

Crossfields Institute

Qualification Specification

CFI Level 2 Award in Regenerative Land Based Systems



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Key Facts

Qualification Title	CFI Level 2 Award in Regenerative Land Based Systems
Qualification Number (QAN)	610/2574/4
Qualification Type	VRQ
Sector	3.1 Agriculture
Level	2
Rules of Combination	Units 1-6 are compulsory; learners may then choose either Option A (agroecological principles and practices units 7-10) or Option B (practical horticulture units 11-12)
Total Qualification Time	120 hours
Guided Learning Hours	72 hours
Minimum age of learners	14
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	Up to 1 year
Developed by	The qualification has been developed by Crossfields Institute with subject-specific expertise provided by The Apricot Centre

Section 1: About this Qualification

1.1 Why take this qualification?

This objective of this CFI Level 2 Award in Regenerative Land Based Systems is to:

- Prepare you to progress to a qualification at a higher level such as the Level 3 Diploma in Regenerative Land Based Systems
- Prepare you to progress to a qualification in another subject area
- Prepare you for employment in regenerative farming or smallholding settings
- Prepare you to work in community-supported agriculture or the circular food economy.
- Support your role working in regenerative land based systems
- Provide you with opportunities for personal growth and engagement in learning

1.2 Who is it for?

This qualification is designed for people who want a practical, work-based approach to learning about regenerative land systems or for students undertaking practical learning in a school or college setting. Upon completion of this qualification learners will be able to work or do an apprenticeship in Regenerative Food Production, Farming or small-scale food production, forestry or other land based businesses. Learners may also choose to complete further study at Level 3 in Regenerative Land Based Systems.

1.3 What does the qualification cover?

You must complete 6 mandatory units and units from either Option A - agroecological principles and practices or Option B - practical horticulture.

1. **Introduction to regenerative land based studies**
This unit explores the definitions and methodologies that underpin regenerative land based systems, their origins and why they are important in the context of climate change and biodiversity loss.
2. **Soil ecology for regenerative systems**
This unit introduces the theoretical and practical application of soil ecology, and how it can be managed in either horticulture or livestock farming systems.
3. **Plant ecology for regenerative systems**
This unit introduces the concepts of plant ecology and how this relates to regenerative farming and horticulture practices.
4. **Introduction to permaculture principles and ethics**
This unit introduces the key concepts and origins of permaculture design.
5. **Agroforestry**
This unit introduces the concept of agroforestry and how trees can be incorporated into farming and growing systems.

6. Agroecology principles and practices for pest, weed and disease control

This unit introduces the principles of agroecology, and how this translates into practice in the context of pest and disease control and weed control.

Learners may choose to complete the units from Option A or B.

Option A – Agroecological principles and practices

7. Diversification in business

This unit will introduce the concept of farm diversification in terms of increasing people’s interactions and social impact on your farm, smallholding etc.

8. Principles of regenerative business management

In this unit, learners will be introduced to principles of regenerative methods of modelling financial viability into a farm business.

9. Biodynamic farming and growing

This unit introduces the principles and practices of Biodynamic farming and growing.

10. Holistic livestock management for regenerative land based systems

This unit considers how and why livestock can be incorporated into a regenerative farming and growing system.

Option B - Practical horticulture

11. Practical horticulture

This unit introduces the principles and practices of plant propagation from seed and a range of vegetative propagation methods.

12. Crop care and pruning

This unit will cover a wide range of methods and techniques to grow a crop from start to finish.

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....
<p>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.</p> <p>Can interpret relevant information and ideas.</p> <p>Is aware of a range of information that is relevant to the area of study or work.</p>	<p>Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>

1.4 What are the entry requirements?

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

- A commitment to work-based learning – learners will be employed in a farming setting or food production business, working a minimum of 3 days a week throughout the duration of the qualification. Or, in a school/college setting where learners are undertaking lessons in farm/horticulture/husbandry.
- If English is not the learner's first language, proof of spoken and written English at a level equivalent to IELTS 6 will be required.

1.5 What are the assessment methods?

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

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

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

1.6 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 or prepare for employment or work experience in regenerative farming or smallholding settings
- Seek or prepare for employment or work experience in community-supported agriculture or the circular food economy
- Go on to further work in regenerative land based systems either employed or via an apprenticeship/traineeship scheme
- Further your studies in regenerative land based systems

Successful completion of this qualification can contribute to a Permaculture Diploma recognised by the Permaculture Association, if delivered and assessed by a Permaculture Association certified tutor. Please see <https://www.permaculture.org.uk/> for further details.

Section 2: Units/Modules

2.1 Unit List

Unit title	Ofqual ref	Total qualification on time (TQT)	Credits
1. Introduction to regenerative land based studies	L/650/6999	10	1
2. Soil ecology for regenerative systems	F/650/7000	20	2
3. Plant ecology for regenerative systems	H/650/7001	20	2
4. Introduction to Permaculture principles and ethics	J/650/7002	10	1
5. Agroforestry	K/650/7003	10	1
6. Agroecology principles and practices – pest, disease and weed control	L/650/7004	10	1
7. Diversification in business	M/650/7005	10	1
8. Principles of regenerative business management	R/650/7006	10	1
9. Biodynamic farming and growing	T/650/7007	10	1
10. Holistic livestock management for regenerative land based systems	Y/650/7008	10	1
11. Practical horticulture	H/650/7010	20	2
12. Crop care and pruning	J/650/7011	20	2
Total		120*	12*

** the total qualification time and credit value for completion of the mandatory units 1-6 plus either units 7-10 or 11 and 12.*

Unit 1

Introduction to regenerative land based studies

Ofqual unit code	L/650/6999	Guided Learning Hours (GLH)	6
Unit level	2	Total Qualification Time (TQT)	10
Unit aim	This unit explores the definitions and methodologies that underpin regenerative land based systems, their origins and why they are important in the context of climate change and biodiversity loss.		
Unit rationale	Learners will understand that in a time of climate change, biodiversity loss and the need to produce healthy food, regenerative food systems are able to meet these challenges. Regenerative systems are a complex set of farming and horticultural methodologies. In this unit, learners will be introduced to these methodologies and why they are necessary.		

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the importance of regenerative food and farming systems	1.1 Describe the benefits of regenerative food and farming systems
	1.2 Explain the key impacts of different production methods on farming, food and product production
2. Know the methodologies and definitions used for regenerative land based systems	2.1 Define the methodologies used for regenerative land based systems
	2.2 Outline the timeline for industrial and sustainable food systems

Unit 2

Soil ecology for regenerative systems

Ofqual unit code F/650/7000 **Guided Learning Hours (GLH)** 12

Unit level 2 **Total Qualification Time (TQT)** 20

Unit aim This unit introduces the theoretical and practical application of soil ecology, and how it can be managed in either horticulture or livestock farming systems.

Unit rationale Learners will be introduced to basic soil science, and soil ecology and the carbon cycle. They will learn some ways to manage soil to mitigate and adapt to climate change. They will understand the importance of soil ecology as a key concept in how to manage land in regenerative systems.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand different soil types and their management	1.1 Describe two soil textures and how their management can affect carbon sequestration/biodiversity
	1.2 Describe one practical soil management technique
2. Be able to use different soil management techniques to achieve healthy plant and livestock growth	2.1 Describe the effects of different soil management techniques on plant or livestock nutrition
	2.2 Demonstrate how to build a compost heap
	2.3 Demonstrate how to measure the impact of soil management techniques

Unit 3

Plant ecology for regenerative systems

Ofqual unit code	H/650/7001	Guided Learning Hours (GLH)	12
Unit level	2	Total Qualification Time (TQT)	20
Unit aim	This unit introduces the concepts of plant ecology and how this relates to regenerative farming and horticulture practices.		
Unit rationale	Learners will understand that regenerative cropping systems are based on ecology, the carbon cycle, and a deep understanding of a reciprocal and circular model of food production. Learners will be introduced to these concepts in the context of crop production and how they can be used to produce food.		

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know basic plant ecology in regenerative systems	1.1 Describe the carbon cycle and how it affects plant growth and soil health
	1.2 Outline photosynthesis and respiration in terms of plant growth
	1.3 Describe the process of pollination, fertilisation to seed germination
2. Know regenerative crop management techniques to achieve healthy plant growth	2.1 Outline the use of different types of plants such as perennials and annuals in cropping systems
	2.2 Describe plant nutrition requirements for healthy growth
	2.3 Identify sources of plant nutrients in regenerative growing systems
3. Know the system of plant nomenclature	3.1 Describe the plant families of main crops

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	3.2 Describe crop rotation in relation to the main crop plant families

Unit 4

Introduction to permaculture principles and ethics

Ofqual unit code J/650/7002 **Guided Learning Hours (GLH)** 6

Unit level 2 **Total Qualification Time (TQT)** 10

Unit aim This unit introduces the key concepts and origins of permaculture design.

Unit rationale Learners will be introduced to the origins and principles of permaculture as a design methodology for designing sustainable land and non-land-based systems. Learners will understand how permaculture is part of a toolkit that can be used to create regenerative land based systems.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the origins and definition of permaculture	1.1 Describe the definition of permaculture
	1.2 Explain the origins of permaculture
2. Understand the principles and ethics of permaculture	2.1 Describe the principles of permaculture
	2.2 Describe the ethics of permaculture
3. Know the theory of permaculture design	3.1 Outline the concept of zones and sectors
	3.2 Outline the concept of “stacking”

Unit 5

Agroforestry

Ofqual unit code	K/650/7003	Guided Learning Hours (GLH)	6
Unit level	2	Total Qualification Time (TQT)	10
Unit aim	This unit introduces the concept of agroforestry and how trees can be incorporated into farming and growing systems.		
Unit rationale	Learners will explore how trees are used in the farmed landscape, the benefits and challenges, and how to design them into a farm system in an effective way.		

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand how and why agroforestry systems are used in land based systems	1.1 Describe one of the principles of agroforestry
	1.2 Outline tree crops that can be used in agroforestry systems
2. Understand the practice of agroforestry in a range of systems	2.1 Describe one type of agroforestry
	2.2 Explain why agroforestry is important in terms of climate change, biodiversity loss and food production

Unit 6

Agroecology principles and practices for pest, weed and disease control

Ofqual unit code L/650/7004 **Guided Learning Hours (GLH)** 6

Unit level 2 **Total Qualification Time (TQT)** 10

Unit aim This unit introduces the principles of agroecology, and how this translates into practice in the context of pest and disease control and weed control.

Unit rationale Learners will be introduced to the principles and practices of agroecology. Learners will understand how and why a wide range of practices are used in a land based business for effective pest and disease control and for weed control.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand agroecology principles	1.1 Describe one principle of agroecology
	1.2 Explain the importance of agroecology
2. Understand agroecology practices	2.1 Describe two agroecological practices used for pest and disease control
	2.2 Describe two agroecological practices used to control weeds

Unit 7

Diversification in business

Ofqual unit code	M/650/7005	Guided Learning Hours (GLH)	6
Unit level	2	Total Qualification Time (TQT)	10
Unit aim	This unit will introduce the concept of farm diversification in terms of increasing people's interactions and social impact on a farm, smallholding etc.		
Unit rationale	Learners will understand how they can work with agroecological principles and practices to diversify their businesses, with a focus on people and wellbeing activities.		

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the concepts of diversifying activities on a farm	1.1 Describe how farms can diversify their business activities <i>e.g. nature connection</i>
	1.2 Identify one non-farming activity that can be incorporated into a farm business
2. Understand how to incorporate diverse activities into a farm business	2.1 Describe how to use a nature-based activity on a farm
	2.2 Outline the key legal requirements for providing nature-based activities on a farm

Unit 8

Principles of regenerative business management

Ofqual unit code R/650/7006 **Guided Learning Hours (GLH)** 6

Unit level 2 **Total Qualification Time (TQT)** 10

Unit aim In this unit, learners will be introduced to principles of regenerative methods of modelling financial viability into a farm business.

Unit rationale Learners will understand the concepts of financial management for a regenerative farming business, and how to put value on natural, social and human capital. Learners will be introduced to different types of financial reporting and how to interpret these. They will also be introduced to methods for marketing and promoting land based businesses to improve their economic performance.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the principles of financial management for a regenerative farm business	1.1 Identify the five types of capital that can be used to fund a regenerative farm business
	1.2 Describe the key features of a financial report
2. Understand the principles of marketing and promotion for a regenerative farm business	2.1 Explain one method of marketing a regenerative farm business
	2.2 Suggest one activity that could bring a financial benefit for a regenerative farm business
3. Know the legal requirements for regenerative farm businesses	3.1 Outline health and safety requirements on a farm
	3.2 Identify the legal requirements for running a regenerative food business

Unit 9

Biodynamic farming and growing

Ofqual unit code	T/650/7007	Guided Learning Hours (GLH)	6
Unit level	2	Total Qualification Time (TQT)	10
Unit aim	This unit introduces the principles and practices of biodynamic farming and growing.		
Unit rationale	Learners will explore how biodynamic farming was the first ecological farming system to arise. They will gain practical experience in the practices of biodynamic farming and how these relate to the principles of biodynamic farming.		

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the principles of biodynamic farming and growing	1.1 Describe the origins of biodynamic farming and its Demeter symbol
	1.2 Outline the principles of biodynamic farming
2. Understand the practices of biodynamic farming and food systems	2.1 Identify the use of biodynamic preparations in biodynamic farming systems
	2.2 Describe how the biodynamic calendar is used in biodynamic farming systems

Unit 10

Holistic livestock management for regenerative land based systems

Ofqual unit code Y/650/7008 **Guided Learning Hours (GLH)** 6

Unit level 2 **Total Qualification Time (TQT)** 10

Unit aim This unit considers how and why livestock can be incorporated into a regenerative farming and growing system.

Unit rationale Learners will understand how livestock can be incorporated into regenerative systems to improve soil ecology and biodiversity.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the impact of livestock in regenerative land based systems	1.1 Describe one regenerative method of livestock management
	1.2 Explain how livestock impact the land based system

Unit 11

Practical horticulture

Ofqual unit code	H/650/7010	Guided Learning Hours (GLH)	12
Unit level	2	Total Qualification Time (TQT)	20
Unit aim	This unit introduces the principles and practices of plant propagation from seed and a range of vegetative propagation methods.		
Unit rationale	Learners will experience a range of propagation techniques for propagating plants from seeds and a range of vegetative techniques to effectively propagate crops/plants.		

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand seed germination techniques	1.1. Describe requirements for effective seed germination in compost and in the soil
	1.2 Demonstrate how to prick out seedlings
	1.3 Demonstrate how to thin seedlings
	1.4 Demonstrate how to carry out seed saving
2. Be able to propagate plants vegetatively	2.1 Demonstrate how to take a softwood and hardwood cutting
	2.2 Demonstrate how to propagate a plant by division and or layering

Unit 12

Crop care and pruning

Ofqual unit code J/650/7011 **Guided Learning Hours (GLH)** 12

Unit level 2 **Total Qualification Time (TQT)** 20

Unit aim This unit will cover a wide range of methods and techniques to grow a crop from start to finish.

Unit rationale Learners will grow a range of crops from start to finish understanding how to effectively manage the crop throughout its growth stages.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know watering and irrigation techniques for crop plants	1.1 Demonstrate how to water seedlings in trays and in the soil
	1.2 Identify methods to reduce water use in crop plants
	1.3 Describe suitable irrigation systems for crop plants
2. Understand the weeding requirements of crop plants	2.1 Identify a range of perennial, annual and ephemeral weeds
	2.2 Demonstrate effective weed control for the different weed types
3. Know crop support systems	3.1 Explain the benefits of crop support systems

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	3.2 Demonstrate the use of effective crop support systems
4. Understand harvesting and storage techniques for crop plants	4.1 Demonstrate how to harvest two crop plants
	4.2 Demonstrate effective packaging and storage techniques for two different crop plants
5. Understand fruit tree pruning systems	5.1 Demonstrate simple tree pruning methods
	5.2 Identify the appropriate time of the year for pruning fruit trees

Section 3: Delivering this qualification

3.1 Requirements for Centres

Centres must be approved by Crossfields Institute. In order to be approved to offer this qualification, centres must have:

- Staff who are appropriately qualified and experienced in regenerative farming and land based systems
- A learning environment that combines both theoretical and practical experiences, including work experience and placement

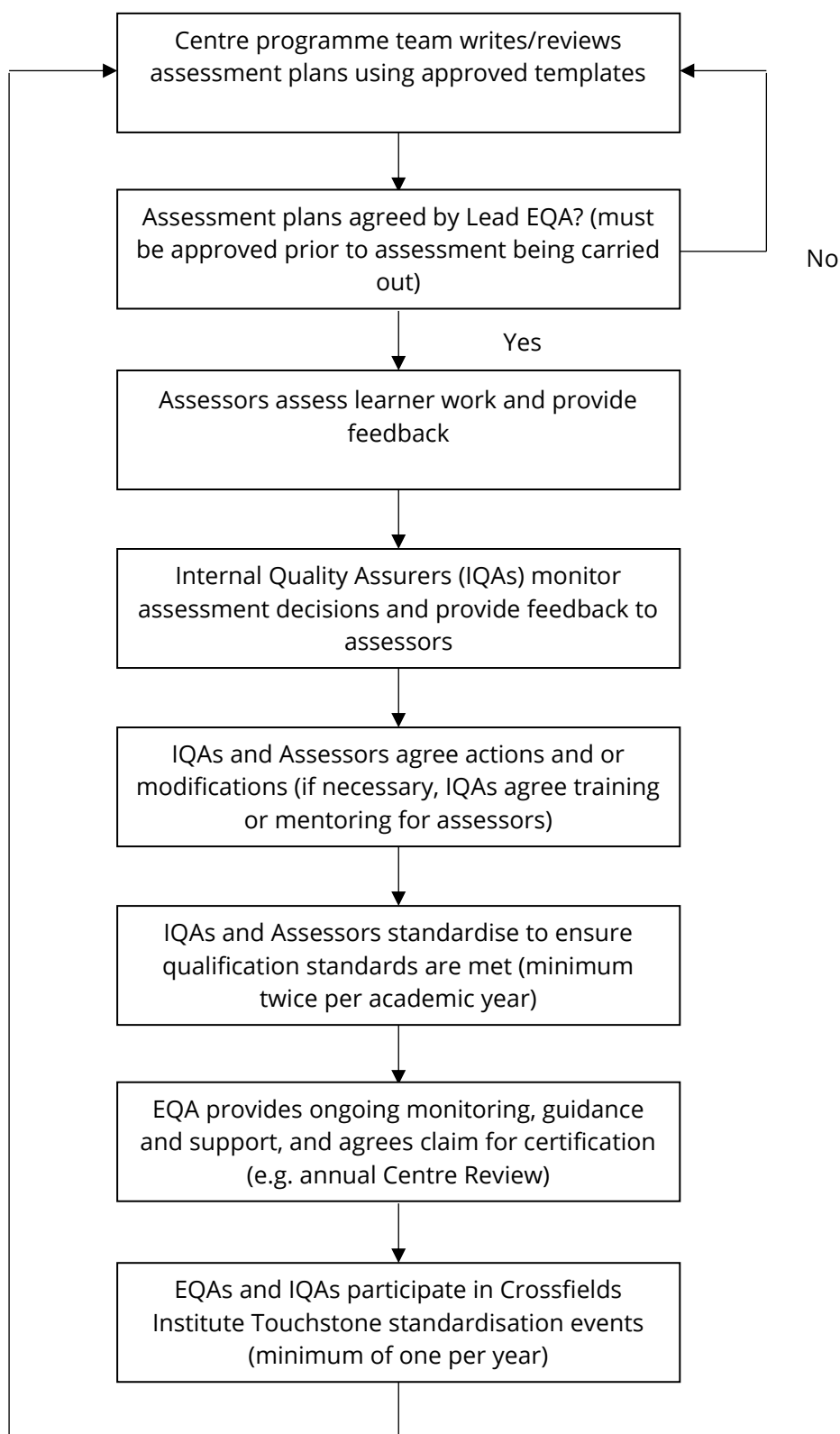
For more information about the process of becoming a centre, please contact us or refer to our Centre Handbook (www.crossfieldsinstitute.com/resources).

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

Biodynamic Farming

Recommended Reading

Name	Title	Publisher/Year
F. Sattler and E. Wistinghausen	Biodynamic farming practice	Cambridge University Press, 1992
P. Masson	A biodynamic manual	Floris Books, Edinburgh, 2012
R. Steiner trans. C.E. Dreger and M. Gardner	Agriculture - Biodynamic Farming and Gardening Association	Kimberton, PA, 1993
T. Petherick	Biodynamics in practice: life on a community owned farm	Sophia Books, Forest Row, 2010
E. Pfeiffer	Biodynamic farming and gardening	Mercury Press, New York, 1938
W.D. Storl	Culture and horticulture	Biodynamic Farming and Gardening, San Francisco, 1979
M. Waldin	Biodynamic gardening	Dorling Kindersley, London, 2015
P. Mader, A. Fliessbach, D. Dubois, L. Gunst, P. Fried and U. Niggli	Soil fertility and biodiversity in organic farming	Science 296, 2002, pp. 1694–1697

Recommended Magazines

<i>Star and Furrow</i> magazine	Published twice per year in the UK. You can join the BDA and attend the biennial conference. There are also regional groups across the country.
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Recommended Resources

Biodynamic College	Apprenticeship scheme and distance learning package. http://www.bdacollege.org.uk
Chateau Monty	A BBC series about biodynamic wine-growing available on YouTube

Tablehurst Farm	https://www.biodynamic.org.uk/farm/#becoming
Sekem Farm Egypt	www.sekem.com/en/media/videos
One cow, one man, one planet	A film about Peter Procter's work on biodynamic farming in India.
Symphony of the soil	A film about soil ecology and Elaine Ingham's work. Available to buy or rent at https://www.symphonyofthesoil.com/

Recommended Websites

Biodynamic Association UK (BDA) - offers book lists, research articles, back copies of Star and Furrow, and links to films	www.biodynamic.org.uk
Biodynamic Association US offers free webinars, scientific papers, and talks on biodynamic farming	www.biodynamics.com
International Biodynamic Association is based in Switzerland	www.ibda.ch
The Goetheanum Agricultural Section has a wide range of information on biodynamic farming, including many publications and links to farms around the world	https://www.goetheanum.org/

Organic Farming

Recommended Reading

Name	Title	Publisher/Year
Conford	The origins of the organic movement	
E. Balfour	The living soil	Faber & Faber, London, 1943.
A. Howard	An agricultural testament	Oxford University Press, London, 1940
Soil Association	Organic farming food quality and human health	2001

Organic Research Centre (ORC)	Biodiversity benefits of organic farming: new research confirms more diversity on organic farm	2010
Soil Association	Soil carbon and organic farming	2009
J. Moyer, A. Smith, Y. Rui, J. Hayden	Regenerative agriculture and the soil carbon solution'	Rodale Institute, 2020

Recommended Websites

The Riverford Farm website hosts 'Wicked Leeks' an online organic farming news feed, with films, articles and links relating to organic and sustainable food	www.riverford.co.uk
A short film about Bhaskar Save - <i>A Gandhian way of farming</i>	https://www.permaculturenews.org/2014/02/26/bhaskar-save-gandhi-natural-farming

Permaculture

Recommended Reading

Name	Title	Publisher/Year
B. Mollison	Designers Manual	Tagari, Tyalgum, 1988
D. Holmgren	Permaculture: principles and pathways beyond sustainability	Permanent, East Meon, UK, 2002.
Aranya	Permaculture design: a step by step guide	Permanent, East Meon, UK, 2012.
L. Macnamara	People and permaculture	Permanent, East Meon, UK, 2012.
R. Morrow	Earth user's guide to permaculture	Permanent, East Meon, UK, 2010
R. Perkin	Regenerative agriculture	Self-published, 2015
M. Sheppard and A. Lappe	Restoration agriculture: real world permaculture for farmers	Acres US, Greeley, CO, 2014

P. Whitefield	The earth care manual	Permanent, East Meon, UK, 2004
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Recommended Resources

Becky Hosking's BBC documentary <i>Farms of the future</i> . The story of the film and the link to it can be found via her website	https://www.rebeccahosking.co.uk/a-farm-for-the-future
Permaculture magazine has made a series of Living with the land short films	https://www.permaculture.co.uk/living-with-the-land
There are many permaculture films, from classics such as <i>In grave danger of falling food</i> with Bill Mollison; <i>Inhabit</i> , visits to Geoff Lawton's Greening the Desert project in Jordan and Sepp Holzer's farm in Krameterhof in Austria; and <i>Green gold</i> , John Liu's story of reclaiming the Chinese Loess Plateau.	https://filmsfortheearth.org/en/issues/permaculture
Listings of films about regenerative agriculture and permaculture in New Zealand, Australia and the US	https://happenfilms.com/permaculture

Agroforestry

Recommended Reading

Name	Title	Publisher/Year
J. Pretty	Agri-culture	Earthscan, London, 2002
Crawford	Creating a forest garden	
Woodland Trust	The role of trees in arable farming	2015
P. Whitefield	<i>How to make a forest garden</i>	Permanent, East Meon, UK, 2012
Steve Gabriel (Author), Eric Toensmeier	Silvopasture: A Guide to Managing Grazing Animals, Forage Crops, and Trees in a Temperate Farm Ecosystem	Paperback – Illustrated, 11 Jun. 2018

Recommended Resources

The Farm Woodland Forum is a charity and website disseminating information and running workshops on agroforestry in the UK and Ireland	www.agroforestry.ac.uk
Film featuring Martin Wolfe	www.wakelyns.co.uk
Short films, virtual tours and podcasts from BBC Radio 4	www.agroforestry.co.uk
Films about the wilding at Knepp Castle and woodland pasture	https://knepp.co.uk

Recommended Websites

Agricology	www.agricology.co.uk/farmers-and-growers/stephen-brigg
Organic Research Centre UK	http://www.agforward.eu
A huge number of resources about agroforestry, mainly focused on farming in the Pacific and tropical regions.	www.agroforestry.org
The Agroforestry Research Trust website run by Martin Crawford has links to books, his courses and tours, and his tree nursery selling trees suitable for forest gardens in Northern Europe	www.agroforestry.co.uk

Agroecology

Recommended Reading

Name	Title	Publisher/Year
J. Wright (ed.)	Subtle agroecologies: farming with the hidden half of nature	CRC Press, Boca Raton, FL, 2021.
M. Altieri and C. Nicholls	Agroecology and the search for a truly sustainable agriculture	UNEP and PNUMA, Mexico City, 2005

R. Wall Kimmerer	Braiding sweet grass	Milkweed, Minneapolis, 2013.
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Recommended Magazines

<i>The Land</i> is the quarterly magazine published by the Landworkers' Alliance	www.thelandmagazine.org.uk
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Recommended Resources

Oxford Real Farming Conference has talks from many past conferences archived and available on its own YouTube channel, including speakers from all around the world.	https://orfc.org.uk
The biggest little farm is a film about the restoration of a farm in California:	http://www.biggestlittlefarmmovie.com/
<i>In our hands</i> is a film made by the Landworkers' Alliance and Black Bark Films. It costs £6.00 to download.	https://inourhands.film/
<i>Gather</i> is a film about Native American food systems and agroecology	https://gather.film/
Agroecology various approaches in Europe	https://www.youtube.com/watch?v=w7zqBnrLxiw
<i>The Living Classroom</i> is a film series made by the FAO about agroecology around the world.	http://www.fao.org/agroecology/

Films and podcasts about agroecology in the US.	www.foodtank.com
Agroecology case studies and examples from around the world can be found on the Coventry University, Centre for Agroecology and Water Resilience (CAWR) website.	www.agroecologynow.com
Films showing the work of the Magarini Organic Demonstration Farm in Kenya.	www.http://www.magarini-centre.org/
Agroecology voices from social movement.	https://grain.org/en/article/5283-agroecology-voices-from-social-movements
The Agricolgy website and YouTube channel has lots of films of farm walks in the UK.	https://www.agricology.co.uk/

Recommended Websites

Coventry University Centre for Agroecology and Water and Resilience	www.coventry.ac.uk/research/areas-of-research/agroecology-water-resilience/our-publications
Report on indigenous agroecology in New Zealand	http://www.maramatanga.ac.nz/project/indigenous-agroecology

Regenerative Agriculture

Recommended Reading

Name	Title	Publisher/Year
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C. Massey	The call of the reed warbler	Chelsea Green, Hartford, VT, 2017.
R. Perkins	Regenerative Agriculture	self-published, 2019.
G. Powell	Sustainable grazing strategies meet ecological demands	Nuffield Scholarship Report, 2018.
G. Brown	Dirt to soil	Chelsea Green, Hartford, VT, 2018
D. Montgomery	Dirt	University of California Press, Berkeley, 2012
D. Montgomery	Growing a revolution	W.W. Norton, New York, 2018.
J. Stika	A soil owner's manual	self-published, 2016
V. Shiva	Soil not oil	Zed Books, London, 2016.

Recommended Resources

Allan Savory TED Talk	https://www.ted.com/talks/allan_savory_how_to_fight_desertification_and_reverse_climate_change?
How to make a zero-dig bed	www.zerodig.earth
<i>Kiss the ground</i> – one of the best-known films about regenerative agriculture	https://kisstheground.com/
The seeds of Vandana Shiva	https://vandanashivamovie.com/
Film by John Kempf in the US	<i>How is regenerative organic farming better</i>
Film about the story of regenerative agriculture in Australia.	<i>From the ground up: regenerative agriculture</i>

is a film by Darren Doherty

Keyline design explained on a beach – can be found on You Tube

Oregon State University Ecampus has online training in keyline management. There is a whole series where you can see Yeomans farms and Yeomans ploughs in action

Fantastic fungi is a film by Paul Stamets

<https://fantasticfungi.com>

Films about no dig systems may be found on www.Charlesdowding.org

Recommended Websites

Symphony of the soil is a film about the soil food web

www.symphonyofthesoil.com