

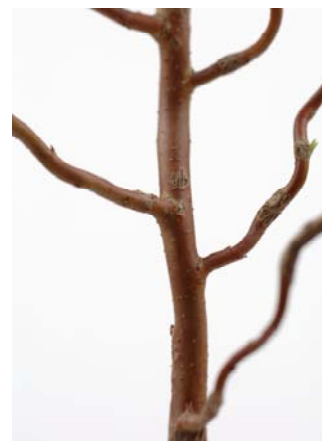
Qualification Guide



NOCN Level 3 Diploma in Garden and Planting Design

National Accreditation No: 500/3619/1

Version 2 November 2009



The **Diversity** of Learning

National Open College Network

The National Open College Network (NOCN) is the leading credit and unit based Awarding Body in the UK. NOCN provides a national framework of credit-based units and qualifications which are underpinned by a range of national and local services, including curriculum support and staff development.

NOCN, through its Open College Networks (OCNs), works with over 3,000 centres across the UK to develop flexible and responsive credit based awards and qualifications that widen access to lifelong learning and address exclusion, participation and achievement. The structure of our qualifications provides opportunities for learners to achieve unit credits and use these to gain access to full qualifications and further learning.

Quality assurance, supported at the point of delivery, underpins all NOCN credit achievement and qualifications. OCNs approve centres that can demonstrate the ability to meet national requirements for course delivery and quality assurance to support credit awards and qualifications. OCNs have wide-ranging experience in centre and programme approval and support centres to ensure all awards are valid and valued.

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1. About the qualification

The qualification has been designed to enable learners to develop design skills and knowledge of both plant requirements and garden design solutions required within the garden design industry.

The qualification has been designed in conjunction with the garden design specialists at Capel Manor College and is supported by Lantra, the SSC for the environmental and land-based sector.

The qualification supports the aspiration to develop creative talent within society in order to improve economic success. The specific aims of the NOCN Level 3 Diploma in Garden and Planting Design are to:

- develop skills in applying design principles to the production of garden and planting plans;
- develop graphic representation skills;
- develop knowledge and understanding of plant and soil science relevant to garden design;
- develop knowledge of plant identification and selection criteria to ensure choices are responsive to ecological conditions;
- improve skills in the production of both developmental drawings and section elevations;
- develop knowledge of Garden Design History;
- develop skills in business documentation required to sequence/programme work schedules from initial consultation through to completion of a project.

Guided Learning Hours

The recommended guided learning hours for one unit credit is 10. The total recommended guided learning hours is 450 hours. This is notional learning time based on the credit values assigned to the units, and the number of unit credits required to achieve the qualification. Some learners will be able to achieve these units in a shorter time, other learners, particularly those with literacy requirements will take much longer.

Key Skills

Each unit within the qualification has been mapped to identify where opportunities exist for learners to achieve key skills. In designing activities for unit assessment you will be able to use the mapping to identify which key skills could be addressed through evidence generated by learners. The degree of opportunity in any one unit will depend on centre-specific factors including learning context, teaching and learning strategies and resources.

The table below summarises where opportunities for the achievement of Key Skills and the Wider Key Skills exist within units of the qualification:

Unit Title	Information Technology	Application of number Level 3	Communication Level 3
Garden Design Development		N 3.1.1 N 3.1.2 N 3.1.3 N 3.2.1 N 3.2.2 N 3.3.1	
Garden Design Principles		N 3.1.1 N 3.1.2 N 3.1.3 N 3.2.1 N 3.2.2 N 3.3.1	
Garden Design Process		N 3.1.1 N 3.1.2 N 3.1.3 N 3.2.1 N 3.2.2 N 3.3.1	
Garden Design Solutions		N 3.1.1 N 3.1.2 N 3.1.3 N 3.2.1 N 3.2.2 N 3.3.1	
Garden Design: Ecological Planting			
Garden Design: Planting Solutions		N 3.1.1 N 3.1.2 N 3.1.3 N 3.2.1 N 3.2.2 N 3.3.1	
Garden Design: Plant Studies			C 3.3.1 C 3.3.2
Garden Design: Plant Form and Texture		N 3.1.1 N 3.1.2 N 3.1.3 N 3.2.1 N 3.2.2 N 3.3.1	
20 TH Century Garden Designers			C 3.3.1 C 3.3.2 C 3.3.4

Unit Title	Information Technology	Application of number Level 3	Communication Level 3
Garden Design: Business Documentation	N 3.1.2 N 3.2.1 N 3.2.2 N 3.3.2		C 3.3.1 C 3.3.2 C 3.3.4
Garden Design: Site Analysis	N 3.1.2 N 3.2.1 N 3.2.2 N 3.3.2		C 3.3.1 C 3.3.2 C 3.3.4
Garden Design in Context			C 3.3.1 C 3.3.2 C 3.3.4
Garden Design: Hard Landscape Materials	N 3.1.2 N 3.2.1 N 3.2.2 N 3.3.2		C 3.3.1 C 3.3.2 C 3.3.4
Plant and Garden History			C 3.3.1 C 3.3.2 C 3.3.4
Garden Design: Planting Design Development	N 3.1.2 N 3.2.1 N 3.2.2 N 3.3.2		
Garden Design: Plant Observation and Analysis			C 3.3.1 C 3.3.2 C 3.3.4
Professional Practice in Garden Design	N 3.1.2 N 3.2.1 N 3.2.2 N 3.3.2		C 3.3.1 C 3.3.2 C 3.3.4

Unit Title	Improve own learning and performance	Working with others	Problem Solving Level 3
Garden Design Development			PS 3.2.2 PS 3.2.3 PS 3.3.2
Garden Design Principles			PS 3.2.2 PS 3.2.3 PS 3.3.2
Garden Design Process			PS 3.2.2 PS 3.2.3 PS 3.3.2
Garden Design Solutions			PS 3.2.2 PS 3.2.3 PS 3.3.2 PS 3.3.3
Garden Design: Ecological Planting			PS 3.2.2 PS 3.2.3
Garden Design: Planting Solutions			PS 3.2.2 PS 3.2.3 PS 3.3.2 PS 3.3.3
Garden Design: Plant Studies			PS 3.2.2 PS 3.2.3 PS 3.3.2
Garden Design: Plant form and texture			PS 3.2.2 PS 3.2.3 PS 3.3.2
20 TH Century Garden Designers			
Garden Design: Business Documentation			PS 3.2.2 PS 3.2.3
Garden Design: Site Analysis			PS 3.2.2 PS 3.2.3
Garden Design in Context			
Garden Design: Hard Landscape Materials			
Plant and Garden History			
Garden Design: Planting Design development			PS 3.2.2 PS 3.2.3 PS 3.3.2 PS 3.3.3

Unit Title	Improve own learning and performance	Working with others	Problem Solving Level 3
Garden Design: Plant Observation and Analysis			
Professional Practice in Garden Design			Ps 3.2.2 PS 3.2.3 PS 3.3.1 PS 3.3.2

How the Qualification Relates to Wider Education and Training Issues

NOCN qualifications are designed to encourage and facilitate widening participation. The qualification helps to develop a social, cultural and environmental awareness of the place of garden design within society and therefore contributes to the understanding of these issues. Effects of Garden Design on the local environment and knowledge of planning legislation are covered in the qualification.

Health and safety in the design setting are integral to the units and the qualification as a whole.

Relationship with National Occupational Standards/Other Relevant Standards

The NOCN Level 3 Diploma in Garden and Planting Design is related to the Level 3 Amenity Horticulture National Occupational Standards (NOS) developed by Lantra.

Each unit within the qualification has been carefully mapped to the relevant standards against each learning outcome agreed by Lantra.

Language Requirements

If you have a requirement for this qualification in Welsh, please contact Agored Cymru <http://ocnwales.org.uk/> who will review demand and provide as appropriate. At present this qualification is not offered through the medium of Irish. This will be reviewed if there is evidence of demand.

2. Who the qualification is for

The NOCN Level 3 Diploma in Garden and Planting Design has been designed to be accessible to young people and adult learners wishing to explore and develop their skills in applying design principles and their knowledge of appropriate criteria for the selection of plants to respond to the design process.

The qualification can be used to develop the skills and knowledge required within the Garden Design sector.

The minimum age for access to the qualification is 16.

The qualification is particularly suitable for:

- **Learners wishing to continue their Garden Design studies**

Restrictions on Learner Entry

Learners should have undertaken appropriate Level 2 study before embarking on the qualification.

Recommended Prior Learning

It is recommended that learners undertake appropriate study at Level 2 prior to embarking on the Level 3 qualification.

Learners will need to be able to:

Level	Intellectual Skills and Attributes	Processes	Accountability
3	<ul style="list-style-type: none"> • Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories • Access and evaluate information independently • Analyse information and make reasoned judgements • Employ a range of responses to well defined but often unfamiliar or unpredictable problems 	<ul style="list-style-type: none"> • Operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills • Select from a considerable choice of procedures • Give presentations to an audience 	<ul style="list-style-type: none"> • Engage in self directed activity with guidance /evaluation • Accept responsibility for quality and quantity of output • Accept limited responsibility for the quantity and quality of output from others

Progression Opportunities

NOCN Level 3 Diploma in Garden and Planting Design enables progression to further learning opportunities within employment, or further study in the Garden Design sector.

NOCN qualification title relates academically to Level 3 so learners will be able to progress to:

- HNC/HND Landscape Design related studies

Learners with Particular Requirements

Assessment within the NOCN Level 3 Diploma in Garden and Planting Design is designed to be accessible and inclusive. The unit based approach allows flexibility through enabling learners to achieve the qualification in stages. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should refer to the NOCN website within the Learning Providers section under Recognised Centre Area.

This section gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without comprising the achievement of the assessment criteria.

The NOCN Centre Recognition process requires policy statements on Equal Opportunities and Diversity and Disability Discrimination. These policy statements are then checked and confirmed through the Quality Review and Risk Assessment processes.

3. Achieving the qualification

Rules of Combination

To achieve the qualification, the learner must successfully complete:

24 Mandatory unit credits
21 Optional unit credits

Achievement Methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units. Assessment for each unit is designed by the Centre in accordance with the NOCN Assessment Definitions document. There is no further assessment to achieve the qualification.

In summary:

- Tasks set by Centre
- Tasks approved by Centre
- Tasks marked by Centre
- Internally verified
- Externally verified

For example: the Qualifications for Progression use this achievement methodology.

4. The qualification units

Please click on the hyperlinks below to access the units from the NOCN website.

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
SE9/3/qq/002	T/501/3556	Garden Design – Development	Mandatory	3	3	BZW261
SE9/3/qq/013	A/501/3557	Garden Design Principles	Mandatory	3	3	BZW274
SE9/3/qq/014	F/501/3558	Garden Design Process	Mandatory	3	3	BZW275
SE9/3/qq/004	F/501/3561	Garden Design – Planting Solutions	Mandatory	3	3	BZW263
SE9/3/qq/011	J/501/3562	Garden Design: Plant Studies	Mandatory	3	3	BZW270
SE9/3/qq/009	L/501/3563	Garden Design: Plant Form and Texture	Mandatory	3	3	BZW268
SE9/3/qq/017	K/501/3571	Professional Practice in Garden Design	Mandatory	3	3	BZW278
SE9/3/qq/006	M/501/3572	Garden Design Detailing	Mandatory	3	3	BZW265
SE9/3/qq/015	J/501/3559	Garden Design Solutions	Optional	3	3	BZW276
SE9/3/qq/003	A/501/3560	Garden Design – Ecological Planting	Optional	3	3	BZW262
SE9/3/qq/001	R/501/3564	20th Century Garden Designers	Optional	3	3	BZW260
SE9/3/qq/005	Y/501/3565	Garden Design: Business Documentation	Optional	3	3	BZW264
SE9/3/qq/019	D/501/3566	Garden Design in Context	Optional	3	3	BZW282
SE9/3/qq/018	H/501/3567	Garden Design: Hard Landscape Materials	Optional	3	3	BZW281
SE9/3/qq/016	K/501/3568	Plant and Garden History	Optional	3	3	BZW277
SE9/3/qq/012	M/501/3569	Garden Design: Planting Design Development	Optional	3	3	BZW272
SE9/3/qq/010	H/501/3570	Garden design: Plant Observation and Analysis	Optional	3	3	BZW269

The assessment activities for the units are indicated in the assessment grid table on the individual units. An explanation of the kind of activity, assessment and evidence expected at the appropriate level is given below.

Production of artefact

Production of a relevant artefact selected by the tutor or by learners, which enables learners to demonstrate skills and to apply knowledge.

The learning may be assessed by:

- Tutor / peer observation
- One to one tutorial
- Discussion
- Self-assessment.

Evidence could include:

- Tutor record of observation
- Learner notes
- Tutorial notes
- Learner log
- Completed artefact

	Activity	Assessment	Evidence
Level 3	Artefact should be selected with tutor guidance to allow the demonstration of skills and application of knowledge in a range of areas and contexts. Production of the artefact should be guided but self-directed. Production of the artefact should be planned and completed within an agreed timescale.	Assessment through tutor/peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be: tutor record, learner notes, plans, reports, learner log, audio/video/photographic record and completed artefact.

Practice File

A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and/or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.

The learning may be assessed through:

- Discussion with the tutor.

Evidence could include:

- Form mapping to learning outcomes, plus explanation if necessary and the documents, for example, reports, brochures, plans, witness statements, letters or e-mails.

	Activity	Assessment	Evidence
Level 3	Practice evidence should be chosen to demonstrate the application of knowledge and skills in a range of complex activities. Learners should be expected to select appropriate and relevant evidence with minimal guidance, and to present the evidence in a structured format with sufficient information to demonstrate achievement.	Assessment through discussion with the tutor.	Evidence could include: structured file with tutor feedback.

Report

A record of an activity and/or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

The learning may be assessed by:

- Tutor for written report
- Tutor and/or peers for oral presentation of report.

Evidence could include:

- Written report with tutor feedback
- Notes for oral presentation with tutor and/or peer feedback

	Activity	Assessment	Evidence
Level 3	Report could be presented orally or in written format. Oral presentation should be formal and could include a range of methods. Information should be from a wide range of sources and should be evaluated. Activities should be well defined but could be unfamiliar or unpredictable. Learners should be clear on the criteria for achievement but would be expected to decide on the format and structure of the report. GL = 8 minutes for oral/1000 words for written	Assessment by tutor and or peers for an oral presentation.	Evidence could be: written report with tutor feedback or plan for oral presentation with peer and/or tutor feedback.

Written Question and Answer/Test/Exam

Specific, open and closed questions for immediate response. Can range from formal exams and tests, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows response and questioning from learners and feedback from tutor.

The learning may be assessed through:

- Responses by individual learners
- May make use of on-line assessment.

Evidence could include:

- Written questions
- Learner responses
- Tutor feedback.

	Activity	Assessment	Evidence
Level 3	Questions should cover a wide range of knowledge and contexts, and allow responses to unfamiliar and unpredictable problems. Learners should be encouraged to make use of/interpret knowledge rather than just testing recall. The process may be time limited.	Assessment by tutor or external marker (for exams / tests).	Evidence could be: written responses.

Project

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

The learning may be assessed by:

- Tutor, learner or peers, during and at the end of process through discussion and observation.

Evidence could include:

- Notes, plans, record of project process
- Tutor record
- Peer records
- Learner log
- Audio / video / photographic record.

	Activity	Assessment	Evidence
Level 3	Task should be selected with tutor guidance to allow the demonstration of knowledge and skills in a range of areas and contexts, and to show the use of reasoned judgements. The project should be planned and completed within an agreed timescale.	Assessment through tutor / learner discussion and self-assessment.	Evidence could be: tutor record, learner notes, plans, reports, learner log or audio/video/photographic record.

Group Discussion

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

The learning may be assessed by:

- Tutor
- Peer observation
- One to one tutorial
- Discussion
- Self-assessment.

Evidence could include:

- Tutor record of observation
- Learner notes
- Tutor lesson plan
- Tutorial notes
- Audio/video/photographic record
- Learner log

	Activity	Assessment	Evidence
Level 3	Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include: tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio/video record and learner log.

Role Play/Simulation

Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.

The learning may be assessed by:

- Tutor/peer observation
- One to one tutorial
- Discussion
- Self-assessment.

Evidence could include:

- Tutor record of observation
- Learner notes
- Tutor lesson plan
- Tutorial notes
- Audio/video/photographic record
- Learner log.

	Activity	Assessment	Evidence
Level 3	Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio/video/photographic record or learner log.

Written Description

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

The learning may be assessed by:

- Tutor
- One to one tutorial
- Discussion.

Evidence could include:

- Tutor record of observation
- Learner notes
- Tutorial notes
- Completed report
- Charts
- Plans.

	Activity	Assessment	Evidence
Level Three	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.	Assessment through self-assessment and tutor assessment.	Evidence could be: tutor record, learner record, summary of feedback or completed work.

Reflective log or diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

The learning may be assessed by:

- Learner, often supported through tutorial discussions with tutor.

Evidence could include:

- Log / diary (however this may be confidential and therefore not available for verification)
- Tutorial notes
- Tutor record.

	Activity	Assessment	Evidence
Level 3	The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge/skills, their own learning style and what else they need to learn.	Assessment by learner, discussed with the tutor.	Evidence could include: log/diary and tutor notes.

Practical Demonstration

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.

The learning may be assessed by:

- Tutor
- Peer observation
- One to one tutorial
- Discussion
- Self-assessment.

Evidence could include:

- Tutor record of observation
- Learner notes
- Tutor lesson plan
- Tutorial notes
- Audio/video/photographic record
- Learner log.

	Activity	Assessment	Evidence
Level 3	Practical demonstrations should allow for the application of skills and knowledge in a range of complex areas and in a variety of familiar and unfamiliar contexts.	Assessment through tutor/peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include: tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio/video/photographic record and learner log.

5. How the qualification is assessed

The qualification requires achievement of the specified units with no further requirements for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment. The assessment process is as follows:

- Assessments are internally set at the Centre by assessors, against the requirements detailed in the assessment criteria of the unit
- The learners are assessed internally at the Centre, using the assessments set
- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the Centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by the OCN.

5.1 Unit Assessment

Achievement of units is through internally set, internally marked, internally verified and externally verified tasks, as detailed above. Centres devise assessment activities to meet the specified assessment criteria detailed in each unit, guided by the Assessment Information Grid which accompanies each unit and the NOCN Assessment Definitions grid. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

5.2 Assessment Information Grid

Each unit has a supplementary page with an Assessment Information Grid. The Assessment Information Grid gives recognised methods of assessment for NOCN units. If a method is marked 'P' (Prescribed), that method **must** be used in the assessment of the unit. Methods marked 'O' (Optional) are recommended methods and you will select the activity or activities most appropriate for your learners and context. Some units will have a combination of Prescribed and Optional methods. Assessors must always refer to this Grid before devising assessment tasks. NOCN also provides Assessment Definitions for a wide range of assessment activities. This grid includes a general description of the activity and, for each level (Entry to Level 3), details on how that method can be applied and what evidence is appropriate.

5.3 Marking Tasks

Each task must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all tasks in order to achieve the unit credit. All of the assessment criteria in a unit must be met before the unit is deemed achieved. The unit achievement is not banded or graded; units are either achieved or not achieved.

5.4 Recording Achievement

You must record each learner's performance in each unit on an appropriate form or forms. The form/s should record the learner's performance against the unit assessment criteria evidenced by the task.

5.5 Standardisation

Centres will be required to provide samples of assessment tasks for regional and national standardisation activity.

6. Offering the qualification

Centres wishing to offer the qualification or units of the qualification should in the first instance contact their OCN for information and support. A list of all OCN offices and contacts can be found on the NOCN website at www.nocn.org.uk.

Your OCN will advise you on the best and most efficient methods for offering this qualification to learners. All procedures for the use of this qualification or units of this qualification, including approval, registration of learners, verification, externally set assessment and certification will be completed through your OCN who will have an identified officer to support your Centre. If you have any queries or difficulties at any time you should contact your OCN office.

Approval to Offer NOCN Qualifications or Units of NOCN Qualifications

If you are a new Centre then please contact your nearest OCN office for details of the Centre Recognition Application process and the process for delivering qualifications.

Support for Centres

1. Your OCN will provide ongoing support and advice on the use of NOCN credit and qualifications including the requirements for assessment.
2. Approval should always take place through the normal OCN processes and will be explicitly recorded.
3. All Centres approved to offer NOCN credit and qualifications will be allocated a unique NOCN Centre Number.
4. Each Centre should identify a Centre Contact who will be responsible for NOCN credit and qualifications within the Centre.
5. The Centre Contact must ensure all procedures relating to the delivery of the qualification operate effectively in the Centre.
6. The Centre Contact is the person responsible for confirming and ensuring that the Centre meets all the NOCN requirements for Centre Recognition.
7. The Centre Contact is responsible for ensuring all relevant NOCN documentation is distributed as required within the Centre and that the security requirements for External Assessment are adhered to, where applicable.

Full details of all NOCN requirements are provided on the NOCN website at www.nocn.org.uk.

7. How the qualification is quality assured

7.1 General Information

All Centres wishing to deliver the qualification, or units of the qualification, will need to demonstrate the ability to manage and deliver the units and/or the qualification, including adherence to quality assurance and assessment regulations.

Your OCN will provide guidance and give support in enabling you to use the qualification.

The NOCN standard quality assurance arrangements and requirements include:

- Internal assessment of all assessment tasks and activities.
- Internal verification.
- External verification.
- Standardisation.

Details and guidance are provided on the NOCN website.

7.2 Standardisation

National standardisation is a process that promotes consistency in the understanding and application of standards, it:

- establishes statements on the standard of evidence required to meet the assessment criteria for the units in NOCN qualifications
- makes recommendations on assessment practice
- produces advice and guidance for the assessment of units
- identifies good practice in assessment.

It is a requirement of the Centre Recognition Process that each Centre offering the units from the qualification must contribute assessment materials and learners' evidence for National Standardisation if requested.

OCNs will notify Centres of the required sample for National Standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by Quality Reviewers on behalf of their regional OCN.

Outcomes from National Standardisation will be available to Centres through their regional OCN.

NOCN Level 3 Diploma in Garden and Planting Design



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Accreditation end date: 31/12/2010
Certification end date: 31/12/2013

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