

CILT(UK)
Level 3 Certificate of Professional
Competence for Transport Managers
(Road Haulage)

Examination Summary August 2023

1. Introduction

The purpose of this document is to provide Learning Partners with feedback on the performance of candidates in the August 2023 examination.

It will begin by providing pass rates for both papers and then it will highlight certain assessment criteria from Paper 1 that Learners may benefit from studying further. This is followed by an overview of the assessment criteria tested in the Paper 2 Case Study Assessment and indicate general performance. This report should assist tutors in understanding areas where Learners may not have performed well and may have had difficulties in answering questions and the areas where more guidance is required.

Used in conjunction with the Learner Mark Summary, which is issued with results, Learning Partners should be able to understand how Learners performed in specific areas of the syllabus.

The questions and mark schemes for CILT(UK) assessments are not published as questions may be used in future assessments. Sample questions have been provided to Learning Partners.

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2.Feedback on Learner performance

<u>Exam series</u>	<u>Pass rate</u>
August 2023 Paper 1	60%
August 2023 Paper 2	65%

The case study used for this assessment was **RHCS5 Shropshire Outdoors Ltd**

General Feedback

The case study provides information to enable Learners to answer the questions accurately. Further information is given in additional scenarios relevant to specific questions.

Four terms are used in the assessment criteria, each with a description of knowledge and competency expectation:

Identify	To give reference to an item, which could be its name or title. <i>NB:</i> normally a word or phrase will be sufficient, provided the reference is clear
Outline	To indicate the principal features or different parts of. <i>NB:</i> an exhaustive description is not required. What is sought is a brief summary of the major aspects of whatever is stated in the question
Describe	To give a detailed written account of the distinctive features of a subject. The account should be factual, without any attempt to explain. When describing a subject (or object) a test of sufficient detail would be that another person would be able to visualise what you are describing
Explain	To provide an understanding. To make an idea or relationship clear. <i>NB:</i> this command word is testing the Learner's ability to know or understand why or how something happens. It is often associated with the words 'how' or 'why'

For questions where Learners are asked to '**calculate**', they will be told to clearly indicate each cost they are calculating and show all their working. It is beneficial for Learners to provide as much information as they can on how they have worked out their answers as marks can be allocated for correct formulas and calculations even if the resultant answers are incorrect.

Learners should ensure they read and interpret the questions presented carefully to make sure that they answer the question element in the right way. As this is an open book examination, Learners should be reminded not to utilise the information in their materials in a direct fashion as some have been found to have answered what they thought the question would ask as opposed to the actual question. Therefore, it is imperative that Learners demonstrate an ability to apply the content they have learned to the circumstances they are presented with in the case study and scenarios.

Suggested sources of information:

Driver and Vehicle Standards Agency. (2020) Guide to Maintaining Roadworthiness [online] Available from: <https://www.gov.uk/government/publications/guide-to-maintaining-roadworthiness>

Lowe, D., (2022). *Lowe's Transport Manager's and Operator's Handbook*. London: Kogan Page

www.gov.uk

www.hse.gov.uk

Paper 1

Learners may benefit from further study on the following assessment criteria:

Assessment Criteria		Indicative Content
AC3.5	Outline the taxes on infrastructure and the basis used for charging	Tolls: Major UK bridges, tunnels and roads, charging basis. HGV Road User Levy. Road pricing and congestion charging: Areas; circumstances. Low emission restrictions together with the charging rates for non-compliance. European Gateway countries and their methods of infrastructure charging and collection: Toll booths; vignettes; on-board units

Paper 2

These question elements focused on RHM 3 Managing Compliance and Risk

Q1a. AC9.2 Describe the criteria that must be met and the undertakings that must be given when applying for all types of operator licence – 6 marks

Marks achieved ranged from: 0 – 6

Based on the case study and given scenario, Learners were asked to identify and explain information that had to be submitted to the Office of the Traffic Commissioner (Licensing) in support of a licence application.

Many Learners were able to attempt this question successfully, referring to the case study and given scenario appropriately.

Where lower marks were achieved, Learners were able to identify information that had to be submitted but could not explain how it supported the licence application in relation to the scenario.

Q1b. AC9.3 Explain the role of the Traffic Commissioner - 4 marks

Marks achieved ranged from: 0 – 4

Based on the given scenario, Learners were asked to identify and explain actions the Traffic Commissioner can take if an operator is found to be not keeping to their maintenance plan.

Most marks were gained by Learner responses that showed an understanding of the implications of failing to keep to a maintenance plan.

Where lower marks were achieved, Learners gave no explanation of the implications for the operator.

Q1c. AC12.5 Explain how you would construct and evaluate an effective and compliant maintenance plan of a given company or organisation - 10 marks

Marks achieved ranged from: 0 – 10

Based on the given scenario, Learners were asked to identify and explain the steps that could be taken to improve an ineffective maintenance plan.

Learner answers that scored high marks referred to the given scenario to support their explanation of the steps they had identified.

Where lower marks were achieved, Learners focussed on maintenance procedures and documents.

These question elements focused on RHM2 Managing Drivers and RHM 3 Managing Compliance and Risk

Q2a. AC9.3 Explain the role of the Traffic Commissioner – 4 marks

Marks achieved ranged from: 0 - 4

Learners were asked to outline ways in which the DVSA monitors compliance using the OCRS system.

Stronger Learner answers related to how an operator's score can be affected in a negative or positive way and how the DVSA will react to this.

Where lower marks were achieved, Learners showed lack of understanding of how the OCRS system operates.

Q2b. AC15.4 Describe procedures for safely loading and unloading goods for a given company or organisation – 6 marks

Marks achieved ranged from: 0 – 6

Based on the scenario, Learners were asked to identify and explain driver responsibilities for load safety.

Learners that gained most marks demonstrated their knowledge of securing a specific load type and the related health and safety requirements.

Where lower marks were achieved, Learners focussed on general vehicle loading requirements and did not relate their answer to the case study and scenario.

Q2c. AC8.2 Explain how to compile and evaluate schedules for drivers – 10 marks

Marks achieved ranged from: 0 – 10

Based on the case study and given scenario, Learners were required to create a driver's schedule for a round trip.

Many Learners achieved good marks, creating a correctly timed and compliant schedule for a driver.

Where lower marks were achieved, Learners gave inaccurate timings or did not apply regulatory requirements correctly. Marks are not awarded once a schedule becomes non-compliant.

These question elements focused on RHM4 Managing Transport Operations

Q3a. AC18.2 Describe the benefits and requirements of electronic data transmission in road transport – 4 marks

Marks achieved ranged from: 0 – 4

Based on the case study, Learners were asked to identify and explain benefits that may be gained by vehicle tracking.

Learners generally responded well to this question, indicating an up-to-date knowledge of vehicle tracking and its benefits.

Where lower marks were achieved, Learners identified suitable technology but did not explain the benefits for the operator in sufficient detail.

Q3b. AC20.1 Explain how you would calculate and prepare costs to operate to ensure correct pricing in the context of a transport operation and outline the value of a vehicle costing system – 6 marks

Marks achieved ranged from: 0 – 6

Based on the given information, Learners were required to create a budget for fleet tyre checks.

Learners were able to achieve high marks on this question, clearly indicating each cost they were calculating and showing their working.

Where lower marks were achieved, Learners were able to do some calculations but could not carry them on to make a complete costing.

Q3c. AC20.1 Explain how you would calculate and prepare costs to operate to ensure correct pricing in the context of a transport operation and outline the value of a vehicle costing system – 10 marks

Marks achieved ranged from: 0 – 10

Based on the case study and given scenario, Learners were asked to identify and explain costs that should be included in the budget for a planned delivery operation.

Higher scoring Learners were able to justify their answers with good explanations of the costs they identified.

Where lower marks were achieved, Learners included costs that were not appropriate or identified some relevant costs but did not explain them fully.