

Cambridge Technicals Sport

Unit 4: Working safely in sport, exercise, health and leisure

Level 3 Cambridge Technical in Sport and Physical Activity
05828, 05829 & 05872

Mark Scheme for January 2023

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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.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 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 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 questions 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 pages (and additional lined pages 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 an annotation to confirm that the work has been seen.
7. 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 anyway 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 questionAward 0 marks - for an attempt that earns no credit (including copying out the question)

Note: There is not a NR (No Response) option on the online mark sheet; these would need to be recorded as 0 (zero) still on the online mark sheet.

8. Assistant Examiners will email a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

9. **Annotations** used by examiners

Annotation	Meaning
BOD	Benefit of doubt
X	Cross
DEV	Development
EG	Example/Reference
IRRL	Significant amount of material which doesn't answer the question
KU	Knowledge and understanding
L1	Level 1
L2	Level 2
L3	Level 3
MAX	Max
REP	Repeat
✓	Tick
VG	Vague

Multiple Choice Questions

Examiners indicate is answer given is correct or not by indicating '1' or '0' on the right hand side of the question.

All questions other than Multiple Choice and Extended response question

Tick = correct

Cross = incorrect

BOD = benefit of the doubt given

NBD = no benefit of the doubt given / also used where additional material may have been seen but no more marks gained

NR = no response attempted

SEEN = response been read but no credit given

REP = Point repeated and no further credit given

Extended response question

Please note that on the extended response question ticks and crosses are not used as it is not 1 tick = 1 mark.

Where applicable:

Id is used to indicate that a knowledge point from the mark scheme indicative content has been used.

Und is used to indicate that a more developed or detailed point has been made (showing greater understanding).

Eg is used to indicate where an example has been used or applied to support or develop the response.

L1 = Level 1 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded

L2 = Level 2 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded

L3 = Level 3 (for 'Levels-marked' questions only) – put at end of response to indicate level awarded

Examiner Guidance on annotations

1. General guidance:
 - mark in red ink (supervisors mark scripts they are sampling in green)
 - record the total mark for each **part question** (e.g. question 4 (a)) in the right hand margin
 - record the total mark for each **whole question/section** (e.g. question 4 (a), (b) and (c) total) at the end of the question in right hand margin – circle this total mark
2. For Multiple-Choice Questions (MCQs), use a **tick** or a **cross** to the right hand side of the option indicated by the learner as being their answer.
3. For points-marked questions (the majority):
 - Structured scheme: one mark = one point, represented by a **tick**
 - Keep referring to the requirements of each question
 - Take into consideration the sub-max for parts of the question where applicable and indicate '**max**' has been reached for each part as appropriate
 - Ringed mark at the end of each whole question only
 - Use only the agreed annotations when marking.
4. For the levels marked questions:
 - Keep checking for relevance of the response to the requirements of the question
 - Give '**Id**' for each numbered point in the MS indicative content (don't record the numbered point)
 - Give '**Und**' for every point that has been sufficiently developed and shown understanding (often, but not always, indicated by a bullet point in the MS)
 - Put '**Eg**' in the LH margin if a valid, relevant and accurate practical example is given
 - Use other usual annotations on the body of the script.
 - Now review again the answer.
 - Remember to keep checking whether the response actually answers the question set.
 - REVIEW THE LEVELS' DESCRIPTORS AND ESPECIALLY THE DISCRIMINATOR POINTS TO PINPOINT THE MARK.
 - Write the final mark for the question at the end of the response in the RH margin and also indicate the level awarded (**L1**, **L2** or **L3**).

FINALLY – remember that

- Some learners may make relatively few points but develop them well to show good understanding, meet well the generic criteria descriptors in the top level and answer all parts of the question and therefore score well.
- Some learners may make many points but may not show the depth of analysis required to match the generic criteria descriptors in the top level and therefore score less well.
- Do not be afraid to give full marks if all descriptors / discriminators are met at the required level.
- It is unlikely for learners to score 0 (nil) marks if they have attempted to answer the question set, unless the material is entirely irrelevant.
- Use your professional judgement and contact your Team Leader if you need help in applying the scheme.

THEN:

- Add up the marks for the whole question and put in RH margin and circle.
- Record all question totals on the front of the script in the grid provided on the cover.
- Add up these question totals to give a final mark and record on top left of script encircled.
- Check for arithmetical errors.
- Transfer question totals to the online mark sheet and make sure the total mark on the online mark sheet agrees with the total on the question paper.
- Ensure marks are legible on the question paper.
- Ensure every page of script is annotated – cross through blank pages and if additional pages/material has been provided and considered in the marking, annotate this in the usual way to indicate any credit given or use '**NBD**' if the material has not attracted additional marks to show it has been seen.

Question		Answer	Marks	Guidance
1		1 Site 2 Generic 3 Dynamic	2	Do not accept General
2		1 Identify hazard 2 Identify those at risk / how they could be harmed 3 Evaluate risk / decide on control measures 4 Record findings and implement them 5 Review (and update) assessment	2	Accept descriptions of the stage e.g. severity x probability – this is evaluating the risk - point 3
3		1 Incident/accident report forms/ first aid book/ RIDDOR 2 Maintenance and service records 3 Evacuation procedures / Evacuation action plan 4 Register 5 Fire log 6 Normal operating procedure 7 COSHH	2	Accept NOP for point 7 & EAP for point 4
4		1 Perform risk assessments/ control measures are in place 2 Communicating updates to staff 3 Updating policies and procedures/ EAPs up to date 4 Investigating accidents/ completing reports i.e. accident reports/ RIDDOR 5 Delivering health and safety training e.g. manual handling, emergency protocols 6 Keeping signs/instructions for equipment up to date 7 Deal with any health and safety concerns e.g. clean up spillage/ tidy gym etc 8 Make sure staff/ users are following protocol/ systems 9 Check equipment is safe to use 10 Ensure first aid provision 11 Procedures and provision for fires are in place e.g. exits, extinguishers, signs, meeting points.	3	Examples such as cleaning up a spillage, moving an object from in front of fire door, fixing something broken all come under the same role – point 8 dealing with health and safety concerns.

Question	Answer	Marks	Guidance
5	1 Nature of activities taking place/ Specific hazards and risks associated with the gym 2 Remoteness of the location 3 Number of staff members/ size of the gym 4 Holidays/absence of staff who are first aiders 5 The organisation's history of accidents 6 Shift work/Shift patterns. 7 Nature of the staff i.e. elderly staff/disabilities. 8 First aid provision for non-employees. 9 History of injuries/ what type of injuries may occur	3	<p>A needs assessment is not about what the first aid provision is.</p> <p>DNA: who the first aider is, where the first aid room is, if the first aid kit is stocked.</p> <p>Needs assessment is an assessment of what you do in order to therefore plan what first aid provision you need.</p> <p>'In order to decide what provision you need to make you should undertake a first-aid needs assessment. This assessment should consider the circumstances of your workplace, workforce and the hazards and risks that may be present. The findings will help you decide what first-aid arrangements you need to put in place.</p> <p>In assessing your first-aid needs, you should consider:</p> <ul style="list-style-type: none"> ▪ the nature of the work you do ▪ workplace hazards and risks ▪ the nature and size of your workforce ▪ the work patterns of your staff ▪ holiday and other absences of those who will be first-aiders and appointed persons ▪ your organisation's history of accidents ▪ first-aid provision for non-employees (eg members of the public).' <p>HSE www.hse.gov.uk/firstaid/needs-assessment See textbook LO 4 4:1</p>

Question	Answer	Marks	Guidance
6	1 The importance of preventing cross contamination 2 The need for recording incidents and actions 3 Use available equipment 4 Assess the situation and circumstances in order to act safely/promptly/efficiently 5 Administer first aid to: unconscious casualty / choking casualty / wounded or bleeding casualty / casualty suffering from shock / minor injuries/ CPR 6 Prevent delay in the recovery of the patient/ promote recovery 7 Call for help/ 999 8 Prevent further harm (to anyone)	2	Only accept point 5 once (one example of administering first aid)
7	1 (Individually wrapped) triangular bandages 2 (Pairs of) disposable gloves 3 (Individually wrapped) sterile plasters	3	Needs to be the correct wording to award the mark
8	1 Sports hall/indoor court 2 Gym/fitness suite 3 Swimming pool 4 Changing room 5 Playing fields 6 Outdoor sports courts 7 Communal areas (e.g. reception area or café) 8 Leisure centre/multi sports facility	1	
9	1 Children/ adolescents 2 Antenatal/ Postnatal 3 Young women and girls 4 Elderly 5 Disabled 6 Specific cultural groups 7 Medical referral	1	Accept examples of these (E.g. accept deaf people for disabled)

Question	Answer	Marks	Guidance
10	1 Helping people who are trapped/ find missing people 2 Dealing with chemical spills / gas leaks 3 Fighting a fire/ putting out the fire 4 Administer first aid 5 Work with other emergency services 6 Pump out water (flood) 7 Allowing people to re-enter the building when it is safe 8 Liaise with the manager	1	Do not accept: evacuate/ any mark about getting people out, checking people are out. Question says after staff have evacuated.
11 (a)	<u>Access</u> 1 Ensure sessions are accessible to a range of users 2 Disabled ramps (to access centre) 3 Wider doors/ automatic doors 4 Signs in larger writing and braille 5 Lifts <u>Facilities</u> 6 Disabled changing facilities / toilets 7 Ramp into the swimming pool 8 Hoist/ lift/ chair into the swimming pool 9 Hand rails 10 Adapted equipment available (E.g. flotation devices) <u>Staff</u> 11 Staff (are trained to) support special population groups (E.g. ASD / visually impaired) 12 Staff are trained to use any specialist equipment (E.g. lifts and hoists) 13 Staff have same/ equal opportunities to employment 14 Training to cater for individuals needs/ treat people equally/ understand the needs of different users	6	Sub-max of two for each section of Question. Accept other suitable examples e.g. disabled parking DNA – make sure have access – Repeat of question Access points have to be related to accessing the building –e.g. ramp into the centre, lift to get upstairs in the centre or activity types being accessible (point 1). Marks about accessing facilities within the centre come under the facilities section e.g ramp to get into the pool Staff training – can give either mark 11 or 12

Question	Answer	Marks	Guidance
(b)	1 Take individual needs into account (E.g. disabilities)/ PAR-Q 2 Ensure that the environment/ equipment is safe for all/ make sure watching/ supervising them to ensure safety 3 Correct ratios of staff to participants 4 Perform a risk assessment 5 Behaving responsibly / appropriately/ treating people equally 6 Do not leave participants unsupervised 7 Take a register/ pick up by agreed adult 8 Check first aid provision/ Ability to contact emergency services 9 Ensure his planning is to the correct level for the group/ have them in ability groups 10 Looking for/ reporting signs of abuse	4	
(c)	1 Avoids one-to-one situations 2 Up to date safeguarding training/ knowledge of safeguarding policy 3 Having appropriate staffing ratios/ extra adult 4 Avoiding having to go into changing rooms 5 Recording sessions / use of centre CCTV 6 Behaving in a professional manner at all times	4	

Question	Answer	Marks	Guidance
(d)	<ol style="list-style-type: none"> 1. Follow safeguarding procedures 2. React calmly/not scare the child 3. Talk/listen to the child or vulnerable adult 4. Take what the child says seriously 5. Avoid asking leading questions 6. Clarify understanding of what is being disclosed 7. Reassure the child that they are right to tell/disclose 8. Explain that concerns may have to be shared with somebody who can act or don't promise confidentiality 9. Talk to others who know the child or vulnerable adult 10. Report to appropriate person/safeguarding lead/organisation/ authorities (E.g. emergency services, social services, NGBs, CPSU) 11. Write a report (within 48 hours) 	3	
(e)	<ol style="list-style-type: none"> 1 Reoccurring injuries 2 Refusal to undress/ inappropriate clothing e.g. long sleeves in summer 3 Bruises / markings 4 Complaints of pain / discomfort 5 Young person acting aggressively / out of character/ quite/depressed/ introverted/ low confidence 6 Flinching when approached 7 Frequent visits to the GP/ treatment for injuries e.g. cast on arm 8 Fear of parents/carers being approached/ fear of going home 	3	

Question		Answer	Marks	Guidance
12	(a)	1 Contact the emergency services if required 2 Stop the sports session 3 Perform a head count / register 4 Direct to (nearest) fire/ emergency exit 5 Provide support to special population groups 6 Direct people to the nearest meeting point 7 Check that her working area is clear / changing rooms 8 Do not re-enter the building unless told to do so. 9 Remain calm 10 Stop people from going to the changing rooms.	3	DNA evacuate as it is in the question
	(b)	Planner 1. Writes down the activities she will do with the class 2. Decides how long each activity will take 3. Decides what equipment she needs. 4. Activities appropriate to needs of class Role model 5. Shows positive behaviours towards sport and activity 6. Promotes healthy lifestyle choices 7. Inspire her class through her behaviour/ be a good example Fairness 8. Treats all the participants the same/ equally 9. Applies rules consistently 10. Giving everyone the same opportunities	3	Synoptic Unit 2, 1.2 Accept any other examples/ descriptions of the roles/ responsibilities however they cannot just repeat the words in the question e.g treat everyone fairly is not accepted but treat everyone equally would be given a mark. Plans sessions - DNA Must have some content about what they are planning e.g. warm up, drills etc Or plans different activities for different abilities

Question	Answer	Marks	Guidance
(c)	<ol style="list-style-type: none"> 1. Age: activities need to be appropriate to the age of the participants 2. Gender: may impact motivation styles, activity choices e.g. females tend to enjoy group based activities more than performing alone 3. Level of ability and stage of participant development: session should be tailored to ability levels / not too easy or not too hard 4. Fitness levels: should be appropriate for fitness levels of participants 5. Health issues/ medical conditions/ disability: take into account any specific needs of the group 6. What they are aiming to get out of it/ purpose/ aim of session: based around the goals/ aims of the participants 7. Shared protected characteristics: race, religion or belief 	4	<p>Synoptic Unit 2, 1.3</p> <p>Answers must be relevant to information that Lexi would need in order to plan a suitable session not just any information she might need i.e. emergency contact details is not a valid answer</p>
13*	<p><u>Possible hazards</u></p> <p>1 Environmental hazards E.g. slips or trips -tripping over a weight that has been left on the floor in the gym/slipping over on wet football pitch/ tripping over an opponent on the astro pitch</p> <p>E.g. issue with equipment or faulty equipment causing injury – a resistance machine being set incorrectly causing an injury</p> <p>E.g. weather hazards – frozen pitch</p> <p>E.g. clothing and footwear related hazards – tripping due to shoe lace coming untied/ getting jewellery caught by opponent</p> <p>2 Biological E.g. waste – litter on the football pitch</p>	8	<p>Level 3 (7-8 marks) A comprehensive answer</p> <ul style="list-style-type: none"> • Detailed knowledge and understanding • Effective explanation and discussion/development • Clear and consistent practical application of knowledge • Accurate use of technical and specialist vocabulary • High standard of written communication

Question	Answer	Marks	Guidance
	<p>E.g. infection - someone who has a contagious disease touches a treadmill and then another person comes along and touches the treadmill and transmits the illness such as Coronavirus</p> <p>E.g. someone going to the gym when they have the start of the flu, coughing and spreading the virus to another person in the gym</p> <p>E.g cross contamination when providing first aid</p> <p>E.g. animal faeces on the football pitch</p> <p>3 Chemical E.g. Exposure to chemicals being used to clean equipment or facilities</p> <p>E.g. cleaning equipment being left out</p> <p>4 Psychological E.g. Stress related – a gymnast who in anxious about their performance causing them to ‘tighten up’ and perform less effectively (somatic response) E.g fatigued – someone who has exercised to exhaustion or not eaten enough and has resulted in severe fatigue E.g drug or alcohol abuse –someone taking performance enhancing drugs</p> <p><u>Ways to minimise risk</u> 11 Carry out risk assessment 12 Check equipment is safe to use before sessions</p> <ul style="list-style-type: none"> • Procedural control <p>13 Carry out a safety briefing/ demonstrations</p> <ul style="list-style-type: none"> • Procedural/ visual/ auditory control 		<p>At Level 3 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • Good discussion of several types of hazards across different situations in the multi sports facility. • Examples throughout • Detailed explanation of minimising risk. • Terminology which implies an understanding of these. • Several points to be developed and/or exemplified <p>Level 2 (4-6 marks) A competent answer</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding • Some explanation and discussion attempted with some success • Some success in practical application of knowledge • Technical and specialist vocabulary used with some accuracy • Written communication generally fluent with few errors <p>At Level 2 responses <u>are likely to include:</u></p> <ul style="list-style-type: none"> • examples of some hazards in some situations across the multi sports facility • Some explanation of the hazards • Satisfactory explanation of minimising risk • Not all points to be developed and/or exemplified

Question	Answer	Marks	Guidance
	<p>14 Regular staff training</p> <p>15 Have clear H&S policies and procedures E.g. Making sure that all staff follow the specific policies for individual activities. E.g. safety checks of ropes before climbing.</p> <p>16 Keep H&S and emergency procedures up to date E.g. Making sure that the policy for checking the buoyancy aids' condition is relevant and current.</p> <p>17 Staff training and supervision E.g. Ensuring that supervision ratios are accurate for mountain biking, (1:8), and that staff qualifications are valid.</p> <p>18 Display H&S signs appropriately</p> <ul style="list-style-type: none"> • Visual control E.g. Make sure that the appropriate signage that makes it clear which equipment can / cannot be used without staff. • Visual control • E.g. no entering the water without instructors. <p>19 Deal with potential hazards promptly E.g. Repairing a faulty ladder on a low ropes course immediately rather than risking it.</p> <p>20 Process for staff and customer feedback E.g. Having a box where people can put notes in if there are any identified problems with equipment.</p> <p>21 Appropriate use of PPE E.g. Making sure that all customers are given neoprene shoes before heading out to go windsurfing.</p>		<p>Level 1 (1-3 marks) A limited answer</p> <ul style="list-style-type: none"> • Basic knowledge and understanding • Little or no attempt to analyse/evaluate and/or discuss/explain/develop • Little or no attempt at practical application of knowledge • Technical and specialist vocabulary used with limited success • Written communication lacks fluency and there will be errors, some of which may be intrusive <p>At Level 1 responses are likely to include:</p> <ul style="list-style-type: none"> • Examples of a few hazards that could occur in the multi sports facility • Basic explanation of the hazards • Basic explanation of minimising risk. • More descriptive than explanatory, some basic terminology is used • Few if any developed and/or exemplified points

Question			Answer	Marks	Guidance
			22 Keep areas clean and well maintained E.g. Ensuring that all lighting works in areas where accidents could occur, such as dormitories.		
14	(a)		False False False	3	
14	(b)	(i)	1 Protecting from maltreatment/harm/harmful behaviour 2 Preventing impairment of health and development 3 Ensuring provision of safe effective care	2	
		(ii)	1. Children 2. Vulnerable adults/ vulnerable individuals	1	
15			1 First aid report 2 RIDDOR 3 Fire log 4 COSHH 5 DBS checks 6 Data Protection Act	6	1 and 2 in either order. Note point 5 is NOT register of DBS checks.

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