

Cambridge Technicals Health and Social Care

Unit 2C: Health and safety in practice

Level 2 Cambridge Technical in Health and Social Care
05880 - 05881

Mark Scheme for January 2023

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, 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 2023

MARKING INSTRUCTIONS

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the on screen 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the on screen messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses

Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). *When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.












6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen. The 'link page' check box should be used within on screen marking to link candidate responses in additional objects to the corresponding question number.
 - a. Where additional objects are present, all pages must contain an annotation, or the system will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - b. Where generic answer booklets are used, all pages must contain an annotation, or the system will not allow you to submit the script. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
 - c. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionNote: Award 0 marks – for an attempt that earns no credit (including copying out the question)

8. The on screen comments **box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the system messaging system, or e-mail.
9. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
<ul style="list-style-type: none"> On the borderline of this level and the one below 	<ul style="list-style-type: none"> At bottom of level
<ul style="list-style-type: none"> Just enough achievement on balance for this level 	<ul style="list-style-type: none"> Above bottom and either below middle or at middle of level (depending on number of marks available)
<ul style="list-style-type: none"> Meets the criteria but with some slight inconsistency 	<ul style="list-style-type: none"> Above middle and either below top of level or at middle of level (depending on number of marks available)
<ul style="list-style-type: none"> Consistently meets the criteria for this level 	<ul style="list-style-type: none"> At top of level


10. Annotations


These are the annotations to be used when marking Unit 2.

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not 'tick' as well)
	Omission mark
	Too vague
	Repeat
 or 	Noted but no credit given

11. Subject-specific marking instructions

Question		Answer	Marks	Guidance	
1	(a)	One mark for each correct answer. Three required	3 (3 x 1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div>	
		Definition			Term
		Procedures to prepare for emergencies and providing the necessary equipment			Health and safety management
		Something that can cause harm			Hazard
		The laws, principles and practices that keep people safe from injury and disease in the work place and public places	Health and safety		

Question	Answer	Marks	Guidance
1	<p data-bbox="250 231 293 261">(b)</p> <p data-bbox="342 231 878 261">One mark for each hazard. Two required</p> <p data-bbox="342 300 819 330">Hazards that could occur on a coach</p> <ul data-bbox="342 336 1077 754" style="list-style-type: none"> • Seatbelts not working / not wearing seatbelts • Children mis behaving • Children being sick / travel sickness / feeling sick • Accident / falling over (specific examples of relevant accidents can be credited) • Breaking down • Falling down the steps getting on and off • Breakdown • Driver performance – fatigue / falling ill / being distracted • Objects falling from overhead luggage racks • Spillages – becoming a slipping hazard <p data-bbox="342 826 801 857">Accept other appropriate examples</p>	<p data-bbox="1122 231 1227 293">2 (2 x 1)</p>	<p data-bbox="1249 231 1420 261">Annotation:</p> <p data-bbox="1249 268 1951 330">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1249 432 1933 494">For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1258 517 1682 619" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p data-bbox="1249 671 1458 702">Do not accept:</p> <ul data-bbox="1249 708 1984 938" style="list-style-type: none"> • Slip hazards – must specify what has caused the slip hazard, e.g. spillages • Trip hazard – must specify what has caused the trip hazard, e.g. falling over bags left in the aisle • Seatbelts – must specify not working or not wearing • Walking while coach is moving

Question	Answer	Marks	Guidance
1	<p>(c) One mark one area identified. One required</p> <p>Areas where hazards might be identified:</p> <ul style="list-style-type: none"> • Playroom • Dining room / café / cafeteria • Communal area • Outdoor area / playground • Public space • Bathroom • Kitchen • Consulting room • Reception area • Hospital ward • Bedroom • Corridor • Stairs • Classroom • Office <p>Accept any other area that is not specified above</p>	<p>1 (1 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1285 517 1704 616" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Settings, e.g. Hospital / Nursing home

Question	Answer	Marks	Guidance
1	<p>(d) Two marks for each description. Two required</p> <p>Reasons why legislation is important for safe working practices:</p> <ul style="list-style-type: none"> • Reduces accidents, injuries and reduces / prevents harm • Prevents spread of disease and infection • Sets standards for a safe environment/ equipment provided is in good working order / specific examples linked to setting standards • Gives guidelines / rules to follow for safe working practices • Protects individuals • Ensures adequate training / teaching <p>Some answers provided may apply to a specific piece of legislation. If the answer provided links to a specific piece of legislation and is correct, mark accordingly.</p> <ul style="list-style-type: none"> • Covers the storage, labelling and disposing of hazardous substances • COSHH file must be kept up to date • Chemicals and medication must be kept in their original containers • Chemicals and medication must be stored in a safe and secure place <p>Other legislation provided in the specification are HASAWA, RIDDOR and MHOR</p>	<p>4 (2 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant description of why legislation is important for safe working practices</p> <p>One mark For an identification or brief description of why legislation is important for safe working practices. Answer may be short, with very limited or no descriptive content or vague in places</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; align-items: center;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Safe / safety as answers – safe is within the question


Question	Answer	Marks	Guidance
<p>2</p>	<p>(a)</p> <p>Two marks for each description. Two required</p> <p>Procedures in a food preparation and handling policy:</p> <ul style="list-style-type: none"> • Cook food thoroughly. • Store cooked foods carefully. • Reheat cooked foods thoroughly. • Avoid contact between raw foods and cooked foods. • Wash hands repeatedly. • Good hygiene practice – e.g. putting hair up • Keep all kitchen surfaces / equipment / floor clean • Separate — Don't cross-contaminate. • Good practice around food allergies • The use of different coloured chopping boards • Cook — Cook to the right temperature. • Chill — Refrigerate promptly. • Use of PPE – hairnets, disposable glove, aprons, clean uniform • The use of blue plasters when covering cuts • Make sure fridges are operating below 5c • Use opened food within two days unless label instructs otherwise <p>Accept other appropriate examples</p>	<p>4 (2 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant description of a procedure that is relevant to food preparation and handling</p> <p>One mark For an identification or brief description of a procedure that is relevant to food preparation and handling. Answer may be short, with very limited or no descriptive content or vague in places</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Mark from left to right – see page 3</p>

Question	Answer	Marks	Guidance
2	<p>(b) Two marks for the explanation. One required</p> <p>Consequences for an employer:</p> <ul style="list-style-type: none"> • Criminal prosecution – stressful working environment, staff absence • Financial loss – fines, paying for cover staff / being sued • Reputation lowered – low staff morale, problems recruiting staff • Negative judgements by the Care Quality Commission (CQC) - less patients choosing to use the hospital, less doctors referring patients to the hospital • Disciplinary action • Injury or harm • Disease or infection • Organisation shut down 	<p>2 (1 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks A consequence identified with a clear and relevant explanation for an employer if they do not follow the hospital's food preparation and handling policy</p> <p>1 mark: A consequence (as above) identified with little or no explanation.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Answers linked to employees

Question	Answer	Marks	Guidance
2 (c)	<p>Two marks for the description. One required</p> <p>Roles of health and safety policies:</p> <ul style="list-style-type: none"> • Ensure the setting meets the requirements of legislation • To minimise the risks from potential hazards • Set out procedures to promote health and safety and minimise risk • Will link to particular hazards identified in the setting • Reduces risks when procedures are followed by employers, employees and individuals • Ensures the work environment is safe to work in / to keep staff safe <ul style="list-style-type: none"> • Specific examples can be credited if they are linked to any of the above aspects 	<p>2 (1 x 2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Two marks For a clear and relevant description of a role that is relevant to health and safety policies</p> <p>1 mark: For an identification or brief description of a role that is relevant to health and safety policies. Answer may be short, with very limited or no descriptive content or vague in places</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; width: fit-content; margin: 10px auto;"> A TV REP SEEN </div> <p>Do not accept: When assessing answers about risk / harm / safe – Do not accept eradicate risk / harm or everyone will be safe, must reference reduce / limit</p>


Question		Answer	Marks	Guidance
2	(d)	<p>One mark for each way. Two required</p> <p>Ways that risk can be reduced when taking children on a day trip.</p> <ul style="list-style-type: none"> • Carrying out a risk assessment • Having the correct staff – young adult ratio / ensuring that there are sufficient staff • Having a first aid box • Taking a first aider • Wearing high vis jackets • Taking a register regularly / head count • Divide into smaller groups • Any volunteers are DBS checked. • Know of any medication being taken • Know of any allergies to food or other causes 	<p>2 (2 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> A TV REP SEEN </div>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)*	<p>Describe chemical and environmental hazards in the kitchen. Explain who might be harmed and how</p> <p><u>Chemical hazards</u></p> <ul style="list-style-type: none"> • Bottle of bleach on the food preparation surface • Cleaning materials stored in the same place as food. • Bottles of paracetamol near to the exit to the dining room <p><u>Environmental hazards</u></p> <p>Dangerous activities:</p> <ul style="list-style-type: none"> • Knives left out on the food preparation area • Overflowing bins • Cross contamination – raw food next to vegetables • Wires tangled up • Work experience students without supervision <p><u>Who might be harmed</u></p> <ul style="list-style-type: none"> • Staff • Employees • Agency staff • Work experience students • Residents / elderly • Chef 	8	<p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is describe and explain</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 - checklist:</p> <ul style="list-style-type: none"> • Detailed description of both chemical and environmental hazards • Detailed explanation of who might be harmed and why • Logically structured • Factually accurate • Correct use of terminology • QWC – high <p>Level 2 – checklist:</p> <ul style="list-style-type: none"> • Sound description of both chemical and environmental hazards • Sound explanation of who might be harmed and why • Mostly relevant and accurate information • QWC – mid-high • Sub max of 4 for chemical or environmental hazards done well 	<p>Level 3: 7- 8 marks</p> <p>Answers provide a detailed description of both chemical and environmental hazards. Answers will provide a detailed explanation of who might be harmed and why. Answers will be factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4-6 marks</p> <p>Answers provide a sound description of both chemical and environmental hazards. Answers will provide a sound explanation of who might be harmed and why. Answers will be factually accurate and mostly relevant. There may be some noticeable errors of grammar, punctuation and spelling. Sub max of 4 for one chemical or environmental hazards done well.</p> <p>Level 1: 1-3 marks</p> <p>Answers provide a basic description of at least one hazard, identifying who might be harmed with a basic description of why. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar, and spelling may be noticeable and intrusive.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
	<p><u>How may be harmed</u></p> <ul style="list-style-type: none"> • Food poisoning • Trip over loose wires • Drink / spill bleach on themselves • Food is contaminated by chemical materials • Mistaking paracetamol and having an adverse reaction if too many are taken • Injured by knives • Electrical wires catching fire • Vermin due to overfilled bins 		<p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Basic description of hazards • Basic explanation of who might be harmed and why • May identify rather than describe • May lack relevance to context <p>QWC – low</p> <p><u>Annotation</u></p> <p> against answers linked to chemical and environmental hazards</p> <p>EG against answers linked to who might be harmed and how</p>	<p>0 marks – response not worthy of credit.</p>

Question	Answer	Marks	Guidance
3	<p>(b) One mark for each solution. Two required</p> <p><u>Chemical hazards</u></p> <ul style="list-style-type: none"> • Bottle of bleach on the food preparation surface. <i>Put into a lockable cupboard away from food pre area</i> • Cleaning materials stored in the same place as food. <i>Store these in a separate cupboard, away from food</i> • Bottles of paracetamol near to the exit to the dining room. <i>Store in a lockable medicine cupboard</i> <p><u>Environmental hazards</u></p> <ul style="list-style-type: none"> • Knives left out on the food preparation area. <i>Put away once used and away from the door into the dining room</i> • Overflowing bins. <i>Empty regularly and put waste into outside bins / cover with a lid</i> • Cross contamination – raw food next to vegetables. <i>Have separate work areas for cooked and uncooked food / separate chopping boards</i> • Wires tangled up. <i>Put electrical equipment away once used. After use, untangle any wires ready for the next person</i> • Work experience students without supervision. <i>Have a member of staff working with them</i> 	2 (2 x 1)	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1267 517 1688 619" style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around;"> ^ TV REP SEEN </div>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(a)*	<p>Discuss how the employer would respond in the event of a flood.</p> <ul style="list-style-type: none"> • Deciding priorities: considering the varying physical needs of the children. Also considering the learning needs. Life safety first and then stabilising the incident • Following procedures: e.g. the emergency policy. Considering individual emergency plans for some of the children • Carrying out evacuation plans – considering the different needs of the children – mobility issues / lack of understanding / taking registers / call relevant emergency service • Reporting incidents: e.g. Ofsted, Care Quality Commission, the emergency services • Recording incidents, e.g. written and signed records, incident book • Reviewing risk assessments and policies after the flood – were policies followed and / or do they need to be changed <p>The language used by the candidates may not match that given above.</p>	8	<p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is Discuss.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist:</p> <ul style="list-style-type: none"> • Detailed discussion of how the employer would respond • Specific to the event of a flood • Factually accurate • Correct use of terminology • QWC – high <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • Sound discussion of how the employer would respond • Some link to the event of a flood • Factually accurate • QWC – mid • Sub-max of 4 for one response done well <p>Level 1 checklist:</p> <ul style="list-style-type: none"> • Limited / basic discussion • May lack relevance to a flood • Likely to identify points • QWC – low 	<p>Level 3: 7- 8 marks There will be a detailed discussion of how an employer would respond in the event of a flood. Answers will be factually accurate and use appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: 4-6 marks There will be a sound discussion of how an employer would respond in the event of a flood. Answers will be factually accurate. There may be some noticeable errors of grammar, punctuation and spelling.</p> <p>Level 1: 1-3 marks Answers provide a basic discussion. Answers may be list like or muddled, demonstrating little knowledge or understanding. Errors of grammar, and spelling may be noticeable and intrusive.</p> <p>0 marks – response not worthy of credit.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • First aid procedures

Question	Answer	Marks	Guidance
4	<p>(b) One mark for each action. Two required</p> <p>State two responsibilities of employees when responding to an emergency.</p> <ul style="list-style-type: none"> • To know about the correct procedures • To follow correct procedures – get everyone out safely / support the evacuation process • Prioritise those with mobility issues • Support children to exit the building calmly • Take children to the nearest exit • Support the children in being quiet • Take children to the nearest assembly point • Take a register • Inform admin staff for any child who is absent • Call for emergency services 	<p>2 (2 x 1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1285 513 1704 616" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • Call for help

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrexams



/ocrexams



/company/ocr



/ocrexams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.