

Health and Social Care

Advanced GCE **F910**

Unit 1: Promoting Quality Care

Mark Scheme for June 2010

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2010

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Question	Expected Answer	Mark	Total	Rationale
1 (a)	<p>One mark for any appropriate example of direct discrimination</p> <p>Examples of accepted answers:</p> <ul style="list-style-type: none"> • not employing somebody because of race, gender, age • verbal abuse, eg racist jokes • telling an older person that they're stupid/can't do something • saying somebody's incapable of doing something because of a disability 	1x1	[1]	Example must relate to a base of discrimination, eg race, gender, age
(b)	<p>One mark each, FOUR from:</p> <ul style="list-style-type: none"> • angry • upset/unhappy/sad/hurt • left out/excluded/lonely/isolated • withdrawn • low self-esteem/self-worth/inadequate • humiliated • embarrassed/ashamed • frustrated • low self-confidence • depressed • devalued • social exclusion • feel that they can't trust people <p><i>Plus any other suitable effect</i></p>	4x1	[4]	Accept other suitable responses not currently listed.

Question	Expected Answer	Mark	Total	Rationale
1 (c)	<p>One mark for each, FOUR required</p> <ul style="list-style-type: none"> • UK legislation/policies • Equality and Human Rights Commission • CRE/Commission for Racial Equality • EOC/Equal Opportunities Commission • DRC/Disability Rights Commission • County court/High court • European court of human rights • Citizens Advice Bureau • solicitor/lawyer/barrister • complaints procedure of organisation • contact manager • health service commissioner • Ofsted <p>Accept accurate abbreviations.</p>	4x1	[4]	<p>Do not accept just 'commission'</p> <p>Accept 'take legal action'.</p> <p>Do not accept employment tribunal/tribunal on it's own, as the focus of the question is pwus.</p> <p>If they name suitable legislation/policy, only award once.</p> <p>Accept 'file a complaint'.</p>

Question	Expected Answer	Mark	Total	Rationale														
1 (d)	<p>One mark for each barrier, THREE required One mark for each example, THREE required</p> <table border="0"> <thead> <tr> <th data-bbox="342 331 633 363">Barriers</th> <th data-bbox="645 331 1137 363">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 403 633 435">psychological</td> <td data-bbox="645 403 1137 435">not know they are ill/fear/stigma</td> </tr> <tr> <td data-bbox="342 467 633 499">financial</td> <td data-bbox="645 467 1137 563">may be unemployed/lack transport/poverty postcode lottery</td> </tr> <tr> <td data-bbox="342 595 633 627">cultural</td> <td data-bbox="645 595 1137 691">values about illness, racism, stereotypes discrimination</td> </tr> <tr> <td data-bbox="342 722 633 802">communication/ language</td> <td data-bbox="645 722 1137 802">English not first language communication difficulties</td> </tr> <tr> <td data-bbox="342 834 633 930">location/ geographical areas</td> <td data-bbox="645 834 1137 898">postcode lottery, poor services poor transport services in rural areas</td> </tr> <tr> <td data-bbox="342 962 633 994">physical</td> <td data-bbox="645 962 1137 1042">access not good poor mobility – difficult for access</td> </tr> </tbody> </table> <p><i>Accept any other suitable examples</i></p>	Barriers	Examples	psychological	not know they are ill/fear/stigma	financial	may be unemployed/lack transport/poverty postcode lottery	cultural	values about illness, racism, stereotypes discrimination	communication/ language	English not first language communication difficulties	location/ geographical areas	postcode lottery, poor services poor transport services in rural areas	physical	access not good poor mobility – difficult for access	3x1 3x1	[6]	For financial, do not accept if learner just writes that they can't afford medicine as this is free to those on lower incomes – needs to be slightly more sophisticated.
Barriers	Examples																	
psychological	not know they are ill/fear/stigma																	
financial	may be unemployed/lack transport/poverty postcode lottery																	
cultural	values about illness, racism, stereotypes discrimination																	
communication/ language	English not first language communication difficulties																	
location/ geographical areas	postcode lottery, poor services poor transport services in rural areas																	
physical	access not good poor mobility – difficult for access																	

Question	Expected Answer	Mark	Total	Rationale												
2 (a)	The socialisation process/influences that occurs within the family. Usually ages 0 – 5.	1x1	[1]	Do not accept 'family' on its own. Do not need to include reference to 'age'.												
(b)	<p>One mark for identification, THREE required One mark for description, THREE required</p> <table> <tr> <td>Agency</td> <td>Description</td> </tr> <tr> <td>Media</td> <td>through watching/copying/role models</td> </tr> <tr> <td>Education</td> <td>copy teachers, conformity, curriculum/ stereotyped</td> </tr> <tr> <td>Peers</td> <td>imitate, feel need to conform share/learn ideas from them</td> </tr> <tr> <td>Workplace</td> <td>learn workplace culture, copy others behaviour</td> </tr> <tr> <td>Religion</td> <td>learn moral values/values and teachings</td> </tr> </table> <p><i>Accept positive influences</i></p>	Agency	Description	Media	through watching/copying/role models	Education	copy teachers, conformity, curriculum/ stereotyped	Peers	imitate, feel need to conform share/learn ideas from them	Workplace	learn workplace culture, copy others behaviour	Religion	learn moral values/values and teachings	3x1 3x1	[6]	<p>Although words may be repeated they must be within the context of the example, eg you may copy your peer group to fit in, you may copy your teacher because you trust them – these are both worthy of credit.</p> <p>Do not accept just the word 'copy' without a context. Agency – may not use the correct technical term, but TV is acceptable as an alternative to media, friends for peers, etc.</p>
Agency	Description															
Media	through watching/copying/role models															
Education	copy teachers, conformity, curriculum/ stereotyped															
Peers	imitate, feel need to conform share/learn ideas from them															
Workplace	learn workplace culture, copy others behaviour															
Religion	learn moral values/values and teachings															

Question	Expected Answer	Mark	Total	Rationale
2 (c)	<p>Level 3: [7-8 marks] There will be a detailed explanation of at least two ways an organisation could ensure its staff promotes quality care. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: [4-6 marks] They will include a brief explanation of at least two ways an organisation could ensure staff promote quality care. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub-max 4 marks for one way done well. Sub-max 4 for several ways, but not developed.</p> <p>Level 1: [0-3 marks] There may be evidence of one or two ways an organisation could ensure staff promote quality care. List-like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • provide training for staff on policy/legislation/care values so they follow correct procedures • mentoring system to help staff and give them advice/support • monitor/appraise/observe/inspect/review their staffs' performance so they can reflect and improve • provide appropriate resources/equipment so they can do the job correctly 		[8]	<p>If learners identify 3 or 4 ways but do not develop them – that is explain HOW they would promote quality care then place them at the BOTTOM of level 2 (4 Marks).</p> <p>Be aware – don't be fooled by candidates who keep repeating the question.</p>

Question	Expected Answer	Mark	Total	
2 (c) cont'd	<ul style="list-style-type: none"> • staff meetings to share concerns/communicate pwus needs/share good practice • good handover procedures to ensure consistency in care and good standards • provide policies/procedures – to ensure staff work within the law and responsibly • good management structure – a clear hierarchy and procedures. Approachable and effective managers • good induction procedures – to ensure they are well prepared, trained and working in line with the organisations policies and procedures • staff recruited – ensure staff are well qualified and competent to do the job • care values – ensure that staff use and abide by the care values • feedback (questionnaires, interviews, comment boxes, focus groups) – get opinions of staff and pwus to help improve services 			

Question	Expected Answer	Mark	Total	Rationale
3 (a)	<p>One mark for each identification, FOUR required One mark for each example, FOUR required</p> <ul style="list-style-type: none"> • making the welfare of the child paramount – <i>having a child centred approach</i> • keeping the children safe and maintaining a healthy environment – <i>safety procedure/ID/locked gates</i> • working in partnership with parents/families – <i>involving parents and families, inviting them in, parents evening, daily book to take home</i> • making sure children are offered a range of experiences and activities that support all aspects of their development – <i>a well planned curriculum, adhering to policies, ensure all areas/resources are fully accessible</i> • valuing diversity – <i>displays/toys/resources reflect equal opportunities</i> • equality of opportunity and anti-discriminatory practice – <i>training, good practice, being strong role models</i> • maintaining confidentiality – <i>need to know basis, have information about children is kept in a secure place</i> • working with others – <i>working with other agencies that support children</i> • reflective practitioners – <i>staff training, feedback, staff meetings to share ideas and reflect on how things have been</i> <p><i>Any other practical examples of how these can be applied. Examples can be interchangeable.</i></p>	<p>4x1 4x1</p>	[8]	<p>Learners often do not use exactly the same words but as long as it means the same – please use some professional judgement.</p> <p>If candidates use three main care values: equality and diversity = 1 mark rights and beliefs = no marks confidentiality = 1 mark</p> <p>Do not accept ‘welfare of the child’ on its own, but do accept ‘it’s the most important thing’ or similar, instead of paramountcy, eg accept ‘welfare of the child is most important’.</p> <p>Accept ‘learning and development’.</p>

Question	Expected Answer	Mark	Total	Rationale
3 (b)	<p>Children Act [1989, 2004] <i>[Accept Human Rights Act, Protection of Children Act, Every Child Matters]</i></p> <p>Level 3: [5-6 marks] Candidates give a detailed outline of at least two aspects of the legislation. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: [3-4 marks] Candidates are able to outline at least two aspects of the legislation. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 3 marks for one way done well.</i></p> <p>Level 1: [0-2 marks] Candidates can identify at least one aspect of the legislation. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • paramouncy principle • children consulted wherever possible/gives children the right to speak out/have a voice/to be heard • stay with wider family circle • issues determined as soon as possible • working in multidisciplinary teams • children with Special needs are categorised as ‘children in need’ 	1x1 6	[7]	Award one mark for naming of act must be added to the overall total to make a mark out of 7. Do not accept Child Protection Act. For ECM – five key outcomes count as one aspect only. If Act is named incorrectly still award marks if outline is correct. Candidates who repeat ‘aims to protect children’ can only be awarded credit if they go on to say what they’re protected from.

Question	Expected Answer	Mark	Total	Rationale
	<ul style="list-style-type: none"> • aims to protect children from abuse/discrimination • gives children rights • care orders/emergency protection orders • establishes a child protection register • 5 key outcomes – Staying Safe, Being Healthy, Enjoying and Achieving, Make a positive contribution, Economic Well-being • established a new Children’s Commissioner – raise awareness, promoting best interest of children and young people (C and YP) • duty on Local Authority to promote co operation between agencies to improve well being of C and YP relating to the 5 outcomes • duty for key agencies who work with children to put in place arrangements to make sure they safeguard and promote the welfare of C and YP • guidance on setting up databases that contain basic information on C and YP to ensure working together and sharing information • set up local Safeguarding Children Boards. Establish Children and Young Peoples Plan (CYPP) • put in place Director of Children’s Services • integrated Inspection Framework <p><i>And other aspects of relevant named legislation.</i></p>			

Question	Expected Answer	Mark	Total	Rationale														
4 (a)	<p>One mark for each identification, THREE required One mark for each explanation, THREE required</p> <table border="0"> <tr> <td style="vertical-align: top;">Identification</td> <td style="vertical-align: top;">Explanation</td> </tr> <tr> <td>physical</td> <td>inaccessible buildings</td> </tr> <tr> <td>psychological</td> <td>embarrassment/fear/stigma/ stereotypes</td> </tr> <tr> <td>cultural</td> <td>employers discriminating low expectations</td> </tr> <tr> <td>language/ communication</td> <td>visual or hearing barriers</td> </tr> <tr> <td>financial</td> <td>may receive less pay due to discrimination may be unable to work due to a specific condition</td> </tr> <tr> <td>geographical/ location</td> <td>poor areas, inverse care law poor transport available</td> </tr> </table>	Identification	Explanation	physical	inaccessible buildings	psychological	embarrassment/fear/stigma/ stereotypes	cultural	employers discriminating low expectations	language/ communication	visual or hearing barriers	financial	may receive less pay due to discrimination may be unable to work due to a specific condition	geographical/ location	poor areas, inverse care law poor transport available	3x1 3x1	[6]	Explanation must relate to disability.
Identification	Explanation																	
physical	inaccessible buildings																	
psychological	embarrassment/fear/stigma/ stereotypes																	
cultural	employers discriminating low expectations																	
language/ communication	visual or hearing barriers																	
financial	may receive less pay due to discrimination may be unable to work due to a specific condition																	
geographical/ location	poor areas, inverse care law poor transport available																	
(b)	<p>One mark for identification of the legislation: DDA, Human Rights Act</p> <p>One mark for where it applies, THREE required</p> <ul style="list-style-type: none"> • employment • access to goods and services, eg shops • buying and renting land or property, eg housing • requires schools and college and universities to provide information for disabled people/education • transport 	1x1 3x1	[4]	Do not accept the Disability Act. Accept other terms e.g. housing, education.														

Question	Expected Answer	Mark	Total	Rationale
4 (c)	<p>Level 3: [8-10 marks] There will be a detailed analysis of at least two ways organisations can ensure that both staff selection procedures promote equal opportunities. Both advertising and interviewing will be discussed. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: [5-7 marks] They will include a clear explanation of at least two ways organisations can ensure staff selection procedures promote equal opportunities. At the top band both advertising and interviewing will be discussed. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max 5 for one way done well or just one of interviewing or advertising. Sub max if points are not developed to explain how it would promote equal opportunities.</i></p> <p>Level 1: [0-4 marks] There may be evidence/brief description of one or two ways organisations can ensure staff selection procedures promote equal opportunities. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[10]	<p>Place at the bottom of level 2 if many ways are listed but they do not explain HOW/WHY this would promote quality care. For example – ‘Do not ask personal questions’ – without saying why not.</p> <p>Level 3 2 ways for each, advertising and interviewing</p> <p>Level 2 2 +1 way or 1+1 way</p> <p>Level 1 Basic/lacks depth/more descriptive.</p>

Question	Expected Answer	Mark	Total	Rationale
4 (c) cont'd	<p>Interviewing/staff selection</p> <ul style="list-style-type: none"> • non-discriminatory questions • same questions to all • no personal questions • mixed panel • accessible time and place, especially for different disabilities, eg lift, Braille • analyse monitoring forms for disabled applications • select candidate on merit <p>Advertising</p> <ul style="list-style-type: none"> • advertise in a wide range of areas/publications • use an EO logo • non-discriminatory language in the advert • a range of formats available in relation to application forms • welcomes applications from a wide range of people <p>General</p> <ul style="list-style-type: none"> • follow recommendations from policies/CoP • consult relevant commissions/legislation <p><i>Each bullet point supported by appropriate analysis</i></p>			

Question	Expected Answer	Mark	Total	Rationale
5 (a)	<p>Three from:</p> <ul style="list-style-type: none"> • at risk of harming others • at risk of harming themselves • at risk of being hurt (abuse) • others are at risk of harm • at risk of a serious offence being carried out 	3x1	[3]	<p>Do not accept criminal offence/break the law – it must say a serious offence/crime. Do not accept just ‘in danger’. Can accept ‘at risk’ on its own once.</p>
5 (b)	<p>Level 3: [5-6 marks] There will be a detailed analysis of at least two benefits to the pwus and practitioners, both groups will be discussed and answers more balanced. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: [3-4 marks] They will include a clear explanation of at least two benefits of the policy to pwus and practitioners. Candidates that discuss both groups should be placed at the top of this band. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub max 3 for one group done well.</i></p> <p>Level 1: [0-2 marks] There may be evidence of one or two benefits of the policy to pwus and/or practitioners. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[6]	<p>Note: some points made apply to both, possibly in the same sentence. Award credit if analysed/explained well.</p> <p>Level 3 2 + 2, benefits to pwus and practitioners</p> <p>Level 2 2+1</p> <p>Level 1 Basic/lacks depth/more descriptive.</p>

Question	Expected Answer	Mark	Total	Rationale
	<p>People who use services</p> <ul style="list-style-type: none"> • ensures their information is kept confidential • ensures that they are treated fairly • protects them/keeps them safe • it helps to form a good relationship between them and the practitioners. • they are aware of their rights • they can trust their practitioners • develops high self-esteem • helps them feel safe and secure • system of redress <p>Practitioners</p> <ul style="list-style-type: none"> • helps them do their job effectively • improves the relationship they have with pwus • it helps to protect them from allegations • it informs them of their legal responsibilities • guides them about good practice • helps to protect them and their personal details • helps them promote quality care • gives the organisation a better reputation • system of redress 			

Question	Expected Answer	Mark	Total	Rationale
5 (c)	<p>One mark for identification of way only Two marks for a basic explanation Three marks for a full explanation</p> <p>Monitored</p> <ul style="list-style-type: none"> • collection of statistical data - to monitor changes • feedback - from pwus and practitioners on how effective the policy is – using methods such as a questionnaire/comments box • staff training - to get feedback and share concerns/ideas • inspection - to see how it is working/look for problems/strengths, staff observation • staff observation schemes - to see how staff are using the policy/see if it is working • review progress made – put in place new targets and timescales • peer observation schemes - see how staff are using the policy/see if it is working • meetings - to discuss concerns/raise issues <p>Implemented</p> <ul style="list-style-type: none"> • commitment from senior management and staff - to take responsibility and be in charge of implementation • a named person - to oversee and be responsible for the policy • training staff - on the policy so they are aware of its implications • meetings - to ensure policy is communicated • appraisal - to review and target performance 	2x1 2x2	[6]	<p>If candidates list ways – max of 2 marks. Note: be careful not to award additional marks for points made (no more than 2 available).</p> <p>May use the word ‘checks’ instead of observations – accept this.</p>

Question	Expected Answer	Mark	Total	Rationale
6 (a)	<p>Level 3: [7-8 marks] There will be a detailed description of at least two features of relevant legislation. These will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: [4-6 marks] They will include a description of at least two features of relevant legislation. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. <i>Sub-max 4 for one feature done well.</i></p> <p>Level 1: [0-3 marks] One or two features of relevant legislation will be identified. List like answers should be placed in this band. Answers are likely to be muddled and lack technical detail. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • protects people from less favourable treatment on racial grounds/skin colour/nationality/ethnicity ie makes discrimination illegal • RRA refers to direct and indirect racial discrimination • aims to eradicate racial discrimination but also promote equal opportunities • also covers segregation/victimisation/harassment • applies in employment, education, goods and services, and advertising/housing • positive action – does allow this • set up the Commission for Racial Equality – act as a governing body and oversee the working of the act in practice – can institute legal proceedings 		[8]	<p>Legislation must be relevant to minority ethnic groups. RRA, HRA, Equality Bill.</p> <p>Candidates may name inappropriate legislation, but go on to make relevant points – worthy of credit, but Level 1 only.</p>

Question	Expected Answer	Mark	Total	Rationale
	<ul style="list-style-type: none">• now set up the Equality and Human Rights Commission• incitement to racial hatred is a criminal offence• system of redress• gives people rights• burden of proof is 'on the accused'• identifies exemptions from the act• amendment act gave a duty to public authorities to promote community cohesion/harmony <p>Appropriate legislation, eg: RRA, HRA, Equality Bill.</p>			

Question	Expected Answer	Mark	Total	Rationale
6 (b)	<p>Level 3: [9-12 marks] A detailed discussion of at least two reasons why legislation has not necessarily reduced the amount of racism in society. This will be developed logically and there will be evidence of synthesis within the work. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: [5-8 marks] A sound discussion of at least two reasons why legislation has not necessarily reduced the amount of racism in society. There may be noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 6 for 1 reason done well.</i> <i>Sub-max of 5 if listed reasons with no discussion.</i></p> <p>Level 1: [0-4 marks] A basic outline of why legislation has not necessarily reduced the amount of racism in society. List like answers should be placed within this level. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> • cases are difficult to prove, especially indirect discrimination. • can be costly/time consuming • can be emotionally draining • it is hard to change people's attitudes/socialisation processes; these laws do not prevent people holding negative and discriminating attitudes towards 'racial' and ethnic groups • racism has not reduced that much since 1976 – look at high profile cases in the media eg Stephen Lawrence/ Taylor/Liverpool killing • institutional racism still exists in the police, education • many don't know their rights 		[12]	

	<ul style="list-style-type: none">• many don't understand their rights• fear of victimisation• MEG face discrimination in employment still - leading to them being a marginalised and socially excluded group.• role of the media in increasing racial tension through biased/sensationalist reporting and creating moral panics			
--	---	--	--	--

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553