



Qualification Specification:

OCN NI Level 4 Certificate in Power Platforms

- Qualification No: 610/6493/2

Version: 1.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Newly developed qualification	V1- July 2025

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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 Power Platforms**.

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 Power Platforms.

- **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:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of 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 Power Platforms

Qualification Number: 610/6493/2

Operational start date: 15/09/2025

Review date: 14/09/2030

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 ICT for practitioners

NOS:

[TECDT81042 Apply BI Tools and Technologies to Analyse and Interpret Data](#)
[TECDT81044 Develop and Implement BI Reporting Solutions](#)

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 Power Platforms is to provide individuals with the knowledge and skills to understand how to use power platforms in a business environment to manage and leverage data.

Qualification's Objectives

The objectives of the OCN NI Level 4 Certificate in Power Platforms are to enable learners to understand:

- the application of Power Platforms in a business context
- how to evaluate data and the relationships that connect it
- how to design and build apps
- how to develop Power BI solutions

5.5 Target Learners

This qualification is targeted at individuals who are currently in or wish to progress into roles which use Power Platforms to provide business solutions.

5.6 Entry Requirements

The learners should be at least 18 years of age and have a minimum level 3 qualification.

5.7 Progression

The OCN NI Level 4 Certificate in Power Platforms allows for progression to the OCN NI Level 5 Certificate in Data Modelling and Visualisations and/or into employment.

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 qualifications
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations

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 they are assessing, ensuring their in-depth understanding of the subject matter.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

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

6.6 Internal Quality Assurer Requirements

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

The Internal Quality Assurer for 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 Power Platforms is designed to equip learners with the advanced knowledge and practical skills to use power platforms in a business environment to manage and leverage data. Learners will gain insight to the application of Power Platforms in a business context and evaluate data and the relationships that connect it. Learners will also gain an understanding of how to design and build apps and develop Power BI solutions.

7.2 Qualification Level

In the context of the OCN NI Level 4 Certificate in Power Platforms 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 Power Platforms	
Total Qualification Time (TQT):	180 hours
Total Credits Required:	18 credits
Guided Learning Hours (GLH):	120 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 4 Certificate in Power Platforms** learners must complete one mandatory unit – 18 credits

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 Units

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

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within 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 Power Platforms

In order to achieve the OCN NI Level 4 Certificate in Power Platforms the learner must successfully complete one unit.

Total Qualification Time (TQT) for this qualification: 180 hours

Guided Learning Hours (GLH) for this qualification: 120 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
H/651/7713	CBG805	Power Platforms	18	120	Four

10. Unit Content

10.1 Power Platforms

Title	Power Platforms
Level	Four
Credit Value	18
Guided Learning Hours (GLH)	120
OCN NI Unit Code	CBG805
Unit Reference No	H/651/7713
Learn Direct Code	CL1
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use power platforms in a business environment to manage and leverage data.	
Learning Outcomes	Assessment Criteria
1. Understand the application of Power Platforms in a business context.	1.1. Explain and evaluate the components and features of the Power Platform, including: (a) Power Apps (b) Power Automate (c) Power BI (d) Power Virtual Agents (e) AI Builder (f) Dataverse (g) Connectors 1.2. Evaluate the impact of utilising Power Platforms within a business taking into account: (a) workforce expectations (b) custom application development (c) agility (d) scaling development 1.3. Explain the function of data connectors in relation to: (a) data sources (b) connectors (c) triggers and actions (d) custom connectors and their creation 1.4. Evaluate data loss prevention policies in relation to Power Platforms taking into account: (a) compliance and data privacy (b) data protection (c) accessibility
2. Be able to evaluate data and the relationships that connect it.	2.1. Evaluate how the Dataverse is a scalable and secure data platform within the Power Platform ecosystem by considering the following: (a) Platform Dataverse content (such as security, logic, data, storage, integration) (b) scalability (c) the Common Data Model versus Platform Dataverse (d) structure and benefits 2.2. Evaluate how tables and columns are used within a Dataverse by considering: (a) types of tables

		(b) columns (c) relationship understanding
3. Be able to build a canvas power app.	3.1. Explain the business applications of power apps taking into account the following: (a) canvas apps (b) model driven apps (c) portals (d) Artificial Intelligence (AI) (e) prediction modelling 3.2. Explain and demonstrate how to build an App including giving consideration to the following elements: (a) power apps studio (b) app format (c) galleries (d) forms (e) input controls (f) intelligent controls (g) functions 3.3. Explain and demonstrate how to build a canvas app including the following: (a) connecting to a data source (b) app navigation (c) controls (d) browsing screen (e) details screen (f) edit/create screen (g) installing the app (h) demonstrating e functionality (i) sharing the app	
4. Be able to design and implement a model driven app.	4.1. Explain the business applications of a model-driven app taking into account the following: (a) model driven app design (b) approaches to development (c) building blocks of model-driven apps (d) user interface (e) logic (f) visualisation 4.2. Design and implement a model-driven app including the following features: (a) adding an account (b) forms and views (c) contact page (d) saving and publishing (e) security and sharing.	
5. Be able to design and develop a power automate app.	5.1. Explain and evaluate the application of power automate to providing business solutions with reference to: (a) the benefits of Power Automate working with data (b) cloud flows (c) business process flows (d) desktop flows (e) incorporating Artificial Intelligence (AI) (f) security 5.2. Design and develop a power automate app including the following steps: (a) creation of a flow using a template (b) creation of a flow to save email attachments to the loud	

	(c) run the flow (d) creation of a recurring flow (e) advanced features and settings (f) creation of a button flow (g) creation of an approval request
6. Be able to develop Power BI solutions.	6.1. Explain what is meant by Power BI including: (a) Power BI parts and concepts (b) dashboards (c) template apps (d) data modelling and visualizations (e) use of buttons for Power BI (f) power query editor (g) transforming and cleaning data (h) aggregates in Power BI 6.2. Explain and develop a Power BI application to include the following features: (a) dashboards (b) connecting data (c) transforming data (d) data modelling (e) data visualisation 6.3. Explain and evaluate the business applications of Power Virtual Agents in terms of the following components: (a) highlights (b) entity types; prebuilt and custom (c) actions (d) publishing

Assessment Guidance

NOS

TECDT81042 Apply BI Tools and Technologies to Analyse and Interpret Data

TECDT81044 Develop and Implement BI Reporting Solutions

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: Power Platforms
1. Understand the application of Power Platforms in a business context.	Scope of Teaching - Power Apps: Low-code platform for building custom web/mobile apps, integrates with existing data. - Power Automate: Automates workflows between apps/services for repetitive tasks like communication and approvals. - Power BI: Business analytics tool for data insights, visualizations, reports, and dashboards with scalability and security. - Power Virtual Agents: No-code chatbot creation with a graphical interface, integrates with Power Automate flows. Features - AI Builder: Adds AI to workflows/apps for predictions, no coding needed. - Dataverse: Scalable data platform for secure storage and integration across apps. - Connectors: Bridges (275+) linking apps, data, and devices (e.g., Salesforce, Office 365). Business Value of Power Platform - Workforce Expectations: Meets the evolving needs of the modern workforce, including millennials and Gen Z, by providing tools that empower users to create and automate without deep technical skills. - Cost and Time Efficiency: Reduces the high costs and time associated with custom app development, allowing businesses to develop solutions quickly and at a lower cost. - Agility: Enhances business agility by enabling fast deployment of solutions and the ability to quickly adapt to changing business needs. - Scalability: Facilitates scalable development, allowing businesses to grow their solutions in line with expanding requirements. Data Connectors and Sources - Data Sources: - Tabular: Structured data (e.g., Dataverse, SharePoint, SQL Server). - Function-based: Data sources focused on actions or processes, such as Office 365 and Azure Blob Storage. - Connectors: 600+ available (standard: SharePoint, premium: SQL Server). - Triggers (Power Automate): Start flows (time-based or event-based). - Actions: Perform tasks across connected systems. - Custom Connectors: Build via blank, OpenAPI, or Postman for unique APIs. Compliance and Data Privacy - High trust, transparency, and regulatory compliance. - Data encrypted in transit with TLS for security. Accessibility - Canvas apps are designed with accessibility in mind, ensuring they are usable by individuals with impairments, making them accessible to a broader audience.
2. Be able to evaluate data and the relationships that connect it.	Scope Teaching will cover: - Overview - Definition: Cloud-based, low-code data service and app platform integrated with Power Platform. - Purpose: Centralizes business data with security and connectivity for scalable solutions.

- Goals:
- Explain environments, tables, columns, and relationships.
- Compare Dataverse vs. Common Data Model.
- Discuss business rules and process flows use cases/limitations.
- Dataverse Features
- Security: Uses Azure AD for authentication, supports row/column-level access, and auditing.
- Logic: Applies business rules/workflows at data level across all interactions.
- Data: Shapes data with tables/columns for discovery and reporting.
- Storage: Azure cloud-based, scales to 4TB per instance, pooled across licenses.
- Integration: Offers APIs, webhooks, and data exports for connectivity.
- Usage: Powers Dynamics 365, Power Apps, Power Automate, AI Builder, and Portals.
- Dataverse Defined
- Structure: Single database instance with standard/custom tables, rows, and columns.
- Customization: Extendable to meet specific needs, shareable globally via standard tables.
- Access: Native via Power Platform tools or through connectors/APIs.
- Scalability
- Capacity: Handles millions of rows, up to 4TB per instance; expandable with additional licenses.
- Design: Optimized for transactional, multi-user apps, not batch processing.
- Common Data Model vs. Dataverse
- Common Data Model (CDM): Open-source, standardized data schema
- Dataverse: Implements CDM with added storage, security, and integration; enhances interoperability.
- Structure & Benefits
- Basis: Built on CDM for consistent tables, extensible for custom needs.
- Advantages: Simplifies integration, leverages vendor solutions, highly customizable.
- Tables & Columns
- Tables:
- Standard: Predefined (e.g., Contact, Account), customizable.
- Managed: Non-customizable, from managed solutions.
- Custom: Fully customizable, user-created or unmanaged imports.
- Columns: Store specific data types (e.g., Date, Number) within table rows; vary in number.
- Relationships
- Purpose: Splits data into related tables for efficiency (e.g., Customers, Products, Invoices).
- Types:
- One-to-Many: Parent (e.g., Invoice) to child (e.g., Line Items) using keys.
- Many-to-Many: Multiple connections between tables.
- Benefits: Reduces redundancy, improves scalability/reporting.
- Environments
- Definition: Containers for data, apps, and flows within a Power Platform tenant.
- Features: One Dataverse database per environment, tied to a geographic region.
- Use Cases: Separate environments for development, testing, production, or regions.
- Business Rules
- Function: Enforces logic at data level (e.g., set/clear values, validate data).
- Actions:

	• Both Apps: Set/clear values, show errors. • Model-Driven Only: Show/hide, enable/disable columns, business recommendations. • Advantages: Consistent rules across access points, improves data accuracy. • Limitations: Table-wide by default; form-specific only in model-driven apps. • Administration • Tool: Power Platform admin centre Categories: • Environments: Manage Dataverse instances. • Data Policies: Restrict connectors for data flow control. • Data Integration: Set up/monitor connections (e.g., Salesforce, SQL). • Purpose: Configures users, permissions, and features for Dataverse management.
3. Be able to build a canvas power app.	Scope Teaching will cover: Introduction to Power Apps • Overview: No-code/low-code platform for building apps to modernize processes, replace paper forms, or spreadsheets. • Functionality: Connects to 600+ data sources, cloud-based, runs on PCs, tablets, and mobile devices. • Learning Objectives: ○ Understand Power Apps and its business value. ○ Explore Heathrow Airport's digitization with Power Apps. ○ See Power Apps in action and learn app creation options. Power Apps Capabilities • Use Cases: Streamlines inefficient/legacy processes, supports simple (e.g., inspection forms) to complex (e.g., inventory management) solutions. • Accessibility: Uses Excel-like formulas, suitable for non-coders and advanced developers. • Cross-Device: Apps work on various devices for flexible business process execution. Data Integration • Connectors: Over 275 connectors to data sources like Dataverse, SharePoint, Dynamics 365, SQL Server, Office 365. • Multi-Source: Supports combining multiple data sources in one app for unified functionality. Types of Power Apps • Canvas Apps: Flexible, drag-and-drop design with full control over layout, Excel-style formulas. • Model-Driven Apps: Built from Dataverse, auto-responsive for mobile/tablet, focuses on data relationships and rules. • Portals: No-code external websites for anonymous/authenticated users to interact with Dataverse data. AI Integration • AI Builder: Simplifies adding AI (e.g., image recognition, predictions) via wizard-based interface, no coding.

	• AI Models: ○ Prediction: Forecasts yes/no outcomes (e.g., customer churn). ○ Form Processor: Extracts text from images (e.g., business card reader). ○ Object Detector: Identifies and counts objects in images. ○ Text Classification: Categorizes text for analysis. Security and Administration • Governance Tools: Manage environments, licenses, data loss prevention via admin portal. • Security: Respects existing access permissions, no bypassing allowed. • Automation: PowerShell cmdlets and Centre of Excellence kit for app discovery and management. Business Value • Low Barrier: No traditional coding (e.g., C#), enables frontline users to build apps. • Efficiency: Reduces paperwork, ensures single data source, speeds up innovation. • Heathrow Case Study: 30 apps eliminated 75,000 pages, saved 1,000 hours of data entry, and cut costs significantly. How to Build a Canvas App Introduction • Purpose: Enables custom business solutions with Power Apps. • Goals: ○ Learn basic Power Apps elements. ○ Build and customize a canvas app. ○ Manage app settings. Learn Basic App Elements • Power Apps Studio: Web-based interface at https://make.powerapps.com, no download needed. • App Format: Choose Mobile or Tablet (fixed once selected). • Galleries: Display data rows with customizable templates. • Forms: Show/edit specific records, controlled by form modes. • Input Controls: Text inputs, buttons, dropdowns, etc., for flexibility. • Intelligent Controls: Camera, barcode scanner, AI features (e.g., business card reader). • Functions: Excel-like formulas to bind controls and data (e.g., send data, format info). Build a Canvas App • Scenario: Replace emailed Excel workbook with app for Contoso Manufacturing's building data. • Data Source: Excel on OneDrive (supports Dataverse, SharePoint, SQL Server, etc.). • Steps: ○ Identify business need. ○ Connect to data. ○ Design with controls. ○ Save, publish, and share. • Setup: ○ Download Contoso-Site-Tracking.zip, upload to OneDrive. ○ Go to https://make.powerapps.com, select "Create" > "Other data sources" > OneDrive > Connect to Site Inspector table. Explore the Generated App
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	• Screens: ○ Browse: View, sort, search, add items. ○ Details: Show item details, edit/delete options. ○ Edit/Create: Modify or add records. • Process: Preview app, save as "Contoso Site Tracking app," access on mobile later. Controls in Power Apps • Types: ○ Galleries: Show multiple records. ○ Forms: Edit/view data details. ○ Media: Add images, camera, barcode reader. ○ Charts: Enable data analysis. • Access: Insert tab in Power Apps Studio. Screen Breakdown • Browse Screen: BrowseGallery1 (data display), NextArrow1 (to details), IconNewItem1 (to edit/create). • Details Screen: DetailForm1 (data cards, e.g., Address_DataCard1), IconEdit1 (to edit). • Edit/Create Screen: EditForm1 (data cards, e.g., Address_DataCard2), IconAccept1 (save changes). Install on Device • Steps: Download Power Apps Mobile, sign in, run Contoso Site Tracking app (or use browser). Get Started with Functions • Purpose: Control logic/navigation without complex code. • Examples: ○ Filter: Narrow data (e.g., by date or value). ○ Match: Validate inputs (e.g., email format). ○ Distinct: Show unique values for dropdowns. ○ Math: Sum, Average, Atan, etc. Share an App • Process: ○ Save app in Power Apps Studio. ○ Share with users/groups via "Share" tab. • Permissions: ○ User: View/use only. ○ Co-owner: Edit/share (no delete/ownership change). • Security Groups: Manage access via Azure AD groups, adjust individual permissions. • Notification: Optional email with app link sent to users. • Updates: Changes visible post-publishing, plan user notifications for major edits.
4. Be able to design and implement a model driven app	Scope Teaching will cover: How to Build a Model-Driven App Introduction • Overview: Focuses on dashboards, forms, views, and charts with minimal coding. • Contrast with Canvas Apps: Layout driven by components, not fully customizable, emphasizes data and decisions. • Goals: ○ Understand model-driven apps vs. canvas apps. ○ Learn components, creation, design, security, and sharing. Approach to Model-Driven Apps • Phases: ○ Model business data. ○ Define business processes. ○ Build the app using App Designer. Building Blocks

- Data:
 - Table: Tracks items (e.g., contacts), customizable via Table Designer.
 - Column: Defines table properties (e.g., text, number), via Table Designer.
 - Relationship: Links tables (1:N, N:1, N:N), via Table Designer.
 - Choice: Dropdown options, single/multiple values, via Table Designer.
- User Interface:
 - App: Sets fundamentals (components, URL), via App Designer.
 - Site Map: Defines navigation, via Site Map Designer.
 - Form: Data entry for tables, via Form Designer.
 - View: Lists table rows, customizable, via View Designer.
- Logic:
 - Business Process Flow: Guides users through processes, via BP Flow Designer.
 - Workflow: Automates tasks, via Workflow Designer.
 - Actions: Manual behaviours, via Process Designer.
 - Business Rule: Sets form rules (e.g., field visibility), via Business Rule Designer.
 - Flows: Automates via Power Automate.
- Visualization:
 - Chart: Single visualizations, via Chart Designer.
 - Dashboard: Multi-visual overview, via Dashboard Designer.
 - Power BI: Embedded BI insights, via combined designers.

Design Process

- App Designer Example: "Fundraiser" app with Donation and Fundraiser tables.
- Customization: Add forms (e.g., Account form) and views (e.g., Active Accounts) per table.
- Add Pages: Options include table-based form/view, dashboard, or custom page.
- Testing: Use Play button to preview app functionality.

Data Model

- Key Questions: What data to store? How does it relate?
- Metadata-Driven: Use Dataverse, no custom code needed.
- Data Types: Affect user input (e.g., dropdowns for Choice, currency symbols).

User Needs & Business Logic

- Focus: Prioritize data model over appearance.
- Business Rules: Set conditions (e.g., required fields) at data layer.
- Business Process Flows: Guide users with visual steps and automation.

Dashboards

- Purpose: Visualize data with filters and graphics, keeping it simple.

Creation Steps

- Process:
 - Sign into <https://make.powerapps.com>, select Blank App > Dataverse-based.
 - Name app (e.g., "My first app"), add tables (e.g., Account, Contact).
 - Customize forms/views, save, publish, test with Play button.

Security & Sharing

- Role-Based Security: Assign roles (e.g., System Admin, Dataverse User) for access.
- Predefined Roles: Environment Maker, System Administrator, etc., with varying privileges.
- Sharing:

	○ Associate security role(s) with app at https://make.powerapps.com. ○ Assign roles to users/teams, share app URL manually (no email link).
5. Be able to design and develop a power automate app.	Scope Teaching will cover: Power Automate Overview Introduction • Purpose: Automates repetitive business tasks with a no-code/low-code platform. • Capabilities: Sends reminders, syncs data, connects to 275+ sources/APIs, automates desktop tasks. • Goals: ○ Describe business value and features. ○ Explore user experience. Business Value • Saves Time: Automates tasks like downloading/uploading files, approvals, daily data entry. • Empowers Users: Anyone with process knowledge can create flows. Common Scenarios • Automates repetitive data transfers. • Guides users through processes. • Connects to external data via connectors/APIs. • Uses robotic process automation (RPA) for desktop/web tasks. Example: Purchase Order Approval • Process: User submits request via Power Apps; flow routes it (e.g., to manager, VP if >\$10K). • Logic: No-code conditional routing based on criteria. Data Integration • Connectors: 600+ (e.g., Dataverse, Salesforce, Office 365). • Flexibility: Supports multiple sources; custom connectors for unique APIs. Flow Types • Cloud Flows: Trigger-based (e.g., email arrival); My Flows (sole owner) vs. Team Flows (co-owned). • Business Process Flows: Enhance model-driven apps with guided steps. • Desktop Flows: RPA to automate desktop/web actions. AI Integration • No-Code AI: Wizard-based models (via https://make.powerapps.com) using Azure ML/Cognitive Services. Security & Administration • Management: Admin centre • PowerShell: Cmdlets for auditing/control. • Automation: Flows to manage flows/apps (e.g., daily IT co-owner addition). Business Impact • User-Driven: Business users create flows, not just IT. • Governance: Offers security/reporting tools without bypassing permissions. Case Study: TruGreen • Transformation: Uses Power Automate/Virtual Agents for customer service. • Implementation: No-code bot in 2 days; desktop flows for non-API systems.
	How to Build an Automated Solution

	Introduction • Goal: Replace manual tasks with flows using templates/connectors. • Objectives: ○ Create flows from templates, schedules, buttons. ○ Build/test approval requests. Create Flow from Template • Example: Save Office 365 email attachments to OneDrive. • Steps: Search template, provide credentials, create, customize (e.g., filter by sender). Key Concepts • Trigger: Starts flow (e.g., new email). • Actions: Tasks executed (e.g., save file, send email). • Action Types: Loops, Switch, Do Until, Apply to Each, Expressions. Triggering Flows • Types: Change-based (e.g., data update), scheduled, button press. Build Recurring Flow • Steps: set schedule (e.g., every 2 weeks), add actions. • Options: Time zone, specific days/times. Use Compose Action • Purpose: Reuse data (e.g., array) in flow steps. • Steps: Add Compose, input data, rename for reference. Build Button Flow • Tool: Power Automate mobile app. • Example: "Send reminder in 10 mins" template; browse, create, run via Buttons tab. Build Approval Request • Scenario: Approve SharePoint tweets for Twitter. • Setup: Create SharePoint list (Contoso Tweets) with columns (TweetContent, ApprovalStatus, etc.). • Flow Steps: Use template, configure SharePoint/Twitter, add update actions for approval status. Approval Centre • Access: Approvals menu in Power Automate. • Features: View, manage, approve/reject requests. Export Flow • Process: Export as zip from flow details, share for import/reconnection to data sources.
6. Be able to develop Power BI solutions.	Scope Teaching will cover: Introduction • Purpose: Simplifies data analysis and visualization for decision-making. • Features: Connects to 100s of data sources, offers secure, user-friendly interface. • Goals: ○ Explain business value and features. ○ Show user perspective. What is Power BI • Definition: Software suite turning disparate data into interactive insights. • Capabilities: Connects to Excel, cloud, on-premises data; cleans/models data; shares visuals. Parts of Power BI • Power BI Desktop: Windows app for creating reports.

	• Power BI Service: Online SaaS for sharing/consuming insights. • Mobile Apps: Access on phones/tablets. Power BI Concepts • Capacities: Shared (multi-customer) or dedicated (single-customer, subscription-based). • Workspaces: ○ My Workspace: Personal, private area. ○ Workspaces: Collaborative hubs for dashboards, reports, datasets; supports app creation. • Datasets: Imported/connected data collections, reusable across workspaces. • Reports: Multi-page visuals from one dataset, editable by workspace admins/members. • Dashboards: Single-page collections of tiles pinned from reports/Q&A. Template Apps • Purpose: Prebuilt apps by partners, deployable with minimal coding. • Installation: Via Power BI service Apps > Get apps > Template apps, install from AppSource. Data Modelling & Visualizations • Power BI Desktop: Free tool for connecting, transforming, visualizing data. • Views: Report (build visuals), Data (view data), Model (set relationships). • Visual Types: Bar/column charts, cards, KPIs, maps, pie charts, Q&A, tables. • Custom Visuals: Available via AppSource, certified for quality. Filtering Data • Methods: Slicers (on-page filtering), Filters pane (pre-set filters). • Filter Types: Report, Page, Visual, Drill through. Buttons • Function: Add app-like interactivity (e.g., hover, click) to reports. Transform Data • Tool: Power Query Editor in Power BI Desktop. • Actions: Remove/duplicate columns, split text, change data types, undo steps. Clean Data • Purpose: Convert non-columnar data (e.g., Excel) into usable format. • Techniques: Transpose rows/columns, promote headers, fill nulls, unpivot. Aggregates • Definition: Mathematical combinations (e.g., sum, average) of data. • Options: Sum, Average, Min, Max, Count, etc.; adjustable in Visualizations pane. • Challenges: Data type determines aggregation; owner must fix categorization. Security & Administration • Security: Built on Azure, uses Azure AD; users control sharing permissions. • Administration: Manages tenant settings, governance, licenses via Power BI admin tools. Case Study: Miami Heat • Impact: 70% adoption; boosted ticket sales 30%, saved \$1M in operations.
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	Use: Predicts attendance, enhances fan experience via data insights.	
	How to Build a Simple Dashboard Introduction - Goal: Create data-driven dashboards using Power BI Desktop and Service. - Objectives: - Connect to data. - Transform/model data. - Build/share visuals and dashboards. Connect to Data - Sources: 110+ connectors (e.g., Excel, cloud services, databases). - Steps: In Power BI Desktop, Get Data > Excel > Load financial sample workbook. Transform Data - Custom Column: Use Power Query Editor to create “Test Column” (Units Sold * Manufacturing Price). - Hide Column: Right-click in Report view to hide unneeded columns. Model Data - Relationships: Define links between tables in Relationships tab. Visualize Data - Key Influencers: Analyse Profit against Product, Discounts, etc. - Line/Column Chart: Plot Product vs. Manufacturing Price, Sales, Profit. Build a Dashboard - Steps: In Power BI Service, pin visuals (e.g., column chart, live page) to “Contoso Manufacturing Sales” dashboard. - Enhancements: Add text box, Q&A visual (e.g., “largest gross sale”). Collaborate & Share - Process: From My Workspace, share dashboard with colleagues, set permissions.	
	Power Virtual Agents Overview Introduction - Purpose: AI chatbots for automating customer/internal issues. - Features: No-code interface, 100s of connectors, performance dashboards. - Goals: - Describe value and features. - Explain components. What is Power Virtual Agents - Definition: Enables chatbot creation without coding or AI expertise. - Benefits: Empowers SMEs, reduces costs, improves customer satisfaction. Highlights - Quick Start: SaaS, embeddable in websites with clicks. - SME Control: Intuitive interface for non-technical users. - Conversational AI: Multi-turn dialogues, no retraining needed. - Actions: Integrates with services via Power Automate. - Monitoring: AI-driven dashboards for performance tracking. - Integration: Works with Dynamics 365 for customer service insights. Components - Topics: Define conversation paths with triggers and nodes.	

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| | <ul style="list-style-type: none">• System/Sample Topics: Prebuilt lessons and essentials (editable, not deletable).• Entities: AI-understood info units (e.g., phone number); prebuilt or custom.• Actions: Call Power Automate flows for tasks/backend integration.• Publishing: Deploy to websites, apps, Teams; supports authentication. |
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11. Quality Assurance of Centre Performance

11.1 Internal Quality Assurance

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 qualifications.

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

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

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

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

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

11.2 Internal Quality Assurance

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

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

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

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

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

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

11.3 Documentation

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

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

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

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

11.4 External Quality Assurance

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

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of 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 Power Platforms**Qualification Number: 610/6493/2**

Operational start date: 15/09/2025

Review date: 14/09/2030

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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
Design	To create a detailed plan or blueprint for an item or process, incorporating functional, aesthetic, and practical considerations to meet specific objectives.	The learner will be expected to conduct thorough research and analysis to understand the requirements, constraints, and objectives of the design. This involves gathering relevant information, identifying needs, and defining the problem to be solved. The learner generates ideas and concepts for the design. This involves brainstorming, sketching, and exploring various approaches to meet the design objectives. The learner creates a detailed plan and specifications for the design. This includes outlining the materials, tools, methods, dimensions, and other relevant details required to create the item or process. The learner develops prototypes or models to test and refine the design. This involves creating preliminary versions of the item or process to evaluate its functionality, feasibility, and aesthetics. The learner evaluates the prototypes and gathers feedback to make necessary improvements. This involves testing, analysing, and refining the design based on performance, usability, and stakeholder input. The learner finalizes the design, ensuring that it meets all requirements and objectives. This involves producing detailed drawings, plans, or documentation that clearly communicate the design to others.
Develop	To create, refine, and advance an item, process, or algorithm from initial concept to a functional and optimized solution.	The learner will be expected to generate an initial concept or idea for the item, process, or algorithm. This involves identifying a problem or need and proposing an innovative solution. The learner conducts thorough research and analysis to inform the development process. This includes gathering relevant information, studying existing solutions, and

		understanding the requirements and constraints. The learner creates detailed designs and plans for the development. This includes outlining the structure, components, and steps required to bring the concept to fruition. The learner implements the design by constructing the item, executing the process, or coding the algorithm. This involves practical application of skills and knowledge to develop a functional solution. The learner tests and evaluates the developed solution to ensure it meets the desired objectives and performs as expected. This involves identifying and addressing any issues or deficiencies. The learner refines and optimizes the developed solution based on feedback and test results. This involves making improvements to enhance performance, efficiency, and effectiveness. The learner documents the development process, including the initial concept, research, design, implementation, testing, and refinements. This ensures clarity and traceability.
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 your 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.
Implement	To effectively carry out and execute processes, procedures, or plans, ensuring they are completed as intended	The learner will be expected to have a clear comprehension of the process or procedure to be implemented. This involves understanding the steps, objectives, and expected outcomes. The learner must develop a plan to execute the process. This involves organising resources, setting timelines, and preparing for potential challenges.