing JUST 'what you know'. Candidates may still be asked to 'give' or 'state', but these won't just be items that can be easily found in texts.

For example, "*For the loading operatives, give FIVE actions to be taken BEFORE starting to load*" (Sept 2012, R2)

We are unlikely to be looking for simple facts stated in standard notes or documents. Instead, answers to questions like this require responses that **directly relate** to the circumstances described in the case study.

In this example, answers that gave actions to be taken by the driver, and actions to be taken DURING or AFTER loading earned no marks.

QUESTIONS ARE AS TRANSPARENT AS POSSIBLE ABOUT WHAT WILL AND WON'T GAIN MARKS

Examiners try very hard to be absolutely clear about what candidates are expected to do.

Questions are explicit about **Format**:
"Draw a single combined chart"
"Show ALL your workings"
"Name each cost"
"Complete the table below"
"Show start time, finish time and work mode for all activities"

Questions are explicit about **Instructions**:
"Without amending running time, minimum stand time or frequencies"
"Include in your answer any criteria which would have to be met to achieve this"
"Tachograph symbols are NOT acceptable"
"Give your answer to the nearest penny"

Questions are explicit about the **number of responses** required:
"Give FIVE documents…"
"Identify SIX items... "
"Describe FOUR actions..."

QUESTION TYPES AND HOW TO APPROACH THEM

The aim of this section is to give you information about:

- the **level** of questions
- the **types** of question we ask
- common mistakes by candidates in **interpreting** question types
- **tips** and **techniques** for approaching types of questions.

Regulation EC 1071/2009 states that the professional competence exam **must** be at Level 3: *"The knowledge to be taken into consideration for the official recognition of professional competence by Member States…may not be below level 3"*

LEVEL 3

The Independent Regulator, Ofqual, defines Level 3 as follows:

Intellectual Skills and Attributes	Processes
Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories Access and evaluate information independently Analyse information and make reasoned judgements Employ a range of responses to well defined but often unfamiliar or unpredictable problems	Operate in a variety of familiar and unfamiliar contexts using a range technical or learning skills Select from a considerable choice of procedures

When **reading** the case study and the questions, candidates must be able to:

- **Evaluate** the information in the case study
- **Analyse** that information, and make **judgements** based on it
- Use **technical** and **educational** skill to manage **unfamiliar** and **unpredictable** information and questions

When **answering** the questions, candidates must be able to:

- **Evaluate** a question
- Choose the **appropriate** way to respond to its demands
- **Respond** in a range of **different** ways
- **Not just give facts** but show they can **apply** the knowledge they have
- Take part in **'complex' activities**, like
  - reflect complex information from a scenario
  - give a comprehensive explanation
  - complete a complex schedule or calculation

THE CASE STUDY - TIPS

- Read it ALL **carefully**
- **Highlight** things that might be missed on a second read
- Remember:
  - We are not trying to 'catch candidates out'
  - The information needed is in the case study. This case study is as short as possible, but it must give enough information to allow candidates to understand the circumstances being described, and to allow candidates to select relevant information from a range of items.
  - **Relate answers to the case study**. For example, if a question asks for implications for an operator's licence, then candidates must give the PARTICULAR implications for the company whose licence is discussed in the case study.

TIME MANAGEMENT

Candidates should think about how much **time** to allocate to each task in the exam. For example, a time plan for a 2-hour paper might be:

- 15 minutes to read the case study, allowing a further
- 105 minutes to answer the questions.

This would allow an average of (105/60 marks =) 1.75 minutes per mark. SO: Allot around 21 minutes to a 12 mark question. Allot around 12 minutes to a 7 mark question.

However, candidates might choose to spend a little more time on scheduling and costing questions, which may have a higher calculation element, and a little less time to more narrative style questions.
Practice with past papers (available on the relevant qualification page of the OCR website) should help candidates to plan time management in the exam itself.

TIPS

Scan the questions after reading the case study, to get an idea what they are looking for, and to start thinking about which order to answer the questions. While doing this, it would be natural to start thinking about where the necessary information can be found.

Some candidates choose to start with the questions they feel most confident about; some will start with a driver schedule or costing question; some will simply answer the questions in the order they are presented.

Answer every question, if possible. Do not assume that enough marks have been earned and skip or skimp the remaining questions.

Don't spend so much time on one question that another question cannot be answered well or at all.

Make sure the answer is to the question asked! Having to re-do a question takes time that could be better spent earning marks elsewhere.

QUESTION TYPES AND HOW TO APPROACH THEM

1. TIPS FOR ALL TYPES OF QUESTION

The verbs used in questions (the 'command words') tell candidates what is required of them. To get marks, candidates MUST **answer the question that has been asked**!

Failing to follow the command word is probably the single biggest cause of candidates scoring poorly.

CLARITY

The simplest tip of all is, **BE CLEAR** in answers. If an examiner can't read an answer, they might not be able to see where it deserves marks. The exam is not a test of spelling or grammar, but the following are important:

- Write **tidily**
- **Separate** each answer
- Use good **English**
- Write in **sentences**, where appropriate (which is usually!)
- Show all **workings**
- Set out any calculations **clearly** and **separately**
- Do NOT write in the right-hand margin, as this is reserved for the marker to record marks achieved.

QUESTIONS

There are three 'levels' of depth required. The verbs used fall into three categories:

1. Verbs like give/state/identify

These are the least demanding of the command words. They do not require a full explanation, or a very detailed description BUT, they do require the candidate to **select** the right information/knowledge and **demonstrate** it straightforwardly.

These questions might also be phrased, '**What** documents…' or, '**What** items…' and answers may need more than a couple of words to make them item specific.

For example. "*Give FOUR documents that must always be carried on the vehicle outside the UK*"

x **a community licence** isn't specific enough, because what actually must be carried is

√ **a certified copy of the community licence**

For example, "*Give three pieces of information on the driver daily vehicle check sheet*"

x **date** isn't specific enough for a check sheet, but

√ **date of vehicle inspection** or **date of fault rectification** is

For example, "*Give FIVE actions that a driver should carry out on his load*"

x **restraints** is not <u>action</u>; even **suitable restraints** is not <u>action</u>

√ **check restraints are suitable for the load** IS an action!

Caution! Check what comes **after** the give/state/identify. Don't let verbs like 'give', 'state' or 'identify' hide what the rest of the question asks for. "Identify" is used to signify that we wanted the simplest items of information. With the open book format, marks are rarely given for very simple items that can **come straight out of a book**. Now, when we use "identify", we tend to mean engage in a thought process and give us the result of that.

For example: "*Identify where the plan does not meet the requirements of the legislation*"

x The answer to this is not just **1st week** but could be

√ **The gap between inspection periods (the first week of January and the 3rd week of January) is too long**

2. Verbs like describe/outline/detail

These verbs ask candidates to do **more than just give** a simple answer. A broad definition of each of them is, "*to characterise, to give the main features or various aspects of, to summarise*"

We expect candidates to **give details**, or a **description**. A few words, or a list, will **not** be enough. Candidates should ask themselves '**HOW**?' and make sure that those details are covered in their answer.

For example, "*Describe TEN defects which would render the tyres illegal*"

x **Cuts** is not a description. Neither is **Wear**.
(Think: HOW? would each item render the tyres illegal))

√ **Cuts in the tyre in excess of 25mm** or **Wear deep enough to expose the ply or cord**. Both give a **description** – they have **detail**

3. Verbs like explain/analyse

These verbs indicate the most challenging kind of question; they ask for **depth** and **reasoning** and **judgement**. A definition of this command is, "*to **define**, to offer **reasons** for or a cause of, to **justify***".

We expect candidates to do more that just describe in their answers. Instead, they must go into **thorough detail** AND, where relevant, give ***reasons***.

Not all 'Explains' require reasons BUT candidates must still go into **detail** AND **answer the question**. They should ask themselves "**WHY**?" and make sure the "**BECAUSE**" is covered. They should check what it is they are supposed to be explaining (a reason? A process?) and make sure to **answer the question**!

Answers to this type of question need to be in **full sentences** and go into **thorough details**.

If a question asks for a **process** or **steps**, then that is what is required for the marks.

For example, "*Explain how NINE additional or higher costs could arise as a result of carrying out international journeys*"

x Tolls. does not **EXPLAIN** how a higher cost arises
does not **give details**

√ Tolls can create higher costs (WHY?) BECAUSE many motorways in Europe charge tolls, unlike in the UK where there is only one toll motorway.

For example, "*For the criteria of financial standing, explain what OCR will need to demonstrate to the Traffic Commissioner*"

x €9,000/€5,000 does not **EXPLAIN**
does not **go into detail**

√ OCR will need to show that they have (details) €9,000 for the first vehicle and €5,000 for every other vehicle (WHY?) because they have to demonstrate that they have enough money to keep the vehicles in a fit and serviceable condition

For example, "*Explain the process which would enable each subsidiary company to obtain its own Operator Licence*"

x GV79, TM1, advert. does not give **DETAIL** AND
does not **explain** the **PROCESS**

√ Each subsidiary company needs to complete a GV79 form and submit it to VOSA at least 9 weeks before the licence is required. They must place an advertisement in a local paper 21 days… (etc)

DON'T FORGET To look at what comes ***after*** the verb:

- State ***which***
- Calculate ***whether or not***
- Explain ***how***
- Explain ***why***

This is part of the question. If candidates miss this, they may be answering the wrong question, and losing opportunities to gain marks!

2. TIPS FOR 'NON-NUMERICAL' TYPE QUESTIONS

Three specific types of question require particular approaches. This section addresses:

- 'Give FIVE' questions
- Paired answer question
- Organisation charts

In 'Give FIVE…' style questions, only the number of answers stated in the question will be marked.

We tell candidates exactly what we expect from them to gain the available marks and allow them to use their time usefully. We reward candidates who know the right answers and who therefore show competency.

This style of question prevents reward for "saturation bombing" in an attempt to gain marks from the small percentage which may be right. To do otherwise would disadvantage candidates who respond to the question as asked (and give only five answers).

REMEMBER

ALL questions with numbers in them are marked in this way and any number and verb can be used. So, you may see 'Explain TWO…', or 'Describe NINE…'

TIPS

- Lay out answers **clearly**, to avoid any confusion about where one response ends and a further response begins.
- Make sure each answer is plainly **separate**.
- **Only give** the number of answers requested. Don't waste time on responses that won't be marked.
- If a candidate has more than X potential answers, they should **start with the ones they are most sure of**.

In "Paired answer" type questions, candidates are asked give a certain number of items and, for each item, candidates must give (for example) an explanation or reason.

REMEMBER
Where we ask for a certain number of items, only those provided by the candidate up to that number are marked, along with the explanation/ reason that accompanies each one. If an explanation or reason isn't given for any of the first number of required answers, candidates lose the opportunity to gain those marks.

"Paired answer" type questions – an example
Give TWO personal documents the driver must carry and, for each, explain why he/she must carry them. (4 marks)
The prescription for his painkillers (1 mark)
A Driver Qualification Card (1 mark)
A letter of Attestation <u>showing</u> why the driver has missing driver's hours records.
A letter of authority <u>proving</u> the driver has permission from the owner to drive and use the vehicle.

All four of the DOCUMENTS listed AND the two EXPLANATIONS given are correct. **But** the question requires the candidate to give TWO, and FOR EACH give an explanation. So only the first TWO items are marked, along with their explanation. As no explanation is given for either of the first TWO documents, the opportunity to gain two more marks has been lost.

This question asks: '*WHY* does he have to carry them?' Not: 'describe the documents'

TIPS

- Lay out answers **clearly**.
- Place each answer <u>with</u> its **relevant explanation or reasons** and make each of these sets separate.
- **Only give** the number of items and explanations/reasons requested. Don't waste time giving answers that won't be marked.
- If candidates have more than the required number of potential answers, they should use the items for which they have (the best) explanation(s)/reason(s) THEN use the items where they have no explanation/reason but feel confident of the item.
- **Organisation Chart questions will usually require candidates to draw up a chart, based on information about a transport organisation and its staff in the case study**. Organisation charts will no longer have a mark for a tidy/clear layout, but they may have a mark available for "all the staff that are required and no staff that aren't"

REMEMBER
Candidates should include EVERYONE who they have been **asked** to include, but exclude ANYONE who they have **not been asked to** include. The roles or titles used in the case study should be used and staff of 'equal rank' should be at the same 'height' on the chart. Staff who have a manager/superior should be joined with a vertical line.

TIPS

- **Draw clearly!** If a chart cannot be interpreted then it will not get full marks.
- Lines should be horizontal and vertical. There is rarely a need for diagonal lines.
- Lines should be drawn straight, with a ruler.
- Staff titles should be placed in boxes, so they are easy to read.
- Colours should be avoided.

3. TIPS FOR ALL 'NUMERICAL' TYPE QUESTIONS

Questions requiring candidates to prepare a driver schedule and questions about costing and budgeting fall into this category. Marks are usually available for workings/calculations. If workings are absent or cannot be read then they can't be marked.

TIPS

- Make calculations **CLEAR**.
- Make sure they are laid out **TIDILY** and can be read easily.
- Make sure each cost or item is **NAMED**.
- Do each calculation **separately** and give an answer for **each** calculation. (This will also help if with going back and making corrections.)

- It may help to **highlight** relevant columns or data in the case study before beginning. (Remember that the case study may contain data not relevant to a particular question, either because the data is needed for another question, or to test candidates' ability to access and select the correct information)
- Check whether the question gives specific details about **how much/how many**:
  - Is the answer to be given in £ or in €?
  - Is the answer to be given to the nearest penny?
  - Is the budget for a week? A day? A year?
  - Is the cost for a one way trip? A return? One vehicle only?
  - Is the calculation for all the buses? The ones on service A?
  - Is there a profit mark-up to be added? Does it apply to all costs?
- Spend some time collecting the data needed to complete the schedule and use the data to plan your answer. You may be able to identify the key decisions required.
- Remember to '**convert**' times correctly! 120 minutes is 2 hours, not 1hr 20 minutes and 2.25 hrs is 2 hours 15 minutes, not 2 hours 25 minutes.
- Keep a 'running total' of accumulated hours down the side so you can easily see when a driver has, for example, done 4.5 hrs driving or worked for 15 hours.
- Be clear about the activity – is it a **break** or a **rest**? These are different activities and, where the distinction is important, marks are only awarded for the correct one.
- Consider whether the schedule is, or should be, **single** or **double** manned?

4. TIPS FOR DRIVER SCHEDULE TYPE QUESTIONS

These types of question require candidates to prepare a driver schedule, based on information in the case study. Sometimes, the question requires candidates to find error and/or illegality in a given driver schedule.

REMEMBER
If a candidate's schedule becomes **illegal**, then **marking stops** at that point. It is therefore vital that candidates pay attention and stick to the legislation which will affect driving, breaks and rest periods.

If a particular ferry journey (or choice of sailings) is involved in the schedule, or particular deliveries or collections are required, then **marking stops** at any point where these are missed. If the distance to the destination is exceeded, marking again stops at that point. It is therefore vital that candidates calculate times accurately, and pay attention to any company policies or rules that are mentioned in the case study, as well as to the details of the route.

TIPS

- Make sure to READ the case study carefully. Pay attention and stick to:
  - the company policies that may affect driving
  - the legislation which will affect driving
  - the detailed requirements of the route
- Pay attention and stick to:
  - the **TIMINGS/DURATIONS** given. Candidates may need to
    - › work forwards from a departure time
    - › work backwards from a ferry, arrival or activity completion time
    - › bear in mind **durations** for breaks or loading/unloading/boarding
  - when the schedule is to start and when it is to finish
    - › the end of Monday?
    - › 24 hrs from the driver's start time?
    - › don't lose marks by giving too short a schedule or waste time by giving one that is too long!

"WHAT ABOUT EXACTLY SHOWING MY ANSWER?"

Candidates often give good answers, but NOT to the question being asked!

<u>Ask: HAVE I ANSWERED THE QUESTION I AM BEING ASKED?</u>

BEFORE beginning an answer, there are five things to be looked for:

- **What?**
- **About?**
- **Exactly?**
- **Showing?**
- **ANSWER!**

Remember the phrase: 'What About Exactly Showing My Answer'!

WHAT?

This is what the question is asking for. It is where the eye goes first. It's the 'meat' of the question.

Ask: **WHAT** do they want from me?
For example:

- A schedule
- Documents
- Defects
- A tender

Make sure the given answer is **what** is asked for!

For example: if asked for tyre defects that would make a tyre ILLEGAL, don't give examples of what makes a tyre LEGAL.

ABOUT?

This is what the question is ***about***.

Ask: I know what I have to give, but what **ABOUT**?

I have to give a schedule… **about** what? (*The private hire for the Reading Voice Choir*)

I have to give a tender… **about** what? (*School contract A34*)

I have to give required documents… **about** what? (*The operation to the Italian lakes*)

I have to calculate the costs... **about** what? (*The delivery to Nantes*)

This information can usually be found:

- immediately around the 'what?'
- in the stem or start of sentence

A schedule for the wrong route/a costing for the wrong contract = no marks!

EXACTLY?

This is the specifics of the question, the details about **exactly** what is required.

Ask: **EXACTLY** what am I being asked to give?

- *Are there any specifics?*

How long/much/when **exactly**?

- *For the* ***return*** *journey*
- *The* ***daily*** *cost*
- ***Up until*** *the departure from Milan*

What **exactly**?

- *Items* ***other than*** *vehicle parts and components*
- ***Personal*** *documents*

Who **exactly**?

- ***The drivers engaged on this service***
- ***The loading operatives***

SHOWING?

This is what candidates are supposed to SHOW in their answer and how they are supposed to SHOW (present) their answer.

Ask: what am I being asked to **SHOW**?

Explicitly	Implicitly	And/For each
• Show all your **workings** • **Name** each cost • In **local time**/ in UTC/Add an hour • Show standing /running costs **separately** • In **GBP** • A **single combined** chart • Give **FIVE**	• Give **reasons** for your answer • Showing **lines** of communication • Include **any criteria** that need to be met	• **For each**, explain **why** • **And** what **provisions** apply to these journeys • **Include** any **criteria** you'd need to meet

ANSWER?

This is the most crucial. It is the **question** they are being asked to **answer**.

Ask: What question am I being asked to **ANSWER**?

Am I being asked to:

- **EXPLAIN**? Am I about to just state?
- **DESCRIBE**? Am I about to just give a list?

The **VERB** is what's key (see 'The verbs we use')

- Doing this last may help candidates have the most important thing in mind as they put pen to paper
- This is also an opportunity to take a step back and ask again AM I ANSWERING THE QUESTION BEING ASKED?

How about exactly showing answer?
An example

- Consider the optional extras for the new vehicle to be purchased for RBAS Schedule 1. For each of any SIX items on the list, outline TWO benefits for the driver or the company."
- What? **Benefits**
- About? **Optional extras** on **Schedule 1 vehicle**
- Exactly? For the **driver** or the **company**
- Showing? **TWO** benefits for any **SIX** I choose
- ANSWER? Give an **OUTLINE**!

CHIEF EXAMINER REPORTS

After the Case Study papers for each session have been marked, and after the pass mark has been set, the Chief Examiner for the relevant exam (P2 and R2) publishes a report that outlines the key performance issues arising from the questions, and how they were answered.

These reports are published promptly on the OCR website. They still give common wrong answers, but are now intended to put more emphasis on:

- giving help and guidance
- giving a guide to correct answers/calculations/schedules
- outlining how any issues raised by centres and candidates were addressed

HOW PAPERS ARE MARKED

MULTIPLE CHOICE PAPERS

The answer to each multiple choice question is one of A, B, C or D in every case. Every candidate response is therefore awarded either one mark or no marks.

The pass mark for the P1 and R1 papers is **70%** of the marks available (42 marks out of 60 marks). This pass mark is able to be constant because each multiple choice paper contains at least 90% of questions that have been set in previous sessions and the difficulty of each paper can be set to be consistent with past papers.

Scores for every question that has previously appeared are analysed to see if the pattern of responses is out of line with previous experience. In these cases, the question and answer will be carefully checked for accuracy.

CASE STUDY PAPERS

Both the R2 and P2 papers have 60 marks available and have a notional pass mark of 30 (50%). A notional pass mark is one which we have estimated may be applied if the questions we have prepared enable candidates to perform to the expected standard.

Each candidate script is marked by an experienced assessor, working from a mark scheme, as described below. Assessors submit a sample of the scripts allocated to them to another assessor for quality control. The second assessor re-marks the script and reports on any material differences. The sampling process does take time, and is a major reason why results take some weeks to emerge, but it is an important measure to achieve accuracy and consistency in marking.

Marking – What you will see on a marked script and what it means (see "Access to Scripts", below)

- Margin marks - ticks, crosses and '1's
- Circling and underlining
- "First five only"
- Paired answers

Symbol	Means circled/underlined part is
1	Correct Gains an available mark
√	Correct No mark available for this calculation/line
x	Incorrect Whether or not a mark is available

TICKS/CROSSES/'1's" AND CIRCLING/ UNDERLINING

In long calculations/schedules, not every calculation/line has an available mark.

Ticks/crosses are there to help revision. They show what is correct/incorrect even when marks are not available.

Circling/underlining is there to show which part of an answer has been awarded or denied a mark.

FIRST 'X' ANSWERS ONLY AND PAIRED ANSWERS

If a question specifies a certain **number** of items or explanations, only that many are marked. So, you may see a line and 'first X answers only'. For example:

"***Give TWO documents the driver must carry***" ***(2 marks)***

The prescription for his painkillers	(1)
A letter of authority	(1)
A letter of Attestation	first 2 only

FLEXIBILITY FOR CANDIDATES

We recognise that candidates are under examination conditions and under time pressure. For these reasons, we are considerate with regard to the answers candidates give. We do this via:

- Mark schemes
- Standardisation

MARK SCHEMES

These documents are written when the paper is written and they will list more correct answers listed than there are marks available. This gives flexibility for assessors to reward different ways of saying things and allowing for alternative answer formats. For example, in answer to a question about professional competence, the mark scheme may specify, "accept Transport Manager OR professionally competent person". Note that, while either answer will gain a mark, a candidate who writes both answers will still only earn one mark.

This allows other ways of saying things. For example, the candidate who simply states that OCR will need to apply for a new 'O' licence to cover the Fishguard depot, is by implication saying that their current licence does not cover it.

Mark schemes reward different methods of arriving at the right answer. For example, in a double-manned driver scheduling question, a mark scheme may specify, "accept any legal division of driving/other duties" and assessors will award marks accordingly.

STANDARDISATION

Once marking has started, examiners add answers to the mark scheme to reflect acceptable answers that were not originally in the mark scheme, but have been submitted by candidates.

It allows other ways of calculating/scheduling and rewards creativity as new answers are added. It also allows examiners to be responsive to any issues candidates might be encountering and to issues raised by centres.

FAIRNESS FOR CANDIDATES

All question papers go through a rigorous setting process which includes setting and revising of the content and culminates in an Assessment Materials Evaluation Committee (AMEC) meeting. The meeting is chaired by the Chair of Examiners for the CPC qualification. The committee of subject experts evaluates the question paper, the mark scheme and (where applicable) the case study, to ensure that the content is within the specification, is error free and is of a consistent demand to previous papers.

Every effort is made to maintain comparability of demand of these question papers. It is not always possible to do so as accurately as was expected at the AMEC meeting. The outcomes of how accessible a question paper is can only fully be judged once candidates have sat the paper and the entire cohort of candidates have had their papers marked.

It is very important that all candidates are treated fairly, regardless of which session they sit the paper. Having to achieve a higher score on a more accessible paper is the same as having to achieve a lower score on a more demanding paper.

We achieve this through 'Awarding', a process that follows the marking of all scripts.

AWARDING

The awarding meeting is again chaired by the Chair of Examiners for CPC. At the meeting, examiners who have marked the scripts look at a range of scripts and identify the mark level achieved by the minimally competent candidates, by consensus.

As part of this consideration, they also review scripts representing the previous session's minimally competent candidates (known as an archive).

The pass mark is then set. The number and percentage of candidates passing is only considered afterwards.

When the time allowed for the case study papers is increased from 2 hours to 2 hours 15 minutes, in March 2014, we must ensure fairness for candidates who did not have the extra time available. The awarding committee will compare the difficulty of the 2014 exams with those set from March 2012 to December 2013. They will adjust the pass mark to ensure that the change does not advantage or disadvantage any candidate who has taken, or will take, the exam. This is not to say that the pass marks for 2014 papers will necessarily be higher than those for 2012 or 2013.

POST ASSESSMENT SERVICES

Our post assessment services promote fairness by allowing centres to see how a candidate's script was marked and request a review of that marking. The services available are 'Access to Scripts' and 'Enquiries about Results'.

They **MUST** be requested by the centre (NOT by the candidate), directly from the ATS/EAR team (NOT via the Qualification Manager).

Centres should go to the OCR website:

- 'OCR for…'
- 'Exams Officers'
- Choose the 'Vocational' tab

'ACCESS TO SCRIPTS' (ATS)

This service delivers a scan of a candidate's marked script.

'ENQUIRIES ABOUT RESULTS' (EAR)

This service provides for a review of the marking of a script. There are three levels of EAR available:

i. Marking is **clerically** checked
ii. Marking is **reviewed** by another examiner, **without a report**
iii. Marking is **reviewed** by another examiner, **with a report** (also available for a group)

Reviewing examiners mark the script again to give a second opinion. They are not trying to 'find marks' or upgrade a candidate and they are not trying to 'preserve' the original result.

POST ASSESSMENT SERVICES - TIPS

- Use the **ATS** service first. This may save you/your candidate time and money
- Use **i or ii** if a candidate is **near to the pass mark** and wishes to have their script reviewed, in case it changes their result
- Use **iii** if a candidate wishes to have feedback to assist them with revision and improve their chances of passing a future paper.

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