

Cambridge Technicals Health and Social Care

Unit 25: Research methods in health, social care and childcare

Level 3 Cambridge Technical in Health and Social Care
05871

Mark Scheme for June 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 PREPARATION

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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 RM Assessor 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 RM Assessor messaging system, or by email.
5. **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. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*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 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.
7. Award No Response (NR) if:
 - there is nothing written in the answer spaceAward Zero '0' if:
 - anything is written in the answer space and is not worthy of credit (this includes text and symbols).













Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **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 RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. 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
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Annotations available for marking of scripts

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
	To acknowledge additional pages/ notes were read
	Not Relevant - ‘noted but no credit given’
	Blank Page

DO NOT USE ANY OTHER ANNOTATION

Question		Answer	Marks	Guidance
1	(a)*	<p>Level 2 (4-5 marks) Sound discussion of benefits of the research to the staff. AND Benefits are mostly relevant and related to the scenario</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–3 marks) Basic discussion of benefits of the research to the staff / only identifying the benefits. AND Information presented in an unstructured limited way and not specifically linked to the scenario. If only 1 benefit is given then this must be placed in level 1</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks - No response worthy of credit.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • safety measures • enhanced numbers of toddlers in the nursery 	5	<p>Indicative points (not exhaustive): e.g.</p> <ul style="list-style-type: none"> • Improves outcomes • improves practice in childcare / early years • identify gaps in provision e.g. for toddlers • Identify the needs of the toddlers / planning for specific activities - PIES • Informing policy development - childcare / early years policies • increases knowledge and understanding e.g. of toddler play through <u>observations</u> • can measure impact e.g. of toddler room • establish evidence base for intervention e.g. for toddlers / <u>layout of room</u> • provides opportunities for face-to-face communication with and learning directly from fellow practitioners from other nurseries / asking questions • facilitates partnership working / sharing good practice • able to make comparisons / evaluate – able to state what worked well and what did not • suggestions / ideas for resources / equipment needed • enhanced confidence for staff • planning for inclusivity, e.g. cultural, differentiating activities <p>Accept alternative wording and other appropriate answers</p>

Question			Answer	Marks	Guidance
1	(b)	(i)	<p>Questionnaires Advantages</p> <ul style="list-style-type: none"> • Cost effective • Easy to conduct • Quick to conduct • Easy to analyse, particularly quantitative data – could be done through software packages • Standardised leading to be more reliable • Able to gather large samples (increased generalisability) / amount of data • People are used to them so willing to complete • Can be sent out via e-mail /computer based systems –saving time effort and costs • Can provide both qualitative and quantitative data to allow some insight and statistical analysis / the use of open and closed questions • Choice of format, e.g. postal or e-mail • Cheap to administer • Use of Likert scales / scaled responses • Anonymity 	2 (2 x 1)	<p>One mark for advantage and one mark for disadvantage.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Unreliable as a disadvantage

Question	Answer	Marks	Guidance
	<p>Disadvantages</p> <ul style="list-style-type: none"> • Respondents may not give honest responses or accurate answers • Cannot verify participant(s) • Socially desirable answers / Hawthorn effect • Questions can be poorly worded/ confusing / misunderstood • Unable to clarify questions • Questions may not cover all options/topics the respondent wants • Standard response bias- people may just tick the same option to complete the questionnaire quickly • Low response rate • Time consuming (if more open questions) • Large sample to analyse data, particularly qualitative data • No opportunity for follow up questions / development of points 		

Question			Answer	Marks	Guidance
1	(b)	(ii)	<p>Informal observation Advantages</p> <ul style="list-style-type: none"> • collect data where and when an event or activity is occurring. • Easy to conduct • does not rely on children's willingness or ability to provide information. • can directly see what children say or do • can be video-ed / recorded • real-life situation / first hand • time effective and data rich in a short amount of time • observe natural behaviour • cost effective re time commitment by staff • different data collection – qualitative and quantitative • may provide valid and in-depth data <p>Disadvantages</p> <ul style="list-style-type: none"> • could be difficult to write everything down in time available / time consuming • observer could get distracted • observer bias is likely • cannot focus on everything within remit of study/likely to miss things • behaviour can change due to knowing that they are being watched / hawthorne effect • ethical issues if the children are not aware of being observed / consent is not provided • can be hard to analyse • difficult to replicate as it is informal 	2 (2 x 1)	<p>One mark for advantage and one mark for disadvantage.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • references to the safety of the observer • no cost - must qualify

Question		Answer	Marks	Guidance
1	(c)*	<p>Level 3 (7-8 marks) Detailed explanation of at least three ethical practices AND Answer is relevant to the scenario</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks) Sound explanation of at least two ethical practices AND Answer is mostly relevant and related to the scenario</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–3 marks) Attempt at a brief explanation of one ethical practice but answer contains limited information presented in an unstructured way/descriptive way. AND Answer may not be specifically linked to the scenario.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks - No response worthy of credit.</p>	8	<p>Indicative points (not exhaustive):</p> <p>Ethical practices:</p> <ul style="list-style-type: none"> • Provide benefit • Cause no harm / safety • Obtain informed consent / permission • Protect anonymity or confidentiality / personal information is secure • Avoid deception / provide accurate information on the purpose of the study • Allow the right to withdraw • Ensure transparency and integrity / keeping everyone fully updated • Independence – who has commissioned it • purpose of the research – gather evidence to support the planning of a toddler room • Application to Data Protection Act • Application to Human Rights Act <p>Explanations:</p> <ul style="list-style-type: none"> • Keeping participants informed • To develop new systems, e.g. age related activities • Safeguarding procedures adhered • Stating who is giving consent – parent / guardian • Using pseudonyms / no identifying information • Safe storage of research – Data Protection Act • Responsible use of research findings • Consult ethical review boards • Consult legislation, e.g. Human Rights Act • Opportunities to see finished research • Follow up – offer counselling if needed • De brief if required • Use of a gate keeper • No longer wish to participate

Question			Answer	Marks	Guidance
1	(d)	(i)	whole population ✓	1	Do not accept: Any other answer.
1	(d)	(ii)	random sampling ✓	1	Do not accept: Any other answer.
1	(d)	(iii)	opportunity sampling ✓	1	Do not accept: Any other answer.

Question			Answer	Marks	Guidance
2	(a)	(i)	<p>A: Early years policy development B: Adopt a care home C: Fragility fracture in dementia patients</p> <p>Limitations when locating sources through the <u>internet</u></p> <ul style="list-style-type: none"> • have to pay e.g. to download articles • some academic sources may be locked • some articles only available in print • need to use correct search terms • not always trustworthy / trustworthiness is not guaranteed • some articles can be biased • difficult to check validity • may be unreliable • may not be UK based • may not be accurate • time consuming • volume of results can be excessive and overwhelming • SEO (search engine optimisation) systems can rank some websites higher, and this could influence choice 	2 (2 x 1)	<p>Accept alternative wording and other appropriate answers</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • out of date • cost of internet charges • the use of complex terminology

Question			Answer	Marks	Guidance
2	(a)	(ii)	<p>A: Early years policy development B: Adopt a care home C: Fragility fracture in dementia patients</p> <p>Limitations when locating sources through the use of <u>key terms</u>.</p> <ul style="list-style-type: none"> • may give too many results / data • may result in limited results due to the key terms being too specific • key terms inputted may not be relevant / inaccurate • may give inappropriate sources / data • need to ensure correct spelling of terms • may give irrelevant information • SEO system could restrict the use of a key term and this may limit access to some websites • different countries may use different terminology / phrased differently • time consuming 	2 (2 x 1)	Accept alternative wording and other appropriate answers

Question		Answer	Marks	Guidance
2	(b)*	<p>Level 3 (7-8 marks) Detailed explanation of how secondary sources were used to develop theme and avoid plagiarism. Balanced AND Answer is relevant to the secondary sources</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks) Sound explanation of how secondary sources were used to develop theme and avoided plagiarism AND Answer is mostly relevant and related to the secondary sources Sub max of 4 for either development of theme OR avoiding plagiarism</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–3 marks) Basic explanation with limited information presented in an unstructured way/ descriptive at the lower end. AND Answer may not be specifically linked to the secondary sources / chosen article. <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks - No response worthy of credit.</p>	8	<p>Indicative points (not exhaustive): Secondary sources allow development of theme by:</p> <ul style="list-style-type: none"> • deciding on hypothesis / research question • looking at comparatives / similarities • looking at different countries / geographical areas • considering the following: <ul style="list-style-type: none"> ➤ relevant ➤ manageable in scope ➤ original / interesting ➤ answerable ➤ clear • extracting aspects from the pre- release: <p>A: Early years policy development</p> <ul style="list-style-type: none"> • health and development linked to social origins • adversity in early life linked to – poor mental /physical health, mortality, anti-social behaviour, substance abuse, poor academic achievement • low educational attainment for children linked to low parental educational attainment • Sure start – some positive effects – greater social consequence and fewer behavioral problems • Inspection system applicable to all early years settings <p>B: Adopt a care home</p> <ul style="list-style-type: none"> • Taking children into care homes • Intergenerational programs • Teaching school children about dementia • Scheme was successful – increased children’s awareness / discussions with families • Contribution to dementia friendly communities – increasing social inclusion

Question	Answer	Marks	Guidance
			<p>C: Fragility fracture in dementia patients</p> <ul style="list-style-type: none"> • As we exponentially age – increase risk of dementia and hip fractures • Osteoporosis treatment should be offered • Fragility fractures linked to low energy trauma, e.g. fall from sitting • Poor nutrition linked to fractures • Having an integrated approach – memory service / bone health clinics and aggressive osteoporosis treatment <p>Plagiarism avoided by:</p> <ul style="list-style-type: none"> • Making accurate notes • Using own words • Paraphrasing • Summarising • Not using ‘copy and paste’ • Citing/referencing the source material • acknowledging sources • Using referencing systems • Using quotes • Using a plagiarism checker / Turnitin plagiarism checker

Question		Answer	Marks	Guidance
2	(c)	<p>A: Early years policy development B: Adopt a care home C: Fragility fracture in dementia patients Ways that secondary sources selected were trustworthy</p> <ul style="list-style-type: none"> • chose sources that are unbiased • avoided own confirmation bias in selecting sources of evidence /research. • checked websites/ evidence for claims used. • use of academic sources of information / academic search engines, e.g. google scholar • used sources that had been peer-reviewed • CARS method – credibility, accuracy, responsibility and support • sources used are verifiable • produced by a reputable author or organisation / checking the credentials of the author(s) • peer reviewed • other secondary sources corroborate the findings/information contained in sources used • check for ethics, e.g. check that informed consent has been collected 	2 (2 x 1)	<p>Do not accept:</p> <ul style="list-style-type: none"> • up to date • UK sources

Question		Answer	Marks	Guidance
2	(d)*	<p>Level 3 (8-10 marks) Detailed presentation of judgements and conclusions linked to findings and a justification on the appropriateness of secondary research</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-7 marks) Sound presentation of judgements and conclusions linked to findings and a sound justification on the appropriateness of secondary research Sub max of 5 for judgements and conclusions <u>OR</u> justification on the appropriateness of secondary research <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–3 marks) Attempt at a brief presentation but limited information presented in an unstructured way AND Answer may be list like / descriptive at the lower end</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks - No response worthy of credit.</p>	10	<p>Indicative points (not exhaustive): Well structured</p> <ul style="list-style-type: none"> • includes introduction • written with clarity • link of secondary research ideas/key themes to own findings • includes research question /hypotheses • related to the article chosen (from pre-release) • presenting findings <p>Judgements and conclusions made from findings</p> <ul style="list-style-type: none"> • research question / hypotheses - whether supported or not • compare and/or contrast findings • A conclusion drawn <p>Justified appropriateness of your secondary research</p> <ul style="list-style-type: none"> • Justification of research methods used within secondary research • Ethical considerations • Appropriateness of secondary research linked to: <ul style="list-style-type: none"> ➤ trustworthiness, e.g. peer reviewed / reputable author / ethics ➤ validity, e.g. clear objective measures /measure what was intended to measure ➤ generalisability e.g. large sample size / similar groups of people ➤ relevant, e.g. link to pre release / up to date

Question		Answer	Marks	Guidance
2	(e)*	<p>Level 3 (5-6 marks) Detailed evaluation that includes comments on both strengths and weaknesses on validity AND Answer is explicitly relevant to secondary sources</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3-4 marks) Sound evaluation that includes both strengths and weaknesses on validity AND Answer is mostly relevant and related to secondary research Sub max of 3 for either strengths OR weaknesses done well Sub max of 3 for a strength and a weakness done well</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–2 marks) Attempt at a brief evaluation but limited information presented in an unstructured way. AND Answer may not be specifically linked to secondary research</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks - No response worthy of credit.</p>	6	<p>Indicative points (not exhaustive):</p> <p>Strengths</p> <ul style="list-style-type: none"> • measure what was intended to measure • variables were controlled • clear objective measures • peer reviewed • non biased source/ researcher • data presented in source was gathered using appropriate methodology • evidence to support findings • up to date • adherence to ethical principles • the use of different research methods to support findings <p>Weaknesses</p> <ul style="list-style-type: none"> • socially desirable answers/ demand characteristics • bias of researcher /publication • lack of objective measures • conformation bias • out of date • non adherence to ethical principles

Question		Answer	Marks	Guidance
2	(f)	<p>A: Early years policy development B: Adopt a care home C: Fragility fracture in dementia patients</p> <p>Explanation why further research may be needed:</p> <ul style="list-style-type: none"> • further research may be required / specifics provided that links to their own secondary research and / or chosen pre-release • questions may not have been answered • further evidence may be needed / create evidence base • may not have been reliable • want to build on current knowledge / findings • data was limited • research methods in sources not appropriate • sampling methods in sources not appropriate • larger sample size in sources may be needed / sample size was too small • has become out of date / need more up to date evidence • due to previous research showing bias 	<p>2 1 x 2</p>	<p>One mark for identifying a reason</p> <p>One mark for further relevant detail explained</p> <p>Do not accept</p> <ul style="list-style-type: none"> • Lacking information

Question		Answer	Marks	Guidance
2	(g)*	<p>Level 3 (7-8 marks) Detailed discussion of the possible implications of their findings for practitioners/ professionals and practice AND Answer is relevant to findings</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (4-6 marks) Sound discussion of the possible implications of their findings for practitioners/ professionals or practice. AND Answer is mostly relevant and related to findings Sub max of 4 for either practitioners / professionals OR practice</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–3 marks) Attempt at a brief discussion with limited information presented in an unstructured way AND Answer may not be specifically linked to findings</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks - No response worthy of credit</p>	8	<p>Indicative points (not exhaustive):</p> <p>Some points interlink for practices / practitioners and practice</p> <p>Implications:</p> <p>For practitioners and professionals</p> <ul style="list-style-type: none"> • empowerment • pay and conditions • prioritising/making choices • work hours • work practices roles/tasks • provision of services / procedures • training • targeting/priorities • increased knowledge and understanding <p>For practice</p> <ul style="list-style-type: none"> • approaches e.g. preventative / treatment • funding • planning • resources • provision of services / procedures • reinforcing / developing new policies • facilitates improvements • may need to plan for supervision • may initiate defensive practices • may trigger debate • training • continuation of research • collaboration with other organisations <p>Accept alternative wording and other appropriate answers</p>

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 2023 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.