



Qualification Specification:

OCN NI Level 4 Certificate in Generative AI – Concepts, Processes, and Applications

- **Qualification No: 610/8004/4**

Version: 1.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Qualification	Newly Developed qualification	V1.0 – September 2026

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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.

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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 4 Certificate in Generative AI- Concepts, Processes, and Applications**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. 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 4 Certificate in Generative AI- Concepts, Processes, and Applications.

- **Qualification Features**: this includes the key characteristics and features of this qualification, such as its 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 this qualification. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content**: this details the structure and content of the qualification including units, and any specific content that learners will be required to study.
- **Assessment Requirements**: this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.
- **Quality Assurance**: the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering this qualification must adhere to are detailed.
- **Administration**: guidance on the administrative aspects of delivering this qualification, 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:

- **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 this qualification. 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 this qualification by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 4 Certificate in Generative AI- Concepts, Processes, and Applications

Qualification Number: 610/8004/4

Operational start date: 01 October 2026

Review date: 30 September 2031

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification 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 this qualification is:

Subject Area:

6.1 Digital technology (practitioners)

NOS:

TECIS804301- [Assist in the deployment of artificial intelligence solutions](#)

TECDT80942- [Integration of Generative AI Tools into Workflows](#)

TECHDUA11- [Selecting and Applying Generative AI Tools in the Workplace](#)

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

Qualification's Aim

The aim of the OCN NI Level 4 Certificate in Generative AI- Concepts, Processes, and Applications is to provide individuals with the knowledge and skills to understand the terminology, development processes, deployment and applications of machine learning and artificial intelligence.

Qualification's Objectives

The objectives of the OCN NI Level 4 Certificate in Generative AI- Concepts, Processes, and Applications are to enable learners to understand:

- the core concepts, terminology, and approaches used in machine learning within artificial intelligence systems
- how to apply the stages of a machine learning workflow to develop, train, and evaluate predictive models
- machine learning techniques used for analysing different forms of structured and unstructured data
- the role of generative AI and modern machine learning systems in developing intelligent applications

5.5 Target Learners

This qualification is targeted at individuals who will be involved in decisions and / or implementation of AI within organisations or individuals who wish to gain employment in roles that require these skills and knowledge.

5.6 Entry Requirements

Learners must be at least 18 years of age and have GCSE Maths and English or equivalent and either a level 3 qualification and / or in leadership or information technology roles within their organisation.

5.7 Progression

The OCN NI Level 4 Certificate in Generative AI- Concepts, Processes, and Applications allows for progression to the following qualifications and/or into employment:

- OCN NI Level 5 Certificate in Artificial Intelligence
- OCN NI Level 5 Certificate in Digital Transformation
- OCN NI Level 5 Generative AI Apps in the Cloud
- OCN NI Level 5 Certificate in Developing Cloud-Based Machine Learning Solutions

5.8 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification 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.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification 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 qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations

6.3 Centre Staffing

To offer this qualification 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 this qualification 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 relevant experience in this area. 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 this qualification 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 and a minimum of one year's experience in the area 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 qualification.

The Internal Quality Assurer for this qualification must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of internal assurance 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:** IQAs 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 4 Certificate in Generative AI- Concepts, Processes, and Applications is a unitised qualification on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency in the understanding of the fundamental concepts, processes, and applications of machine learning and artificial intelligence. Learners will also develop knowledge of how machine learning systems are designed, implemented, and evaluated using structured and unstructured data. Learners will be introduced to key approaches such as predictive modelling, data analysis, computer vision, natural language processing, and generative AI, enabling them to assess how these technologies can be applied to solve real-world problems.

7.2 Qualification Level

In the context of the OCN NI Level 4 Certificate in Generative AI- Concepts, Processes, and Applications 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. This qualification aligns with Level 4, which signifies a Complex 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 4 Certificate in Generative AI- Concepts, Processes, and Applications	
Total Qualification Time (TQT):	140 hours
Total Credits Required:	14 credits
Guided Learning Hours (GLH):	84 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 4 Certificate in Generative AI- Concepts, Processes and Applications** learners must complete one unit.

8. Assessment Structure

This qualification is 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 this qualification 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. Explanations of command words/verbs used in the assessment criteria can be found in [Appendix 1](#) of this document.

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 Unit

The unit outlined in this specification establish clear assessment expectations. This serves as a valuable guide for conducting assessments and ensuring quality assurance efficiently. The unit within this specification follows a consistent structure. This section explains the operational framework of this unit. 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 the unit functions.

- **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 this qualification are Level 4.
- **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 4 Certificate in Generative AI- Concepts, Processes and Applications

In order to achieve the OCN NI Level 4 Certificate in Generative AI- Concepts, Processes and Applications the learner must successfully complete one unit – 14 credits.

Total Qualification Time (TQT) for this qualification:

140 hours

Guided Learning Hours (GLH) for this qualification:

84 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
F/652/3661	CBH021	Generative AI Concepts, Processes, and Applications	14	84	Four

10. Unit Content

10.1 Generative AI Concepts, Processes, and Applications

Title	Generative AI Concepts, Processes, and Applications
Level	Four
Credit Value	14
Guided Learning Hours (GLH)	84
OCN NI Unit Code	CBH021
Unit Reference No	F/652/3661
Learn Direct Code	CS1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of the fundamental concepts, processes, and applications of machine learning and artificial intelligence. Learners will develop knowledge of how machine learning systems are designed, implemented, and evaluated using structured and unstructured data. The unit will also introduce learners to key approaches such as predictive modelling, data analysis, computer vision, natural language processing, and generative AI, enabling them to assess how these technologies can be applied to solve real-world problems in a range of organisational and digital contexts.	
Learning Outcomes	Assessment Criteria
1. Understand the core concepts, terminology, and approaches used in machine learning within artificial intelligence systems.	1.1. Explain the relationship between artificial intelligence, machine learning, deep learning, and generative AI. 1.2. Differentiate between supervised, unsupervised, and reinforcement learning approaches. 1.3. Evaluate when machine learning techniques are more suitable than traditional rule-based programming. 1.4. Describe commonly used tools, programming environments, and frameworks used in machine learning development. 1.5. Evaluate key challenges involved in developing and implementing machine learning solutions.
2. Be able to apply the stages of a machine learning workflow to develop, train, and evaluate predictive models.	2.1. Summarise the key stages of a machine learning workflow. 2.2. Formulate a machine learning problem from a given set of organisational or operational requirements. 2.3. Analyse methods for collecting, storing, and managing data used in machine learning projects and select and use the appropriate method or methods for the machine learning problem formulated AC 2.2. 2.4. Evaluate datasets using statistical analysis and visualisation techniques for the machine learning problem formulated in AC 2.2. 2.5. Evaluate model performance using suitable validation techniques and performance metrics.
3. Understand machine learning techniques used for analysing different forms of structured and unstructured data.	3.1. Analyse how machine learning techniques are applied to forecasting and time-series prediction problems.

		3.2. Explain how computer vision techniques enable automated analysis of images and video. 3.3. Evaluate processes used to prepare datasets for image recognition and object detection tasks. 3.4. Evaluate the role of automated or managed machine learning tools in analysing different types of data. 3.5. Explain real-world use cases for machine learning applications involving following: a) text b) image c) audio/speech d) temporal data
4. Understand the role of generative AI and modern machine learning systems in developing intelligent applications.		4.1. Evaluate the capabilities of two large language models and other generative models for content creation tasks. 4.2. Evaluate how prompt design or input engineering can influence the outputs of generative AI systems. 4.3. Evaluate the benefits and limitations of using cloud-based or scalable infrastructure for machine learning applications. 4.4. Explain how intelligent development tools can support software and machine learning development processes. 4.5. Research and evaluate practical applications of generative AI in the following areas: a) business b) research c) digital services.
Assessment Guidance		
NOS: TECIS804301- Assist in the deployment of artificial intelligence solutions TECDT80942- Integration of Generative AI Tools into Workflows TECHDUA11- Selecting and Applying Generative AI Tools in the Workplace		
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

Learning Outcome	Unit title: Generative AI Concepts, Processes, and Applications
1. Understand the core concepts, terminology, and approaches used in machine learning within artificial intelligence systems.	Scope Teaching will cover the fundamental concepts of artificial intelligence and machine learning, including key terminology, types of machine learning approaches, common applications, and challenges associated with implementing AI solutions. Teaching will cover: Overview of Artificial Intelligence • Definition and history of artificial intelligence • Relationship between AI, machine learning, deep learning, and generative AI • Role of data in intelligent systems Types of Machine Learning • Supervised learning • Unsupervised learning • Reinforcement learning • Common examples of each approach Machine Learning Applications • Typical business and industry use cases • Examples such as recommendations, fraud detection, forecasting, automation, and intelligent assistants Machine Learning Tools and Environments • Programming languages used in machine learning • Development environments and notebooks • Libraries, frameworks, and data science tools Challenges and Considerations • Data quality and availability • Bias and ethical considerations • Computational resources and scalability • Organisational challenges when implementing AI systems
2. Be able to apply the stages of a machine learning workflow to develop, train, and evaluate predictive models.	Scope Teaching will cover the stages of the machine learning workflow, including problem definition, data collection and preparation, model training, and evaluation of predictive models. Learners should complete the workflow using either Python (scikit-learn / Pandas, in a notebook environment such as Jupyter, Colab or VS Code) or a managed ML platform (e.g. Azure ML, Google Vertex AI, Amazon SageMaker). Teaching will cover: Machine Learning Workflow • Overview of the end-to-end machine learning lifecycle • Translating organisational problems into machine learning tasks Data Collection and Management • Sources of data (internal, public, third-party) • Data storage and management approaches • Data governance, security, and privacy considerations Data Exploration and Analysis • Understanding datasets • Descriptive statistics • Data visualisation techniques • Identifying patterns, trends, and anomalies Data Preparation and Feature Engineering • Cleaning datasets • Handling missing values and outliers • Encoding categorical data • Feature selection and feature transformation Model Training • Selection of machine learning algorithms • Splitting data into training, testing, and validation sets

	• Training models and generating predictions Model Evaluation • Evaluation metrics for classification and regression • Model validation approaches such as cross-validation • Interpreting model results and identifying overfitting or underfitting
3. Understand machine learning techniques used for analysing different forms of structured and unstructured data.	Scope Teaching will cover how machine learning techniques are applied to different data types, including time-series data, images, video, audio and speech, with an introduction to forecasting, computer vision, speech recognition, and natural language processing. Teaching will cover: Time-Series and Forecasting • Characteristics of time-series data • Trends, seasonality, and cyclical patterns • Forecasting techniques and typical applications Computer Vision • Introduction to image and video analysis • Object classification, detection, and segmentation • Common applications such as security, manufacturing, healthcare, and retail analytics Dataset Preparation for Vision Tasks • Image data collection and labelling • Training and testing datasets • Model evaluation using metrics such as precision and recall Natural Language Processing • Introduction to processing human language using machine learning • Text preprocessing techniques • Tokenisation, feature extraction, and text representation Audio and Speech • Introduction to speech recognition and audio analysis • Common applications: meeting transcription, voice agents, accessibility tools, audio content moderation • Awareness of widely used models (e.g. Whisper for transcription) and managed services Real-World Applications • Chatbots and virtual assistants • Document analysis and sentiment analysis • Social media and customer feedback analysis • Voice-enabled assistants and meeting transcription tools (e.g. Microsoft Teams Interpreter, automated minute-taking) Automation and Managed Tools • Automated machine learning tools • Platforms that simplify model training and deployment
4. Understand the role of generative AI and modern machine learning systems in developing intelligent applications.	Scope Teaching will cover the principles and applications of generative AI, including content generation, prompt design, retrieval-augmented generation (RAG), multimodal foundation models and the role of AI tools in supporting intelligent application development. Teaching will cover: Introduction to Generative AI • Definition and key characteristics • Differences between generative and predictive models • Overview of foundation models and large language models. (e.g. OpenAI GPT-5, Anthropic Claude, Google Gemini) including their use as multimodal systems that handle text, image, audio and code in a single model Capabilities of Generative AI • Text generation

- Image generation
- Code generation
- Content summarisation and conversational systems
- **Multimodal capabilities**, generating and reasoning across text, image, audio and video within a single workflow (e.g. describing an image, transcribing audio, or producing diagrams from a written brief)

Retrieval-Augmented Generation (RAG)

- Why RAG matters: grounding large language model outputs in trusted, up-to-date sources to reduce hallucinations and enable enterprise use
- Core components: a knowledge base, an embedding model, a vector store, a retriever, and a generation model
- Typical workflow: chunking documents, generating embeddings, storing vectors, semantic search, and grounded generation with citations
- Awareness of common platforms / tools (e.g. Azure AI Search, Pinecone, OpenAI File Search, Microsoft 365 Copilot agents grounded on SharePoint)
- Practical examples: internal knowledge assistants, policy / handbook search, customer-support agents grounded on product documentation

AI Agents and Agentic Applications

- Definition: AI agents combine a generative model with tools, memory and the ability to take actions on a user's behalf
- Patterns: planning, tool use, multi-step workflows, human-in-the-loop checkpoints
- Examples: Microsoft 365 Copilot agents, Claude / GPT-based assistants, custom agents built in Copilot Studio or with developer SDKs

Prompt Design and Interaction

- Concept of prompts and instructions
- Prompt refinement and iteration
- Impact of input design on AI outputs

AI-Assisted Development

- Use of intelligent tools to support coding and development tasks
- Automation of documentation, testing, and troubleshooting
- Limitations to be aware of generated code may contain bugs or security flaws; outputs must be reviewed and tested.

Applications of Generative AI

- Content creation
- Customer support automation
- Data analysis assistance
- Productivity tools

Ethical and Practical Considerations

- Bias and misinformation
- Data privacy and intellectual property
- Responsible use of generative AI technologies
- **Hallucinations**: why generative models can produce confident but incorrect outputs, how to recognise this, and mitigation through grounding (RAG), citation, and verification
- **Evaluating model outputs**: comparing two or more models on the same prompts, checking factuality, structured-output adherence, and using benchmarks where appropriate

- **Human oversight:** when human review is essential (high-stakes, regulated, or customer-facing outputs), and how to design workflows that keep humans accountable

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing this qualification, 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 this qualification 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 qualification.

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 this qualification. 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 this qualification 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 this qualification 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 marksheets.

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 4 Certificate in Generative AI- Concepts, Processes, and Applications

Qualification Number: 610/8004/4

Operational start date: 01 October 2026
Review date: 30 September 2031

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Analyse	To examine a subject systematically by breaking it into component parts, identifying relationships between elements, and explaining how these parts contribute to the overall meaning or function	The learner will be expected to break down the subject into its key components or constituent parts to understand its structure. Examine relationships between these different elements to identify patterns, connections, or dependencies. Investigate causes and effects to understand how different factors influence outcomes. Compare and contrast different aspects to highlight similarities, differences, and significance. Evaluate the importance of each component in relation to the whole system or concept. Draw evidence-based conclusions about how the individual parts work together to create the overall meaning, purpose, or function. Consider multiple perspectives to provide a comprehensive understanding of the subject's complexity and nuances.
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Differentiate	To critically examine to identify meaningful distinctions with justified, higher-level reasoning. It requires analysing complexity,	The learner will be expected to interrogate a task to uncover significant distinctions, applying analytical judgement to weigh alternatives, and making reasoned, defensible decisions that demonstrate independent,

	comparing alternatives, and making defensible choices.	higher-level thinking about purpose, method, and impact.
Evaluate	To make reasoned judgements about the value, effectiveness, or significance of a subject by weighing evidence, assessing strengths and weaknesses, and reaching supported conclusions.	The learner will be expected to establish clear criteria for judgement to ensure evaluation is objective and systematic rather than based on personal preference. Gather relevant evidence from credible sources to support assessment and provide a solid foundation for judgements. Assess strengths and weaknesses by identifying what works well and what doesn't, considering both positive and negative aspects fairly. Weigh evidence carefully by considering the quality, reliability, and relevance of different sources and information. Consider multiple perspectives to ensure evaluation acknowledges different viewpoints and potential biases. Make reasoned judgements based on logical analysis rather than unsupported opinions or assumptions. Measure against standards by comparing the subject to established benchmarks, best practices, or expected outcomes. Draw supported conclusions that are clearly linked to the evidence presented and the criteria established. Consider implications of findings for future decisions, actions, or understanding.
Explain	Make clear a given subject matter and / or give reasons for the procedure in a given situation or regarding a given subject matter. Set out purposes or reasons to rationalise a response or action.	The learner will be expected to make the subject clear by presenting information in a logical, structured way that others can easily understand. Give reasons for why something happens, exists, or is done in a particular way, using evidence to support explanations. Set out purposes by identifying the aims, objectives, or goals behind actions, decisions, or processes. Show cause and effect relationships to demonstrate how one factor leads to or influences another. Use appropriate terminology accurately to ensure explanation is precise and professional. Provide step-by-step processes when describing how something works or should be carried out. Justify reasoning by offering logical arguments and evidence to support points. Connect theory to practice by showing how underlying principles apply in real situations.

		Anticipate questions an audience might have and address potential areas of confusion or misunderstanding.
Formulate	To construct a well-reasoned, purposeful activity by selecting, organising and justifying key elements to create a coherent plan that shows independent judgement, critical thinking and applied professional understanding.	The learner will be expected to identify key requirements, select relevant components, structuring them logically, and justifying each decision to produce a coherent, defensible activity plan that demonstrates independent reasoning, critical evaluation and applied professional judgement within a complex context.
Research	To systematically investigate a subject using multiple credible sources, gathering relevant information through structured inquiry methods to develop comprehensive knowledge and understanding.	The learner will be expected to plan an investigation by defining clear research questions, objectives, and scope to ensure inquiry remains focused and purposeful. Identify credible sources including academic journals, professional publications, government reports, and reputable industry sources to ensure reliability. Use multiple research methods such as literature reviews, surveys, interviews, or case studies to gather comprehensive data from different perspectives. Apply systematic search strategies using appropriate keywords, databases, and search techniques to locate relevant and current information. Evaluate source credibility by assessing the authority, accuracy, currency, and relevance of each source before including it in research. Record and organise information systematically using appropriate referencing systems to maintain academic integrity and enable verification. Analyse findings objectively by identifying patterns, trends, and relationships within the data collected. Synthesise information from different sources to develop new insights and comprehensive understanding of the subject. Document methodology used clearly so others can understand and potentially replicate the research approach.
Summarise	To present the main points, key findings, or essential information of a subject in a concise format, capturing the most important aspects without unnecessary detail.	The learner will be expected to identify the main points by distinguishing between essential information and supporting details to focus on what is most important. Extract key findings from source material, selecting the most significant results, conclusions, or outcomes that address the core purpose. Eliminate unnecessary detail by removing examples,

		repetition, and peripheral information that doesn't contribute to the central message. Maintain logical structure by organising the summary in a coherent sequence that reflects the original flow of ideas or arguments. Use the learner's own words where possible to demonstrate understanding while preserving the original meaning and intent of the source. Preserve accurate meaning by ensuring condensed version faithfully represents the author's main arguments and conclusions. Apply appropriate length by matching the summary's scope to the requirements while ensuring all essential points are covered. Check for completeness to verify that no critical information has been omitted that would affect understanding of the subject. Maintain objectivity by presenting the information neutrally without adding the learner's own opinions or interpretations.
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