



Qualification Specification:

OCN NI Level 3 Award in Agricultural Business Development

- **Qualification No: 601/8356/1**

OCN NI Level 3 Certificate in Agricultural Business Development

- **Qualification No: 601/8984/8**

OCN NI Level 3 Extended Certificate in Agricultural Business Development

- **Qualification No: 603/2981/6**

OCN NI Level 3 Diploma in Agricultural Business Development

- **Qualification No: 601/8985/X**

Version: 2.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New format	V2.0 – November 2025
Specification	Consolidated Award, Certificate, Extended Certificate and Diploma into one specification	V2.0 – November 2025

2. Contents

1. Specification Updates	2
2. Contents	3
3. Introduction to Open College Network Northern Ireland (OCN NI) ..	4
4. About this Specification.....	5
4.1 Additional Support	6
5. About these Qualifications	7
5.1 Qualification Regulation Information	7
5.2 Sector Subject Area	7
5.3 Grading	8
5.4 Qualifications' Aim and Objectives	8
5.5 Target Learners	8
5.6 Entry Requirements	8
5.7 Progression	8
5.8 Delivery Language	8
5.9 Ensuring Health and Safety of Learners.....	9
6. Centre Requirements for Delivering these Qualifications	10
6.1 Centre Recognition	10
6.2 Qualification Approval	10
6.3 Centre Staffing.....	10
6.4 Tutor Requirements	11
6.5 Assessor Requirements	11
6.6 Internal Quality Assurer Requirements	12
7. Qualification Structure	13
7.1 Qualification Purpose	13
7.2 Qualification Level	13
7.3 Qualification Size	13
7.4 How to Achieve the Qualifications	14
8. Assessment Structure	15
8.1 Assessment Guidance: Portfolio	15
8.2 Understanding the Units.....	15
9. Qualification Summary by Unit.....	16
10. Unit Content	18
11. Quality Assurance of Centre Performance.....	35
11.1 Internal Assessment	35
11.2 Internal Quality Assurance	36
11.3 Documentation.....	37
11.4 External Quality Assurance	37
11.5 Standardisation	38
12. Administration.....	39
12.1 Registration	39
12.2 Certification	39
12.3 Charges.....	39
12.4 Equality, Fairness and Inclusion	39
12.5 Retention of Evidence	40

3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 3 Suite of Agricultural Business Development qualifications**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of these qualifications. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 3 Suite of Agricultural Business Development qualifications.

- **Qualification Features:** this includes the key characteristics and features of these qualifications, such as their intended audience, purpose, and credit value.
- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess these qualifications. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualifications including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment methods for these qualifications, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of these qualifications are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering these qualifications must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering these qualifications, including registration, certification, and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of these qualifications. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of these qualifications by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About these Qualifications

5.1 Qualification Regulation Information

OCN NI Level 3 Award in Agricultural Business Development

Qualification Number: 601/8356/1

OCN NI Level 3 Certificate in Agricultural Business Development

Qualification Number: 601/8984/8

OCN NI Level 3 Extended Certificate in Agricultural Business Development

Qualification Number: 603/2981/6

OCN NI Level 3 Diploma in Agricultural Business Development

Qualification Number: 601/8985/X

Review date: 31 March 2031

The qualifications' operational start and end dates define the regulated qualifications' lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualifications and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk.

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for these qualifications is:

Subject Area: 3.1 Agriculture

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aim and Objectives

Qualifications' Aim

The aim of the OCN NI Level 3 Suite of Agricultural Business qualifications is to provide individuals with knowledge and skills in the areas of plant/animal production and health, farm health and safety, farm business management and information technology.

Qualifications' Objectives

The objectives of the OCN NI Level 3 Suite of Agricultural Business qualifications are to enable learners to understand and gain skills in:

- plant and animal production and health
- farm health and safety
- farm business management and
- Information Technology

5.5 Target Learners

These qualifications are targeted at individuals who currently are or intend to be employed in a range of agriculture related occupations and wish to gain a nationally recognised qualification in agricultural business development at level 3.

5.6 Entry Requirements

There are no formal restrictions on entry, however a basic level of literacy and numeracy would be required to successfully undertake the qualifications. Learners should also be at least 16 years old.

5.7 Progression

The OCN NI Level 3 Suite of Agricultural Business Development qualifications allow for progression within the suite and then to the OCN NI Level 3 Extended Diploma in Agricultural Business as well as to other agriculture and business-related qualifications or into employment.

5.8 Delivery Language

These qualifications are exclusively available in English. If there is a desire to offer these qualifications in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

5.9 Ensuring Health and Safety of Learners

Within the suite of qualifications in agricultural business operations, the health, safety and security of learners are paramount, particularly for pre-16 learners. Every effort must be made by the centre and those involved in the delivery to ensure that learners operate in a safe and secure environment where risk of injury is minimum. Particular attention should be given to:

- ensuring learners are briefed about health, safety and security procedures including how to identify hazards and report accidents/injuries/dangerous occurrences
- ensuring learners understand the key legislative and best practice aspects of the agricultural industry
- ensuring necessary risk assessments are carried out
- ensuring appropriate levels of supervision are agreed and implemented prior to delivery
- ensuring learners are aware of the hazards of working with animals, farm equipment and slurry
- adhering to child protection regulations
- clear accident reporting procedures being in place
- machinery, tools and/or equipment to ensure they are in safe working order and learners are given proper instruction, training, protective clothing and supervision
- appropriate insurance arrangements being in place

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualifications
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for these qualifications it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer these qualifications centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering these qualifications are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of one year's experience in the area of agricultural business. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of these qualifications takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Quality Assurer for these qualifications must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of verification and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification; or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQA are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 3 Suite of Agricultural Business Development qualifications are unitised qualifications on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency. The qualifications will promote training within the agricultural industry and provide skills and knowledge for farmers to perform successfully in working life and keep up-to-date with the technical knowledge needed to sustain and develop their farm businesses in the future.

7.2 Qualification Level

In the context of the OCN NI Level 3 Award, Certificate, Extended Certificate and Diploma it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. These qualifications align with Level 3, which signify a higher level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 3 Award in Agricultural Business Development	
Total Qualification Time (TQT):	90 hours
Total Credits Required:	9 credits
Guided Learning Hours (GLH):	63 hours
OCN NI Level 3 Certificate in Agricultural Business Development	
Total Qualification Time (TQT):	150 hours
Total Credits Required:	15 credits
Guided Learning Hours (GLH):	105 hours
OCN NI Level 3 Extended Certificate in Agricultural Business Development	
Total Qualification Time (TQT):	240 hours
Total Credits Required:	24 credits
Guided Learning Hours (GLH):	168 hours

OCN NI Level 3 Diploma in Agricultural Business Development	
Total Qualification Time (TQT):	390 hours
Total Credits Required:	39 credits
Guided Learning Hours (GLH):	273 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 3 Award in Agricultural Business Development** learners must complete both mandatory units for a total of 9 credits.

To achieve the **OCN NI Level 3 Certificate in Agricultural Business Development** learners must complete a total of 15 credits - both mandatory units (9 credits) plus any 6 credits from the optional units.

To achieve the **OCN NI Level 3 Extended Certificate in Agricultural Business Development** learners must complete a minimum of 24 credits - both mandatory units (9 credits) plus a minimum of 15 credits from the optional units.

To achieve the **OCN NI Level 3 Diploma in Agricultural Business Development** learners must complete a total of 39 credits - both mandatory units (9 credits), plus 30 credits from any of the optional units.

8. Assessment Structure

These qualifications are assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for these qualifications is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Level Three.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 3 Award in Agricultural Business Development

Total Qualification Time (TQT) for this qualification:	90 hours
Guided Learning Hours (GLH) for this qualification:	63 hours

In order to achieve the OCN NI Level 3 Award in Agricultural Business Development the learner must successfully complete the two mandatory units for a total of 9 credits.

OCN NI Level 3 Certificate in Agricultural Business Development

Total Qualification Time (TQT) for this qualification:	150 hours
Guided Learning Hours (GLH) for this qualification:	105 hours

In order to achieve the OCN NI Level 3 Certificate in Agricultural Business Development the learner must successfully complete the learner must achieve a total of 15 credits - both mandatory units (9 credits) plus any 6 credits from the optional units.

OCN NI Level 3 Extended Certificate in Agricultural Business Development

Total Qualification Time (TQT) for this qualification:	240 hours
Guided Learning Hours (GLH) for this qualification:	168 hours

In order to achieve the OCN NI Level 3 Extended Certificate in Agricultural Business Development the learner must successfully complete a minimum of 24 credits - both mandatory units (9 credits) plus a minimum of 15 credits from the optional units.

OCN NI Level 3 Diploma in Agricultural Business Development

Total Qualification Time (TQT) for this qualification:	390 hours
Guided Learning Hours (GLH) for this qualification:	273 hours

In order to achieve the OCN NI Level 3 Diploma in Agricultural Business Development the learner must successfully complete a total of 39 credits - both mandatory units (9 credits), plus 30 credits from any of the optional units.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Mandatory units					
K/508/0641	CBD440	Farm Business Management	6	42	Three
H/508/0640	CBD441	Health and Safety on the Farm	3	21	Three
Optional units					
M/508/6151	CBD442	Energy Efficiency on Farms	3	21	Three
A/508/6153	CBD443	Personal Development and Communication Skills	3	21	Three

J/508/6155	CBD444	Plant Health - Integrated Pest Management	6	42	Three
D/508/6159	CBD445	Animal Health and Welfare	6	42	Three
H/508/6163	CBD447	Farmyard Planning	4	28	Three
K/508/6374	CBD448	Human Resource Management in Farm Businesses	3	21	Three
F/508/6168	CBD449	Using Information Technology to Improve Farm Business Performance	3	21	Three
J/508/6169	CBD450	Technical Efficiency – Crops and Horticulture	6	42	Three
A/508/6170	CBD451	Technical Efficiency – Livestock Production	6	42	Three
F/508/6171	CBD452	Land Management	3	21	Three

10. Unit Content

Title	Farm Business Management	
Level	Three	
Credit Value	6	
Guided Learning Hours (GLH)	42	
OCN NI Unit Code	CBD440	
Unit Reference No	K/508/0641	
<i>Unit purpose and aim(s):</i> This unit will enable learners to understand how to use business management tools to analyse their farm business, compare key performance indicators against other farm businesses and make improvements to farm performance.		
Learning Outcomes		Assessment Criteria
1. Be able to evaluate the resource position of a farm and identify future needs.	1.1. Conduct a Farm Business Resource Audit. 1.2. Interpret the findings of a Farm Business Resource Audit and develop appropriate business objectives.	
2. Be able to identify and analyse performance in order to develop a farm business improvement plan.	2.1. Determine the key financial and non-financial business performance indicators of a farm business. 2.2. Critically compare a given enterprise performance against industry benchmarks identifying enterprise strengths and weaknesses. 2.3. Use business performance findings to develop a farm business improvement plan.	
3. Be aware of the range of support available to farm businesses.	3.1. Summarise a range of support available to farm businesses including: a) how support may be accessed b) issues to be considered when accessing support	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

E-assessment

The use of information
technology to assess learners'
work

Electronic portfolio
E-tests

Title	Health and Safety on the Farm	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBD441	
Unit Reference No	H/508/0640	
Unit purpose and aim(s): This unit will enable learners to identify, evaluate and reduce the Health and Safety risks associated with managing a farm business.		
Learning Outcomes	Assessment Criteria	
1. Be able to conduct a farm health and safety audit.	1.1. Summarise the reasons for and potential impact of a farm health and safety audit. 1.2. Undertake a farm wide health and safety audit to identify relevant risks from the following: a) slurry b) animals c) falls d) equipment e) other relevant risks	
2. Be able to evaluate and use information gathered from a farm health and safety audit.	2.1. Evaluate information gathered from a farm health and safety audit. 2.2. Use findings from the farm health and safety audit to develop a health and safety improvement action plan. 2.3. Develop a communication plan to ensure those associated with farm business activities are aware of how to minimise health and safety risks.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Energy Efficiency on Farms	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBD442	
Unit Reference No	M/508/6151	
Unit purpose and aim(s): This unit will enable learners to identify, evaluate and reduce the energy costs associated with managing a farm business.		
Learning Outcomes	Assessment Criteria	
1. Understand the impact of energy efficiency on a farm business.	1.1. Explain potential benefits of managing energy usage and application of energy efficiency initiatives and technologies on a farm business. 2.2. Summarise a range of energy efficiency initiatives and technologies for a given farm identifying for each: a) ease and / or cost of implementation b) potential benefits including environmental benefits c) potential negative impact, if any	
2. Be able to undertake a farm energy audit.	2.3. Conduct a farm energy audit to determine current farm energy use.	
3. Be able to evaluate energy usage and determine how energy costs may be reduced.	3.1. Interpret data from a farm energy audit identifying possible ways to reduce energy usage and costs and environmental impact. 3.2. Complete a financial calculation to determine how a given energy saving initiative could reduce farm energy costs. 3.3. Critically compare alternative / renewable energy options for a given farm business.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

E-assessment

The use of information
technology to assess learners'
work

Electronic portfolio
E-tests

Title	Personal Development and Communication Skills	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBD443	
Unit Reference No	A/508/6153	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to communicate effectively in both personal and professional situations. It will also enable the learner to understand how to determine their own personal development needs.		
Learning Outcomes	Assessment Criteria	
1. Understand the impact of different communication approaches on effective communications.	1.1. Critically compare own and others' communication approaches. 1.2. Evaluate the impact of varying communication approaches upon the effectiveness of the communication process.	
2. Be able to communicate effectively.	2.1. Evaluate, select and use appropriate communication methods for a range of contexts. 2.2. Communicate in a confident, assertive and appropriate manner.	
3. Be able to create a personal development plan.	3.1. Illustrate the elements of personal development plan. 3.2. Create a personal development plan.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Plant Health - Integrated Pest Management	
Level	Three	
Credit Value	6	
Guided Learning Hours (GLH)	42	
OCN NI Unit Code	CBD444	
Unit Reference No	J/508/6155	
Unit purpose and aim(s): This unit will enable learners to identify key plant health requirements and apply best practice management principles to maintain healthy crops.		
Learning Outcomes		Assessment Criteria
1. Understand the impact of factors that affect the health and performance of crops.	1.1. Explain the effect of a range of factors affecting the health and performance of a specific crop including: a) crop diseases b) pests c) deficiency disorders d) weed pressure	
2. Be able to assess the impact of relevant statutory legislation and regulation to plant health interventions for a farm business.	2.1. Summarise the purpose and extent of relevant statutory legislation and regulation relating to plant health interventions and their impact. 2.2. Complete a treatment application record for a specific crop.	
3. Understand the environmental importance of and be able to develop an Integrated Pest Management Plan (IPMP).	3.1. Summarise how an IPMP may improve the environmental aspects of farm operations. 3.2. Develop an IPMP to manage a range of factors affecting plant health and crop performance. 3.3. Create a treatment record to prevent or manage a plant health issue for a given crop.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Animal Health and Welfare	
Level	Three	
Credit Value	6	
Guided Learning Hours (GLH)	42	
OCN NI Unit Code	CBD445	
Unit Reference No	D/508/6159	
<i>Unit purpose and aim(s):</i> This unit will enable learners to understand the principles of animal health and welfare issues as they relate to an enterprise, (dairy, beef, sheep, pigs or poultry) identifying how adjustments can be used to improve enterprise performance.		
Learning Outcomes	Assessment Criteria	
1. Know the prevention and treatment of predominant diseases and disorders in livestock.	1.1. Summarise the predominant diseases and disorders in livestock including their: a) prevention b) treatment c) health and welfare impact. d) legislation and environmental impact	
2. Be able to develop a plan to promote and maintain the health and wellbeing of animals.	2.1. Summarise methods of preventative care and how to maintain animal health and welfare. 2.2. Evaluate the impact of current on-farm bio-security measures identifying areas for possible improvement. 2.3. Evaluate health and wellbeing of animals on a given farm identifying areas for possible improvement. 2.4. Use findings to develop a plan to promote and maintain animal health and welfare for a production cycle/year.	
3. Know how to use and administer veterinary medicines.	3.1. Summarise and demonstrate how to correctly use and administer a range of given veterinary medicines. 3.2. Complete appropriate veterinary medicine records for a given farm.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

E-assessment

The use of information
technology to assess learners'
work

Electronic portfolio
E-tests

Title	Farmyard Planning	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBD447	
Unit Reference No	H/508/6163	
<i>Unit purpose and aim(s):</i> This unit will enable learners to understand how farmyard planning can be used to improve performance, identifying key issues to consider when evaluating enterprise changes and developments.		
Learning Outcomes	Assessment Criteria	
1. Understand the importance of farm building design in improving enterprise performance.	1.1. Develop a farmyard plan for a farm business. 1.2. Evaluate potential farmyard efficiency improvements that may be gained through the use of labour saving solutions. 1.3. Critically evaluate the farm building needs of an enterprise including at least three of the following: a) storage facilities b) design and adaptability c) disease and pest control d) farmyard efficiency e) environmental requirements 1.4. Conduct a crime reduction risk assessment for a farm.	
2. Understand how legislation can impact on farmyard planning, eg Environmental, Welfare and Planning.	2.1. Illustrate how animal welfare and plant health codes impact on farm building decisions. 2.2. Evaluate the need for planning permission for a given agricultural building or structure.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Human Resource Management in Farm Businesses	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBD448	
Unit Reference No	K/508/6374	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand human resource management within a farm business environment.		
Learning Outcomes	Assessment Criteria	
1. Understand the legal obligations of an employer to his/her employees.	1.1. Summarise the legal obligations of an employer to his/her employees.	
2. Be able to develop a Human Resources Management plan.	2.1. Develop a Farm Business Human Resources Management (HRM) plan which includes the following: a) recruitment and selection b) terms and conditions of employment c) managing performance d) learning and development 2.2. Analyse the HRM plan in order to identify and prioritise possible HR actions, justifying their priority.	
3. Understand best practice in relation to the effective management of employees.	3.1. Critically compare a range of approaches to management issues including: a) leadership b) motivating employees c) teamwork d) effective problem solving and decision making 3.2. Evaluate, select and justify appropriate management procedures, processes and approaches to best increase the efficiency and effectiveness of a farm business.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Using Information Technology to Improve Farm Business Performance	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBD449	
Unit Reference No	F/508/6168	
Unit purpose and aim(s): This unit will enable the learner to develop their information technology (IT) skills in order to assist with farm business operations and development.		
Learning Outcomes	Assessment Criteria	
1. Be able to use IT to inform business decisions within a farm business.	1.1. Determine the appropriateness of a range of online tools and calculators to inform business decisions for a given farm. 1.2. Select and use online tools and calculators to inform business decision making. 1.3. Evaluate how the use of online tools may enhance business decision making within a farm business.	
2. Understand the potential impact of application of IT on the future operation of farm businesses.	2.1. Evaluate a range of existing operations and activities that may benefit from use of IT. 2.2. Evaluate how IT may impact on future farm business operations and activities.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Technical Efficiency – Crops and Horticulture	
Level	Three	
Credit Value	6	
Guided Learning Hours (GLH)	42	
OCN NI Unit Code	CBD450	
Unit Reference No	J/508/6169	
Unit purpose and aim(s): This unit will enable the learner to understand the principles of crop and horticultural production systems and how they can be used to improve business performance.		
Learning Outcomes		Assessment Criteria
1. Be able to analyse enterprise performance.	1.1. Analyse Key Performance Indicators (KPIs) for an enterprise identifying reasons for any variances.	
2. Be able to evaluate crop varieties and the impact of their use on the farm business.	2.1. Evaluate potential crop varieties for a particular situation and justify selection.	
3. Be able to create a cropping plan.	3.1. Identify criteria which will inform the development of a cropping plan. 3.2. Critically compare crop establishment techniques. 3.3. Use information to develop a cropping plan for a farm business identifying potential impact.	
4. Understand harvesting and storage requirements for crop production.	4.1. Summarise a range of issues to be considered regarding the harvesting of crops. 4.2. Summarise the storage requirements for a given crop.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Technical Efficiency – Livestock Production	
Level	Three	
Credit Value	6	
Guided Learning Hours (GLH)	42	
OCN NI Unit Code	CBD451	
Unit Reference No	A/508/6170	
Unit purpose and aim(s): This unit will enable the learner to understand the principles of livestock production, appropriate feeding practices and how to evaluate enterprise performance.		
Learning Outcomes	Assessment Criteria	
1. Be able to analyse enterprise performance.	1.1. Analyse Key Performance Indicators (KPIs) for an enterprise identifying reasons for any variances.	
2. Be able to evaluate breeding policies and their impact on a farm business.	2.1. Critically compare a range of breeding policies and select an appropriate breeding policy justifying reason for selection. 2.2. Evaluate the potential impact of implementing the selected breeding policy.	
3. Be able to evaluate feeding options and develop an effective feeding plan.	3.1. Critically compare the efficiencies of a range of feeding options. 3.2. Develop an appropriate feeding plan for a given group or batch of stock.	
4. Be able to evaluate the use of technology to improve performance.	4.1. Critically compare a range of potential technologies which could be adopted by a farm business to improve performance.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners’ work	Electronic portfolio E-tests

Title	Land Management	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBD452	
Unit Reference No	F/508/6171	
<i>Unit purpose and aim(s):</i> This unit will enable learners to understand the importance of nutrient and soil management, interpret land and nutrient usage data and be able to develop land use and nutrient action plans		
Learning Outcomes		Assessment Criteria
1. Be able to review land usage on a farm business.	1.1. Evaluate land use on a farm business. 1.2. Use the land use assessment to develop a land use plan identifying possible areas for improvement.	
2. Be able to interpret information detailed in a soil analysis report in order to develop a nutrient management plan.	2.1. Interpret a soil analysis report in order to inform the development of a nutrient management plan. 2.2. Calculate the following for a given land Parcel using Farm Nutrient Calculators: a) nitrogen requirement b) phosphate requirement c) potassium requirement d) lime requirement 2.3. Use findings and Crop Nutrient Calculator to develop an appropriate nutrient management plan which will include the following outcomes: a) improve soil fertility b) make better use of manures	
3. Be able to understand the importance of nutrient management planning.	3.1. Evaluate the importance and potential impact of nutrient management planning for a given farm business. 3.2. Use data including Nitrogen loading and /or Phosphate Balance to inform the development of a management strategy for the farm to include: a) manure storage b) stocking rate c) level of inputs	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
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11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing these qualifications, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within these qualifications must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
 - the time required for training and standardisation activities
 - the time available to undertake teaching and carry out assessment,
 - consider when learners may complete assessments and when quality assurance will take place
 - the completion dates for different assessment tasks
 - the date by which the assignment needs to be internally verified
 - sampling strategies
 - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
 - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and Internal Quality Assurance

Centres offering these qualifications must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for these qualifications within 20 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level 3 Award in Agricultural Business Development**Qualification Number: 601/8356/1****OCN NI Level 3 Certificate in Agricultural Business Development****Qualification Number: 601/8984/8****OCN NI Level 3 Extended Certificate in Agricultural Business Development****Qualification Number: 603/2981/6****OCN NI Level 3 Diploma in Agricultural Business Development****Qualification Number: 601/8985/X**

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