Whose Fault was it? Accident Investigation and Analysis

Pupil Name	
Handbook Designed by	Dr Abayomi Obisesan

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1			
2			
3			
4			
5			
6 (Feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Clapham rail disaster causations	
Tutorial 2	Bhopal chemical plant accident causations	
Tutorial 3	Probability calculations	
Tutorial 4	Logic gate selection	
Tutorial 5	Bhopal chemical plant accident investigation and analysis	

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 19 July	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

The Brilliant Club KS4 Programme – Pupil Feedback Report

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at AS-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

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Course Rationale

Accidents do not just happen, there are chain of events that eventually lead to their occurrence. There are historical accidents that have led to changes in industrial practices. A good example is the Piper Alpha oil rig explosion in 1988 with 167 recorded fatalities. The investigation of the accident led to the creation of a Safety Case Regulation for the oil and gas industry. But what are the evidences considered during accident investigations? What informs the need to improve on existing laws or process to avoid the reoccurrence of accidents?

The tutorials of this course will guide the knowledge of students to understand the processes involved in accident causation analysis for the identification of underlying and immediate causes. The students will learn about basic mathematical principles required for the evaluation of the likelihood of accident occurrence, namely Set theory, basic probability concepts and logic gates concepts. The knowledge from these mathematical concepts is sufficient for the development of Fault Tree Analysis to readily identify and assess the root causes of an accident.

Students will be provided with details of the Bhopal chemical plant accident and they are to write a report as if they are staff of an Accident Investigation Bureau. The report will entail a description of the accident, discussion about the basic, immediate and root causes of the accident. A quantitative analysis of the accident will be calculated from the construction of a fault tree diagram.

Mark Scheme Tables

	Skills	1st (70-100)	2:1 (60-69)	2:2 (50-59)
Subject knowledge	Knowledge and Understanding	• All content included is relevant to the general topic and to the specific question/title • Good understanding of all the relevant topics. • Scientific terms are defined and used accurately throughout • Clear justification on how the content included is related to the specific issues that are the focus of the assignment	• Most of the content included is relevant to the general topic and to the specific question/title • Good understanding of most the relevant topics • Scientific terms are used accurately but not always clearly defined. • Adequate justification on how the content included is related to the specific issues that are the focus of the assignment	• Some of the content included is relevant to the general topic and to the specific question/title • Good understanding on some of the relevant topics but occasional confusion on others. • Scientific terms are used mostly accurately with occasional confusion and often not defined. • Some justification on how the content included is related to the specific issues that are the focus of the assignment

Critical Thinking	Research and Evidence	• Inclusion of rich sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas • Use evidence/calculations to support claims/ assertions/ideas, consistently clearly and convincingly • Evidence of further reading beyond materials provided which were used in an appropriate context • Data is effectively analysed and appropriate assumptions/conclusions are reached	• Inclusion of adequate sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas • Use evidence/calculations to support claims/ assertions/ideas, mostly clearly and convincingly • Evidence of further reading beyond materials provided • Data is analysed and the assumptions/conclusions that are reached are mostly appropriate	• Inclusion of some sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas • Use evidence/calculations to support claims/ assertions/ideas, at times clearly and convincingly • Limited evidence of further reading beyond materials provided • There is an attempt to analyse data is and draw assumptions/conclusions
	Critical Evaluation	• Moved beyond description to an assessment of the value or significance of what is described • Evaluative points are consistently explicit/ systematic/reasoned/ justified • Effective critiques on the reliability of sources provided	• Mostly description but some assessment of the value or significance of what is described • Evaluative points are mostly explicit/ systematic/reasoned/ justified • Some evidence of critiques on the reliability of sources provided	• Only description with minimal assessment of the value or significance of what is described • Evaluative points are at times explicit/ systematic/reasoned/ justified • Limited evidence of critiques on the reliability of sources provided

Written Communication	Structure and Presentation	• Ideas are presented in paragraphs and arranged in a logical structure that is appropriate for the assignment • The introduction clearly outlines how the essay/ report will deal with the issues • The conclusion summarises all the main points clearly and concisely • All calculations, formulas and methods are clearly structured, clear to follow and correct • Tables and graphs are effectively constructed including appropriate headings, units and scales. • All sources are referenced correctly in	• Ideas are presented in paragraphs and arranged in a structure that is mostly appropriate for the assignment • The introduction adequately describes how the essay/report will deal with the issues • The conclusion summarises most of the main points clearly • Calculations, formulas and methods are mostly structured, clear to follow and correct • Most tables and graphs are well constructed • Most sources are referenced correctly in an agreed format	• Ideas are presented in paragraphs and arranged in a structure • The introduction mentions how the essay/report will deal with the issues • The conclusion summarises some of the main points clearly • Calculations, formulas and methods are not always structured, clear to follow and correct. • Some tables and graphs are well constructed but contains some errors • Some sources are referenced correctly in the agreed format with occasional errors
	Language and Style	• No spelling, grammar or punctuation errors • Units and significant figures are presented accurately throughout • Writing style consistently clear, appropriate for scientific documents and easy to follow • Accurate and consistent use of technical language and vocabulary	• Minimal spelling, grammar or punctuation errors • Units and significant figures are presented accurately throughout • Writing style mostly clear, appropriate for scientific documents and easy to follow • Some attempts of using technical language and vocab alary, but not always accurate	• Some spelling, grammar or punctuation errors • Units and significant figures are presented accurately throughout with occasional errors • Writing style moderately clear, appropriate for scientific documents and easy to follow • Use of simple language and vocabulary effectively but struggles to use technical language

Glossary of Keywords

Word	Definition	In a sentence
Accident	Any unplanned event that resulted in injury or ill, health of people, or damage or loss to property, plant, materials or the environment or a loss of business opportunity.	A window cleaner dropping a bucket from a height, which caused injury to a person underneath, would be classed as an accident.
Incident	A single distinct event which may have resulted in injury or ill, health of people, or damage or loss to property, plant, materials or the environment or a loss of business opportunity.	An example of incident is a near-miss incident. A window cleaner dropping a bucket from a height, which just missed a person standing underneath, would be classed as a “near-miss” incident.
Failure	Failure is the complete loss of capacity to perform a normal operation by a material, equipment or system.	Failure of the safety valve led to a chain of catastrophic events.
Hazard	Hazard is a material with the potential to cause harm.	A slippery floor is a potential hazard.

Tutorial 1 – Learning from accidents

What is the Purpose of Tutorial 1?

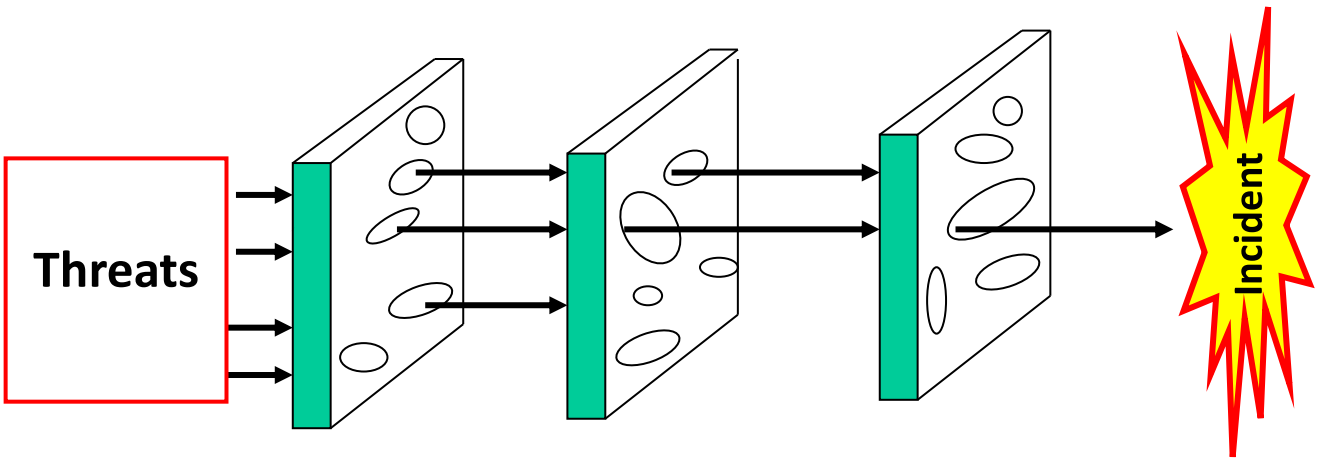
- To define the reasons for assessing accidents
- To define the process for investigating the occurrence of accidents
- To identify key causes of accidents from scenarios
- To recognise various models for representing accident causations

Key Questions

- Why is it important to analyse an accident?
- What are the stages of accident analysis?
- Can threats and barriers leading to an accident help us to classify the causes of the accident?

Class Activities

Swiss cheese model



IMMEDIATE CAUSE

This is the aspect of an accident which directly influenced the outcome. It is referred to as "direct cause". Immediate cause often relates to physical conditions (e.g. slippery floor).

Example - if an employee slips and is injured due to a slippery floor, the floor being slippery at the time of the accident is an immediate cause.

BASIC CAUSE

This is the aspect of an accident which contribute to breaches leading to occurrence of the accident. It is referred to as "in-direct causes". Basic cause often relates to education, skill or procedural inadequacies.

Example - poor safety procedure such as lack of a slip warning sign could be a basic cause of the slippery floor accident.

ROOT CAUSE

Immediate and Underlying causes relate to individual, equipment or structural failings which directly or in-directly contribute to accidents. However, root cause is an aspect of organisation's attitude to safety management.

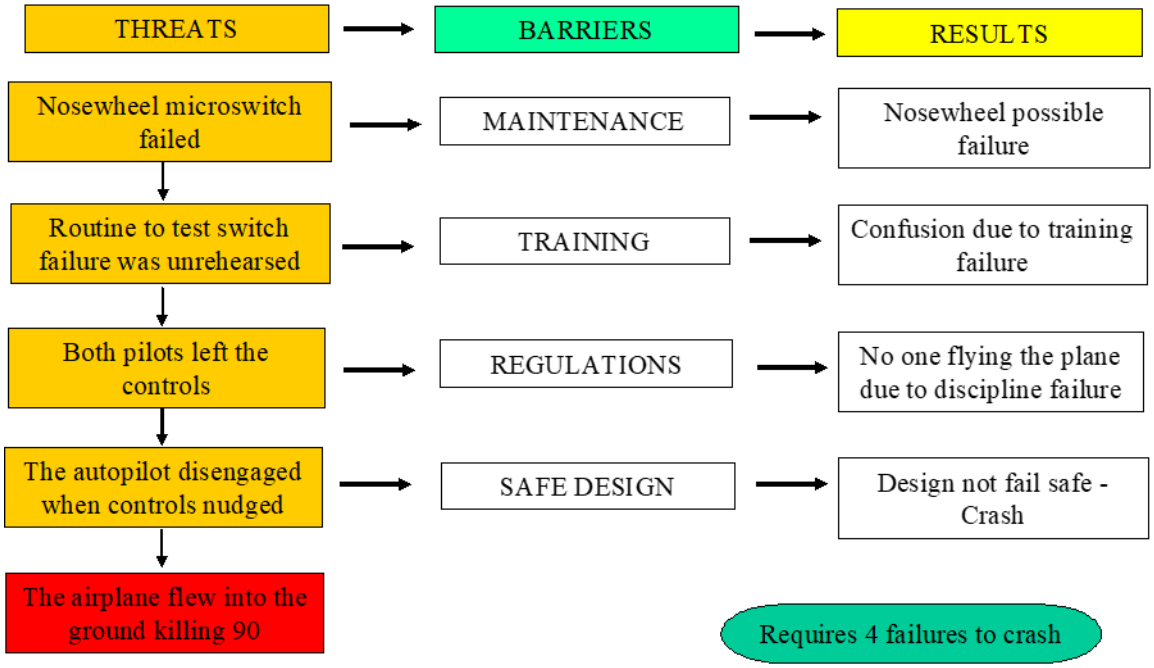
Example – the failure to supervise the cleaning of the floor is a root cause

Accident investigation that end by addressing immediate and basic causes allow fundamental management deficiencies to remain and this makes the recurrence of accidents more likely. By addressing the root cause , events leading up to accidents can be avoided thereby preventing the occurrence or recurrence of accidents.

Example: Flight EA 401 Accident

While descending to land in Florida Everglades, flight EA 401 indicated a warning light on a Lockheed Tristar microswitch which meant that there was a failure of the nose-wheel to fully deploy. The engineer on the flight lifted a hatch in the floor to manually look for two arrows which needs to align as a marker for the full deployment. Unfortunately, he couldn't find this marker and in due course was joined by the co-pilot. The co-pilot also could not find the marker and eventually the pilot, who had more experience joined them. In leaving his seat the pilot accidentally nudged the controls, disengaging the autopilot. The plane, thought to be on autopilot, flew into the ground in a shallow descent and crashed. The fatalities recorded was 90 lives including the flight crew. The plane was fully serviced apart from a single microswitch.

What were the immediate, basic, and root causes?



Homework

Clapham Rail Disaster Causations

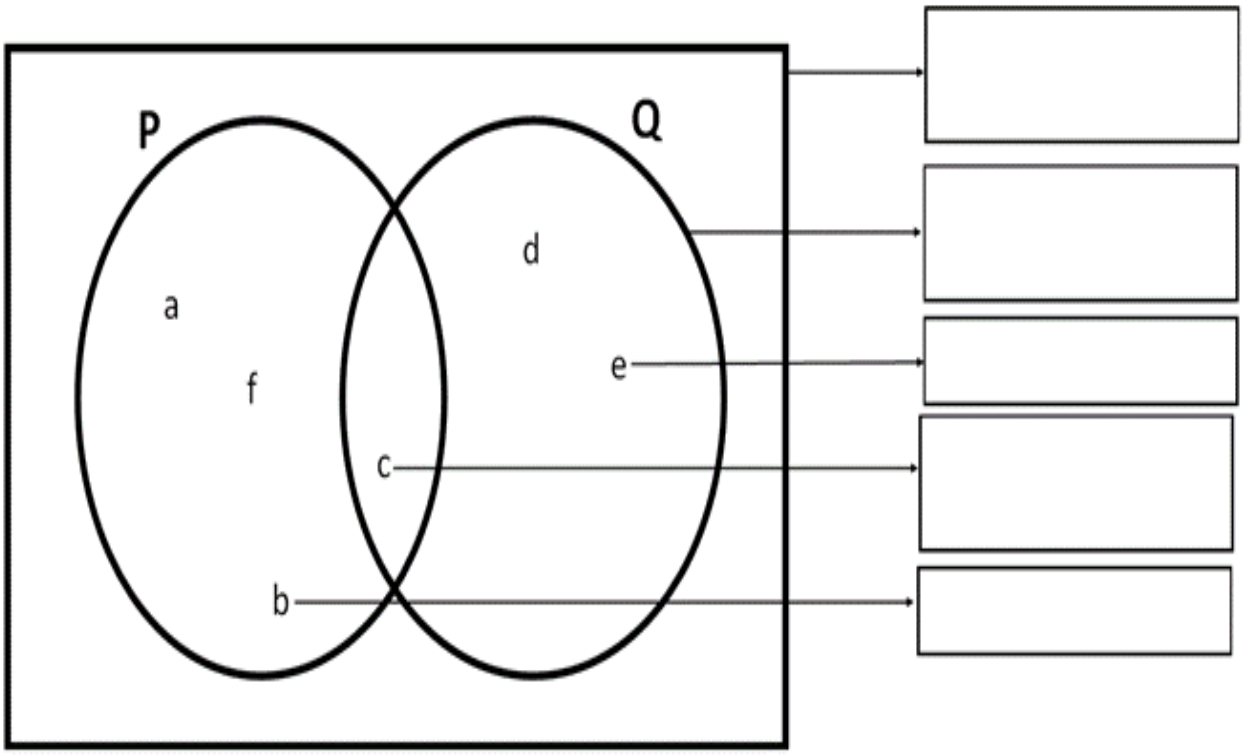
A commuter train approaching Clapham junction passed a signal which went red as it passed. The driver stopped the train and reported by phone. Meanwhile the signal went back to yellow and another train crashed into the back of the first one. The second train fell on its side across another track and was hit by a third train coming the other way. 35 people died and 500 were injured.

The signal went back to yellow because of poor wiring technique by the electrician doing signals modification work the previous Sunday. The supervisor had not checked the work, nor did the function testing unit carry out any testing of the modified units.

The electrician had been using the flawed technique for 16 years. A previous incident had caused the management to instruct that testing be improved. Shortage of staff led to much 7 day working – nearly one third of the workforce had worked 7 days every week for the preceding 13 weeks. British Rail could not tell the inquiry how many 'wrong-side' signal failures had occurred in the preceding years. All investment proposals had to be sponsored by a 'business manager'. The joint MD had warned "Past high safety standards are beginning to be eroded by the change in railway culture".

Assess the described accident by identifying the basic, immediate and root causes.

Tutorial 2– Set Theory



What is the Purpose of Tutorial 2?

- To recognise the elements of set theory.
- To draw and interpret Venn diagrams.
- To identify and describe set operations.
- To describe the characteristics of set operations

Class activities

- Define the following set elements and use each of them in a simple mathematical expression:

$\in$ =

C =

{ } =

Φ =

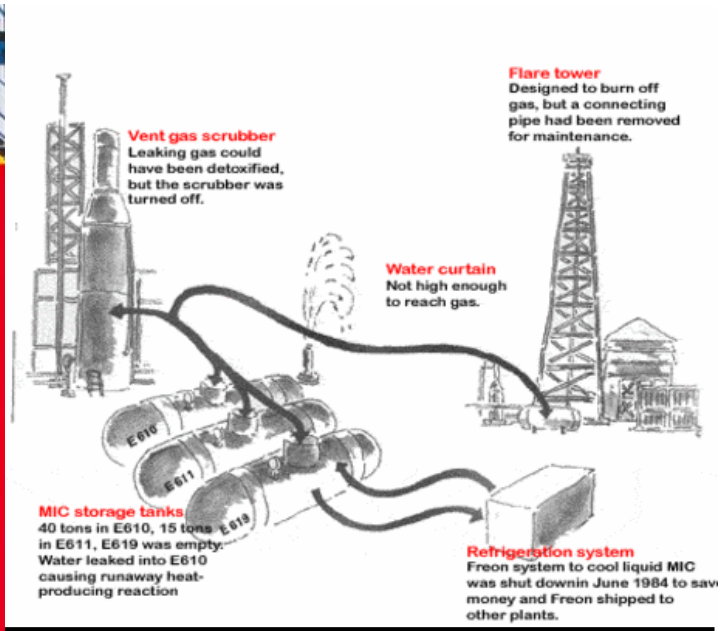
- Describe the parts of the above Venn diagram in the boxes next to their arrows.

- Define the algebraic expressions of the intersection and union of the two events in the above Venn diagram.

Homework

Bhopal chemical plant accident causations

Watch the documentary about the Bhopal chemical plant accident, describe the accident in 300 words and identify the basic, immediate and root causes of the accident. A link to the documentary is provided in the figure below. Note that the assignment outcomes will form parts of the your final assignment.



https://www.youtube.com/watch?v=FdyBy2s9I5c

Tutorial 3 – Basic Probability Concept

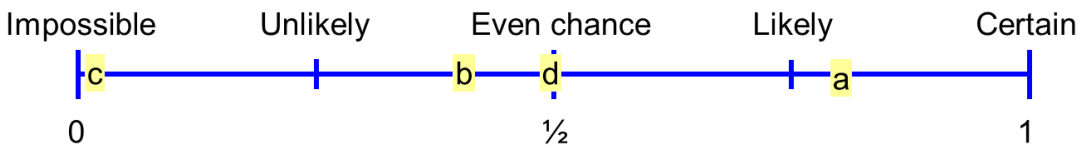
What is the Purpose of Tutorial 3?

- To introduce the properties of probability function.
- To relate the knowledge from set theory to probability functions.
- To describe independent and mutually exclusive events.

Key Questions

- Why is the probability of occurrence of events always a non-negative value?
- What are the axioms of probability?
- Describe what you understand as an independent and mutually exclusive events.

Class Activities



a) an event with a probability of 0.8 would be described as **very likely**

b) an event with a probability of 0.4 would be described as **unlikely**

c) an event with a probability of $^{1}/_{20}$ would be described as **very unlikely**

d) an event with a probability of $^{6}/_{12}$ would be described as **even chance**

$$\text{Probability} = \frac{\text{Number of desired outcomes}}{\text{Number of possible outcomes}}$$

Axioms :

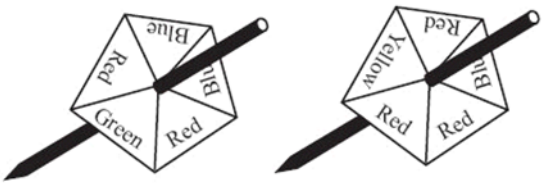
- $P(A) \geq 0$ (Probability cannot be negative)
- $P(S) = 1$ (Probability of everything is 1)
- If the events A & B are mutually exclusive, then
  - $P(A \text{ and } B) = P(A \cap B) = \emptyset$
    - Probability of occurrence of both events is null
  - $P(A \text{ or } B) = P(A \cup B) = P(A) + P(B)$
    - Probability of occurrence of either of the events

Homework

Probability calculations

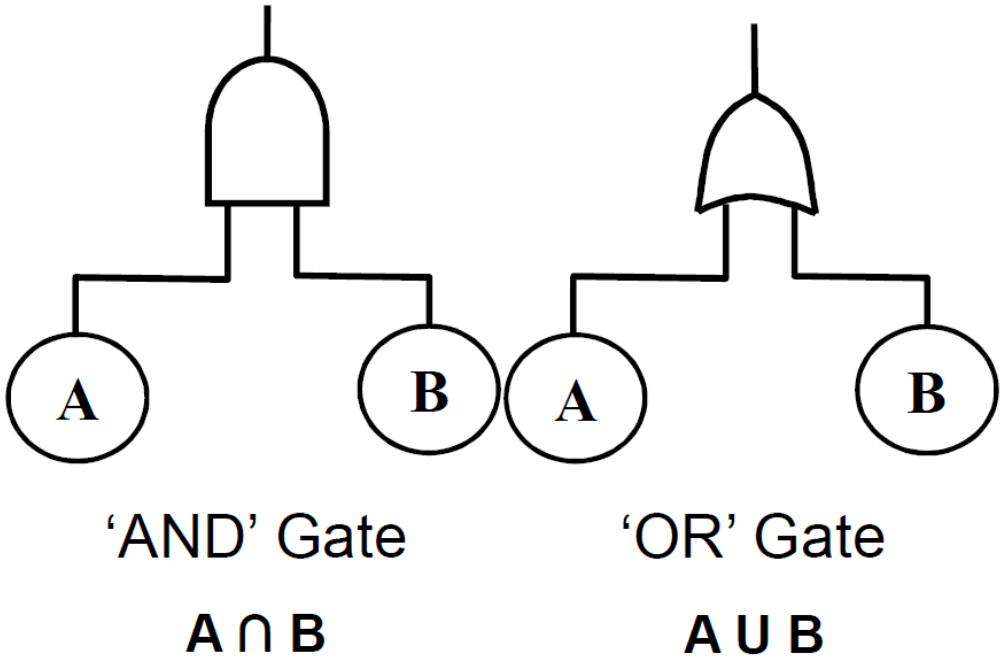
1. A die is biased so that the probability of rolling a six is 1/4. What is the probability of not rolling a six?
2. Keith has 3 coloured balls in a bag- red, blue and yellow. He picks one, records its colour, puts it back and picks another.
   (a) Write out the possible outcomes
   (b) Write down the probability Keith picks:
      (i) two balls of the same colour
      (ii) two balls of different colour
      (iii) at least one yellow ball
3. A bag contains 3 blue beads, 5 yellow beads and 2 green beads. Amina takes a bead at random from the bag, records its colour and replaces it. He does this two more times. Work out the probability that, of the three beads Amina takes, exactly two are blue.
4. A bag contains 2 blue balls and 3 green balls. Shruthi takes a ball at random from the bag, records its colour and replaces it. He does this two more times. Work out the probability that, of the three balls Shruthi takes, exactly two are the same colour.

   (*Hint – what is the alternative to 2 being the same colour?*)
5. Jeremy designs a game for a school fair. He has two 5-sided spinners (shown in the picture below). The spinners are equally likely to land on each of their sides. One spinner has 2 red sides, 1 green side and 2 blue sides. The other spinner has 3 red sides, 1 yellow side and 1 blue side. Calculate the probability that the two spinners will land on the same colour.



6. A bag contains some red counters and blue counters. There are *n* red counters. There is 1 more blue counter than red counters. Bob will take a counter at random from the bag, record the colour and pick another. The probability that Bob picks two red counters is 1/6. Prove that *n* = 4.

Tutorial 4 – Gateways to Events



What is the Purpose of Tutorial 4?

- To introduce the gate elements of fault tree analysis.
- To present the link between accident causation and the gate elements.

Key Questions

- What are the importance of linking events with the gate elements?
- What is the maximum and minimum events that can feed into one gate at a time?
- What is the relationship between accident causation and the gate elements?

Class Activities

- Logic gates represent the interaction between two or more causes/events leading to a higher level event.
- Events can be mutually exclusive or independent.
- Events are **mutually exclusive** if the occurrence of one event excludes the occurrence of the other(s). Mutually exclusive events cannot happen at the same time. For example: when tossing a coin, the result can either be heads or tails but cannot be both.
- Events are **independent** if the occurrence of one event does not influence (and is not influenced by) the occurrence of the other(s). For example: when tossing two coins, the result of one flip does not affect the result of the other.

Mutually Exclusive Event

$$P(A \cap B) = 0$$
$$P(A \cup B) = P(A) + P(B)$$

Independent Event

$$P(A \cap B) = P(A) \times P(B)$$
$$P(A \cup B) = P(A) + P(B) - [P(A) \times P(B)\ ]$$

‘OR’ Logic Gate

The **OR** logic gate symbolically represents the logical **OR** operator. The output event of the **OR** gate is verified if one or more of the input events are verified. Therefore, OR gate is used if the occurrence of one or more events leads to a higher-level event.

Example: The lighting system of a classroom will fail if either the bulb is faulty or the control switch is damaged.

Event A = Faulty Bulb

Event B = Damaged control switch

Output (F) = Lighting system failure

Therefore, the failure system can be represented by the above ‘OR’ gate diagram. Also, the probability of lighting system failure can be calculated from the following mathematical expression:

$$P(F) = P(A \cup B) = P(A) + P(B) - [P(A) \times P(B)\,]$$

‘AND’ Logic Gate

The **AND** logic gate symbolically represents the logical **AND** operator. The output event of the **AND** gate is verified if all of the input events are verified. Therefore, AND gate is used if the occurrence of all events is required for the higher-level event to occur.

Example: A calculator is powered by either a solar panel or a battery. Therefore, the calculator will fail to power on if its solar panel and battery are faulty.

Event A = Solar panel failure

Event B = Battery failure

Output (F) = Faulty calculator

Therefore, the failure system can be represented by the ‘AND’ gate diagram. The probability of a faulty calculator can be calculated from the following mathematical expression:

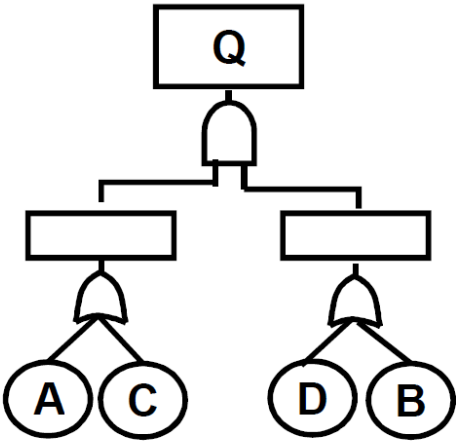
$$P(F) = P(A \cap B) = P(A) \times P(B)$$

Homework

Logic gate selection

Visit the results of your Bhopal chemical accident assignments and identify the basic events that will interact and lead to your immediate events. Also, state and construct suitable logic gate diagrams that will represent the interactions. Note that the assignment outcomes will form parts of the your final assignment.

Tutorial 5 – Fault Tree Design



Algebraic representation is:

$Q = (A \cup C) \cap (D \cup B)$

$\cup$ or gate $\cap$ and gate

What is the Purpose of Tutorial 5?

- To make connections between accident causation and gate elements for the construction of Fault Trees.
- To evaluate algebraic expressions of top events.
- To apply fault tree analysis to real accident scenarios.

Key Questions

- What is Fault Tree Analysis (FTA)?
- What is the relationship between FTA and probability theory?
- How will FTA help to identify the root causes of an accident?

Class Activities

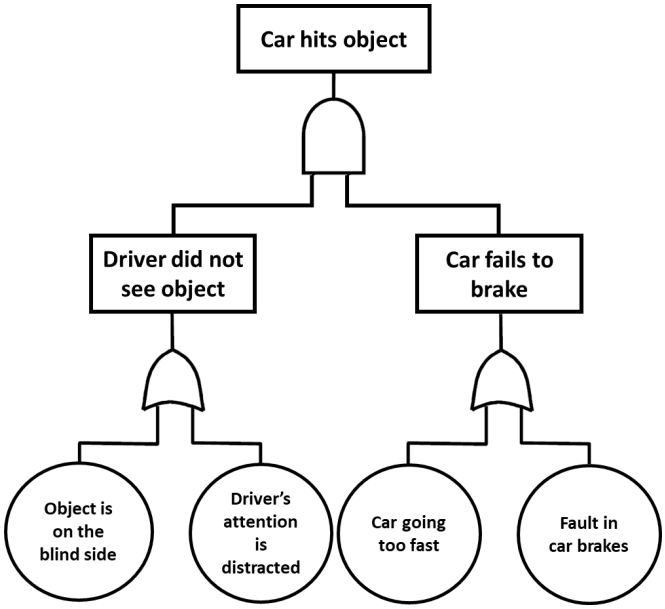
A fault tree is a visual representation that shows the logical relationships between events and causes that lead to a failure. The analysis of fault tree (FTA) can help identify error within a system and the causes of a failure. FTA can also help to calculate the probability of a failure occurring.

Basic events are represented by circular shapes while immediate events and top events are represented by rectangular shapes

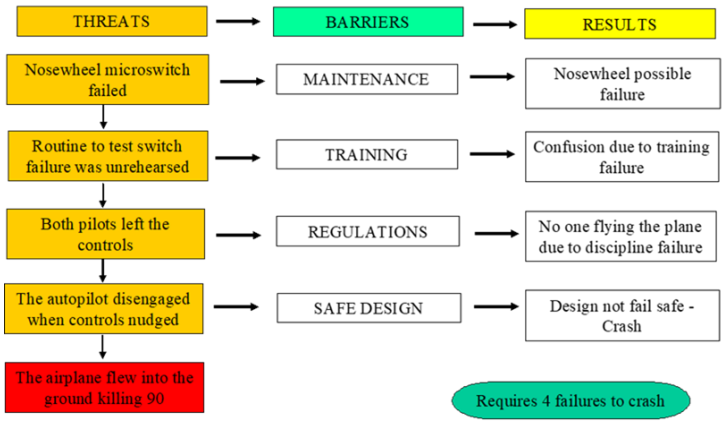
The following steps can be followed to construct a fault tree:

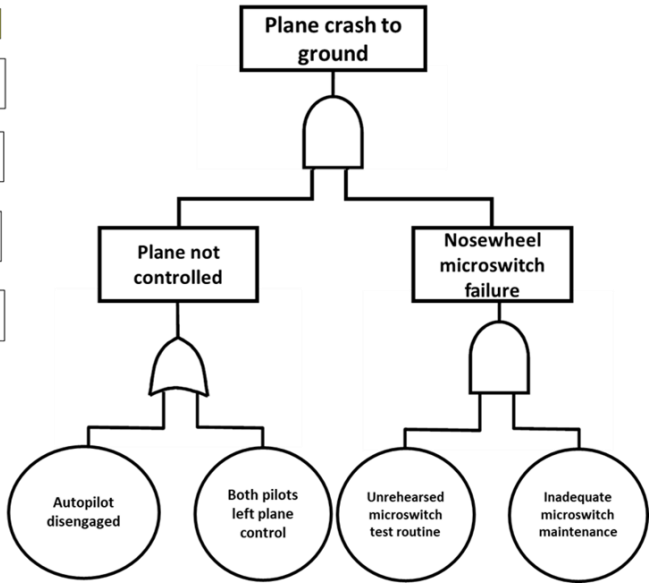
- Define the undesired event. This is commonly known as the top event.
- Identify the immediate causes of the top event.
- Keep stepping back through events until the most basic causes are identified.
- Construct the fault tree diagram.

Example 1: Vehicle Collision



Example 2: Fault tree Diagram of Flight EA401 Accident





Quantitative Analysis

If the probability values are assigned to the basic events of the fault tree, the quantitative analysis evaluates the probability of occurrence of the top event and any of the immediate events.

Example: Quantitative Analysis of Flight EA401 Accident

We have been given the following:

the probability of a disengaged autopilot (Basic event A) is 0.005

the probability of both pilots leaving the plane uncontrolled (Basic event B) is 0.00125

the probability of unrehearsed microswitch test routine (Basic event C) is 0.01

the probability of an inadequate microswitch maintenance (basic event D) is 0.0065.

A. The probability of occurrence of the immediate events can be calculated:

$$(\boldsymbol{i}) \quad P(Plane\ not\ controlled) = P(A \cup B) = P(A) + P(B) - [P(A) \times P(B)\ ]$$
$$= 0.005 + 0.00125 - (0.005 \times 0.00125)$$
$$= 0.005 + 0.00125 - 0.00000625$$
$$= 0.00625 - 0.00000625$$
$$P(Plane\ not\ controlled) = 0.00624375$$

$$(\boldsymbol{ii}) \quad P(Nosewheel\ microswitch\ failure) = P(C \cap D) = P(C) \times P(D)$$
$$= 0.01 \times 0.0065$$
$$P(Nosewheel\ microswitch\ failure) = 0.000065$$

B. The probability of the top event can be calculated:

$$P(Top\ Event) = P(Plane\ crash\ to\ ground)$$
$$= P(Plane\ not\ controlled) \times P(Nosewheel\ microswitch\ failure)$$
$$= 0.00624375 \times 0.000065$$
$$= 0.0000004058$$
$$P(Plane\ crash\ to\ ground) = 4.058 \times 10^{-7}$$

Tutorial 5: Homework - Final Assignment

Bhopal chemical plant accident investigation and analysis

As a staff of the Accident Investigation Bureau, you have been asked to investigate the Bhopal chemical leak accident and produce a report detailing the incidents that led to the accident. You are also asked to assess the likelihood of the accident occurring based on the evidence provided in your report.
The report should include the following points:

- A description of the accident highlighting how different evidences led to the top event.
- Discussion about the accident consequences.
- Identification of the root, immediate and basic causes of the accident (discuss and tabulate your findings in the report).
- Construction of a Fault Tree for the accident.
- Evaluation of the probability of occurrence of the top event.

The report, including references and appendixes, should be less than 6 pages and no more than 2000 words.

Format recommendation: fonts Times New Roman, font size 12, and line spacing single.

Tutorial 6 – Feedback tutorial

What is the Purpose of Tutorial 6?

- To receive feedback on final assignments.
- To share examples of best practice with the other pupils in your group.
- To write targets for improvement in school lessons.

To reflect on the programme including what was enjoyed and what was challenging.

Final assignment feedback

What I did well…	What I could have improved on…

My target for future work is…

Reflecting on Uni Pathways

What did you most enjoy about Uni Pathways?

What did you find challenging about the programme?	How did you overcome these challenges?

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

It gives credit to the authors of any sources you have referred to or been influenced by.
It supports the arguments you make in your assignments.
It demonstrates the variety of sources you have used.
It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

Quote directly from another source.
Summarise or rephrase another piece of work.
Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. A marker in your assignment: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].

2. Bibliography: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

Websites – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

E.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

Books – Author, date published, title of book (in italics), pages where the information came from.

E.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

Articles – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

Appendix 2 – Using the VLE

VLE username	
VLE password	

Please remember the following key details:

You are able to log into the VLE either through the link on our website (**www.thebrilliantclub.org**) or going directly to the VLE site at (https://portal.thebrilliantclub.org/sign-in).

- Please update your profile with your full name and email address- this will allow you to retrieve forgotten passwords or usernames

If you forget your log-in details you can request them to be emailed to you by clicking the link on the VLE home page. (If you are still having problems you can email: **schools@thebrilliantclub.org**)

What is the VLE?

The VLE is a virtual learning environment for all pupils on Uni Pathways it is used for:

messaging your tutor

submitting homework

submitting your final assignment

accessing resources for your tutorials

finding out more information about university and careers

How should I use the VLE?

The VLE is a professional academic environment in which pupils are able to message their PhD Tutor. Here are a few things to consider:

Ensure you keep a professional tone in the messages you send to your tutors.

Ensure you always reply to your tutors in a timely manner.

Thank your tutor for the effort they are putting in to give you your feedback etc.

Submit all homework to your tutor on time.

IMPORTANT: Final assignment

- When you submit your final assignment, please remember that you need to do so through the **'My Activities'** tab and not as an attachment to a message.

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