

Open Awards Level 4 Certificate in

Outdoor and Adventure Therapy (RQF)

QAN: 610/6483/X

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Version Control

1.0	New document

About the Qualification

Title	Open Awards Level 4 Certificate in Outdoor and Adventure Therapy (RQF)
Qualification Accreditation Number	610/6483/X
Sector	1.3 Health and Social Care
Level	Level Four
Funding	Please click here for more information
Pricing Information	Please click here for more information
Review Date	31/07/2030

Purpose	E - Updating and continuing professional development (CPD)
Sub-Purpose	E2 - Develop knowledge and/or skills in order to gain recognition at a higher level or different role

Total Qualification Time/Guided Learning	
Total Qualification Time (hours)	300
Guided Learning (hours)	160

Age Range and Restrictions	
Pre -16	x
16 – 18	x
18+	✓
Any other restrictions specific to the qualification(s)	

Overview

The primary purpose of this qualification is continuous professional development (CPD). It is expected that most learners enrolling on this qualification will currently be working in, or have experience in, an outdoor or adventure-related field. This qualification will support these learners to enhance their knowledge and practice.

The secondary purpose of this qualification is to support learners in their initial training to become qualified in an outdoor or adventure-related field.

This qualification does not confer a regulated professional title or a licence to practice as a statutory therapist. It provides a specialist training pathway for those wishing to integrate therapy-informed approaches into outdoor practice. Learners gain theoretical knowledge, therapeutic frameworks, and practical strategies to support clients safely and ethically. This qualification bridges the gap between outdoor practice and applied therapeutic knowledge, ensuring structured, ethical, and effective interventions.

Development of the Qualification

Open Awards have worked in partnership with The Therapy Adventure, a specialist Learning Provider in areas of Nature Connection, Mental Health and Outdoor Therapy to develop this qualification.

This qualification is only to be delivered by The Therapy Adventure.

Providers wanting to register learners on this qualification must contact The Therapy Adventure to register learners through them.

For more information, please visit [The Therapy Adventure](#) or email management@thetherapyadventure.com.



Any Specified Entry Requirements

Due to the level of the qualification, a Level 2 English language (or equivalent) qualification would be advantageous.

To ensure learners have the necessary foundation for this qualification, applicants must meet one of the following criteria:

1. Recognised Outdoor or Adventure-Based Instructor Qualification

Applicants must hold a **recognised instructor qualification** in an outdoor or adventure-based field

2. Experience-Based Entry Route

Applicants without formal qualifications may be considered if they meet **both** of the following conditions:

- Have substantial professional experience (at least two years) in a relevant field such as: Outdoor learning or adventure leadership **AND**
- Are currently working in the profession in a relevant capacity

Applicants applying via this route will need to submit a **supporting statement** to The Therapy Adventure outlining their experience, demonstrating how it aligns with the course content.

3. Combined Study Pathway

For those who do not yet meet the entry requirements, The Therapy Adventure offer a **combined pathway** where learners can complete the **Level 3 Forest School Leader qualification** alongside the Level 4 Certificate in Outdoor & Adventure Therapy. The minimum age for this pathway is 19+ due to the minimum age of the Forest School Leader qualification. This option ensures that learners gain the necessary outdoor facilitation skills before progressing into Outdoor and Adventure Therapy.

Recommended Assessment Method Summary

Learners will need to complete all the mandatory units. The assessment criteria are assessed by internally set and internally marked assignments collated in a portfolio of evidence and externally quality assured by Open Awards.

Learners **must** provide sufficient evidence that they have the required knowledge, skills and understanding of the assessment criteria and that it is their own work.

All units are mandatory so learners must achieve all Assessment Criteria within all units to be awarded the qualification.

Each individual assessment criterion must be met or not met and cannot be partially achieved. In order to ensure learners are not subject to over-assessment, each assessment criterion is only required to be met once and fully within one assessment.

Types of evidence could include:

- Essays
- Presentations
- Professional Discussions

Assessment practices **must** reflect the Equality and Diversity Policy of Open Awards.

Providers are encouraged to use the assessment methods most suited to the needs of learners to support their progression.

Qualification Structure

Rules of Combination

Credit Value of the Qualification:	30
Minimum Credits to be achieved at the Level of the Qualification:	30
Mandatory Units A:	30

Qualification Units

Mandatory Units A (all units must be achieved to be awarded the qualification)

Unit Reference Number	Unit Name	Credits	Level
F/651/7993	Clinical Supervision and Practitioner Wellbeing in Outdoor and Adventure Therapy	3	Four (4)
R/651/7999	Foundations of Outdoor and Adventure Therapy	4	Four (4)
M/651/7998	Mental Health Foundations in Outdoor and Adventure Therapy	4	Four (4)
L/651/7997	Planning Therapeutic Interventions in Outdoor and Adventure Therapy	4	Four (4)
J/651/7995	Psychological Approaches in Outdoor and Adventure Therapy	8	Four (4)
H/651/7994	Supporting Diverse Needs in Outdoor and Adventure Therapy	3	Four (4)
K/651/7996	The Therapeutic Relationship in Outdoor and Adventure Therapy	4	Four (4)

Delivering this Qualification

How to Deliver

This qualification is only to be delivered by The Therapy Adventure. For more information, please contact them at <https://www.thetherapyadventure.co.uk>



Registering Learners

Learners must be registered within 60 working days of the course start date. Registrations are made via [the Portal](#).

Quality Assurance and Standardisation

Delivery of this qualification must be done so in accordance with Ofqual regulatory guidelines and in line with Open Awards' quality assurance processes. Please see our website for more information.

Provider Staff Requirements

Assessors and Internal Quality Assurers (IQAs)

For the delivery and assessment of this qualification, Assessors and IQAs must hold a qualification at Level 4 or higher in a related field such as;

- Psychology
- Counselling
- Outdoor Learning
- Mental Health and Wellbeing;

or be able to demonstrate at least three years' experience of working in one of these fields.

The Therapy Adventure is responsible for ensuring that their staff have the required qualifications or experience, and have access to appropriate training and support. They are also responsible for notifying Open Awards of staff changes.

Although it is not a provider staff requirement, in addition to the above it would be best practice for:

- Assessors to hold the relevant D32/ D33/ A1/ AQA unit(s) (or equivalent), Level 3 Award in Education and Training

- Internal Quality Assurers to hold the relevant D34/ V1/ IQA unit(s) (or equivalent), Level 3 Award in Education and Training

Assessment

Open Awards units and qualifications have been designed around the principle that the learner will build evidence towards the achievement of the assessment criteria over a period of time. Each learner is required to build a portfolio of evidence to demonstrate that all the assessment criteria associated with each unit has been met.

Tutors and assessors need to ensure that all evidence presented in a portfolio is:

Valid: it should clearly demonstrate the knowledge or skills that are set out in the assessment criteria. It should also clearly be the work of the learner.

Reliable: it will in general, produce the same range of responses from learners, as long as they are used in similar circumstances and with similar groups of learners.

Inclusive: so that no individual learner is excluded from the opportunity to show their achievement because of their individual background or experience.

Assessors are required to review and assess all learner evidence and must be satisfied that learners have achieved all learning outcomes and assessment criteria relating to the unit being assessed prior to deciding the learner has completed the unit. Assessors will also ensure that the evidence produced by the learner is their own work.

Assessors retain records (e.g. Feedback Sheets, Individual Progress Record, Group Progress Record) on behalf of the Provider which are made available and used by the Provider's Internal Quality Assurer and Open Awards' Quality Assurance Team.

The assessment approach has been designed to cover all assessment criteria within the mandatory units. Learners must evidence their achievement of all assessment criteria in the mandatory units in order to achieve the qualification.

Assessment Criteria

As all units and most assessment criteria are knowledge based, evidence will be assessed using internally set, internally marked assignments. The assignments will be internally quality assured, then subject to external quality assurance sampling by Open Awards. The Therapy Adventure must also carry out regular standardisation activities as part of the ongoing quality assurance of assessment decisions within the

assignments used for knowledge-based units and assignments should be refreshed over time.

There is one skills-based criteria in the unit “Planning Therapeutic Interventions in Outdoor and Adventure Therapy” requiring learners to create a values-based goal-setting plan. The assessment method for this criterion is creating a plan. Learners who are unable to use their own real-life scenario will be provided one to base their plan on by The Therapy Adventure.

Resubmission

Learners should only attempt a summative assessment when their tutor has agreed that they have completed all relevant teaching/learning and formative assessment shows their understanding.

Each individual assessment criterion must be met or not met and cannot be partially achieved. For this qualification, a resubmission refers to where a learner hands in their work on time, but has not demonstrated achievement of all assessment criteria. In this instance, the provider can set a second deadline to allow the learner to cover the missing criteria only.

Wherever possible, learners are not expected to resubmit the whole assessment, and an alternative assessment method may be used by the The Therapy Adventure where this would be appropriate. For example, questioning as a resubmission for knowledge-based criteria where an essay was previously used.

Resubmissions must:

- be proportionate to the degree of non-achievement
- be consistent with the way the learning outcome(s) were originally assessed
- be subject to a clear deadline
- be applied consistently in equivalent assessment situations, so that all learners have equivalent opportunities for resubmission and reassessment
- ensure that the additional or revised work being resubmitted is clearly distinguishable from the work originally submitted
- be subject to moderation

As the qualification is assessed over time, and against the full range of assessment criteria, it is not expected that a learner would be offered the opportunity to resubmit the qualification in its entirety. As above, opportunities should be given for learners to be assessed against specific assessment criteria where the provided evidence does not meet the criteria or the standard required. The Therapy Adventure are responsible for setting their own course duration/ length (typically 12 months) to ensure learners have sufficient time to complete all learning and assessment requirements.

The Therapy Adventure should use recording documentation to record assignment resubmission results and feedback. This must include any additional teaching/learning that is required before a resubmission.

The Therapy Adventure are required to collect data around resubmissions to enable Open Awards to externally quality assure how this requirement is implemented in practice, and so data can be monitored across and within providers.

Open Awards provides additional guidance for specific assessment methods with regards to the level of control anticipated for different types of assessments.

If a learner does not pass all assessment criteria across the qualification, they will be issued with a unit transcript. If the learner decided to attempt the course again, the unit achievement could be used towards achievement of the qualification as a whole, provided that it was within the unit validity period to ensure its currency. The Therapy Adventure would be required to complete an initial assessment to identify gaps in knowledge and skills and apply to Open Awards to recognise the existing units in line with Open Awards' recognition of prior learning policy.

Data Collection

The Therapy Adventure must retain the following records and make this available to Open Awards when conducting external quality assurance and compliance activities, and on request.

Learner details	Learner assessment records	Internal quality assurance records
<ul style="list-style-type: none"> • Learner name. • Date of birth. • Contact address. • Registration date. • Open Awards learner registration number. • Unique Learner Number (ULN) - where applicable. • Unit names and unit codes for each unit completed. 	<ul style="list-style-type: none"> • Name of the assessor(s) • The assessment methods used. • Evidence of the assessment decision being made. • Reasons for the assessment decision made. • The location of relevant supporting evidence. 	<ul style="list-style-type: none"> • Name of the internal quality assurer(s). • Sampling strategy, including the sample selected and the rationale for choosing that sample. • Details of internal standardisation activities relating to the units. • Evidence of assessor competence (including copies of certificates, CVs and evidence of continuing professional development) • Records of certificates claimed.

		<ul style="list-style-type: none"> Records of learner complaints – including outcomes. Records of learner appeals – including outcomes.
<p><i>These details are retained on the Open Awards registration and certification database. Providers must keep their own records in case of learner complaints, appeals or malpractice allegations.</i></p>	<p><i>Open Awards does not expect Providers to retain learner portfolios, which must be returned to the learner once results have been confirmed</i></p>	<p><i>Records of certificates claimed are retained on the Open Awards database. Providers must keep their own records in case of learner complaints, appeals or malpractice allegations.</i></p>

Training and support

Open Awards offers a variety of training and support to Providers. Our online training and support is free of charge and can be accessed on the following link <https://oalearn.org.uk/shop>. An everlasting coupon (PLUC code) will be issued to each Provider to gain free access to these resources.

Internal Quality Assurance (IQA)

All Providers delivering Open Awards provision **must** operate rigorous internal quality assurance systems. Providers **must** have an internal quality assurance (IQA) plan agreed before delivery commences.

Internal pre-verification

It is a requirement for providers to complete their own pre-course verification of their assessment and delivery arrangements. This forms part of the internal quality assurance cycle.

Pre-verification activities must be undertaken to ensure that delivery and assessment arrangements:

- Meet the rules of combination for the qualification.
- Align with the assessment approach in the qualification guide.
- Are appropriate to the level.
- Have been mapped against all the Assessment Criteria for the unit.
- Enable students to generate the necessary evidence of achievement.
- Are inclusive and follow the principles of fair design. i.e., the assessment activities should:
 - be reliable
 - be valid
 - be fit for purpose
 - be transparent
 - recognise and respect equality and diversity

- be written in appropriate and accessible language that is free from bias.

The internal quality assurer (IQA) needs to work with tutors/ assessors before a course begins to ensure that:

- Assessment tasks are planned in a coherent way to allow learners to meet all necessary assessment criteria
- Assessments are valid and appropriate to the level
- Assessment briefs clearly show the assessment criteria to be met
- Wherever possible, a range of assessments methods are used
- All tutors/ assessors ensure that assessment is fair and inclusive reflecting diverse needs
- Learners are made aware of assessment requirements at the beginning of the course
- Adequate and appropriate resources are in place to enable the learner to generate the required evidence to meet the assessment criteria
- Recording systems are in place to monitor learner progress and achievement

A process is in place to provide constructive feedback to each learner on their assessed work

Continued Quality Assurance

The quality of delivery, assessment and IQA will be reviewed on an ongoing basis throughout the course duration. As a minimum, this will include:

- Interim sampling at both the early and middle stages of the assessment process. This enables the IQA to check formative assessment and identify consistency or issues at an early stage for corrective action.
- Standardisation activities as outlined in this policy, and the course IQA plan.
- Quality checks on delivery and assessment including, observations and walk throughs, work scrutiny, learner feedback/ surveys.

Internal Quality Assurance

An effective internal quality assurance system ensures assessment practices and decisions are regularly reviewed and evaluated to ensure the validity of inferences which can be drawn from unit or qualification achievement.

Internal quality assurance is a process by which an approved Provider regularly samples and evaluates consistency and fairness of assessment decisions.

It involves three key processes:

1. Verification of assessment design (including assessment materials)
2. Verification of assessment decisions in line with the sampling strategy outlined below

3. Standardisation activities.

Sampling

In line with the Open Awards CASS strategy this qualification is rated medium-risk. The sample size of learners within the cohort will relate to the providers own IQA policy. The sample size should be reasonable in relation to the size of the cohort to reassure quality of the work produced. Open Awards recommends a minimum of 3 or 10%, whichever is greater.

The IQA will increase the size of the sample if the minimum sample does not provide the necessary assurances.

Learners who withdraw from the course before completing the course are entitled to unit certification (for all units completed) so should be included in the IQA sample and documentation.

Claiming Results

Results for units cannot be claimed until an IQA has confirmed them in line with the agreed sampling strategy. Results will be claimed via the Open Awards Portal by the authorised Provider administrator.

External Quality Assurance (EQA)

Provider approval, compliance monitoring and external quality assurance for this qualification is carried out by the Open Awards Quality Assurance Team/External Quality Assurers who will confirm that the Provider is assessing to standard and ensure that there are robust internal quality assurance systems embedded.

EQAs will hold a qualification at Level 4 or higher in a related field such as;

- Psychology
- Counselling
- Outdoor Learning
- Mental Health and Wellbeing;

or be able to demonstrate at least three years' experience of working in one of these fields.

In addition they will;

- Have good report writing, auditing and communication skills.
- Know where and when to access specialist sector advice, where additional specialist knowledge relating to assessment and verification decisions is concerned.
- Have credible experience which is clearly demonstratable through continuing learning and development
- A sound understanding of assessment principles and practices (e.g, hold or be working towards the appropriate assessor qualification (i.e. D32/33, A1)

External quality assurers who are not yet qualified against the appropriate competences but have the necessary occupational competence and experience, can be supported by a qualified external quality assurer who does not necessarily have the occupational expertise or experience.

EQAs will monitor the Provider's processes and practice to ensure they meet Open Awards' qualification and regulatory requirements. The EQA will also provide support to Provider staff and give advice and guidance to facilitate improvements.

Although it is not mandatory, best practice would be for:

- External Quality Assurers to hold the relevant D34/ V1/ IQA unit(s) (or equivalent), Level 3 Award in Education and Training, Level 4 Award in the External Quality Assurance of Assessment Processes and Practice

Due to the level of the qualifications, it is not deemed necessary for the EQA to have subject knowledge, instead they will focus on assessment decisions and IQA practices.

External pre-verification

As this is a medium-risk qualification, The Therapy Adventure must submit a delivery and assessment plan along with their qualification approval request. This is to ensure that Open Awards can pre-verify delivery and assessment arrangements before they start to deliver the qualification.

Delivery and assessment plans must include, as a minimum:

- Deadlines and dates for submissions
- Delivery plan for units (i.e. order of delivery; lesson planning)
- Observation plans, methods, and evidence
- Assessment plan and internally set assignments
- Roles and responsibilities (including requirements for designated educational supervisors and assessors)
- Student support and supervision
- Marking criteria for internal assignments
- Procedures for resits and resubmissions
- Procedures for suspected plagiarism and/or malpractice
- Appeals procedures
- Mapping of learning outcomes and assessment criteria

Pre-verification checks apply to The Therapy Adventure being approved to deliver a medium-risk qualification for the first time or where they have made changes which may impact the validity of their delivery and assessment, including:

- Changes to delivery and assessment staff
- Changes to Internal Quality Assurance staff

- Proposed change to the order of unit delivery
- Proposed changes to the methods of assessment, tasks and materials
- Changes made in response to actions placed by Open Awards

These will be monitored on an annual basis through compliance reviews, although The Therapy Adventure may request amendments at any time and must not wait until a scheduled review to advise of changes that may trigger pre-verification.

If there is no coherent delivery and assessment plan in place, or significant changes are needed to the proposed arrangements, The Therapy Adventure will not be allowed to deliver the qualification until this plan has been revised and approved by Open Awards.

Assessment tasks and materials (e.g., assignment briefs, examination papers, professional discussion arrangements) must be planned in advance, and reviewed as part of the pre-verification activities, to ensure that each assessment criteria can be fully met through the proposed assessments.

Wherever possible, Open Awards will review all assessment tasks for all units in advance of the qualification being delivered. However, it is recognised that assessment tools may not be created before approval has been granted. In such circumstances, the subject specialist will pre-verify the first assessments scheduled and will review subsequent documents as required, based on the provider's risk rating.

Therefore, pre-verification will review the assignments the provider has prepared and will make a decision on approval with two possible outcomes:

1. Approval rejected - assignment briefs require substantial develop and will need to be resubmitted prior to approval.
2. Approved with conditions - reviewed assignments are fit for purpose however, the conditions will require the provider to submit the remaining assignments for the entire qualification prior to the units being delivered to ensure they are fit for purpose.

This qualification has been classified as medium risk in line with our CASS strategy. For further guidance on External Quality Assurance activities for high-risk qualifications, please refer to the [Provider Handbook](#).

Standardisation

There will be no need for external standardisation of this qualification as there is only one Provider offering this qualification. However, the maintenance of assessment standards will be monitored through quality assurance activity (e.g. compliance and EQA).

For further guidance on Quality Assurance and Standardisation, please refer to the [Provider Handbook](#).

Recognition of Prior Learning and Achievement (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they may already possess. Evidence of learning must be sufficient, reliable and valid.

It is the responsibility of the Provider to inform Open Awards at registration of any exemptions and/or equivalences for which a claim may be made. These claims will be subject to external quality assurance by the Open Awards Quality Assurance Team.

For more information, please see our Recognition of Prior Learning Policy found on [the Portal](#).

Appendix 1 – Controlled Conditions Requirements

General conditions statements

High Control: Work must only be done in a supervised environment. Learners must work independently (unless there is a specific need or requirement). Time limits are in place. No external assistance or access to unauthorised resources is allowed.

Medium Control: Work may be completed in a supervised environment or independently unsupervised. Communication and access to external resources is permitted in line with assignment briefs. Learners may or may not work independently, although individual contributions to group work must be identified. Time restrictions may or may not be in place.

Low Control: Work can be completed independently, unsupervised or in unrestricted environments with access to external resources. Time restrictions may or may not be in place.

This list is not exhaustive and only lists assessment methods that may be used to assess knowledge-based criteria in this qualification.

Assessment Method	Rationale	Conditions
Professional Discussion	Enables targeted questions/answers to assess learners' knowledge for a specific unit. This assessment method can also be used to sample criteria	<p>Level of control: High</p> <ul style="list-style-type: none"> • Structured questioning framework • Recorded discussions for verification • Trained assessors following the same criteria • Trained assessors to ensure fair and consistent evaluation <p>Conditions for Delivery:</p>

	<p>across all units holistically.</p>	<ul style="list-style-type: none"> • Conducted one-to-one between the learner and assessor • Structured with pre-agreed topics/questions aligned to assessment criteria • Authenticity checks completed at the start of assessment e.g., learning identity confirmed. • Recorded (audio/video) for standardisation and moderation • Can be conducted in person or via a secure online platform • Assessor must prompt for depth and ensure evidence is fully explored • AI is not permitted to be used by the learner. • AI may be used by the assessor to record or summarise the discussion but not used to make assessment decisions <p>Resubmissions</p> <p>The assessment brief for the professional discussion must be designed to enable the learner to meet all assessment criteria allocated to it. The assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated assessment criteria.</p> <p>Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,) this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resubmission.</p>
<p>Reflective Essays</p>	<p>Enables learners to provide evidence from their workplace to demonstrate their</p>	<p>Level of control: Medium</p> <ul style="list-style-type: none"> • Clear assessment criteria for reflection depth and relevance • Academic standards and plagiarism policy and processes

	<p>application of learning. This assessment method can support the assessment of knowledge, and the application of this knowledge.</p>	<ul style="list-style-type: none"> • Standardisation of assignment briefs • Sampling for internal and external moderation <p>Conditions for Delivery:</p> <ul style="list-style-type: none"> • Completed independently by the learner in their own time • Must follow a structured format with clear expectations for depth and critical analysis • Assessed against given assessment criteria • Work must be submitted by a set deadline • Randomised sampling for moderation across providers • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed) • AI is permitted to be used by the learner for research purposes, but this must be clearly acknowledged and referenced where appropriate • AI is not permitted to be used by the learner to write or refine the essay • AI must not be used by the assessor to make assessment decisions <p>Resubmissions:</p> <p>The assessment brief for the reflective essays must be designed to enable the learner to meet all assessment criteria allocated to it. Where follow-up verification is required with the learner (e.g., Q&A), the assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated assessment criteria.</p> <p>Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail'</p>
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		<p>result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resubmission.</p>
<p>Long-answer Questions</p>	<p>Enables learners to demonstrate their knowledge/ understanding of specific subject content areas. Long-answer questions can be designed to cover multiple assessment criteria, and to support learners to demonstrate analysis and discussions.</p>	<p>Level of control: Medium/ High</p> <ul style="list-style-type: none"> • Pre-verification of assignment briefs • Clear assessment criteria • Academic standards and plagiarism policy and processes • Standardisation of assignment briefs • Sampling for internal and external moderation <p>Conditions for Delivery:</p> <ul style="list-style-type: none"> • Completed independently by the learner in their own time OR under controlled conditions • Can be administered online or on paper • Must follow a structured format with clear expectations for depth and critical analysis • Assessed against given assessment criteria • Work must be submitted by a set deadline • Randomised sampling for moderation across providers • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed) • AI is not permitted to be used by the learner when completed under controlled conditions • AI is permitted to be used by the learner for research purposes when completed independently, but this must be clearly acknowledged and referenced where appropriate • AI is not permitted to be used by the learner to write or refine their evidence

		<ul style="list-style-type: none"> AI must not be used by the assessor to make assessment decisions <p>Resubmissions: The assessment brief for long-answer questions must be designed to enable the learner to meet all assessment criteria allocated to it.</p> <p>Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resubmission.</p>
Short-answer Questions	Enables learners to demonstrate their knowledge/ understanding of specific subject content areas. Short-answer questions will normally cover one (1) assessment criterion.	<p>Level of control: Medium</p> <ul style="list-style-type: none"> Pre-verification of assignment briefs Clear assessment criteria Academic standards and plagiarism policy and processes Standardisation of assignment briefs Sampling for internal and external moderation <p>Conditions for Delivery:</p> <ul style="list-style-type: none"> Completed independently by the learner in their own time OR under controlled conditions Can be administered online or on paper Must follow a structured format with clear expectations for depth and critical analysis Assessed against given assessment criteria Work must be submitted by a set deadline Randomised sampling for moderation across providers

		<ul style="list-style-type: none"> • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed) • AI is not permitted to be used by the learner when completed under controlled conditions • AI is permitted to be used by the learner for research purposes when completed independently, but this must be clearly acknowledged and referenced where appropriate • AI is not permitted to be used by the learner to write or refine their evidence • AI must not be used by the assessor to make assessment decisions <p>Resubmissions:</p> <p>The assessment brief for long-answer questions must be designed to enable the learner to meet all assessment criteria allocated to it.</p> <p>Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,), this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resubmission.</p>
Presentations	Enables holistic assessment of learners' knowledge across multiple subject content areas/ assessment criteria.	<p>Level of control: Medium/ High</p> <ul style="list-style-type: none"> • Pre-verification of assignment briefs • Clear assessment criteria • Standardisation of assignment briefs • Sampling for internal and external moderation <p>Conditions for Delivery:</p>

		<ul style="list-style-type: none"> • Conducted in person or via a secure online platform • A panel of assessors or peers may be present for consistency • Standardised criteria for grading delivery, content, and engagement • Should be recorded or have a second assessor present for moderation • Clear guidelines on duration and required content • AI is permitted to be used by the learner for research purposes when completed independently, but this must be clearly acknowledged and referenced where appropriate • AI is permitted to be used by the learner to support the production their presentation subject to the learner demonstrating their understanding of the content through it's delivery and acknowledgement of how AI was used • AI must not be used by the assessor to make assessment decisions <p>Resubmissions:</p> <p>The assessment brief presentations must be designed to enable the learner to meet all assessment criteria allocated to it. Where a presentation task includes a Q&A session, the assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated assessment criteria.</p> <p>Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,) this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resubmission.</p>
Written Report	Enables holistic	Level of control: Medium/ High

	<p>assessment of learners' knowledge across multiple subject content areas/ assessment criteria.</p>	<ul style="list-style-type: none"> • Pre-verification of assignment briefs • Clear assessment criteria • Academic standards and plagiarism policy and processes • Standardisation of assignment briefs • Sampling for internal and external moderation <p>Conditions for Delivery:</p> <ul style="list-style-type: none"> • Completed independently by the learner in their own time • Must follow a structured format with clear expectations for depth and critical analysis • Assessed against given assessment criteria • Work must be submitted by a set deadline • Randomised sampling for moderation across providers • Follow-up verification may be required (e.g., an assessor asking questions of the learner about the process they followed) • AI is permitted to be used by the learner for research purposes when completed independently, but this must be clearly acknowledged and referenced where appropriate • AI is permitted to be used by the learner to support the production their report and subject to the learner demonstrating their understanding of the content through it's delivery and acknowledgement of how AI was used • AI must not be used by the assessor to make assessment decisions <p>Resubmissions:</p> <p>The assessment brief for written reports must be designed to enable the learner to meet all assessment criteria allocated to it. Where follow-up</p>
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		<p>verification is required with the learner (e.g., Q&A), the assessor must ensure that the questions asked provide opportunities for the learner to give evidence for all allocated assessment criteria.</p> <p>Where the learner does not meet an assessment criteria in full or at all (evidence is incomplete, insufficient or incorrect,) this would result in the criteria not being achieved, and a learner should be issued with a 'fail' result for the relevant criteria (other criteria in the assessment can still be confirmed as achieved'). In these circumstances, any future assessment must count as a resubmission.</p>
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Appendices and Links

The following documents can be viewed on the Open Awards [website](#):

1. Provider Handbook
2. Enquiries, Complaints and Appeals Policy
3. Equality and Diversity Policy
4. Invoicing Policy
5. Privacy Policy

Further supporting information can be found on the Open Awards Portal.

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