Crossfields Institute

Qualification Specification

Level 2 Award in Forest Gardening

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Key Facts

Qualification Title	Crossfields Institute Level 2 Award in Forest Gardening
Qualification Number (QAN)	603/7112/2
Qualification Type	Vocationally Related Qualification
Sector	3.2 Horticulture and Forestry
Level	2
Rules of Combination	All units are compulsory
Total Qualification Time	65 Hours
Guided Learning Hours	14
Minimum age of learners	16
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	6 months
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by The Agroforestry Research Trust and The Orchard Project.

Section 1: About this Qualification

1.1 Why take this qualification?

This objective of this Crossfields Institute Level 2 Award in Forest Gardening is to:

- Prepare learners to progress to a qualification at a higher level
- Prepare learners to progress to a qualification in this or another subject area
- Provide learners with opportunities for personal growth and engagement in learning

More specifically it has been designed to provide learners with:

- an understanding of Forest Gardening
- a thorough understanding of how to plan, plant and manage a Forest Garden
- the practical skills to engage in planting, pruning, grafting and soil enhancement
- plant identification skills, familiarity with and understanding of botanical terminology

Rationale

This qualification was developed in response to the growing interest in Forest Gardening as a way of producing food in a way that is low maintenance, has a low carbon footprint, encourages biodiversity and is resilient to climate change. This is a relatively new area of expertise and is not well understood by the public, so there is a need to teach people the skills to create well designed and well-maintained Forest Gardens.

1.2 Who is it for?

This qualification is designed for people who want to develop the understanding, knowledge and skills to be able to design, plant and manage a Forest Garden that provides food and other useful crops, and that benefits the environment.

1.3 What does the qualification cover?

You must complete 4 mandatory units:

1. **Characteristics and Crops of a Forest Garden**
   In this unit learners will explore the key characteristics of a Forest Garden and how they contribute to its resilience and environmental benefits. They will learn what plants are commonly grown in the Forest Garden, their characteristics and uses, and what to consider when choosing them.

2. **Soil and Fertility**
   In this unit learners will understand how to maintain fertility in a Forest Garden and learn the role of nitrogen fixing plants and mycorrhizal fungi. They will also learn the importance of getting to know soil characteristics.

3. **Designing a Forest Garden**
   Learners will use what they learnt in the previous two units to help them design a Forest Garden. They will survey a site and create a map. They will also carry out a

client interview and use the information from their surveys to help them design a garden and choose suitable plants. They will learn about wind flow, and how to create shelter.

4. **Planting, Aftercare and Propagation**
   In this unit learners will learn how to prepare a new site for planting, how to maintain a Forest Garden and techniques for propagating plants and fungi.

The qualification is at level 2 as defined by Ofqual. https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors

The learner…..	**The learner can…..**
Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.

1.4 What are the entry requirements?

To study on this qualification you need to demonstrate to the centre that you have:

- An interest in learning more about Forest Gardens.
- Evidence that you have a level 2 or equivalent literacy qualification. If this cannot be demonstrated an initial assessment task may be required to assess literacy
- If English is not the first language, proof of spoken and written English at a level equivalent to IELTS 5.5 will be required.

1.4 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification. This may include:

- written assignments
- reflective practice. e.g a learning journal or self–reflective journals
- artefacts
- peer observation or feedback as witness testimony
- observation of practice by experienced tutors

- questions and quizzes

Note: Plagiarism. Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. If there is evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to a disciplinary procedure

Buying and selling assignments Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you

1.5 What are the progression opportunities?

This qualification has been designed to support you to progress within the workplace or in your own practice. Following successful completion of the qualification you could:

- seek employment in the horticultural sector
- establish a private practice in Forest Garden design
- be a Forest Gardening practitioner
- go on to further work to becoming a community Forest Garden manager
- further your studies in horticulture, permaculture and food growing

Section 2: Units/Modules

2.1 Unit List

Unit title	Ofqual ref	Total qualification time (TQT)	Credits
Characteristics and crops of the Forest Garden	T/618/6312	18	2
Soil and Fertility	A/618/6313	15	2
Designing a Forest Garden	F/618/6314	22	2
Planting, Aftercare and Propagation	J/618/6315	10	1
Total		65	7

Qual Code-L2-Unit1
Characteristics and crops of the Forest Garden

Ofqual unit code	T/618/6312	**Guided Learning Hours (GLH)**	4
Unit level	2	**Total Qualification Time (TQT)**	18

Unit aim

In this unit, learners will explore the key characteristics of a Forest Garden and how they contribute to its resilience and environmental benefits. Learners will discover what plants are commonly grown in the Forest Garden, their characteristics and uses, and what to consider when choosing them.

Unit rationale

This unit introduces learners to the key concepts and characteristics of a Forest Garden.

Learning Outcomes **The learner will...**	**Assessment Criteria** **The learner can...**
1. Know the characteristics of a Forest Garden	1.1 Identify 8 key characteristics of a Forest Garden.
	1.2 Identify the roles played by system plants in a Forest Garden.
2. Understand the benefits of Forest Gardens	2.1 Explain two characteristics that contribute to Forest Garden resilience.
	2.2 Explain two benefits and two limitations of Forest Gardens.
3. Know a range of fruit, nut and seed crops for growing in a Forest Garden.	3.1 Explain the factors to consider when choosing six fruit trees for planting. *Must include 3 less common fruit trees*

	3.2 Identify suitable fruiting shrubs for different conditions and requirements.
	3.3 List the factors to consider when choosing four nut trees or shrubs for planting.
	3.4 Explain how to harvest and process three species of nuts.
	3.5 Identify a range of tree and shrub crops.
4. Know how to select the most appropriate species of trees or shrubs with edible leaves and other yields.	4.1 List five edible tree or shrub crops and explain how they are used.
	4.2 Explain how to use five species of plant for non-food crops.
5. Know how to select the most appropriate species and variety of low shrub, herbaceous perennial and ground cover plants.	5.1 List 8 herbaceous perennial plants with edible leaves, stems, flowers or seeds, and identify how you would use them.
	5.2 Identify the growing requirements of 5 herbaceous perennial plants.

	5.3 Describe 5 root or tuber crops and explain how you would use them.
	5.4 Identify the growing requirements of 3 root or tuber crops. .
	5.5 Identify 5 ground cover plants with non-food functions and explain their uses.

Additional Requirements for Delivery and Assessment

This unit may be delivered using a variety of means. If using the videos devised by the Agroforestry Research Trust, this unit relates to content in Episodes, 1, 3, 5 and 8 as follows:

Learning outcome 1 - Episode 1

Learning outcome 2 – Episode 1

Learning outcome 3 – Episode 3 and 4

Learning outcome 4 – Episode 5

Learning outcome 5 – Episode 8

Content Amplification

Learning Outcome 1: Characteristics of a Forest Garden

Learners should understand what defines a Forest Garden, and what makes it distinctive from other food growing systems. This should include an understanding of the use of layers, including the canopy, shrub and herbaceous layers, and the use of “system plants” which serve a function other than, or in addition to, providing a harvestable crop.

Learning Outcome 2: Benefits of Forest Gardens

Learners should gain an understanding of the advantages and limitations of growing food in this way. This should include an understanding of how Forest Gardens are more resilient to environmental disturbance or damage, such as the effects of climate change on the weather and pests and diseases. They should also cover the benefits to the environment of this system of horticulture.

Learning Outcome 3: The main fruit, nut and seed crops and how to select the most appropriate species and variety

Learners should gain knowledge of the range of fruit, nut and seed plants that are grown in the forest garden. The fruit plants should include orchard fruit such as apples and pears, less common fruit crops, such as hawthorn and species of *Elaeagnus* and *Sorbus*, and fruit bushes such as redcurrants. Learners will become familiar with a range of nut and seed crops

from tall trees such as chestnut and monkey puzzle, to smaller trees and shrubs, such as Siberian pea tree, Chinquapin and bamboo. They will learn how to manage vines for ease of harvesting, and how to harvest and process different species of nuts. They should understand the different factors that need to be taken into account when selecting what species, variety and rootstock of tree or shrub to grow in a Forest Garden, such as size, cropping season, hardiness, shade tolerance, disease resistance, and pollination requirements.

Learning Outcome 4: Other main tree crops and how to select the most appropriate species and variety

Having covered fruit and nut crops, learners will explore the other crops that can be harvested from trees, such as leaves, flowers and shoots, as well as non-food crops such as timber. They will learn how to manage and harvest trees that are grown for these crops, and their culinary uses.

Learning Outcome 5: Main types of low shrub, herbaceous perennial crops and ground cover and how to select the most appropriate species and variety

Learners will understand how to grow, harvest and use some of the low shrub and herbaceous perennial crops, including *Alliums*, herbs, and root and tuber crops. They will learn which base layer plants are useful as ground cover, to attract pollinators or as mineral accumulators or nitrogen fixers.

Qual Code-L2-Unit 2
Soil and Fertility

Ofqual unit code	A/618/6313	**Guided Learning Hours (GLH)**	3
Unit level	2	**Total Qualification Time (TQT)**	15

Unit aim In this unit learners will understand how to maintain fertility in a Forest Garden and learn the role of Nitrogen fixing plants and mycorrhizal fungi. They will also learn the importance of getting to know soil characteristics.

Unit rationale This unit introduces learners to the theory and practice of soil and fertility in a Forest Garden.

Learning outcomes **The learner….**	**Assessment criteria** **The learner can….**
1. Understand why nitrogen is important in a Forest Garden and how to provide it.	1.1 Explain the role of nitrogen fixing plants in a Forest Garden.
	1.2 Suggest suitable nitrogen fixing plants for different situations and functions.
2. Understand the effect soil has on plant growth.	2.1 Identify different types of soil texture, and ways to manage them.
	2.2 Describe why soil compaction is a problem and what measures can be taken to remedy it.
	2.3 Describe how to increase soil pH by 1.

	2.4 Name 5 Forest Garden crops for growing in acid soil.
	2.5 Name 5 crops for growing in alkaline soil.
	2.6 Name 5 crops suitable for growing in sandy soil.
	2.7 Name 5 crops suitable for growing in heavy clay soil.
	2.8 Explain the role of transitional ground cover plants and give 3 suitable species.
3. Understand the role of mycorrhizal fungi in a Forest Garden.	3.1 Describe the role of mycorrhizal fungi in a Forest Garden.
	3.2 Identify three ways to encourage mycorrhizal fungi in your Forest Garden.
4. Understand the role of the four main nutrients in fertility.	4.1 Identify the chief functions of the 4 main plant nutrients and identify sources of these nutrients. .
	4.2 Work out a nitrogen and potassium budget for a small Forest Garden.
	4.3 Understand the impact of soil pH on nutrient uptake.

Additional Requirements for Delivery and Assessment

This unit may be delivered using a variety of means. If using the videos devised by the Agroforestry Research Trust, this unit relates to content in Episodes 7, 10, 12 and 14 as follows:

Learning outcome 1 - Episode 7 (nitrogen fixing trees)

Learning outcome 2 – Episode 10 (soil)

Learning outcome 3 – Episode 12 (fungi)

Learning outcome 4 – Episode 14 (fertility)

Content Amplification

Learning Outcome 1: Understand the importance of nitrogen in a Forest Garden and how to provide it.

Learners should understand why nitrogen is important for plants and various ways it can be provided in a Forest Garden. In particular, they should learn how certain plants fix nitrogen and how they make it available to other plants which need it.

Learning Outcome 2: The impact soil has on plant growth and how to deal with some common soil issues.

Learners should learn about soil texture and structure and how to find out which soil they have. They should learn various ways of managing different soils and how to change a soil's pH. They should learn what types of plants they can grow in different soil conditions. They should also learn how to deal with soil compaction and how to sow transitional ground cover.

Learning Outcome 3: The role of mycorrhizal fungi in a Forest Garden

Learners should gain an understanding of how mycorrhizal fungi help plants by supplying them with nutrients and water and protecting them from pathogens and stress and how the fungi are able to move nutrients from plant to plant. They should also learn how to encourage mycorrhizal fungi in the soil and various techniques for inoculating plants with them.

Learning Outcome 4: The role of the four main nutrients in fertility

Learners will develop an understanding of the role of the chief soil nutrients, namely nitrogen, potassium, phosphorus and calcium. They should be able to use this knowledge to work out how much nitrogen and potassium a small Forest Garden would need and how they could be provided.

Qual Code-L2-Unit 3
Designing a Forest Garden

Ofqual unit code	F/618/6314	**Guided Learning Hours (GLH)**	4
Unit level	2	**Total Qualification Time (TQT)**	22

Unit aim Learners will learn how to survey a site and create a map. They will also carry out a client interview and use the information from their surveys to help them design the garden and choose suitable plants. They will learn about wind flow, and how to create shelter.

Unit rationale Learners will use the knowledge and understanding gained in previous units to survey, plan and design a Forest Garden for a client.

Learning Outcomes **The learner will...**	**Assessment Criteria** **The learner can...**
1. Understand the factors involved in designing a Forest Garden.	1.1 Carry out a Site Survey.
	1.2 Produce a baseline map of the site to scale.
2. Understand the importance of creating shelter.	2.1 Explain the importance of protecting plants from the wind.
	2.2 Explain what you need to consider when planning a windbreak.
3. Understand the use of other features in a Forest Garden.	3.1 Explain two benefits of clearings and what to consider when designing them.
	3.2 Explain two benefits of ponds and what to consider when designing them.
	3.3 Name two surfaces for paths and explain their maintenance needs.

4. Know how to design a Forest Garden that suits the site and meets the needs of the users.	4.1 Produce a Forest Garden design that includes three layers.
	4.2 Explain how the design is suitable for the site and meets the needs of the users.
5. Know how to create a small Forest Garden in an urban site.	5.1 Suggest 10 trees and shrubs suitable for growing in a small urban forest garden.

Additional Requirements for Delivery and Assessment

This unit may be delivered using a variety of means. If using the videos devised by the Agroforestry Research Trust, this unit relates to content in Episodes 2, 6, 9, 15 and 16 and also to content in the course book and video for the Level 3 Certificate in Community Orcharding as follows:

Learning outcome 1 – CICO video and course book pp4-5

Learning outcome 2 – Episode 2

Learning outcome 3 – Episodes 6 and 9; CICO video

Learning outcome 4 – Episode 16

Learning outcome 5 – Episode 15

Content Amplification

Learning Outcome 1: Factors involved in creating a Forest Garden

Learners will understand how to survey a potential site for a Forest Garden, including orientation, slopes, soil and existing features. They will carry out a client interview to find out what the users of the Forest Garden want out of it. They will also learn how to draw a baseline map to scale.

Learning Outcome 2: The importance of using wind breaks

Learners will understand the basics of how winds moves and how it affects a Forest Garden, how to create a wind break, including which trees and shrubs can be planted as wind breaks, and how wind breaks can affect wind flow.

Learning Outcome 3: How to design a Forest Garden that suits the site and meets the needs of the users

Learners will use the knowledge they have gained in the previous units about plants to design three layers of a Forest Garden with a range of plants that suit the specific characteristics of the site (such as size, soil type, aspect) and provide for the needs of the user, in terms of crops and other functions.

Learning Outcome 4: Creating a small Forest Garden in an urban site

Learners will develop an understanding of which species of trees and shrubs are suitable for growing in a smaller site.

Learning Outcome 5: The use of other features in a Forest Garden

Learners will develop an understanding about the other main features of a Forest Garden, namely clearings, paths and ponds. They will learn the benefits of these features and what needs to be considered when adding them to a design. They will also learn how to manage paths.

Qual Code-L2-Unit 4
Planting, aftercare and propagation

Ofqual unit code	J/618/6315	**Guided Learning Hours (GLH)**	3
Unit level	2	**Total Qualification Time (TQT)**	10

Unit aim In this unit, learners will understand how to prepare a new site for planting, how to maintain a Forest Garden, and techniques for propagating plants and fungi.

Unit rationale Learners will move from the planning and design of a Forest Garden in Unit 3 to developing an understanding of the practicalities of preparing, planting and maintaining a site.

Learning outcomes **The learner…..**	**Assessment criteria** **The learner can……**
1. Know how to prepare and plant a Forest Garden	1.1 Outline how to prepare ground for planting perennial layers.
2. Understand the maintenance needs of a Forest Garden	2.1 Explain the reasons for carrying out the main maintenance tasks in the Forest Garden.
3. Know how to grow edible fungi	3.1 Outline the process of growing shitake mushrooms on logs.
4. Know how to propagate plants	4.1 Explain the process of propagating seeds.
	4.2 Explain the process of propagating by root cuttings.
	4.3 Explain the process of propagating by semi-ripe cuttings.

Additional Requirements for Delivery and Assessment

This unit may be delivered using a variety of means. If using the videos devised by the Agroforestry Research Trust, this unit relates to content in Episodes 11, 12, 13 and 15 as follows:

Learning outcome 1 – Episode 11

Learning outcome 2 – Episode 15 Clearings from 11'38"

Learning outcome 3 – Episodes 12 from 9'30"

Learning outcome 4 – Episode 13

Learning Outcome 1: Implementing a Forest Garden design in terms of site preparation and planting.

Learners will know how to clear a site of weeds in preparation for planting and the best technique for planting a tree or shrub. They should understand the immediate needs of a newly planted tree, in terms of staking, water and weed competition. They should also be able to discuss the pros and cons of various different types of mulching materials.

Learning Outcome 2: Maintenance needs of a Forest Garden

Learners will develop an understanding of the tasks that need to be carried out in order to maintain a healthy Forest Garden, including mulching, weeding and pruning.

Learning Outcome 3. Techniques for growing edible fungi

Learners should understand the entire process of growing edible fungi, such as oyster mushroom or shitake, on logs. This includes what species of wood to use, what equipment is needed, how to inoculate the logs, how to store the logs, and how to "shock" them in to fruiting.

Learning Outcome 4. Propagating plants

Learners should develop an understanding of different ways of propagating plants and of which method is most appropriate for which species. This should include how to sow tree seeds, and the different processes required to prepare seeds for sowing, including stratification and scarification. They should also learn different methods of propagating from cuttings, including hardwood, semi ripe and root cuttings, and propagating by layering, and grafting.

They should learn how to look after newly propagated plants, including irrigation and potting up.

Section 3: Delivering this qualification

3.1 Delivery requirements

The following guidance is for delivery of all units. Where units have additional specific delivery guidance, this is included in the unit information.

The units have been designed to support learner centred approaches, which encourage learner investigation, enquiry and reflection, alongside time for tutorials to reflect on learning and discuss the content and assessment requirements. The delivery process should be based around a facilitation method, which should create a supportive and dynamic environment, designed to inspire learner participation, enquiry and learning.

There is a significant amount of independent study within this qualification, and assessors should ensure that learners receive guidance and support on how to best make use of their study time.

Independent study should be supported by structured home study and a variety of resources. The learner should also have access to tutorial support to engage in self-assessment throughout the units to allow them to monitor their understanding.

Examples of delivery methods for this qualification include:

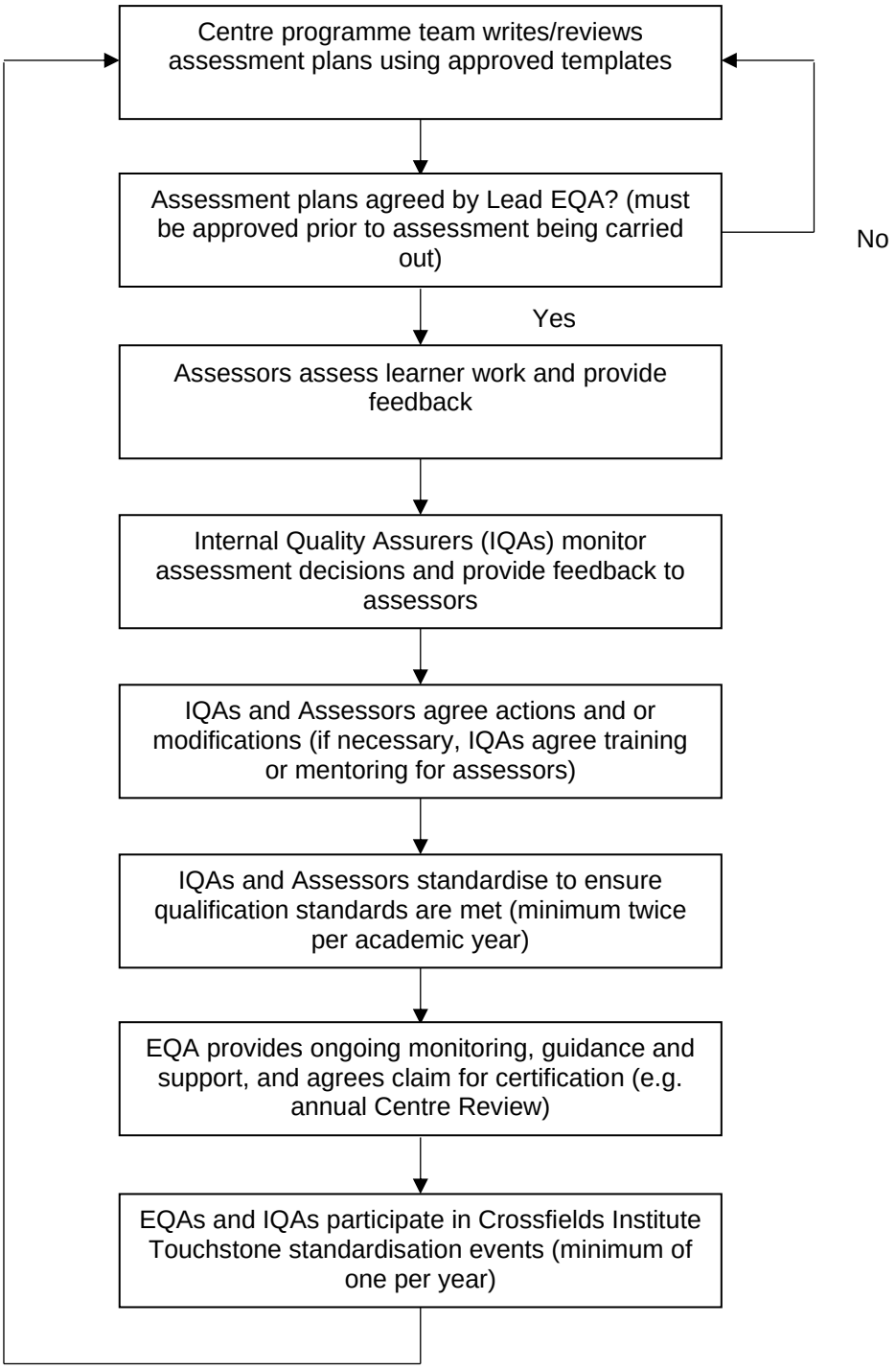
- Video resources about Forest Gardens – an example of these can be accessed via the Agroforestry Research Trust (requires a login to be issued on payment for the course videos) https://www.agroforestry.co.uk/online-course/
- Online or face to face tutorials.
- Course materials related to Forest Garden design and planting.

3.2 Quality Assurance

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:



3.3 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

3.4 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

3.5 Policies and Procedures

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated

fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with.

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at www.crossfieldsinstitute.com/resources

Appendix 1: Resource and book list

Recommended Reading

Name	Title, publisher and year
Robert A de J Hart	Forest Gardening (Institute for Social Inventions, 1988)
Martin Crawford	Creating a Forest Garden: Working with Nature to Grow Edible Crops (Green Books, 2010)
Aranya	Permaculture Design: A step by step guide (Permanent Publications, 2015)
Patrick Whitefield	How to make a Forest Garden (Permanent Publications, 1996)
Gary Paul Nabhan	Growing food in a hotter, drier land (Chelsea Green Publishing, 2013)
Anni Kelsey	Edible Perennial gardening, growing successful polycultures in small spaces (Permanent Publications, 2014)
Robert Hart	Forest Gardening (Green Books, 1996)
Tomas Remiarz	Forest Gardening in Practice (Permanent Publications, 2017)
Charles Dowding	Gardening Myths and Misconceptions (Green Books, 2014)
Masanobu Fukuoka	One Straw Revolution (New York Review Books Classics, 2009)
Ken Fern	Plants for a Future (Permanent Publications, 1997)
Miles Irvine	The Forager Handbook (Ebury Press, 2009)
Jared Diamond	Guns, Germs and Steel (Vintage, 1998)
Martin Crawford and Caroline Aitken	Food from your Forest Garden (Green Books, 2013)
Martin Crawford	How to grow perennial vegetables (Green Books, 2012)

Recommended Websites

https://www.agroforestry.co.uk/about_us/network/	Agroforestry Research Trust forest garden network
https://www.pfaf.org	Plants for the Future

https://www.hillcourtfarm.co.uk	Hill Court Farm Research Ltd – information on soil analysis
https://www.forestresearch.gov.uk/services/plant-tree-soil-andwater-testing/soil-analysis/	Forestry Commission – soil and leaf analysis
https://www.charlesdowding.co.uk	Charles Dowding – no dig gardening
http://deepgreenpermaculture.com/	Deep Green Peramaculture
http://ediblelandscapeslondon.org.uk/about-us/#Finding-Us	Edible Landscapes London
https://www.sites.google.com/site/priorycommonorchardn8/home/about	Priory Common Orchard
https://www.castle-climbing.co.uk/garden	Castle Climbing centre garden
https://meadoworchard.org/	Meadow Orchard Project
https://www.brockwellgreenhouses.org.uk/	Brockwell Park Community Greenhouses
https://burgessparkfoodproject.org.uk/	Glengall Wharf Forest Garden
http://www.nationalfruitcollection.org.uk/	Brogdales National Fruit Collection, sells boxes of apple cultivars
http://fruitmagpie.co.uk/	Fruit Magpie, foraged food enterprise
https://www.chelseaphysicgarden.co.uk/	Chelsea Physic Gardens
https://www.kew.org/	Kew Gardens
https://www.theorchardproject.org.uk/	The Orchard Project