



Introduction and overview for the BDAC work-based training

Crossfields Institute Level 3 Diploma in Biodynamic Farming and Gardening

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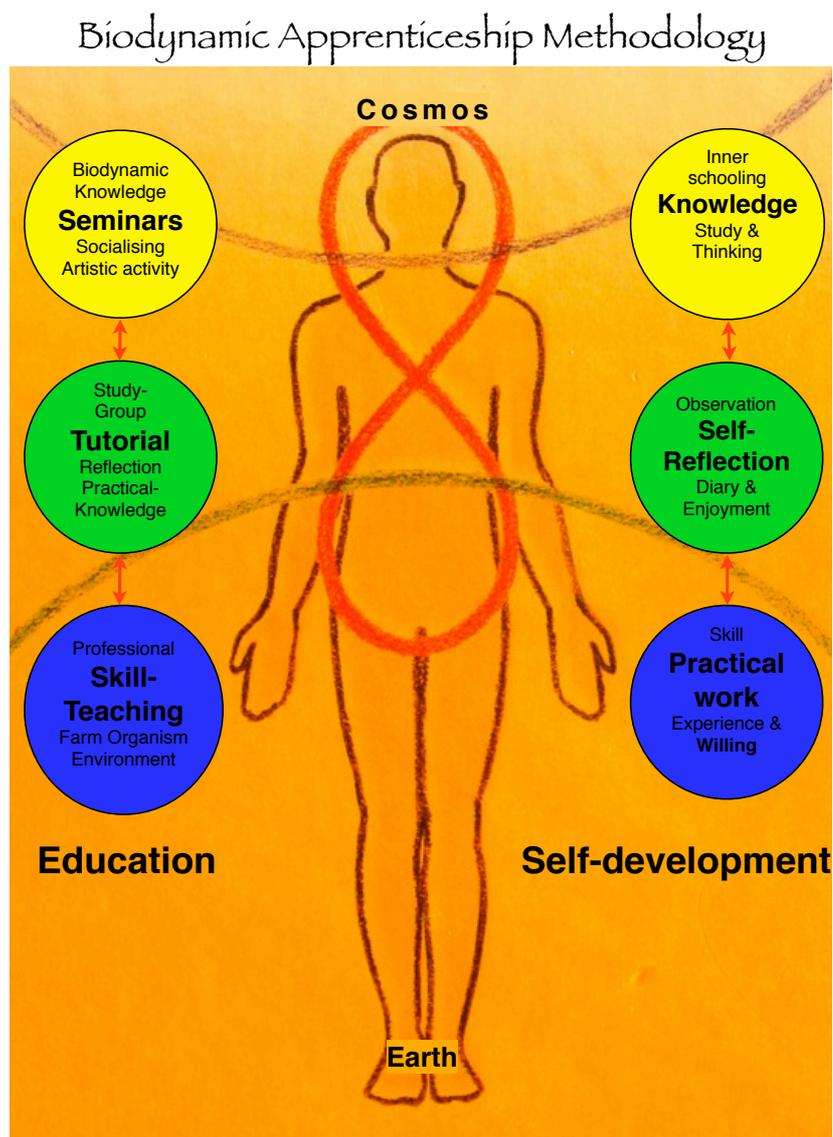
INTRODUCTION

This work book will help you to complete your Crossfields Institute Level 3 Diploma in Biodynamic Farming and Gardening.

It will advise you what to research, observe, record and do whilst you are on your BDAC work base training between the seminars and through the unit descriptions.

METHODOLOGY

This biodynamic training has been developed to suit the modern aspirations of individuals, wanting to engage with the land and food growing in a holistic way. With strong individual needs and challenges of the future, education can't rely any longer on knowledge from the past. Therefore the picture on the right visualises, how the work based training is supporting you on your learning path. We need a balanced engagement with the world, by using our head/ thinking (yellow), our heart/ feeling (green) and our body-senses/ willing (blue). The BD training offers you the left side and you are contribute with the right hand side. However, each cycle carries a balance between thinking, feeling and willing again. This balanced approach will help you to take on the challenging task to be creative in farming and gardening, growing food in balance with nature and people. This is an adult education and therefore we meet your individual needs with respect and expect from you, self motivated learning and responsible engagement at your work placement. Please, meet farmers and gardeners with gratitude, offering you their field of work and experience. It is not easy to convince practitioners and find new work placements for the training, as it requires good will, passion, care and time to take on trainees with little knowledge and experience who want to know and do everything.



Kai Lange

September 2009

STRUCTURE

■Portfolio

- your portfolio can be done as hard copy or electronically. For assessment purposes electronic evidence (that can be printed off for a hardcopy) is easier and cheaper. We will set up a dropbox folder for assessment of your work. The provided memory stick will have a copy of your initial drop box folders and diploma material.
- the portfolio need to have a good structure, making it easy for the quality assurance to find evidence of your learning, progress and achievements. All evidence need to carry the relevant unit number, name, learning outcome no. (LO) and assessment criteria no (A/C) and provided in individual unit named folders.
- some evidence for units assessment criteria will be achieved during block courses. However a large amount need to be collected by yourself during the stay on the work experience. This workbook will give you guidance.

■Seminars

- good preparation and completed homework are essential, to learn from each other and complete evidence for your portfolio.
- here you will meet fellow students and have the opportunity to exchange experiences, ideas, passion and learn from each other. Often students develop friendships that last. A range of sensual exercises will be tough to develop your skills to learn from the world and direct, rather than from books, internet and teachers. Knowledge is head-based, understanding is heart-based. However a large range of tutors will offer you their knowledge, experience and passion. Do not just expect packs of knowledge. Individual engagement and contributions are needed to learn together and from each other. There will be many farm visits to give you different perspectives.

■Work placement

- The farm/garden offers you work experience. You are not only learning many new different skills and knowledge, but will have the opportunity to develop your sensitivity, perseverance, resilience, passion, personal- and social skills. That means, it is not just about learning something new every day, but take on responsibility and meet the needs of the soil, plants, animals and people.
- Your body, head and heart learn best through repeated experience and reflection upon. Therefor use your diary, portfolio work and the farmer/gardener to reflect on your understanding and progress.
- The portfolio needs a range of evidence, which you need to collect during your work experience. Make sure you collect evidence for your practical skills through photos, witness statements and diary notes.
- You will need to structure your week to organise regular portfolio-study and -writing sessions. This workbook should give you guidance.
- Social challenges are going hand in hand with stronger individual needs. You will need these challenges at your work placement. Take on these challenges in a positive mode. They help you and other development. We all need to develop new social skill to meet future challenges together.

BRIEF TRAINING GUIDE

Arriving first few weeks

- ◆ Take your time to familiarise yourself with the people around, work place rhythm, order and orientation. Get used to weather, working physical outside and with unfamiliar movements, noises and smells.
- ◆ Engage with your body, leaving judgement behind for the time being. Be and reflect on your emotions and experiences.
- ◆ Create a farm profile [BDFG-L3-unit1 The Biodynamic Farm Organism A/C 2.1] see Appendix = **A1**

◆ First six months

- ◆ Start reading and familiarising yourself with course material on your memory stick and dropbox, e.g. units, Qualification Specification, student hand book with relevant procedure, e.g. data protection, complaints and appeals policy, ...
- ◆ Start unit work, collecting evidence, diary and weather observations/ recordings, see **A2** [BDFG-L3-Unit 3 Weather and Biodynamics A/C 1.1]. Prepare homework for first seminars.
- ◆ All mandatory units will be taught during relevant seminars. Wait to submit evidence for specific units after the unit relevant seminar.

◆ End of year one

- ◆ By now you should have completed some units and have made a good way into the work book. You have collected evidence on your work placement, like photos and witness statements. Often at this point one has a bit of a low, struggle socially at your placement and lacking confidence if you are doing the right training. Don't worry this is normal don't give up too quickly and let time solve it. The change of season will bring change.

◆ Second year

- ◆ Now you realise what you should have spent more attention on last year, when you just can't remember how or when you did *this* last year. Also looking towards end of the training might put some pressure on ...portfolio work, what is the next step after the training. Relax and don't forget the presence. Now is the time on your work placement that you can take on responsibility and give substantial contribution to the farm/garden work. Start noticing your knowledge and skills and enjoy using them. After all farming/gardening is so much fun and rewarding. Maybe you are able to take on projects, organise work and even a team, or support and teach new first years students.
- ◆ Get an overview of your portfolio, make a plan who to complete on time.

◆ End of second year

- ◆ Complete your portfolio. Organise your next steps. Consider more work experience.

INDIVIDUAL SUPPORT

We are there to help and support you in your training. Please, feel free to approach and contact us any time.

We will offer you individual tutorial sessions during seminars, some of which are mandatory. We are interested in your well being, progress and satisfaction with the training. At least once during the two years, we will visit you at your work placement, too.

unit overview

Unit Number	Unit Title	Learning Hours		will also be taught
Mandatory		LH	practical and research on work placemet	in seminar
Unit 1	The Biodynamic Farm Organism	20	research	January 2019
Unit 2	People and Agriculture	20		January 2019
Unit 3	Weather and Biodynamics	20	research & do and get witness statement	January 2019
Unit 4	Soil Science and Phenomenology	40	research & do and get witness statement	March 2019
Unit 5	Biodynamic Farm Fertility	20	research	March 2019
Unit 6	Soil Cultivation	40	research & do and get witness statement	January 2019
Unit 7	Biodynamic Compost	30	research & do and get witness statement	March 2019
Unit 8	Land-based Machinery	40	research & do and get witness statement	January 2019
Unit 9	Plant Science and Phenomenology	40		October 2016
Unit 10	Biodynamic Seeds	20		January 2018
Unit 11	Animal Science and Phenomenology	40		October 2017
Unit 12	Biodynamic Preparations	30	research & do and get witness statement	January 2018
Unit 13	Biodynamic Habitat Management	20	research & do and get witness statement	January 2019
Unit 14	Agricultural Astronomy	30	research & do and get witness statement	March 2018
Unit 15	Introduction to Anthroposophy	20		March 2018
Unit 16	Nature and Human Life	20		January 2018
Unit 17	Nutrition and Food	20		January 2018
Unit 18	Enterprise Planning	40		January 2018
Unit 19	Reflective Practice, Learning and Development	60	research & do and get witness statement	January 2018/19
Total		570		colour coding:
minimum 2 x large Optional				
Unit 20	Biodynamic Vegetable Growing	200	choose two units, research, do and get witness statement in first or second year	1st year
Unit 21	Biodynamic Fruit Growing	200		1st or 2nd year
Unit 22	Biodynamic Flower Growing	200		2nd year
Unit 23	Biodynamic Herb Growing	200		witness statement @ seminar will be provided
Unit 24	Biodynamic Seed Production	200		homework before seminar as preparation
Unit 25	Biodynamic Protected Growing	200		research and evidence knowledge - written or verbal
Unit 26	Biodynamic Grassland and Fodder	200		witness statement @ work placement need to be produced
Unit 27	Biodynamic Arable Production	200		
Unit 28	Biodynamic Cattle Husbandry	200		
Unit 29	Biodynamic Sheep Husbandry	200		
Unit 30	Biodynamic Goat Husbandry	200		
Unit 31	Biodynamic Pig Husbandry	200		
Unit 32	Biodynamic Poultry Husbandry	200		
Unit 33	Biodynamic Dairy Husbandry	200		
Total		400		
minimum 1 x small optional				
Unit 34	Biodynamic Bee Husbandry	30	choose one units, research, do and get witness statement in first or second year	
Unit 35	Working with Draught Animals	30		
Unit 36	Land based Social Pedagogy	30		
Unit 37	Biodynamic On-Farm Processing	30		
Unit 38	Sustainable Resource Management	30		
Unit 39	Fencing	30		
Total		30		
		1000 LH minimum		

evidence guide

- ◆ *support* you evidence by **photos**, best with yourself doing... [also nice memory] use **witness statements** from peers, farmers/gardeners and tutors as evidence for your achievements, e.g. what you did do, discuss, explained, ... see **A3**
- ◆ **Essays**: rather type than handwrite for easier assessment. Word guide see below.
- ◆ **Diary** can be used as evidence too, make sure you either copy specific pages or have a good reference system
- ◆ Have a good and **clear order** in your evidence to make it earthy and possible for the assessor to find the evidence for specific assessment criteria with **clear reference** what evidence belongs to what unit, learning outcome [LO] and assessment criteria [A/C].
- ◆ use your **own word and experience** rather than copy what people said or books/website write. Evidence requirements for verbs

The following is provided for guidance only. A holistic approach to evidencing multiple assessment criteria is encouraged. Word counts are provided for guidance and can be combined and/or merged when evidencing multiple assessment criteria (learners should seek guidance from tutors in how to approach this).

Assess – *Make an estimated or evaluative judgement*: Written explanation with conclusion 200 – 400 words; individual verbal account evidenced by witness statement or tutor observation.

Carry out *Complete a task or activity*: Tutor observation; witness statement; video; completed records; photos can be used as supportive evidence. (These methods are also relevant for the verb “maintain”)

Compare – *Examine and explain similarities and differences between two or more ideas/ objects etc.:* Written explanation 200 – 400 words; individual verbal account evidenced by witness statement or tutor observation; photos with annotations; drawings with labels;

Consider – *Ponder, contemplate, demonstrate a thought process in relation to something*: Written explanation 200 – 400 words; individual verbal account evidenced by witness statement or tutor observation; group discussion evidenced by witness statement or tutor observation.

Create – *Make, devise, bring into being*: An artefact; artistic creation (e.g. drawing, painting etc.); tutor observation; witness statement; video; photos.

Describe - Written explanation 200 – 400 words; individual verbal account

Define - *State definition clearly*: Written description of 150 – 300 words; individual verbal account evidenced by witness statement or tutor observation; group discussion evidenced by witness statement or tutor observation.

Demonstrate – *Give practical explanation or demonstration of applied skill*: Tutor observation; witness statement; video; photos can be used as supportive evidence.

Design – *Prepare plans for, sketch out, illustrate the planned look and function of something*: Written account of a design process; drawing with labels; artistic representation with labels; video; photos with annotations.

Discuss – *Give a detailed account including differing opinions/ viewpoints*: Written discursive account (more than 200 words – specific word counts to be provided by tutors); individual verbal account evidenced by

witness statement or tutor observation; group discussion evidenced by witness statement or tutor observation.

Explain – *Make an idea or situation clearly using detailed explanation and possibly illustrative examples:* Written explanation 200 – 400 words; individual verbal account evidenced by witness statement or tutor observation.

Evaluate - *Review evidence from different perspectives and come to a valid conclusion or reasoned judgement:* Written account 200 – 500 words; individual verbal account evidenced by witness statement or tutor observation.

Identify – *Establish who or what something is:* Written description 50 – 300 words; photos with annotations; drawings with labels; individual verbal account evidenced by witness statement or tutor observation; group discussion evidenced by witness statement or tutor observation.

Illustrate – *Give clear information or description with examples:* Written description 50 – 300 words; photos with annotations; drawings/ diagrams with labels; individual verbal account evidenced by witness statement or tutor observation.

Provide – *Produce, make, present, create, bring or find through learning or creative ability:* Reflective documentation of a process; artefact; tutor observation; witness statement; video; photos.

Reflect – *Reflective account of actions, experiences or learning with indications for the future:* Written account (word count dependent on tutor guidance); Artistic reflective representations with explanations; individual verbal account evidenced by witness statement or tutor observation.

Research - *A study of a subject to discover new information or reach a new understanding of it.* Written account including brief data analysis (200-400 words); Artistic representations with explanations; individual verbal account evidenced by witness statement or tutor observation.

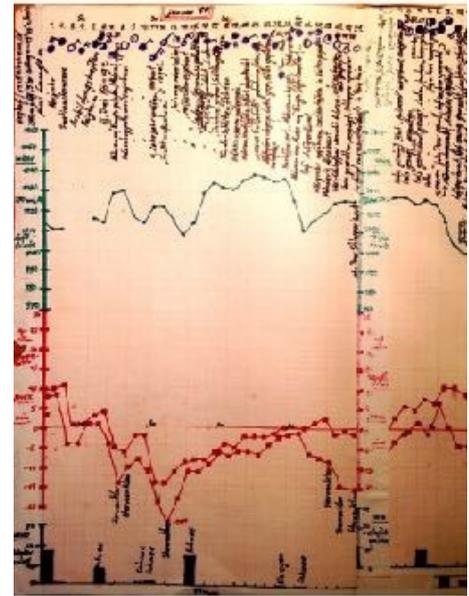
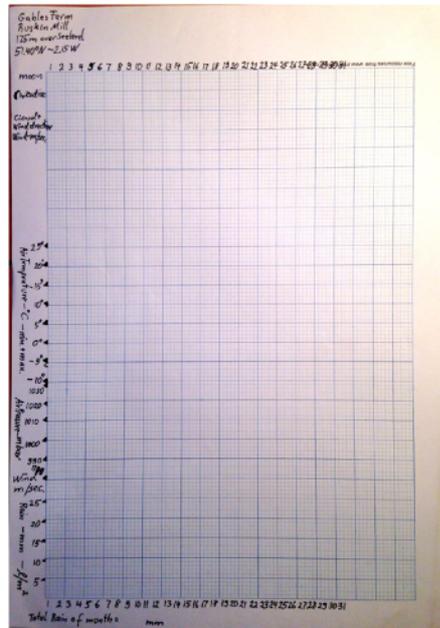
Summarise - *Give the main ideas or facts in a concise way.* Written description 50 – 300 words; photos with annotations; drawings with labels; individual verbal account evidenced by witness statement or tutor observation

APPENDIX

1. Farm profile:

- address; location/geography; year-Ø: ...mm rain; ...°C; ...m over sea-level; geology; soil-type
- total ha: ...ha arable; incl. ...ha vegetables/...m²greenhouse...ha pastures...ha top-and softfruit...ha forest...ha buildings & roads & hedges;
- crop rotation; animals(quantity/age-group/sort/breed/housing);
- machinery farm/garden (tractors(...HP), cultivating machines, planting m., ..., ...); · irrigation;
- environment (...miles hedges, lakes, streams, wildlife);
- work-force;
- outlet of products;
- processing / other enterprises;
- possibly total £ turnover;
- organisational structure; ownership,
- history

2. weather recording sheet



3. witness statement sample:

Witness Statement

Witness: Farmer Smith

Unit Name and Code: unit8 Land-based Machinery

The student,Gaia Great....., has achieved the assessment criterion/criteria...3.1 & 3.2.....via the following assessment method(s):observation.....

Describe what was witnessed and how the assessment criterion/criteria were fully achieved: Gaia, I have seen you, operating a compact tractor and a larger tractor with front-end loader on several occasions.

You have attached and detached many of the farm's implements using the 3 point linkage and have demonstrated attaching the PTO correctly and safely. You have used trailers and trailed equipment, both ground driven and PTO driven. You have also changed the bucket and the muck fork on the front-end loader and used the loader on several occasions. You have used the following machinery for the following operations;

- General light cultivations – rotorvator, finger harrow,
- Sowing – finger harrow, ground driven seeder, drag roller
- Hay making – mower, tedder, hay rake for rowing up, baler
- Pasture management – topper, finger harrow
- Mucking out and spreading – front end loader, tipper, ground driven muck spreader.

I have seen you effectively using some small machinery including; mowers and strimmers.

You have a good understanding of safety and how to check and prepare the machinery before and during use.

You have developed a good level of skill in all of these operations and are able to use them independently.

Witness Signature..... *Farmer Smith*..... Date:5th October '19

Student Signature:*Gaia Great*..... Date:8th October '19