



Certificates of Professional Competence

Ofqual Qualification Number

600/4285/0 - OCR Level 3 Certificate of Professional Competence
for Transport Managers (Road Haulage) (VRQ)

600/4285/0 - OCR Level 3 Certificate of Professional Competence
for Transport Managers (Passenger Transport) (VRQ)

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Syllabus, 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 and 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: as well as opening the mail and keeping the accounts, they may have responsibility for ensuring compliance with legislation affecting drivers' hours and the many other aspects of road transport law, monitoring drivers using an efficient system of procedures, and for ensuring the effective management of vehicle maintenance.

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 in which 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 (CPC).

WHAT IS THE OCR CPC QUALIFICATION?

These qualifications are regulated by Ofqual and the Welsh Government as vocationally related qualifications (VRQs). Successful completion of the CPC award will qualify students 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 versions of these qualifications, gained in the UK, are recognised as meeting the competence requirements in all other EU member states. Some member states may, however, 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. Please note this specification and associated assessment materials are available in English only.

This qualification has been designed to meet the requirements of the Regulation (EC) No 1071/2009 of the European Parliament and of the Council of 21 October 2009 establishing common rules concerning the conditions to be complied with to pursue the occupation of Road Transport Operator.

The qualification specifications have been derived directly from Regulation (EC) No 1071/2009 and provide assessment which is comparable to the assessment provided in other EU member states.

Achievement of the Certificate of Professional Competence in either Road Haulage or Passenger Transport demonstrates that the holder of the qualification is qualified to perform the effective and continuous management of undertakings engaging solely in transport operations within any EU member state.

This qualification specifically aims to:

- assess the professional competence of applicants for Goods Vehicle Operator Licence and their nominated Transport Managers (road haulage)
- assess the levels of knowledge and practical aptitude necessary for the management of a transport undertaking as set out in Annex 1 of Regulation (EC) No 1071/2009
- assess skills and knowledge at a level which is harmonised at a minimum level with the skills and knowledge assessed in all Member States

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 lives. However, professional competence can be affected at any time, by certain personal circumstances, for example, if the holder is convicted of certain criminal offences.

A candidate achieving a Certificate of Professional Competence in either Road Haulage or Passenger Transport has the following progression routes available:

- enter the profession of Transport Manager
- undertake higher level qualifications part-time or full-time in further or higher education, e.g. HNC, HND, degree
- undertake additional complementary qualifications in the workplace e.g. Level 3 Certificate in Logistics Operations or Level 3 NVQ Certificate in Management.

WHAT DO STUDENTS HAVE TO DO?

Study for professional competence will cover a wide range of topics applicable to all businesses that 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, full details of which are given 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 after the age of 16, subsequent to Level 2/GCSE qualifications. These qualifications are recommended for delivery for learners aged 18 and above.

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, as well as studying road haulage or passenger transport, as appropriate to the qualification required, all students will need to study and apply information based on the law concerning business.

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 or instructions, make 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 at 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.

The time it will take a candidate to complete one of these qualifications will depend on a number of things, such as the mode of study (i.e. whether full-time or part-time) and level of knowledge or experience on entry onto the programme of study. As a general guide the units in these qualifications are likely to require the following numbers of guided learning hours (GLH):

- Multiple Choice assessment - 100 GLH
- Case study assessment - 60 GLH

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 an International CPC, candidates will only need to pass two units. Units will be graded Pass or Fail.

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

Unit Number	OCR unit code	OCR unit title	OCR Qualification 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 them at separate times. 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 needed to gain the full CPC award.

The multiple-choice examination is also available on demand, through OCR examination centres.



MULTIPLE CHOICE

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

Candidates are allowed 2 hours to complete the examination; however, they may leave the examination room after 1 hour 15 minutes.

(Depending on the number of candidates in the room, examination centres may find it less disruptive to allow one 'exit time', for example, over 1 hour 15 minutes or 1 hour 30 minutes.)

The multiple choice paper consists of 60 questions each worth 1 mark and has a notional pass mark of 42.

CASE STUDY

The case study focuses on the application of knowledge, making candidates more adept at the skills required in relevant transport careers. This benefits the transport industry in general by encouraging more relevantly qualified transport managers. The focus on having to explain things enables candidates 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.

The case study assessment comprises a relevant scenario, (as concise as possible), which is issued with the papers at the start of the assessment (2 hours and 15 minutes). 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.

The case study will only contain information that will enable the candidate to demonstrate application of the knowledge they have acquired. The case study paper is a 60 mark paper and has a notional pass mark of 30.

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. This document contains 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/>

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



CPC COMBINED SYLLABUS

Candidates will be questioned on knowledge, understanding and skills (KUS column) applicable to both national and international operations and business transactions operations unless specifically stated otherwise.

The assessment objectives are taken from Annex 1 of Regulation (EC) No. 1071/2009¹.

Section headings indicate where sections of the syllabus relate to road haulage and passenger transport or relate only to one sector.

Elements that relate only to road haulage are highlighted in **blue**; elements that relate only to passenger transport are highlighted in **green**. Where sections of the regulation are applicable to one sector only, there is a header in the relevant colour.

February 2016 - Updated areas of the syllabus are highlighted in **red**.

Note: For candidates sitting examinations in devolved administrations, answers based on local laws and regulations will be accepted, where relevant to the question being asked.

Please note the following:

R2/ P2 papers will always contain at least one question on C4 (Driving time, rest periods and working time rules) and one question on E7 (costings).

R2/ P2 papers will always contain at least one question from F1 (occupational regs), F2 (undertaking rules) and/or F3 (operating docs).

R2/ P2 papers will always contain at least one question from G3 (type approval, registration and technical inspection), G5 (periodic maintenance), G6 (road haulage only -cargo handling/loading) and/or H1 (driver qualifications).

¹ Regulation (EC) No 1071/2009 of the European Parliament and of the Council of 21 October 2009 establishing common rules concerning the conditions to be complied with to pursue the occupation of road transport operator and repealing Council Directive 96/26/EC.

CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
A CIVIL LAW						
Applicable to all						
X		A1	Be familiar with the main types of contract used in road transport and with the rights and obligations arising therefrom.	A1.1	The elements required for the formation of any legally binding contract: offer/acceptance/consideration/intention/legal capacity/legal purpose/formalities.	Candidates will only be tested on content of KUS column as it applies in UK law.
X		A2	Be capable of negotiating a legally valid transport contract, notably with regard to conditions of carriage.	A2.1	Enforcement of contracts.	
Road Haulage only						
X	X	A3	Be able to consider a claim by his/her 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/her contractual liability.	A3.1 A3.2 A3.3	Key clauses contained in contracts of carriage: <ul style="list-style-type: none"> • conditions of carriage • claims for compensation. General and specific liabilities of: <ul style="list-style-type: none"> • principals • subcontractors • agents. Assess compensation for losses relating to damage.	Tutors should show examples of the RHA and FTA conditions of carriage and explain why these may be unsuitable for certain movements. <i>Companies can have their own conditions; this needs to be made clear to candidates.</i>
X	X	A4	Be familiar with the rules and obligations arising from the Convention on the Contract for the International Carriage of Goods by Road (CMR).	A4.1 A4.2 A4.3 A4.4 A4.5 A4.6	The rules and obligations contained in the CMR. The main provisions of the CMR as they may apply to a national carrier (Unwitting CMR). Limits of liability of the carrier for loss, damage and delay. The defences that may be available to a carrier against a claim. The relevance of insurance. Goods exempt from the convention.	Tutors should include the practical implications of CMR liabilities and of applying the convention to typical international operations. Tutors should explain how the value of special drawing rights (SDRs) fluctuates with market conditions. Tutors should highlight the differences between the provisions for claims in the UK (syllabus reference A3) and claims under the CMR.



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
Passenger Transport Only						
X	X	A5	Be able to consider a claim by his/her 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/her contractual liability.	A5.1 A5.2 A5.3 A5.4 A5.5 A5.6	<p>Cluses that may be contained in the conditions of carriage.</p> <p>General and specific liabilities of:</p> <ul style="list-style-type: none"> principals sub contractors agents. <p>Ability to limit liability for carriage of passengers and their luggage.</p> <p>Key elements of the Public Service Vehicles (PSV) Conduct Regulations applicable to both passengers and crew.</p> <p>Assess the obligations and liabilities of operators even where no fare is charged to passengers.</p> <p>Devise and apply procedures for dealing with claims and the determination and payment of compensation for:</p> <ul style="list-style-type: none"> injury to passengers delay loss of or damage to baggage lost property. 	<p>Tutors should:</p> <ul style="list-style-type: none"> use typical examples of contracts of carriage and how operators convey this information to the passengers. explain the role of travel and ticketing agents explain the responsibilities of both the driver and the operator when dealing with lost property. <p>Tutors could give examples of industry and operator best practice.</p>
B COMMERCIAL LAW						
Applicable to all						
X	X	B1	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.	B1.1 B1.2 B1.3 B1.4 B1.5	<p>Partnerships.</p> <p>Limited liability partnerships.</p> <p>Sole trader.</p> <p>The relevant legal obligations for the formation, operation and dissolution of each type of business including rights and duties of business owners.</p> <p>Bankruptcy.</p>	<p>Candidates will be expected to show understanding of the various types of business structure and the advantages and disadvantages of each.</p> <p>They will be expected to have an understanding of the responsibilities and liabilities placed upon individuals and companies.</p>



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X	X	B2	Have appropriate knowledge of the various forms of commercial companies and the rules governing their constitution and operation.	B2.1	Correct definitions of types of business including: <ul style="list-style-type: none"> private limited companies public limited companies cooperatives community interest companies. 	<p>Candidates will be expected to show they understand the procedures involved in setting up and dissolving the various types of business structure.</p> <p>Candidates may be questioned on the content of the major documents listed in the KUS column, e.g. the Articles of Association and the rights of share holders, rules for company meetings, duties of directors.</p>
				B2.2	The relevant legal obligations for the formation, operation and dissolution of a business.	
				B2.3	Rights and duties of business directors/company secretaries/liquidators.	
				B2.4	Content and function of key legal documents including: <ul style="list-style-type: none"> partnership agreement prospectus IN01 Memorandum of Association Articles of Association Certificate of Incorporation Trading Certificate. 	
C SOCIAL LAW						
Applicable to all						
X	X	C1	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.).	C1.1	The role, structure and functions of industrial social institutions including: <ul style="list-style-type: none"> employment tribunals trade unions Advisory, Conciliation and Arbitration Service (ACAS) Central Arbitration Committee (CAC) Health and Safety Executive (HSE). 	<p>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.</p> <p>Questioning on health and safety (H&S) will be limited to:</p> <ul style="list-style-type: none"> identifying hazards and risks how to carry out a risk assessment appointment of H&S manager and representatives enforcement monitoring compliance with legislation and codes of practice RIDDOR reporting requirements and record keeping safety committees. <p>Powers of the HSE:</p> <ul style="list-style-type: none"> penalties and requirements which may be imposed.
				C1.2	Employees' trade union rights relating to: <ul style="list-style-type: none"> trade union membership right to time off with and without pay trade union activities industrial action workforce agreements. 	
				C1.3	The scope of health and safety legislation and the management of health and safety at work as it applies to the transport industry.	
				C1.4	The role and powers of enforcement agencies.	



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X		C2	Be familiar with employers' social security obligations.	C2.1	Key requirements in respect of the deduction and payment of National Insurance contributions applying to: <ul style="list-style-type: none"> • employers • employees • self-employed people. 	Questions will be restricted to: <ul style="list-style-type: none"> • classes of national insurance contributions • methods of collection and payment, timescales and contribution responsibilities.
				C2.2	Pensions.	
X	X	C3	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.).	C3.1	Requirements for and types of contracts of employment and written employment particulars including: <ul style="list-style-type: none"> • content of written employment particulars • time limits for the issue of written employment particulars • contract variation. 	
				C3.2	The rights and obligations of employers and employees including those relating to: <ul style="list-style-type: none"> • part-time employees • temporary employees • agency staff • transfer of undertakings • remuneration and itemised pay statements • dismissal, unfair dismissal and redundancy • disciplinary and grievance procedures • notice to terminate employment • working time regulations • maternity, paternity and parental provisions • dependents • information for employees • working for more than one employer • discrimination in the workplace • accessibility in the workplace • statutory payments from employers, e.g. statutory sick pay (SSP). Employers' responsibilities regarding the hours worked by self-employed, agency and part-time drivers.	



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X	X	C5	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 ² .			See Section H1
D FISCAL LAW						
Applicable to all						
X	X	D1	Be familiar with the rules governing Value Added Tax (VAT) on transport services.	D1.1	<p>Be able to recognise the circumstances in which VAT applies to road transport and the procedures to be followed including those relating to:</p> <ul style="list-style-type: none"> the principles of VAT the circumstances in which a business must or may register for VAT registration processes the meaning of input and output tax submission of VAT returns VAT payments and refunds rates of VAT in the UK issue and content of VAT invoices zero-rated fares Tour Operators' Margin Scheme (TOMS). 	<p>Individual rates of and abbreviations for VAT for countries other than the UK will not be tested.</p> <p>It is important that candidates understand the VAT implications of providing transport services involving journeys to, from and within other EU states and journeys to and from non-EU states, as well as within the UK.</p> <p>Only the principles of the TOMS will be tested.</p>
				D1.2	Identify the requirement to charge VAT on specified international road journeys.	
				D1.3	Identify the potential VAT implications of carrying out cabotage operations.	
				D1.4	Identify 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.	

² Directive 2003/59/EC of the European Parliament and of the Council of 15 July 2003 on the initial qualification and periodic training of drivers of certain road vehicles for the carriage of goods or passengers (OJ L 226, 10.9.2003, p. 4)



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X		D2	Be familiar with the rules governing motor vehicle tax.	D2.1	The basis for calculating rates of vehicle excess duty (VED) for road haulage, recovery vehicles and passenger vehicles, including the availability of reduced rates for low-pollution vehicles.	Actual rates of VED will not be tested; only the criteria used for determining them. Tutors should explain the methods used to obtain VED including online.
				D2.2	Knowledge of the issuing agency and payment and refund procedures.	
				D2.3	The conditions under which trade licences can be obtained and used including operational restrictions on their use.	
				D2.4	The conditions under which recovery vehicles can be used including operational restrictions on their use.	
X	X	D3	Be familiar with the rules governing the taxes on certain road haulage vehicles and be familiar with tolls and infrastructure user charges	D3.1	Identify major UK bridges, tunnels and roads on which tolls are charged and the basis used for charging.	Candidates will be expected to know the UK routes for crossing the following features where a toll is involved, namely: <ul style="list-style-type: none"> • the Thames • the Mersey • the Severn • the Tyne • the Humber • the Tamar • the M6 in the Midlands. Candidates will be expected to know the names and methods of operation of major road charging systems and low emission restrictions together with the charging rates for non-compliance. Questions concerning international infrastructures that incur tolls or charges will only refer to those on major routes between major well-known towns and major border crossings. These will be restricted to the 'E' routes.
				D3.2	Identify areas in which road pricing or congestion charging applies and relevant exemptions from the charging requirements.	
				D3.3	Identify the main impact of the Convention on the Taxation of Road Vehicles and how UK VED requirements apply to international circumstances.	
				D3.4	Identify charges applied in other countries to certain vehicles used in international road freight operations including: <ul style="list-style-type: none"> • infrastructure charges such as road tolls • environmental and congestion charges including heavy vehicles fees, emission-related tolls and city centre exclusions. 	
				D3.5	Methods of charging and collection including: toll booths, vignettes and on-board units.	



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X		D4	Be familiar with the rules governing income tax.	D4.1	The application of income tax to the profits of unincorporated businesses.	Candidates will be expected to demonstrate knowledge of the types of tax paid by individuals and companies. This knowledge will need to include methods by which taxes are paid. Candidates will be expected to demonstrate a general knowledge of the subjects in the KUS column that would be appropriate to the management of a road transport business, e.g. timescales for payment by the self-employed or by companies for corporation tax.
				D4.2	Deduction and payment of tax due from employees under PAYE.	
				D4.3	Allowances, expenses and benefits in kind.	
				D4.4	Self-employment.	
				D4.5	Operation and key requirements relating to corporation tax.	
E BUSINESS AND FINANCIAL MANAGEMENT OF THE UNDERTAKING						
Applicable to all						
X	X	E1	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.	E1.1	The content and legal requirements of documents used in business including: <ul style="list-style-type: none"> • invoices • statements • credit and debit notes • quotations • estimates • pro forma invoices. 	Tutors should use examples of when these documents will be used. Candidates should be able to make simple calculations. Candidates will be expected to be aware of the circumstances when a particular payment method may be used.
				E1.2	Various methods of payment including the use of: <ul style="list-style-type: none"> • cash • cheques • credit cards • charge cards • debit cards • fuel charge cards • bills of exchange • credit transfers (including any electronic transfers). 	



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X		E2	Be familiar with the various forms of credit (bank credit, documentary credit, guarantee deposits, mortgages, leasing, renting, factoring, etc.) and the charges and obligations arising therefrom.	E2.1	Different forms of finance including: <ul style="list-style-type: none"> • taxation due • trade credit • overdrafts • loans • mortgages • debentures • share issues • revenue reserves (retained profits) • leases • the use of factoring • guarantees and guarantee deposits. 	Tutors should include the implications of using these methods to raise funds and why a transport business would choose one method rather than another.
X	X	E3	Know what a balance sheet is, how it is set out and how to interpret it.	E3.1 E3.2 E3.3	<p>The purpose of the balance sheet.</p> <p>Features of a balance sheet:</p> <ul style="list-style-type: none"> • assets and liabilities • creditors and debtors • capital • current and long term liabilities • fixed and current assets • depreciation. <p>Interpretation of balance sheets and the financial situation of a given company or organisation.</p>	<p>Candidates will be expected to have a good knowledge of the items that appear on a balance sheet and the headings under which they are shown.</p> <p>Candidates will be expected to be able to give a basic interpretation of a balance sheet and financial situation of a given company or organisation.</p>
X	X	E4	Be able to read and interpret a profit and loss account.	E4.1 E4.2	<p>The functions and purpose of trading and profit and loss accounts.</p> <p>Different elements appearing in trading and profit and loss accounts including:</p> <ul style="list-style-type: none"> • direct costs • indirect costs • gross (or operating or trading) profit or loss • net profit or loss. 	<p>Candidates will be expected to be able to differentiate between examples of a direct cost and an indirect cost as applied to a transport operation.</p> <p>Tutors should explain the effects of these costs on each account and overall profitability.</p> <p>Candidates should be able to complete simple profit or loss calculations.</p>



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching	
X	X	E5	Be able to assess the undertaking's profitability and financial position, in particular on the basis of financial ratios.	E5.1	The calculation, use and interpretation of key financial indicators including: <ul style="list-style-type: none"> capital employed working capital current or working capital ratio quick assets ratio or acid test ratio return on capital employed gross and net profit expressed as a percentage of sales. 	Candidates will be expected to understand the use of key financial indicators. Candidates will be expected to be able to perform calculations in relation to all the indicators listed. Each formula used to calculate these indicators should be taught and tutors should explain why an acid test could be used instead of a current ratio.	
				E5.2	The use and calculation of cash flow forecasts and statements.		
X	X	E6	Be able to prepare a budget.	E6.1	Be able to identify the purpose of preparing and monitoring budgets and systems of budgetary control.	Using information provided a candidate will be expected to draw up and comment on budget reports.	
				E6.2	From information provided: <ul style="list-style-type: none"> draw up a budget analyse financial performance using budgets comment on the causes and effects of variances between budgeted and actual performance. 		
X	X	E7	Be familiar with the cost elements of the undertaking (fixed costs, variable costs, working capital, depreciation, etc.), and be able to calculate costs per vehicle, per kilometre, per journey or per tonne.	E7.1	From data provided, compile and interpret costing information including: <ul style="list-style-type: none"> determination of fixed costs, variable costs and overheads calculation of depreciation calculation and tabulation of costs on a per vehicle, per unit distance travelled, per time period, per journey or per unit of quantity basis calculation of contribution to costs from a given journey rate and the identification of circumstances in which a rate which does not cover total costs might be accepted (marginal costing). 	Candidates will be expected to be able to calculate, compile and produce costing information including in a tabulated format.	
				E7.2	Calculation and determination of the most cost-effective option.		Candidates will be expected to be able to select appropriate data from information presented in a variety of formats.
				E7.3	Make calculations with consequences of currency exchange rates.		



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
	X	E8	Be able to draw up an organisation chart relating to the undertaking's personnel as a whole and to organise work plans, etc.	E8.1 E8.2 E8.3	Be able to evaluate different staffing structures. Develop work plans and systems for work measurement including the use of key performance indicators. Compile and evaluate organisation charts from information supplied for a business, a function or a depot.	Candidates will not be expected to produce a matrix chart.
X	X	E9	Be familiar with the principles of marketing, publicity and public relations, including transport services, sales promotion and the preparation of customer files, etc.	E9.1 E9.2	The use of marketing methods including: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> the use of the media involvement in or support for local community activities. 	Candidates will be expected to know the sources of primary and secondary data. Tutors should explain how to decide the most suitable method for marketing a transport operation including the advantages and disadvantages of each type.
X	X	E10	Be familiar with the different types of insurance relating to road transport (liability, accidental injury/life insurance, non-life and luggage insurance) and the guarantees and obligations arising therefrom.	E10.1 E10.2 E10.3	The principles underlying relevant 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 Insurers' Bureau. Identify compulsory types of insurance and cover provided by employer's liability and third-party motor insurance.	Tutors should give examples of where these insurances will be used and the reasons an insurance company may refuse a claim. Tutors should explain the circumstances in which a Green Card is required. Tutors should explain what is covered by the EHIC and in what circumstances additional cover is recommended for employees and passengers.



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
				E10.4	Identify discretionary types of insurance including: <ul style="list-style-type: none"> • 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 • private travel insurance • goods-in-transit insurance • travel and health insurance (including repatriation cover) • CMR insurance • maritime risks insurance • international motor insurance and the requirements and provisions of the Green Card system. 	
				E10.5	Provisions and scope for obtaining medical treatment while abroad for employees, including the EHIC.	
				E10.6	The circumstances that could give rise to policies being invalidated.	
X	X	E11	Be familiar with the applications of electronic data transmission in road transport.	E11.1	The uses of information and communications technology: <ul style="list-style-type: none"> • electronic ticketing • routeing, scheduling and timetabling • 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. 	Tutors should outline the principles of the technology behind each system and the benefits afforded to operators and passengers. Tutors should use examples to explain the systems used today.



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
				E11.2	Basic knowledge of electronic communication systems for voice and data.	
				E11.3	Provisions of the Data Protection Act (1998) in respect of the use of information & communication technology for transport operations.	
Road Haulage only						
X	X	E12	Be able to apply the rules governing the invoicing of road haulage services and know the meaning and implications of Incoterms.	E12.1	Define and apply the delivery terms (Incoterms) used in international road haulage, specifically: <ul style="list-style-type: none"> EXW – ex works FCA – free carrier CPT – carriage paid to (named place) CIP – carriage and insurance paid to (named place) DAT – delivered at terminal DAP – delivered at place DDP – delivered duty paid. 	Candidates will be expected to be aware of the responsibilities that buyers and sellers have to each other in respect of those individual Incoterms which are used in connection with international road transport and which are named in the KUS column. Terms that the International Chamber of Commerce recommends are used only for conventional maritime transport will not be questioned.
X	X	E13	Be familiar with the different categories of transport auxiliaries, their role, their functions and, where appropriate, their status.	E13.1	Define services offered by third parties ancillary to the provision of road haulage: <ul style="list-style-type: none"> subcontractors freight forwarding services warehousing and distribution services groupage (consolidation) services clearing houses freight exchanges. 	Questions will be based on the primary functions of these services and of the parties involved.
Passenger Transport only						
X	X	E14	Be able to apply the rules governing fares and pricing in public and private passenger transport.	E14.1	Define separate fares and hire-and-reward operations. Identify and describe: <ul style="list-style-type: none"> local services regular services express services contract hire private hire tours package tours excursions shuttle services taxi operations. 	Tutors should explain the implications of these types of services in terms of: <ul style="list-style-type: none"> operator licensing drivers' hours working time driver licensing vehicle licensing



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X	X			E14.2	<p>The use of fare tables for scheduled and other services. Identify and describe types of fares including:</p> <ul style="list-style-type: none"> • flat • zonal • promotional • seasonal • tapered • directional • time-based • multi-travel • concessionary • free. 	Candidates will be expected to understand the basic principles of statutory concessionary fare schemes.
			E14.3	Procedures relating to statutory concessionary fare schemes.		
			E14.4	Pricing of contracts. The methods of issuing tenders for contracted and non-contracted operations. Preparation of responses to tenders and the requirements to be met by tendering bodies.		
				E14.5	<p>Subsidised and tendered services including:</p> <ul style="list-style-type: none"> • 'supply side' tenders • 'bottom line' tenders • rules regarding de minimis operation. 	
X	X	E15	Be able to apply the rules governing the invoicing of road passenger transport services.	E15.1	Apply the provisions of the Package Travel Regulations to a given scenario.	Candidates will be expected to have detailed knowledge of the Package Travel Regulations, including what qualifies as a package, brochure content and security for clients' payments. Only the principles of TOMS will be tested.
				E15.2	Be able to identify the main principles of the TOMS.	



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
F ACCESS TO THE MARKET						
Applicable to all						
X	X	F1	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.	F1.1 F1.2 F1.3 F1.4 F1.5 F1.6	Vehicles subject to operator licensing (or permit for passenger) and the appropriate type of operators' licences required in given circumstances. The different vehicle types including taxi, private hire vehicle, small bus, minibus, large bus, coach, articulated bus. The procedures to be followed in applying for a 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 when dealing with licence applications. The role of enforcement agencies.	Candidates will be expected to have an in-depth knowledge of the criteria and procedures relating to obtaining and retaining an Operator Licence for national and international operations. Candidates will be expected to understand the licensing implications for hired and subcontracted vehicles that might be employed. Guidance can be found in the following government publications: GV72, GV74, GV79, GV79G, GV80, GV80A, GV81, INT1, PSV353A, PSV356, PSV356G, PSV385, PSV421, PSV421G, PSV431, PSV431A, PSV431G, PSV437, TM1, TM1G and A guide to making representation, objections and complaints 2013/01
X	X	F2	Be familiar with the rules for setting up a road transport undertaking.	F2.1 F2.2 F2.3	The procedures to be followed in changing, varying and maintaining a licence including knowledge of the criteria to be met. The quality control procedures followed by Traffic Commissioners, including Operator Compliance Risk Score (OCRS), and their use of disciplinary powers. The appeals procedures.	Tutors should give examples of objections that have been upheld and those which have not including the reasons given. Candidates should understand the differences between variations. Tutors should explain the Driver and Vehicle Standards Agency's (DVSA's) OCRS and the implications it has on transport operators.
X	X	F3	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.	F3.1 F3.2	The requirements and procedures applied in respect of Community Licences. The documents required to carry out a journey applicable to the driver, the vehicle and the load.	Tutors should explain all relevant documents required for international movements, including certified copies of Community Licences.



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
Road Haulage only						
X	X	F4	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.	F4.1 F4.2 F4.3	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 permits/multilateral permits. The role and powers of the Secretary of State for Transport.	Tutors should give examples of third-country traffic and cabotage services to explain the restrictions placed on cabotage operations. Tutors should explain the evidence an operator may use to substantiate that they are 'own account'.
X	X	F5	Be familiar with border formalities, the role and scope of customs transit documents (T documents and TIR carnets), and the obligations and responsibilities arising from their use.	F5.1 F5.2	The rules governing customs transit regimes including those relating to the: <ul style="list-style-type: none"> TIR convention/community/common transit temporary importation/exportation of certain goods and vehicles. The requirements of border crossing formalities including: <ul style="list-style-type: none"> 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). 	Candidates will be expected to be able to plan international journeys with particular reference to permit requirements and to the requirements of the Community/Common Transit System and of the TIR Convention. In addition, candidates will be expected to understand the operation of the ATA and 'carnet de passage en douane' systems.
Passenger Transport only						
X	X	F6	Be familiar with the rules on the organisation of the market in road passenger transport.	F6.1 F6.2 F6.3	The role and powers of the Secretary of State for Transport. The basic principles of competition law and the role of the Competition and Markets Authority. The role of local and regional governments including: <ul style="list-style-type: none"> integrated transport authorities county councils unitary authorities Traffic Commissioners Transport for London. 	Candidates must understand the terms 'monopoly' and 'dominant' position.



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X	X	F7	Be familiar with the rules for introducing road passenger transport services and the drawing up of transport plans.	F7.1	The definitions of different types of service and operation by passenger vehicles, applying these to given circumstances and, where appropriate, the rules for obtaining, maintaining, amending and withdrawing the services.	<p>Candidates will be expected to be familiar with:</p> <ul style="list-style-type: none"> 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. <p>Candidates will be expected to know how to construct a timetable for a given service, how to schedule vehicles and staff, and be familiar with the terms used in these processes.</p> <p>Tutors should explain how routes are planned and the allowances that must be made for peak times and traffic flow.</p>
				F7.2	Draft timetables from information supplied.	
				F7.3	Draw up transport plans taking relevant factors into account including: <ul style="list-style-type: none"> types of duty timetabling crew rostering vehicle scheduling. 	
				F7.4	The terms used in operating road passenger services including: <ul style="list-style-type: none"> frequency headway layover clock face and non-clock face headways interworking. 	



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
				F7.5	Calculate the number of vehicles, duties and drivers required for a given service.	<p>Candidates will be expected to be able to identify the appropriate approval procedures and documentation needed to enable operation.</p> <p>Tutors should explain the role of the IRFO in the operation of services and the role of CPT UK.</p> <p>Candidates should be aware of what documentation is required for the vehicle, driver and passengers on an international journey and the border controls in place.</p> <p>Tutors should explain how and by whom these documents are completed and amendments that are permitted 'en route'.</p>
				F7.6	Calculate the length of a duty roster.	
				F7.7	The distinction and differing requirements between those services which need prior approval (authorisations) and those where the volume of operation is not regulated (waybills and own account certificates).	
				F7.8	The role of the International Road Freight Office (IRFO) concerning service authorisation and Confederation of Passenger Transport (CPT) UK regarding waybill supply.	
				F7.9	The documents that need to be carried on international road passenger journeys including: <ul style="list-style-type: none"> 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. 	
				F7.10	The functions of the documents.	
				F7.11	The purpose of border controls to regulate the movement of people and their belongings including: <ul style="list-style-type: none"> 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. 	



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
G Technical standards and technical aspects of operation						
Applicable to all						
X		G1	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 that constitute an exception to these rules.	G1.1	<p>The terms used to identify weight categories including:</p> <ul style="list-style-type: none"> • unladen weight • kerbside weight • gross vehicle weight, maximum authorised mass, permissible maximum weight • gross train weight • design weight. 	<p>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).</p> <p>Candidates will be expected to have knowledge of the principal limits applying to EU member states.</p> <p>No questions will be asked regarding weights for specialist areas, other than those that would apply to a UK registered vehicle.</p>
				G1.2	Identify and apply the weight limits for various types of vehicles including total vehicle and axle weight limits.	
				G1.3	<p>Vehicle dimensional limits including those relating to:</p> <ul style="list-style-type: none"> • length • width • height. 	
				G1.4	Identify countries in Europe that operate weight or dimension limits other than those provided by EU legislation.	
				G1.5	Projections and overhangs.	
				G1.6	Special provisions applying to the movement of abnormal indivisible loads including special types of vehicles and the requirements for attendants, notification and speed limits.	
				G1.7	Role of enforcement agencies and knowledge of enforcement procedures.	



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X	X	G2	Be able to choose vehicles and their components (chassis, engine, transmission system, braking system, etc.) in accordance with the needs of the undertaking.	G2.1	<p>Take into account operational requirements, economy of operation, environmental impact and accessibility regulations; from information supplied, choose appropriate vehicles and vehicle components including:</p> <ul style="list-style-type: none"> • vehicle type • engine type • transmission • braking systems • passenger comfort equipment including climate control and entertainment equipment • toilet provision • galley provision • suspension • wheels, tyres and axles • loading and other ancillary equipment • emission standards. 	<p>Tutors should explain how particular vehicles may be more suited to a specific type of service. Tutors should identify the Euro numbering system used for limiting vehicle emissions and the methods adopted by manufacturers to comply.</p> <p>Tutors should describe the features included on vehicles that satisfy the PSV Accessibility Regulations 2000. Dimensions will not be questioned.</p> <p>Tutors should explain the significance of the Disabled Persons Transport Advisory Committee (DiPTAC).</p>
X	X	G3	Be familiar with the formalities relating to the type approval, registration and technical inspection of these vehicles.	G3.1 G3.2	<p>Procedures including those relating to:</p> <ul style="list-style-type: none"> • type approval • plating and testing • Tempo 100 • Vitesse 100 • enforcement powers including inspection and prohibitions. <p>Main features of PSV Fitness regulations.</p>	<p>Candidates will be expected to have knowledge of the procedures and documents involved in acquiring new vehicles, testing them and ensuring that they are kept in a roadworthy condition.</p> <p>Tutors should explain the procedures and forms used in roadside checks and the consequences to the operator's OCRS rating.</p> <p>Tutors should explain the difference between a PCV and a PSV and the testing regime used to comply with PSV Fitness Regulations.</p>
X	X	G4	Understand what measures must be taken to reduce noise and to combat air pollution by motor vehicle exhaust emissions.	G4.1	Questions will be limited to items mentioned in section G2.	This part of the syllabus will feature questioning related to the vehicle itself rather than any considerations about the operating centre.



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X	X	G5	Be able to draw up periodic maintenance plans for the vehicles and their equipment.	G5.1	Construct maintenance plans taking relevant factors into account: <ul style="list-style-type: none"> legislative requirements DVSA guidance best practice. 	Guidance can be found in the DVSA publications ' <i>Guide to Maintaining Roadworthiness</i> '. Candidates will be expected to be able to construct a maintenance plan given operational criteria.
				G5.2	Relative advantages of in-house and third-party planned and preventative maintenance provision.	
				G5.3	Requirement for, and content of, driver walk around checks, preventative maintenance and vehicle inspections.	
				G5.4	Requirement for vehicle and equipment testing and calibration.	
				G5.5	Documents to be used and record keeping requirements.	
Road Haulage only						
X	X	G6	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.).	G6.1	Devise procedures and write instructions relating to the safe loading and unloading of vehicles, taking into account relevant factors including: <ul style="list-style-type: none"> legislation and codes of practice weight distribution stacking and stowing of loads securing loads use of load-handling equipment staff training. 	Guidance can be found in the Department for Transport Code of Practice, ' <i>Safety of Loads on Vehicles</i> '.
X		G7	Be familiar with the various techniques of 'piggy-back' and roll-on roll-off combined transport.	G7.1	Define services offered by third parties ancillary to the provision of road haulage including: <ul style="list-style-type: none"> 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). 	Questions will be based on the primary functions of these services.



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X	X	G8	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 ³ and Regulation (EC) No 1013/2006 ⁴ .	G8.1	Dangerous goods regulations (ADR) relating to: <ul style="list-style-type: none"> • 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. 	Candidates will be expected to be able to apply the legislative requirements in respect of both the national and international carriage of dangerous goods.
			G8.2	Requirements relating to the carriage of waste including: <ul style="list-style-type: none"> • types of waste that are regulated • licensing • documentation. 		
			G8.3	The requirements of the International Maritime Dangerous Goods code (IMDG).		
X	X	G9	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).	G9.1	Rules relating to: <ul style="list-style-type: none"> • the carriage of temperature controlled foodstuffs • hygiene • segregation • prevention of contamination. 	Tutors should provide examples of typical movements when the ATP will apply. Tutors should provide examples of plates and certificates used to confirm a vehicle is compliant with the requirements of the ATP agreement.
			G9.2	The main provisions of both UK and ATP rules relating to the international carriage of certain perishable foodstuffs including those relating to: <ul style="list-style-type: none"> • the types of perishable foodstuffs covered by the agreement • requirements for temperature control and associated record keeping • regulations in relation to vehicles and containers in respect of testing, certification and marking. 		

³ Directive 2008/68/EC of the European Parliament and the Council of 24 September 2008 on the inland transport dangerous goods (OJ L 260, 30.9.2008, p. 13)

⁴ Regulation (EC) No 1013/2006 of the European Parliament and of the Council of 14 June 2006 on shipments of waste (OJ L 190, 12.7.2006, p. 1)



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X		G10	Be able to implement procedures to comply with the rules on the transport of live animals.	G10.1	Rules including those relating to: <ul style="list-style-type: none"> • feeding and watering requirements • route planning • record keeping requirements • vehicle construction requirements • vehicle cleaning and disinfecting • training. 	Questions will be limited to the commercial movement of: <ul style="list-style-type: none"> • cattle • sheep • horses • pigs.
H ROAD SAFETY						
Applicable to all						
X	X	H1	Know what qualifications are required for drivers (driving licence, medical certificates, certificates of fitness, etc.).	H1.1 H1.2 H1.3 H1.4	The qualifications for drivers including categories of driving entitlement including: <ul style="list-style-type: none"> • restrictions • licence issue, validity and renewal • medical requirements • enforcement and disciplinary procedures • employer's responsibility to check driving entitlement including those holding non-UK licences • provisional licence holders • theory and practical driving test and vehicles that can be used. International driving permits. Drivers' initial CPC. Driver CPC periodic training.	Guidance can be found on the www.gov.uk website. Initial qualification: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • approved trainers • approved courses • duration of each training course • number of hours required and deadlines for completion



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X		H2	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 (speed limits, priorities, waiting and parking restrictions, use of lights, road signs, etc.)	H2.1	Knowledge of: <ul style="list-style-type: none"> • speed limits for various types of vehicles and roads • 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. 	Candidates will be expected to know the speed limits that apply within the UK and have elementary knowledge of the speed limits in other EU countries. Candidates will be expected to be able to specify supplementary items of safety equipment required in individual countries. Candidates will only be tested on road signs covered in the European Agreement on Main International Traffic Arteries (AGR).
				H2.2	Awareness of differing traffic rules in other EU member states.	
				H2.3	Demonstrate knowledge of the requirement to carry certain equipment, including safety equipment, in specific member states.	
				H2.4	Demonstrate knowledge of movement restrictions that operate in specific member states.	
				H2.5	Demonstrate knowledge of the powers of enforcement agencies to apply immediate penalties relating to alleged traffic offences.	
				H2.6	The main criteria to be met to achieve Tempo 100 and Vitesse 100, the period of validity of certificates.	
X	X	H3	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 the preventive measures to be taken.	H3.1	Draw up instructions for drivers to undertake daily walk around checks, including: <ul style="list-style-type: none"> • nil defect reporting • exception reporting. 	Candidates should familiarise themselves with the recommendations for driver walk round checks contained in the DVSA publication 'Guide to Maintaining Roadworthiness'.
				H3.2	Knowledge of items which should be included in a daily walk around check and the contents of the daily defect report sheet.	



CPC COMBINED SYLLBUS

UNIT MC	UNIT CS	REF	Assessment Objective	REF	Knowledge, Understanding and Skills (KUS)	Guidance on Teaching
X	X	H4	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.	H4.1	Legislative requirements relating to the action to be taken following a road traffic accident including: <ul style="list-style-type: none"> • 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. 	Candidates should be familiar with the legal requirements in the Road Traffic Acts and the guidance contained in <i>'The Highway Code'</i> . A knowledge of the procedures to be followed in member states will also be a requirement including knowledge of <i>'The European Accident Statement'</i> .
X	X	H5	Be able to implement procedures to properly secure goods and be familiar with the corresponding techniques.	H5.1	See section G6 Drivers' responsibility for the security and integrity of passenger luggage. The principles of safe loading and manual handling requirements	
Passenger Transport Only						
X	X	H6	Have elementary knowledge of the layout of the 'E route' network in the member states.	H6.1 H6.2	Elementary knowledge of the major traffic arteries in the EU member states and the physical mountain and water barriers that constrain movements. Knowledge of the AGR Convention (E routes) regarding the international system of road numbering.	Questions will be restricted to the 'E route' network within Belgium, Germany, France, Italy, Spain and the Netherlands, including tunnels for which tolls are levied.





ADMINISTRATION

CENTRE APPROVALS

All venues must meet the JCQ conditions for storing confidential CPC examination materials. The only OCR deviation from these stipulations is that, for CPC, we do not expect the secure room to be solely assigned to examinations. Nonetheless, other security measures detailed in the JCQ Instructions for conducting examinations (ICE) booklet must be observed and the materials must be stored in a safe or appropriately secured cabinet within that secure room. Please refer to the JCQ ICE booklet, available from the JCQ website at www.jcq.org.uk, for more information.

MALPRACTICE

It is the responsibility of the Head of Centre to report in writing all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1), available to download from the JCQ website, should be completed and emailed to malpractice@ocr.org.uk.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly and report the outcomes to OCR.

Further information is contained in the publication OCR Malpractice Procedures – A Guide for Centres, available from the OCR website and the JCQ publication: General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments, which is available from the JCQ website.

CERTIFICATES

Candidates who reach the required level to pass the examination for all units that make up a full award will receive:

- an OCR certificate listing the units and
- an OCR certificate giving the full qualification title
- a CPC certificate, including place of birth, needed for Operator Licensing purposes.

Candidates achieving one or more units but who do not meet the requirements for a full certificate will receive a certificate listing the units they have achieved.

Full qualification certificates are automatically generated for any candidate who has achieved the correct combination of units. It is therefore important that centres record the same details for a candidate for each unit entered. If an incorrect initial, spelling or candidate number is used, this will mean that full awards are not automatically generated for a candidate.



QUESTIONS

This section of the Syllabus and Student, 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 use a battery-operated, non-programmable calculator and an English dictionary. No other electronic equipment or written materials may be taken into the examination.

Both papers ask 60 questions and have a target pass mark of 42 (70%). Questions are drawn from the syllabus for each discipline, as 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 types of questions in the P1 and R1 papers. The answer to each question is always A, B, C or D. The two types 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. There are between 6 and 8 questions with between 7 and 12 marks available for each question, but there may be one question of 4 marks and/or one question of between 13 and 15 marks.

Both papers have a notional pass mark of 30 (50%). Please read the 'How papers are marked' section 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 the Syllabus section of this guide.

R2/ P2 papers will always contain at least one question on C4 (Driving time, rest periods and working time rules) and one question on E7 (costings). R2/ P2 papers will always contain at least one question from F1 (occupational regs), F2 (undertaking rules) and/or F3 (operating docs). R2/ P2 will always contain at least one question from G3 (type approval, registration and technical inspection), G5 (periodic maintenance), G6 (road haulage only -cargo handling/loading) and/or H1 (driver qualifications).

Candidates may bring any written materials of their choosing to the P2 and R2 examinations, 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.

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

Two hours and 15 minutes are allowed for both P2 and R2 papers.

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 to ensure that the papers test the 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

Answers that demonstrate competency (the factors that really matter) and show that 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 in which they do not work, 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 TRANSPARENT 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 made by candidates when 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:

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



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, such as
 - reflect complex information from a scenario
 - give a comprehensive explanation
 - complete a complex schedule or calculation.

THE CASE STUDY – TIPS

- read ALL of the case study 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.
 - Reread the question and your response and think 'Have I answered the question?'

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 15 minute paper might be:

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

This would allow an average of $(120/60 \text{ marks} =) 2$ minutes per mark.

However, candidates may choose to spend a little more time on scheduling and costing questions, that have a higher calculation element, and a little less time on the more narrative style questions. 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.

Practice with sample papers and 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 the examiners are looking for, and to start thinking about in which order to answer the questions. The next logical step would be to think about where the necessary information can be found.

Answer every question, if possible. Do not assume that enough marks have been earned and skip or skim on 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 redo 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.
- only use loose sheets for answers when there is no more space in the answer booklet
- answers given on the additional paper should reference the question number.

QUESTIONS

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

1. 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.*'

- × 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.*'

- × The date isn't specific enough for a check sheet but the
- ✓ date of vehicle inspection or date of fault rectification is.

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

- × Restraints is not action; even suitable restraints is not action but
- ✓ 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 the simplest items of information is required. 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 are asking the candidate to 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.*'

- × The answer to this is not just 1st week but could be
- ✓ The gap between inspection periods (the 1st week of January and the 3rd week of January) is too long.

2. Describe/outline/detail

These verbs ask candidates to do more than just give a simple answer. A broad definition of each of them is, 'characterise, give the main features or various aspects of, 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 that would render the tyres illegal!'

- × Cuts is not a description. Neither is Wear. (Think: HOW? would each item render the tyres illegal)
- ✓ 'Cuts in the tyre in excess of 25 mm' or 'Wear deep enough to expose the ply or cord' give a description – they contain detail.

Caution! Beware of using 'ensure' as the verb in responses. Usually 'check', 'prove', 'submit' or 'provide' etc will outline actions more appropriately.

3. Explain/analyse

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

We expect candidates to do more than 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. Candidates should check what they are supposed to be explaining (a reason? process?) and make sure that question is answered.

Answers to this type of question need to be full sentences that provide in-depth detail.

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.'

- × 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 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.'

- × €9 000/€5 000 does not EXPLAIN does not go into detail
- ✓ OCR will need to show that it has (details) €9 000 for the first vehicle and €5 000 for every other vehicle (WHY?) because it has to demonstrate that there is 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.'

- × GV79, TM1, advert. does not give DETAIL does not explain the PROCESS
- ✓ Each subsidiary company needs to complete a GV79 form and submit it to DVSA at least 9 weeks before the licence is required. It 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 questions require particular approaches. This section addresses:

- 'Give FIVE' questions
- Paired answer questions
- 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 answers out 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 to give a certain number of items and, for each item, 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' questions

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 showing why the driver has missing driver's hours records.

A letter of authority proving 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 documents, 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 answers out clearly.
- Keep each answer with 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 for which they have no explanation/reason but feel confident of.
- Organisation chart questions will usually require candidates to draw a chart based on information about a transport organisation and its staff. 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, 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 answer 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 cannot 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 help when 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?
- Costing questions may require standing costs and running costs to be shown separately. Unless the case study indicates otherwise, standing costs include vehicle depreciation, vehicle insurance, VED and administration costs and running costs including fuel, insurance, tyres and lubricant costs.
- Some costs do not fall naturally into either standing or running costs. Case studies will often indicate how these costs are to be treated. If not they may be included in either category without penalty.
- Examiners will not penalise candidates for rounding differences unless the case study or question states that the full number must be used.

4. TIPS FOR DRIVER SCHEDULE TYPE QUESTIONS

These types of questions require candidates to prepare a driver schedule based on case study information. 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 to, and comply with, the legislation that affects 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

- READ the case study carefully. Pay attention to and comply with:
 - the company policies that may affect driving
 - the legislation which will affect driving
 - the detailed requirements of the route.
- Spend 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.
- '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 hours 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?
- Pay attention and stick to:
 - 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 hours 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!

'HAVE I ANSWERED THE QUESTION?'

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

Ask: HAVE I ANSWERED THE QUESTION I AM BEING ASKED?

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

- What?
- About?
- Exactly?
- Showing?
- 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 a 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 must SHOW in their answer and how they should SHOW (present) their answer.

Ask: what am I being asked to SHOW?

Explicitly	Implicitly	And/For each
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Give reasons for your answer • Show lines of communication • Include any criteria that need to be met 	<ul style="list-style-type: none"> • 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 candidates 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 my 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 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 A, B, C or D in every case. Every candidate response is, therefore, awarded either one mark or no marks.

The notional pass mark for the P1 and R1 papers is 70% of the marks available (42 marks out of 60 marks). 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.

CASE STUDY PAPERS

Both the R2 and P2 papers have 60 marks available and have a notional pass mark of 30 (50%).

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 in achieving 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
×	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 exam conditions and 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 at the same time as the question paper and will list more correct answers than marks available. This gives flexibility for assessors to reward different ways of saying things and allows for alternative answer formats. For example, in answer to a question about professional competence, the mark scheme may specify, 'accept transport manager OR qualified professionally competent person'. Note that while either answer will gain a mark, a candidate who writes both answers will still only earn one mark.

Different methods of arriving at the right answer are taken into account. 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, acceptable answers not originally in the mark scheme are added by the examiners. This allows other ways of calculating/scheduling and rewards creativity. It also allows examiners to be responsive to any issues candidates might have encountered 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 subject experts committee 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 of a consistently demanding level compared with previous papers to maintain comparability of demand of these question papers. The outcomes of how accessible a question paper is can only be fully judged once an 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 chaired by the chair of examiners for the 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, examiners 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.



ADMINISTRATION ARRANGEMENTS FOR CPC

For full details of the administration arrangements for CPC please refer to OCR's Admin guide: Vocational Qualifications which is available to download from our website.

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.

Centres should go to the OCR website:

<http://www.ocr.org.uk/i-want-to/request-a-post-results-service/>

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.



APPENDIX A: USEFUL DOCUMENTS

It is not possible to provide a comprehensive list, but past experience shows that some of the below may be useful when answering questions in the open book case study examination.

- RHA/FTA Conditions of Carriage
- PSV Conduct Regulations
- Articles of Association
- Memorandum of Association
- Certificate of Incorporation
- Trading Certificate
- IN01
- Working Time Regulations
- EU 165/2014
- EC 561/2006
- EC 1071/2009
- Directive 2002/15/EC
- Directive 2006/22/EC
- Directive 2003/59/EC
- Directive 96/53/EC
- Package Travel Regulations
- Operator Licencing documentation- see specification F1
- DVSA's Operator Compliance Risk Score guidance
- Community Licences
- TIR Convention
- PSV Accessibility Regulations
- DVSA 'Guide to Maintaining Roadworthiness'
- The Safe Operators Guide
- The Code of Practice - Safety of Loads on Vehicles
- Directive 2008/68/EC
- Regulation EC 1013/2006
- Highway Code
- Road Traffic Acts
- European Accident Statement
- The appropriate DVSA Guide to Drivers Hours
- PSV 437 - PSV Operator Licensing, a Guide for Operators
- PSV 350 - Application to Register a Local Bus Service



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