



Qualification Specification:

OCN NI Level 4 Certificate in AI for Business Leaders

- Qualification No: 610/8003/2

Version: 1.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Qualification	New 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 AI for Business Leaders**.

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 AI for Business Leaders.

- **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 AI for Business Leaders

Qualification Number: 610/8003/2

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:

TECIS210402- [Deliver technology roadmapping projects](#)

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 AI for Business Leaders is to provide individuals with the knowledge and skills to understand Artificial Intelligence (AI) tools and resources and how businesses can utilise these for business improvement.

Qualification's Objectives

The objectives of the OCN NI Level 4 Certificate in AI for Business Leaders are to enable learners to understand:

- how AI tools and resources can be adopted and utilised within business environments
- responsible AI principles and governance practices
- the application and impact of AI in various industry sectors and its application in sustainability

5.5 Target Learners

This qualification is targeted at individuals who are involved in decision making around the adoption and use 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 decision making or leadership roles within their organisation.

5.7 Progression

The OCN NI Level 4 Certificate in AI for Business Leaders 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 AI for Business Leaders 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 understanding AI tools and resources and how businesses can utilise these for business improvement and the issues to be considered when adopting AI. The learner will also gain an understanding of how AI is impacting on the finance, healthcare, manufacturing and retail industry sectors as well as its application in sustainability.

7.2 Qualification Level

In the context of the OCN NI Level 4 Certificate in AI for Business Leaders 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 AI for Business Leaders	
Total Qualification Time (TQT):	130 hours
Total Credits Required:	13 credits
Guided Learning Hours (GLH):	72 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 4 Certificate in AI for Business Leaders** 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 AI for Business Leaders

In order to achieve the OCN NI Level 4 Certificate in AI for Business Leaders the learner must successfully complete one unit – 13 credits.

Total Qualification Time (TQT) for this qualification:

130 hours

Guided Learning Hours (GLH) for this qualification:

72 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
D/652/3660	CBH020	AI for Business Leaders	13	72	Four

10. Unit Content

10.1 AI for Business Leaders

Title	AI for Business Leaders
Level	Four
Credit Value	13
Guided Learning Hours (GLH)	72
OCN NI Unit Code	CBH020
Unit Reference No	D/652/3660
Learn Direct Code	CS1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of Artificial Intelligence (AI) tools and resources and how businesses can utilise these for business improvement and the issues to be considered when adopting AI. The learner will also gain an understanding of how AI is impacting on the finance, healthcare, manufacturing and retail industry sectors.	
Learning Outcomes	Assessment Criteria
1. Understand how AI tools and resources can be utilised within business environments.	1.1. Analyse the key concepts and capabilities of AI used in business environments. 1.2. Examine how AI tools such as copilots support productivity, decision-making, and workflow automation. 1.3. Evaluate how low-code platforms enable business users to develop AI-enabled solutions. 1.4. Evaluate the benefits and limitations of integrating AI tools into organisational processes.
2. Understand how organisations create business value through adoption of AI.	2.1. Analyse the key drivers influencing organisational adoption of AI technologies. 2.2. Examine how AI can enhance organisational efficiency, innovation, and customer experiences. 2.3. Explain how the characteristics of organisations can demonstrate readiness for AI adoption. 2.4. Analyse the stages of AI value creation from experimentation to enterprise-scale deployment. 2.5. Explain how AI initiatives can be aligned with organisational strategy and objectives.
3. Understand responsible AI principles and governance practices within organisations.	3.1. Analyse the ethical, societal, and organisational implications of AI technologies. 3.2. Examine key responsible AI principles including a) fairness b) transparency c) accountability d) reliability e) privacy 3.3. Evaluate approaches used to mitigate risks in the use of in AI systems including a) bias b) misuse c) unintended consequences

	3.4. Analyse the roles and responsibilities of individuals and groups involved in responsible AI governance frameworks within organisations.
4. Understand the application and impact of AI in industry sectors.	4.1. Analyse the goals and operational challenges associated with AI adoption in the following: a) retail organisations including customer experiences, sales forecasting, and supply chain management b) financial services including fraud detection, financial analysis, and customer services c) healthcare including patient care, research, and operational efficiency d) manufacturing including predictive maintenance, automation, and supply chain optimisation 4.2. Critically compare and contrast the benefits and limitations of AI implementation across the retail, finance, healthcare, and manufacturing sectors.
5. Understand the application of AI in sustainability.	5.1. Analyse the role of AI in supporting sustainability initiatives such as energy optimisation and environmental monitoring. 5.2. Analyse how AI technologies may contribute to resource efficiency and environmental management. 5.3. Evaluate the benefits and risks of using AI to support sustainability and environmental goals.

Assessment Guidance

NOS:

TECIS210402 - [Deliver technology roadmapping projects](#)

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 practice 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	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

	skills and/or knowledge gained throughout the course	
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: AI for Business Leaders
1. Understand how AI tools and resources can be utilised within business environments.	Scope Learners will develop an understanding of the foundational AI technologies and tools used in business environments and analyse how these tools support productivity, automation, and data-driven decision-making. Teaching will cover: Key AI Concepts • Definition and purpose of Artificial Intelligence in organisations • Differences between AI, machine learning, deep learning, and generative AI • Examples of AI capabilities: ○ Natural language processing ○ Computer vision ○ Speech recognition ○ Predictive analytics AI Tools for Business Productivity • AI copilots embedded in workplace applications • Examples of AI-assisted tasks: • Document summarisation • Email drafting • Data insights • Meeting summaries AI Agents and Agentic AI — NEW • Definition: AI agents combine a generative model with tools, memory and the ability to take actions on a user's behalf, moving AI from "assistant" to "actor" • Difference between copilots (suggest), assistants (respond) and agents (act) • Common business examples: Microsoft 365 Copilot agents (Researcher, Analyst, Facilitator), SharePoint agents grounded on team content, Copilot Studio agents for line-of-business workflows, ChatGPT and Claude-based custom agents • Agentic patterns relevant to leaders: planning, tool use, multi-step workflows, human-in-the-loop checkpoints, and accountability for outcomes • Strategic implications for leaders: which tasks lend themselves to delegation to an agent, how to define guardrails, and how to measure return on investment Low-Code and No-Code AI Platforms • Role of low-code development in democratising AI • Overview of tools enabling non-technical users to build solutions • Workflow automation and application development AI Services and Platforms • AI development platforms and services • Prebuilt AI models and APIs • Building custom AI applications Benefits and Limitations of AI Tools • Productivity improvements • Automation of repetitive tasks • Data insights for decision-making • Limitations such as: ○ cost ○ data requirements ○ technical complexity ○ organisational readiness

2. Understand how organisations create business value through adoption of AI.	Scope Learners will explore how organisations plan, implement, and scale AI initiatives to generate business value and competitive advantage. Teaching will cover: Drivers for AI Adoption • Competitive pressures • Customer expectations • Automation and efficiency • Innovation and new product opportunities Organisational AI Strategy • Aligning AI initiatives with business goals • Identifying priority use cases • Understanding organisational readiness Creating Business Value from AI • Improving operational efficiency • Enhancing customer experiences • Supporting decision-making through data • Enabling new business models AI Value Creation Stages • Exploration and experimentation • Pilot and proof-of-concept projects • Production deployment • Enterprise-wide scaling Organisational Factors Influencing AI Success • Leadership and strategic vision • Data availability and quality • Technical infrastructure • Workforce skills and training • Organisational culture supporting innovation
3. Understand responsible AI principles and governance practices within organisations.	Scope Learners will evaluate the ethical considerations, governance structures, and responsible practices required when implementing AI technologies. Teaching will cover: Ethical and Societal Implications of AI • Potential risks and unintended consequences • Bias and discrimination in AI models • Privacy concerns • Transparency and explainability Responsible AI Principles • Fairness • Reliability and safety • Privacy and security • Inclusiveness • Transparency • Accountability AI Governance Frameworks • Policies for ethical AI use • Governance structures within organisations • Risk management approaches Roles and Responsibilities • Leadership responsibility for ethical oversight • Cross-functional governance teams • Ethical review processes • Monitoring and auditing AI systems Risk Mitigation • Identifying bias in datasets • Monitoring AI outputs • Transparency in AI decision-making • Compliance with regulations and industry standards

	AI Regulation and the Legal Landscape • The EU AI Act: the world's first comprehensive AI law. Risk-based approach (unacceptable, high, limited, minimal). Entered into force August 2024. Key dates leaders need to know: • February 2025, prohibited practices and AI literacy obligations applied • August 2025, General-Purpose AI (GPAI) model rules and governance bodies became operational • August 2026, full obligations for high-risk AI systems (Annex III) take effect • Penalties: up to €35M or 7% of global annual turnover for prohibited practices • UK approach: a sector-led, principles-based framework supported by existing regulators (ICO, FCA, MHRA, Ofcom) and the proposed UK AI Bill • Other relevant frameworks: ISO/IEC 42001 (AI Management Systems), NIST AI Risk Management Framework, sector regulators' guidance (e.g. ICO guidance on AI and data protection) • Practical implications for leaders: AI inventory and classification, lawful basis for processing personal data, transparency to users, human oversight requirements, incident reporting, and supplier / contractual due diligence
4. Understand the application and impact of AI in industry sectors.	Scope Learners will analyse sector-specific AI use cases, benefits, and challenges in three major industries. Teaching will cover: AI in Retail • Goals and challenges in the retail sector • Enhancing customer experience through AI • AI-enabled personalised marketing • Sales forecasting and inventory management • Customer support automation • Data-driven retail decision-making AI in Finance • Goals and challenges in financial services • AI use cases: • Fraud detection • Risk analysis • Financial data processing • Customer service automation • Regulatory and compliance considerations AI in Healthcare • Improving patient outcomes • AI-assisted diagnostics • Data analysis in medical research • Operational efficiency in healthcare organisations • Challenges such as: • data privacy • regulatory compliance • data governance AI in Manufacturing • Smart factories and Industry 4.0 • Predictive maintenance • Process optimisation • Quality control using computer vision • Supply chain management and forecasting Cross-Sector Analysis

	• Benefits of AI adoption across industries • Operational efficiency • Innovation and competitive advantage • Challenges such as infrastructure, skills, and data availability
5. Understand the application of AI in sustainability.	Scope Learners will analyse how AI technologies support customer engagement, operational efficiency, and sustainability initiatives. Teaching will cover: AI in Sustainability • Role of AI in environmental and sustainability initiatives • Energy optimisation and efficiency • Environmental monitoring and analysis • Resource optimisation and waste reduction AI Applications Supporting Sustainability • Smart energy systems • Environmental monitoring • Climate modelling and prediction • Sustainable supply chains Risks and Challenges • Energy consumption of AI systems • Ethical and environmental considerations • Balancing innovation with sustainability goals

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 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 4 Certificate in AI for Business Leaders
Qualification Number: 610/8003/2

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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.
Critically compare	To systematically examine similarities and differences between subjects, evaluating their relative strengths, weaknesses, and significance while making reasoned judgements about their effectiveness or value.	The learner will be expected to identify key criteria for comparison to ensure evaluation is systematic and focused on relevant aspects. Examine similarities between the subjects to understand common features, approaches, or characteristics they share. Analyse differences to highlight distinct qualities, methods, or outcomes that set them apart. Evaluate strengths and limitations of each subject using evidence and reasoned argument rather than personal opinion. Assess relative significance by determining which aspects are most important within the given context or purpose. Make evidence-based judgements about which subject performs better against specific criteria or objectives. Consider multiple perspectives to ensure comparison

		acknowledges different viewpoints and potential biases. Draw substantiated conclusions about the overall effectiveness, value, or appropriateness of each subject based on systematic evaluation.
Examine	To investigate a subject thoroughly and systematically, looking closely at its details, features, and characteristics to gain comprehensive understanding and identify key aspects or issues.	The learner will be expected to Investigate thoroughly by gathering comprehensive information from multiple reliable sources to build a complete picture. Look closely at details to identify specific features, components, or characteristics that might not be immediately obvious. Explore systematically by following a logical structure or framework to ensure no important aspects are overlooked. Identify key aspects that are most significant or relevant to the subject being studied. Scrutinise evidence carefully to distinguish between facts, opinions, and assumptions. Consider different dimensions of the subject, including its context, background, and potential implications. Document findings clearly to demonstrate the depth and breadth of your investigation. Recognise patterns or trends that emerge from detailed observation and analysis.
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.

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.
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