

Vocational Qualifications (QCF, NVQ, NQF)

CPC (Certificate of Professional Competence)

Level 3 CPC (Certificate of Professional Competence) for Transport Managers (Passenger Transport) - **05670**

Unit P2: Certificate of Professional Competence Passenger Transport - **05678**

OCR Report to Centres September 2016

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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General Comments

I make no apology for repeating below, an observation made in a previous report, as in this session, a disproportionate number of candidates presented scripts with answers to some questions, which either by virtue of layout or handwriting could not be marked. While examiners make every effort to determine what a candidate has written, if it cannot be read, then it cannot be marked.

‘Candidates often ask about the importance of spelling and grammar and whether these are considered when papers are marked. This is a Level 3 examination and candidates are required to have a level of literacy and numeracy which enables them to read and understand a complex scenario and to make complex calculations. As long as the answers given are able to be read and understood by the examiner, then marks will be awarded. Answers which, by virtue of their layout or their wording, cannot be understood and interpreted, will not gain marks. Examiners do make every attempt to determine whether a candidate has given a correct answer and will award marks wherever possible. Candidates are advised to study previous Chief Examiner reports, where examples of good layout and presentation are given. Don't forget, if the examiner cannot read your answer, he cannot mark it’ Candidates must also be aware that answers given must relate to the scenario in the examination and should not be simply copied from notes.

The standard of answers in the P2 examination for the September 2016 session has unfortunately not continued the steady improvement in quality seen over the last few sessions. Many candidates failed to gain marks not through lack of knowledge or ability, but as a result of failing to read the case study and the questions thoroughly. Candidates are advised to take note of comments and suggested layouts as given in previous examiner reports. By following these, marks will be gained where they are deserved.

The case study examination is a test of a candidate's ability to apply their knowledge within a given scenario, unlike the multiple choice paper which simply tests a candidate's knowledge. The case study paper is an 'open book' examination, allowing candidates the opportunity to research information and facts from written materials which they have taken into the examination with them. The Syllabus, Student and Tutor Guide, which has been referred to in previous reports, lists the written materials which are likely to be of most use to candidates in this examination. The guide is available for download from the OCR website. It will be found in the Certificates of Professional Competence section, under the heading 'Key Documents'.

Comments below on individual questions expand on this observation.

The nominal pass mark for this examination is 30 but after every examination, a group of senior examiners and industry sector representatives reviews each paper and sets the actual pass mark in order to reflect the paper's level of difficulty. In this case, the PASS MARK was set at 27

The PASS RATE for this examination was 42.5%

The PASS MARK for the paper based multiple choice paper (P1) in this session was 42 and the PASS RATE was 42%

The following Comments are designed to help centres and candidates in future examination preparation, and while examples of answers which would attract correct marks are given, there are, for some questions, other ways of answering which would also be awarded full marks.

Question 1

Gilbert Kay has asked you to plan the twice weekly journey from Dumfries to Maidstone described in the case study.

- 1 (a) (i) Give the latest time that Angus Bute can start work at Dumfries on Thursday 10th December 2016.**
- (a) (ii) Prepare a driver schedule for the journey described in Fig 1. The schedule must start with the latest time that Angus Bute can start work at Dumfries and end with the completion of the handover at Maidstone.**

Note:

You MUST state the destination for all driving periods.

You are ONLY required to provide the driver's name for driving periods.

(b) (i) Give the earliest time and day Angus Bute could arrive back in Dumfries?

(b) (ii) State TWO activities which Angus must record for the period between completing handover of the coach and arriving back in Dumfries

This question required candidates to (i) - determine the latest possible starting time for a driver who was to collect passengers from various points and deliver them to Maidstone at a specified time the following morning and (ii) - produce a schedule for the two drivers involved in the journey. Candidates needed to calculate driving times for each stage of the journey and while complying with company policies and instructions, produce a schedule for the two drivers.

Most candidates correctly calculated the driving times, but the common errors were either not complying with the company policies and instructions, or not following the instructions in the notes to the question, for example, not changing drivers at the latest possible time, changing drivers other than at an activity centre or not stating the driver or the destination for each driving period. A number of candidates, while scheduling both drivers, inserted unnecessary breaks into the journey. Standard marking policy dictates that where an unnecessary activity or break is inserted into a schedule, that line attracts no mark and neither does the following line.

A schedule which would have gained full marks is shown below.

Start time	Finish time	Activity description	Driver's name
19.54	20.24	Checks	
20.24	20.42	Loading Passengers	
20.42	22.12	Drive to Penrith	Angus
22.12	22.30	Load Passengers	
22.30	23.30	Drive to Richmond	Angus
23.30	23.48	Load Passengers	
23.48	02.24	Drive to Markfield	Sara
02.24	02.42	Load Passengers	
02.42	05.30	Drive to Maidstone	Angus
05.30	05.40	Handover coach to international crew	

Part (b) of the question examined candidates' knowledge of the rest requirement in a multi-manned operation, requiring them to total the rest, break and working time requirements between handing over the coach to the new crew and arriving back in Dumfries.

Question 2

Gilbert Kay has asked you to indicate the cost of operating the 48-seat coaches. Gilbert has also asked you to propose ticket prices for travel between centres.

Using the information provided in the Case Study

- (a) (i) Calculate the annual standing cost of the service in year one.
- (ii) Calculate the annual running cost of the service in year one.
- (iii) Calculate the annual profit of the service in year one.
- (b) Calculate the individual ticket price in Euros for the single journey from Lyon to Barcelona.
(OCR will base the ticket price on a flat rate of pence per kilometre).

This question was asked in a different manner to the traditional costing question and appeared to cause candidates some difficulty. The costing principles being examined were exactly the same as in every examination, but the fact that only 11% of candidates achieved at least 5 of the available 11 marks, suggests that this 'different' way of asking the question caused difficulty. Trainers and training centres would be advised to ensure that candidates understand the principles of costing (and all areas of the syllabus) and do not simply encourage them to practice questions from previous papers.

A common mistake amongst those candidates who attempted the question was to include the cost of depreciation for one vehicle only. The case study clearly gave a purchase price and depreciation rate per vehicle, but a total annual figure for the other costs of the 2 vehicle operation.

Further common mistakes were to use the mileage for one vehicle only, when calculating the total annual running costs of the service and/or when calculating the total operating cost per kilometre, also to ignore the requirement to give a final ticket price in Euros.

Costing questions of this type are awarded marks for each stage of the calculation, and thereby, if a candidate has arrived at an incorrect final figure, it is still possible that they may achieve a number of marks for each correct stage of the calculation. These marks can only be awarded however, if the workings are shown and the costs are itemised. The notes state clearly that all workings must be shown. This instruction is given as a reminder to candidates, so that maximum possible marks may be gained.

An example of a correct answer is given below, although there were a number of ways of achieving the answer. All correct methods of working were awarded marks.

Depreciation

$£200,000 \times 20\% \times 2 \text{ vehicles} = £80,000$

Plus Other Standing costs

Driver costs - £112,000 +

Other overheads - £15,000 +

Channel Crossing costs - £46,000 +

Road toll charges - £12,400 = £265,400

Running costs

Fuel

$£1.20 \div 4 = £0.30/\text{km}$

Total running cost per km $0.3 + 0.12 = £0.42 \times 415,200\text{km} = \underline{£174,384.00}$

Annual profit

$£265,400 + £174,384 = £439,784 \times 10\% = \underline{£43,978.40}$

Ticket price for Lyon to Barcelona

Total cost $£483,762.4 \div 415,200\text{km} = £1.16 \text{ to } £1.17/\text{km}$
Distance Lyon to Barcelona $296 + 300 = 596\text{km}$
$596 \times £1.16 \text{ to } £1.17/\text{km} = £691.36 \text{ to } £697.32$
$\div 40 = £17.28 \text{ to } £17.43$
in Euros $\div £0.80 = 21.60 \text{ euros to } 21.72 \text{ euros}$

It will be seen from the above, that marks were awarded for a range of answers in order to allow for rounding of intermediate figures.

Question 3

Gilbert Kay has asked you to advise him on the implications to OCR's current operations with respect to operator licensing and to clarify what must be done before the new service can start.

Using the information provided in the Case Study.

- (a) Identify which of the current operator licences will be affected by the acquisition of the 48-seat coaches. Give ONE reason for your answer.**
- (b) Give FIVE documents that must be submitted to the Central Licensing Office before the 48-seat coaches can be operated.**
- (c) Calculate the level of financial standing (in £) that must be met for the new operator licence.**

This question was well answered, with 64% of candidates achieving at least 5 of the available 10 marks.

Many candidates missed out on the 3 marks for part (c) however, through not including the financial standing requirement for all of the vehicles, presumably forgetting that the two existing minibuses would be included in the vehicle numbers.

Question 4

Gilbert Kay has asked you to clarify the status of the new service from Maidstone to Barcelona and detail the actions that must be taken before the service starts.

Using the information provided in the Case Study

- (a) Identify the classification of this service under regulation EC1073/2009.**
- (b) Outline THREE reasons why only this classification would apply.**
- (c) Outline SEVEN actions that would need to be carried out in order to register this service.**

The elements of this question have been examined many times in previous sessions, although the fact that only 45% of candidates gained at least 5 of the available 11 marks suggests that the subject is not readily understood. Answers to part (a) were many and varied, with candidates opting for Occasional Service, Shuttle Service, Special Regular Service, Closed Door Tour as well as the correct answer of International Regular Service.

Those candidates who correctly identified the service classification, as well as some who didn't, generally went on to correctly outline the reasons for that classification.

Part (c) of this question asked for seven ACTIONS that would need to be carried out. Again, as in many previous examinations, a large number of candidates did not outline actions, but simply listed a number of documents. Any answer which did not contain a verb or an indication of an action, did not gain a mark. The Syllabus, Student and Tutor Guide, referred to in the introduction to this report, contains within the Hints and Tips part of the Case Study section, valuable advice for students on just this kind of requirement.

Question 5

OCR has decided to retain maintenance in-house, to ensure high standards. Gilbert Kay has asked you to explain what changes if any, would be required to achieve this, and whether the current safety inspection interval is appropriate.

Using the information provided in the Case Study

- (a) Give the maximum number of weeks that OCR should allow between safety inspections for the new coaches, and give TWO reasons why this interval would be appropriate to the guidance provided in Fig (4)**
- (b) Outline SIX changes that should be made to the current maintenance facilities to allow servicing and safety inspections of the new vehicles to be in line with the guidance provided in the DVSA Guide to Maintaining Roadworthiness.**

Question 5 (a) required a straightforward calculation of the annual mileage to be covered by each of the new coaches and then by reference to the graph in Fig (4), (taken from The DVSA Guide to Maintaining Roadworthiness) a determination of the appropriate safety inspection interval.

Part (b) asked candidates to OUTLINE the changes which OCR would have to make to their maintenance facility in order to accommodate the larger vehicles.

Candidates generally answered both parts very well, but it is important to note again here, the requirement to give more than just a list, when the question asks for outlines. The Syllabus, Student and Tutor Guide gives an example of what is expected when an outline is demanded by the question.

Question 6

You have looked at the road maps of France and Spain and have identified that route E15 might be the most appropriate route to follow.

- (a) Give the name of the ECE agreement that covers the European Route numbering system.**
- (b) (i) Explain the significance of odd numbered E routes.
(ii) Explain the significance of even numbered E routes.**
- (c) State the background colour of E route road signs.**

45% of candidates gained 2 marks of the available 4 marks for this question, having correctly given the name of the ECE agreement and the background colour of E Route signs.

Few candidates however, were able to explain the significance of odd and even numbered routes.

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