

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 June 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
×	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		Three marks for: 1. Ambulance service/ paramedic 2. Police 3. Fire service	3	
2		One mark for: 1. Avoiding 1:1 situations	1	
3		Two marks from: 1. Stop anyone just entering the building/ people allowed to be there 2. Monitor who comes in and out 3. Have contact details for members so can contact next of kin if needed 4. Know about any medical needs that may be important 5. Ensure everyone knows rules/ has agreed to follow the rules 6. Deterrent/ consequence if don't follow rules as can ban/ suspend membership 7. Know who is in the building in case of evacuation	2	Accept other valid answers if they ensure safety of staff or customer
4		Two marks from: 1. Identifies risk/ hazards/evaluates risk/ severity/scores likelihood/ probability/Identifies control measures/Identifies who is at risk 2. Evacuation routes/assembly point/ meeting point/designated roles in emergency/chain of command/Special population needs/ information r.e. disabled people/ specific groups/ method of registering people/ situations requiring evacuation/map of the evacuation route.	2	

Question		Answer	Marks	Guidance
5		Two marks from: 1. Stress/ depression/anxiety/fatigue/ drug use/ alcohol use 2. Cleaning materials (being left out/ spilt)/ chlorine (levels being too high/low)	2	
6	(i)	One mark for: Data Protection Act	1	
	(ii)	One mark for: Equality Act	1	
7		Two marks from: 1. Storing chemicals safely 2. Carrying out a risk assessment 3. Appropriate signage e.g. wet floor signs, or floor may be slippery, caution hot tap etc 4. Smoke alarm 5. Have rough/ textured floors in shower/ wet areas 6. Appropriate storage to minimise bags on floor to avoid trip hazards 7. Provide support for baby change e.g. tables/ nests/ chairs with straps/ play pens 8. Support for disabled people e.g. rails, seats in showers 9. Cleaning up <u>excessive water</u> from the floor 10. Ensure the showers/taps aren't too hot 11. Don't allow glass bottles 12. Don't allow too many people in at one time – stop overcrowding. 13. Ensure cleaner or staff monitoring facility/ keep changing rooms clean/ tidy	2	Accept other suitable examples that would minimise risk of accidents and emergencies in changing rooms

Question	Answer	Marks	Guidance
8	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Make sure people are following the rules e.g. no running, no diving in shallow end 2. Deal with any trip hazards/ issues around poolside/ keep it tidy 3. Have adequate lifeguards on duty/ correct ratio of lifeguards to swimmers/ watching the pool 4. Take breaks regularly. 5. Ensure any children are not swimming unattended/accompanied by an adult. 6. Ensure numbers are appropriate e.g. not too many people in the pool 7. If slides or wave machines ensure people following the safety procedures e.g. sitting down, away from wave machine etc 8. Carry out chlorine checks 9. Have different areas for non-swimmers/ arm bands not allowed past a certain point 10. Display health and safety signs i.e. Hazard – chemical storage 11. Ensure equipment is available/ safe e.g. lifesaving equipment. 12. Keep the area clean 13. Have barriers around potentially dangerous areas, e.g. diving pool. 14. Keep training up to date 15. Stop inappropriate behaviour e.g. play fighting or jumping off shoulders 16. Deal with / report hazards to manager/ H & S officer 	3	Accept other valid answers if minimises risk

Question		Answer	Marks	Guidance
9		One mark for: 1. CPR/ cardio-pulmonary resuscitation 2. Chest compressions 3. Rescue breaths 4. Defibrillator	1	Accept reference to checking airways
10		1. Lack of energy 2. Poor personal hygiene/dirty or 'smelly'/poor skin condition 3. Dirty clothing 4. Constant hunger/ stealing food from others 5. Loss of weight/ being underweight 6. Inappropriate dress for the weather / clothing not fitting 7. Complaining of being tired all the time 8. Not requesting medical assistance in an event of an injury 9. Having few friends 10. Worsening of health conditions 11. Being left alone or unsupervised 12. Anxiety/distress 13. Child moves away from parent under stress 14. Little or no distress when separated from primary caregiver 15. Inappropriate emotional responses 16. Language delay	2	DNA marks for bruising/ burns etc – these are physical abuse

Question		Answer	Marks	Guidance
11	(a)	One mark for: 1. Control of substances hazardous to health	1	
	(b)	Three marks from: 1. Have appropriate PPE when using chemicals e.g., staff wear gloves when cleaning 2. Correct storage of chemicals 3. Chemicals must be labelled correctly and identified as hazardous 4. Appropriate signs on storage cupboards/ places to make sure caution should be taken 5. Use less hazardous chemicals where possible 6. Ensure staff are trained to use chemicals appropriately e.g. use of chlorine 7. How to clean up if spillage 8. What first aid is needed if spilt on skin/in eyes etc.	3	
	(c)	One mark for: 1. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations	1	
	(d)	Three marks for: (i) True (ii) True (iii) False	3	

Question		Answer	Marks	Guidance
12	(a)*	<p>Different staff</p> <ol style="list-style-type: none"> 1. Instructor/coach 2. Stop the music/session 3. Alert the receptionist/ manager/ centre 4. Sound the alarm e.g., fire alarm 5. Contact emergency services 6. Evacuate the area they are in/direct to nearest fire exit 7. Give instructions to participants 8. Report to person with register that their room/ area is empty 9. Assist any customers in evacuating/special populations 10. Check the changing rooms <p>First aider</p> <ol style="list-style-type: none"> 11. First aider 12. Get first aid kit 13. Administer first aid to anyone needing it e.g., wrapping open wounds, performing CPR, compression on a cut 14. Prevent any further harm e.g., ensuring area is safe from hazards 15. Preventing harmful intervention 16. Call an ambulance 17. Prevent cross contamination <p>Lifeguard</p> <ol style="list-style-type: none"> 18. Lifeguard 19. Alert the receptionist/ manager/ centre 20. Sound the alarm 21. Evacuate the pool 22. Contact the emergency services 23. Assist anyone needing help 24. Direct swimmers to emergency exits 25. Do not allow people back into the changing rooms 26. Check the changing rooms/toilets. 	8	<p>Level 3 (7-8 marks) A comprehensive answer</p> <ul style="list-style-type: none"> • Detailed knowledge and understanding • Effective analysis/evaluation and/or discussion/explanation/development • Clear and consistent practical application of knowledge • Accurate use of technical and specialist vocabulary • High standard of written communication <p>At Level 3 responses <u>are likely</u> to include:</p> <ul style="list-style-type: none"> • Detailed explanation of how various staff would respond to an emergency evacuation • Detailed understanding of how the roles and responsibilities of various jobs help to in deal with the evacuation (shown through developed points or examples) • Applied knowledge so points made are relevant to the role e.g. evacuating the pool for lifeguard, securing the computer or tills for receptionist <p>Level 2 (4-6 marks) A competent answer</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding • Analysis/evaluation and/or discussion/development attempted with some success

Question		Answer	Marks	Guidance
12	(a)*	<p>27. Give out space blankets 28. Provide first aid e.g., administer CPR</p> <p>29. Receptionist 30. Call emergency services 31. Direct emergency services 32. Make a PA announcement 33. Sound alarm / communicate the emergency situation to staff 34. Lock/ secure the reception area e.g. so data/ information is secure 35. Evacuate the reception area 36. Collect/take registers</p> <p>37. Manager 38. Coordinate staff roles 39. <u>Communicate</u> with emergency services 40. Help any customers who need assistance 41. Make sure staff are carrying out their individual roles/ EAP is being followed 42. Check that all staff are present/take staff register. 43. Allow the staff/public back into the building once cleared by the emergency services.</p> <p>44. Fire officer –</p> <p>45. Make sure EAP is being followed 46. Coordinate with emergency services 47. Register people at muster/ meeting point 48. Communicating/ coordinating with staff 49. Training/ drills/ support that enables the evacuation to run smoothly on the day/ deal with real fire correctly</p>		<p>At Level 1 responses are likely to include:</p> <ul style="list-style-type: none"> • Basic explanation of how some staff would respond to an emergency evacuation • Basic or limited understanding of how the roles and responsibilities of various jobs would help to deal with the evacuation (shown through developed points or examples) <p>Limited application of knowledge so most points are generic and not applied to the specific role e.g. call emergency services, evacuate the area (no reference to which area)</p>

Question		Answer	Marks	Guidance
	(b) (i)	One mark for: Children/ older people/ vulnerable people (adults and children)	1	DNA – disabled in the question. Accept over 50s/ over 60s
	(ii)	To ensure that everybody is safe/ that everyone can evacuate (safely)/ accessible evacuation routes for everyone/they are accompanied by an adult/provide assistance/duty of care.	1	Accept other suitable answers as long as point is about ensuring safety of specific populations
	(c)	Two marks from: 1. Lift 2. Ramps 3. Staff to assist 4. Braille signs 5. Evacuation chair/ slip mats 6. Refugee spot/ safe space in stairwell 7. Temporary waiting space – rest spots planned into emergency evacuation routes 8. Use of flashing beacons to guide deaf people	2	
	(d)	Two marks from: 1. Record any faults in systems and equipment 2. All fire escapes can be opened easily. 3. Escape routes are clear 4. All fire alarm systems are working/ fire alarm tests/smoke alarms 5. The emergency lighting is working 6. Fire doors close correctly 7. Fire exit signs are in the right place 8. Training and fire drills 9. Fire extinguisher/blankets are in working order	2	

Question		Answer	Marks	Guidance										
	(e)	Two marks from: <table border="1"> <tr> <td>1.</td> <td>Accident</td> </tr> <tr> <td>2.</td> <td>Missing person</td> </tr> <tr> <td>3.</td> <td>Chemical or gas leak</td> </tr> <tr> <td>4.</td> <td>Power cut</td> </tr> <tr> <td>5.</td> <td>Suspected bomb</td> </tr> </table>	1.	Accident	2.	Missing person	3.	Chemical or gas leak	4.	Power cut	5.	Suspected bomb	2	DNA fire – in question
1.	Accident													
2.	Missing person													
3.	Chemical or gas leak													
4.	Power cut													
5.	Suspected bomb													
13	(a)	One mark for: 1. Emotional	1											
	(b)	Two marks from: 1. Promised not to tell anyone/ confidentiality 2. Laughing/ not taking child seriously 3. Leading questions/ making suggestions e.g., does he hit you too? 4. Speaking to the coach instead of reporting to safeguarding lead 5. Not recorded the conversation/ taken notes	2											
	(c)	Two marks from: 1. Safeguarding lead 2. Child Protection in Sport (CPSU)/ NSPCC 3. NGBs 4. Parents/ guardians 5. Police 6. Social services 7. Childline	2											

Question		Answer	Marks	Guidance
14	(a)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Check for danger/prevent further danger 2. Stop play/ clear the area 3. Provide first aid not medical aid/ apply first aid/ carry out first aid 4. Prevent patient's condition from worsening 5. Prevent delay in recovering of patient 6. Prevent harmful intervention 7. Keep monitoring players (for shock) 8. Call 999 9. Speak to players and ask where pain is/ scale of pain/use SALTAPS/ check consciousness. 10. (Cut) Control bleeding/ apply plaster/ dressing 11. (Shoulder) Immobilise shoulder with sling 	3	DNA prevent further harm – repeat of question
	(b)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Disposable gloves 2. Sterile plaster (on to cut on eyebrow) 3. Sterile wound dressing (on to cut) 4. Triangular bandage (to support arm) 5. Safety pins (for sling) 6. Information leaflet (to help the first aider know how to treat the injuries) 	3	

Question		Answer	Marks	Guidance
	(c)	Three marks from: 1. Name of casualty 2. Details/ location of injury 3. Treatment given 4. Date and time of incident 5. Location of incident 6. Advice given/ further treatment needed (e.g. if taken to hospital in ambulance) 7. Name and signature of person giving the first aid 8. Contact details of injured person	3	
15	(a)	Two marks from: 1. Site (specific) 2. Because it takes into account the actual activity that is going to be happening e.g. tag rugby/ accounts for the sport that is being carried out	2	
	(b)	Three marks from: 1. Age of participants 2. Any medical conditions/ health issues 3. How many participants 4. Level of ability/ previous experience 5. Gender 6. Fitness levels 7. If they can have their photo taken/picture put on social media. 8. What the participants want to get out of it.	3	3 X synoptic marks for applying knowledge from Unit 2 LO 4 Be able to plan sports and activity sessions. 4.1

Question		Answer	Marks	Guidance
	(c)	<p>Three marks from:</p> <ol style="list-style-type: none"> 1. Pot hole 2. Uneven surface 3. Faulty/ broken equipment 4. Overcrowding/ lack of space 5. Inappropriate clothing/ footwear 6. Weather (resulting in dehydration, hypothermia etc) 7. Unruly behaviour/ children not following rules/ misuse of equipment 8. Animal waste 9. Litter/ glass 10. Blood (spreading between people) 11. Somebody/ something wondering into the environment that shouldn't be there 12. Fatigue/ over tired children 13. Chemicals on grass e.g. weedkiller 14. Goal posts/ corner flags/ equipment (running into/ being) 15. Underlying health conditions 16. Inappropriate coaching/ bad technique 	3	DNA any hazards that are slip or trip hazards (in question)

Question		Answer	Marks	Guidance
	(d)	<p>Four marks from:</p> <ol style="list-style-type: none"> 1. Put the control measures in place (from risk assessment) 2. Check the equipment is suitable for age/ needs of participants 3. Check the equipment is in good working order 4. Check the environment for hazards e.g. spilt water, dog waste, trip/ slip hazards 5. Report any hazards or broken equipment 6. Cone off any unsafe areas/ out of bounds areas 7. Check space big enough for number of participants 8. Register 9. Ask if anyone any illnesses/injuries 10. Plan the session to the appropriate level for the participates. 11. Carry out a Par Q/ health check 12. Check participants are not wearing jewellery 13. Check they are wearing appropriate clothing 14. Make sure they are wearing necessary PPE I.e. shinpads. 15. Carry out a warm-up 16. Make sure they know the rules/ outline the rules/ tell them any health and safety info 17. Make sure they know the EAP (leaders)/ fire exits (participants) 18. First aid provision 	4	4 X synoptic marks for applying knowledge from Unit 2. LO 5: Be able to prepare sports and activity environments. 5.1, 5.2 and 5.3

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