

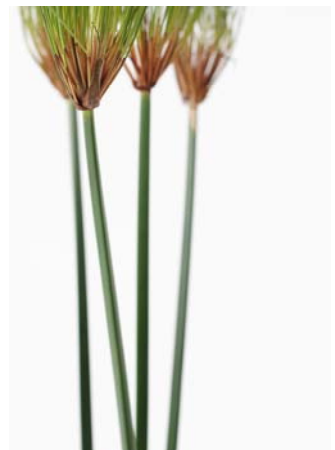
Qualification Guide



NOCN Level 2 Certificate in Garden Design

National Accreditation No: 500/3616/6

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 technical drawing and graphic representational skills and the plant knowledge required to enter 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 2 Certificate in Garden Design are to:

- develop basic drawing skills to produce 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, selection and care criteria as they relate to garden design;
- develop knowledge of the design process.

Guided Learning Hours

The recommended guided learning hours for one unit credit is 10. The total recommended guided learning hours is 210 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 may take much longer.

Basic and Key Skills

Each unit within the qualification has been mapped to identify where opportunities exist for learners to achieve Basic/Key Skills. In designing activities for unit assessment you will be able to use the mapping to identify which Basic/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 2	Communication Level 2
Drawing and Graphics for Garden Design			C 2.3.1
Graphics and 3 Dimensional Studies for Garden Design		N 2.1.1 N 2.1.2 N 2.1.3 N 2.3.1	
Introduction to Drawing for Garden Design		N 2.1.1 N 2.1.2 N 2.1.3 N 2.3.1	
Plant Knowledge			
Plant Science			C 2.1a.1
Plant Selection and Care			C 2.3.1 C 2.3.4
Soil Science		N 2.3.1 N 2.3.1 N 2.3.4	
Garden Design Process		N 2.1.1 N 2.2.1 N 2.2.2 N 2.3.1	

Unit Title	Improve own learning and performance	Working with others	Problem Solving level 2
Drawing and Graphics for Garden Design			
Graphics and 3 Dimensional Studies for Garden Design			PS 2.2.2 PS 2.2.3 PS 2.3.1
Introduction to Drawing for Garden Design			PS 2.2.2 PS 2.2.3 PS 2.3.1
Plant Knowledge			
Plant Science			
Plant Selection and Care			
Soil Science			
Garden Design Process			PS 2.1.1 PS 2.2.2 PS 2.2.3 PS 2.3.1

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 environmental issues such as minimising the effects of fertiliser application on environmental pollution, legislation in relation to invasive plant species and compliance with the requirements of the Convention on Biological Diversity (CBD) 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 2 Certificate in Garden Design is related to the Level 2 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 and 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 2 Certificate in Garden Design has been designed to be accessible to young people and adult learners wishing to explore and develop their drawing and design skills and their plant knowledge.

The qualification can be used to introduce learners to the initial skills and knowledge required to enter the Garden Design sector. It supports learners new to both the design process and to horticulture.

The minimum age for access to the qualification is 16.

The qualification is particularly suitable for:

- **New entrants to the Garden Design sector**

Restrictions on Learner Entry

There are no restrictions on learner entry.

Recommended Prior Learning

The NOCN Level 2 Certificate in Garden Design is designed for open access without the need for prior knowledge or attainment in the specific area.

Learners will need to be able to:

Level	Intellectual Skills and Attributes	Processes	Accountability
2	<ul style="list-style-type: none"> • Apply knowledge with underpinning comprehension in a number of areas • Make comparisons • Interpret available information • Demonstrate a range of skills 	<ul style="list-style-type: none"> • Chose from a range of procedures performed in a number of contexts, some of which may be non-routine • Co-ordinate with others 	<ul style="list-style-type: none"> • Undertake directed activity with a degree of autonomy • Achieve outcomes within time constraints • Accept increased responsibility for quantity and quality of output subject to external quality checking

Progression Opportunities

NOCN Level 2 Certificate in Garden Design enables progression to further learning opportunities within employment, or further study in the Garden Design sector.

NOCN qualification title relates academically to level 2 so learners will be able to progress to:

- NOCN Level 3 Certificate in Garden Design
- NOCN Level 3 Diploma in Garden Design
- VRQs in Garden Design

Learners with Particular Requirements

Assessment within the NOCN Level 2 Certificate in Garden 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:

15 Mandatory unit credits
6 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
SE9/2/qq/012	M/501/3460	Graphics and 3-Dimensional Studies for Garden Design	Mandatory	3	2	BZW253
SE9/2/qq/013	R/501/3550	Introduction to Drawing for Garden Design	Mandatory	3	2	BZW254
SE9/2/qq/016	D/501/3552	Plant Science	Mandatory	3	2	BZW257
SE9/2/qq/017	L/501/3465	Plant Selection and Care	Mandatory	3	2	BZW258
SE9/2/qq/018	K/501/3554	Soil Science	Mandatory	3	2	BZW259
SE9/2/qq/009	M/501/3555	Garden Design – Process	Optional	3	2	BZW250
SE9/2/qq/008	A/501/3462	Drawing and Graphics for Garden Design	Optional	3	2	BZW248
SE9/2/qq/015	J/501/3464	Plant Knowledge	Optional	3	2	BZW256

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 overleaf.

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 2	Artefact should be selected with tutor guidance to allow the demonstration of skills and the application of knowledge in a range of areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration. The artefact should be 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, and completed artefact.

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 2	Practical demonstrations should allow the application of skills and knowledge in several areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration.	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.

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 2	Practice evidence should be chosen from a number of possible contexts to demonstrate application of a range of skills and/or knowledge. Learners should receive guidance on the type of document which could be appropriate, for example, a list, and advice on how to ensure the documents evidence specific learning outcomes, for example, highlighting sections, notes and on how the file should be presented.	Assessment through discussion with the tutor.	Evidence could include: structured file with tutor feedback.

Case Studies

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations: May be used as a collective/group activity and discussed in a group of learners or by an individual learner. **Or** may be used with individual learners as a written activity through case study materials and learner responses.

The learning may be assessed by:

- Tutor observation
- Class discussion
- One to one
- Group tutorial discussion.

Evidence could include:

- Tutor record of observation
- Learner notes
- Summary of class discussion
- Tutorial notes

	Activity	Assessment	Evidence
Level 2	Case studies should allow the application of knowledge in a number of areas and contexts. Discussion should be directed but should allow for a degree of autonomy (group). Written work should be directed but allow for a degree of autonomy (GL ¹ = 500 words).	Assessment through peer assessment, self-assessment, tutor observation, or assessment of written work.	Evidence could be: tutor record, learner record, peer checklist, summary of discussion or audio/video/photographic record or written work.

¹ GL = guidance on length of activity.

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 2	Report could be presented in orally or in written format. Oral presentation should be to a familiar audience. Information should be from a range of sources and activities, should be from familiar or unfamiliar but predictable contexts. Learners should be clear on possible structures for the report and the criteria for achievement. GL = 4 minutes for oral/500 words for written. Learners should be given guidance on planning and presentation.	Assessment by tutor and/or peers for oral presentation.	Evidence could be: written report with tutor feedback or learner 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 2	Open and closed questions should be included, covering a number of areas. Learners should be encouraged to make use of/interpret knowledge rather than just testing recall. May be time limited.	Assessment by tutor or external marker (for exams/tests).	Evidence could be: written responses.

Oral Question and Answer

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

The learning may be assessed through:

- Responses by both tutor and individual learners.

Evidence could include:

- Tutor record/notes
- Learner notes or log
- Audio/video record.

	Activity	Assessment	Evidence
Level 2	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.	Assessment by tutor, with a degree of self-assessment.	Evidence could be: tutor records, learner log or audio/video record.

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 2	Task should be selected with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas and contexts, and the interpretation of information. The project should be completed within an agreed timescale.	Assessment through tutor/learner discussion during and at the end of the process, and through self-assessment.	Evidence could be: tutor record, learner notes, plans, reports, learner log or audio/video/photographic record.

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 2 Certificate in Garden Design



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National Open College Network (NOCN)
The Quadrant
Parkway Business Park
99 Parkway Avenue
Sheffield
S9 4WG

Tel. 0114 2270500
Fax. 0114 2270501

Email: nocn@nocn.org.uk
Web: www.nocn.org.uk

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