Diploma in Permaculture Design 1.

PREPARATION FOR STUDYING FOR A DIPLOMA IN PERMACULTURE.

Charlotte Synge

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OVERVIEW OF PREPARATION FOR STUDYING FOR A DIPLOMA IN PERMACULTURE

Project and Design Aims and Objectives

To become better prepared for studying for a Diploma in Permaculture by:

- ensuring that I have a good understanding of the subject
- creating an **Action Learning Pathway**
- organising a system that will help with presentation of my diploma work.

Project Outline

1. Study, revise and then create an easy to access outline diagram of basic points to remember when:
   - undertaking specific permaculture designs
   - talking to others about permaculture
   - observing how others design and do things.
   - living every day with a permaculture approach in mind
2. Create an Action Learning Pathway that:
   - considers where I am and directs me to my desired goal while following permaculture ethics and principles and using permaculture techniques.
   - outlines possible projects that fit with the accreditation criteria and my interests whilst accepting that this may change as circumstances provide new opportunities or constraints.
   - considers how the proposed projects can be used to greatest effect and benefit to my future.
3. Create a timeline to visualise how progress towards achieving the goal may occur.
4. Design a format for the presentation of diploma projects in order to simplify the task, save time, avoid mistakes, create consistency and make it easier to access information for both myself and assessors

Design Outline

A one-page visual representation of a Summary of Permaculture Design that can be added to as more is learnt.

A one-page visual representation of my proposed Action Learning Pathway, that can be easily modified over time.

Timeline for proposed Action Learning Pathway.

A template and information that simplifies and promotes an organised, thorough and consistent presentation of projects.

Accreditation and Complementary Criteria involved

Demonstrating Design Skills.
Administration and organisational design.
Personal development and inner transition.

Holmgren Domain involved

Education and culture.

Permaculture Ethics and Principles involved

People Care, Observe and interact, Catch and store energy, Obtain a yield. Apply self-regulation and accept feedback. Design from pattern to detail.
These are looked at in more detail in my Assessment of this Design.

Methods used

Thinking tools: SWOC (strengths, weaknesses, opportunities, constraints), Parallel thinking PNI. (positives, negatives, interesting). SMART goals (specific, measureable, agreed upon, time bound),

Design frameworks: CEAP (collect information, evaluate, apply permaculture principles, plan schedule).

Evaluation: Action Learning Cycle (design, implement, observe, reflect).

Results Summary

The process resulted in:

- helping me to understand myself better by making me look analytically at my life
- helping me to analyse where I want to go and how I might go about it.
- very helpful resources which make doing the diploma easier, more efficient, enjoyable and directed.
- the creation of resources which led to a great deal of learning and assimilation of knowledge and more organised thought processes.
- the creation of an Action Learning Pathway which helped define the steps I need to take to reach a better defined goal.

Evaluation Summary

This design was very good for assessing who I am and where I want to go. It also made me revise and learn more and the resulting resources are proving useful in my other designs.
This is looked at in more detail in my Assessment of this Design.

Reflection

The process of creating an Action Learning Pathway did not result in changes in how I saw where I was going. However, it did help me to assess how much there was to do and how to gain as much as possible from the process. This is looked at in more detail in my Assessment of this Design

Self-Assessment

The final designs created to ease the studying are effective - particularly the Visual Summary of Permaculture.

This is looked at in more detail in my Assessment of this Design

ACTION LEARNING PATHWAY DESIGN

Introduction

The aims of this design are to become better prepared for studying for a Diploma in Permaculture by:

- ensuring that I have a good understanding of the subject
- creating an **Action Learning Pathway**
- organising a system that will help with presentation of my diploma work.

An Action Learning Pathway (ALP) provides the direction that you wish to travel, it helps you identify and put into context the projects and designs you are interested in doing and the skills that you would like to gain. It is a way of projecting forward aspirations and identifying opportunities but it cannot be totally accurate and clear cut as different opportunities and constraints arise, new things are learnt and new ideas form.

Creating an Action Learning Pathway (ALP) is broadly a process of analysis and design which enables you to map how to get from **A** to **B**. You need to analyse point **A** - who you are, what are your wishes, whether or not it is within your capabilities etc. You also need to look forward a bit to what you think you might be able to accommodate in the future, think about what other situations are likely to crop up that may hinder or improve progress etc. Before starting you also need to be sure of what point **B** actually is, that you are capable of getting there and that you can do this within a reasonable time-frame. It also needs to be designed so that the right things are covered; for example, to meet the accreditation criteria, to cover areas that will be most helpful to your learning, to choose projects that fit your circumstances and so on. You then need to work out how you are going to get from point **A** to point **B** and what you want to cover and why you want to cover it on the journey. Crucially an Action Learning Pathway also needs to allow for Action Learning. This involves doing practical project work, then observing and analysing this work in terms of its effectiveness and as a learning exercise and using the new knowledge for future projects. A clear design framework should be used to design the Action Learning Pathway.

Design

I have chosen the design framework **CEAP** (**Collect** information, **Evaluate** this information, **Apply** permaculture principles, **Plan** schedule of implementation). It is appropriate for designing an Action Learning Pathway although this is not the only one that could have been used. The information collected will be about me and my situation. Evaluating the information will be necessary to help me make choices Applying permaculture principles will ensure that I am on the right track as a permaculturist. Planning a schedule will enable me to keep an eye on what projects and designs may be possible, ensure assessment criteria are covered, timescales are considered etc.

Collect information

This requires me firstly to analyse point **A**: – who I am, where I am now and what I think I might be able to accommodate in the future. This could be analysed with parallel thinking tools such as **SWOC** (Strengths, Weaknesses, Opportunities, Constraints) or **PNI** (Positives, Negatives, Interesting)

"Who I am" – consider, what are my **strengths** and **weaknesses**? What past experiences have I? What qualifications have I? What knowledge have I. What practical abilities have I? What are my needs and how do I meet those needs at the moment? What might I change in order to meet them? How will my needs change over time and does this pathway allow for them? Does this fit with who I am in terms of my self-identity,

beliefs and outlook on life? Will this allow for good physical, emotional and spiritual health? Will it allow me to be creative, fulfilled and thrive? Have I the tenacity and capability to do the work required? Does this fit with my patterns of behaviour? What interesting things might I as an individual bring to the pathway? Will it improve me as a human being and enable me to be a useful part of this planet?

"Where am I now" and "**what I think I might be able to accommodate in the future**" could be analysed with questions such as:

What are the **opportunities** and **constraints** involved in the pathway? Have I enough income, Do I need it to use it to ultimately provide a livelihood? Is it practical in terms of time and effort for returns? Am I committed and ready to make the changes required to follow this path? Is it possible to find the time required? What other responsibilities do I have? Do I have the support necessary? What might be interesting spin offs etc.? I carried out a SWOC analysis to help with the above considerations.

Choosing what point B is requires me to analyse what I want to gain during the Action Learning Pathway and whether this is realistic or not. In this case point **B** is the goal for the end of the training for a Diploma in Permaculture rather than any longer term goals. However my longer term goals will of course affect what I choose to do on the ALP so should be considered in a general way in order to decide on what point B is.

I chose the thinking tool **SMART** (Specific, Measureable, Achievable, Relevant and Time-bound) for analysing my goals which can be seen here.

Evaluate information

By studying the analyses of my point **A** and intended point **B** I was more able to visualise the path I need to take. By checking what was required in order to gain a Diploma in Permaculture (https://www.permaculture.org.uk/diploma/resources) and making sure I understand enough about permaculture and its possibilities I felt ready to design my pathway.

Apply permaculture principles

If I am going to be starting on an Action Learning Pathway I need to follow my excitement, tick the appropriate boxes in order to gain a Diploma in Permaculture and ensure that I understand the basics of permaculture. I also need to consider how to apply permaculture principles and increase the positive outcomes from the journey as much as possible. For example my main goal may be to get a Diploma in Permaculture in order to be able to teach permaculture. Is it possible then to approach the subject and write things up in a way that produces teaching notes or creates learning tools such as activities, films, posters etc.? Could the pathway cover issues that help with my career, hobbies, social life or community work? Could it be used to increase public awareness and so on? This would be applying the permaculture strategies, multiple yields for every element and use energy in a way that it can effect most change**.** It is also good to apply the permaculture principle "Integrate" to ensure that the designs for the portfolio have several functional interactions, i.e. they support each other, become input or output for each other and help support the learning process.

There are many permaculture principles and strategies that can be applied in projects and designs. In order to come to grips with them and make it as easy as possible I decided to create a reference tool/check list (Visual Summary of Permaculture)**.**

It is also beneficial to be part of a community to share ideas and provide support for each other. This can be done through forming an Action Learning Guild which promotes cooperation rather than competition and allows for integration, symmetry and dissemination which should enable better results all round. I find this more difficult to do. Being older, a morning person and gardener I am usually tired by the time evening comes. I am however close with the Transition Cambridge Community and heavily involved with community

gardeners, but would benefit from more specific permaculture talk, this is something I need to think about how to resolve.

Plan a schedule of implementation

The schedule of implementation has become apparent from the analyses of point A and B and the overall evaluation of what has to be done. I have created a visual representation of my Action Learning Pathway for reference. I have double checked that the proposed activities fit my goals, are appropriate in order to gain a Diploma in Permaculture and allow for maximum benefit.

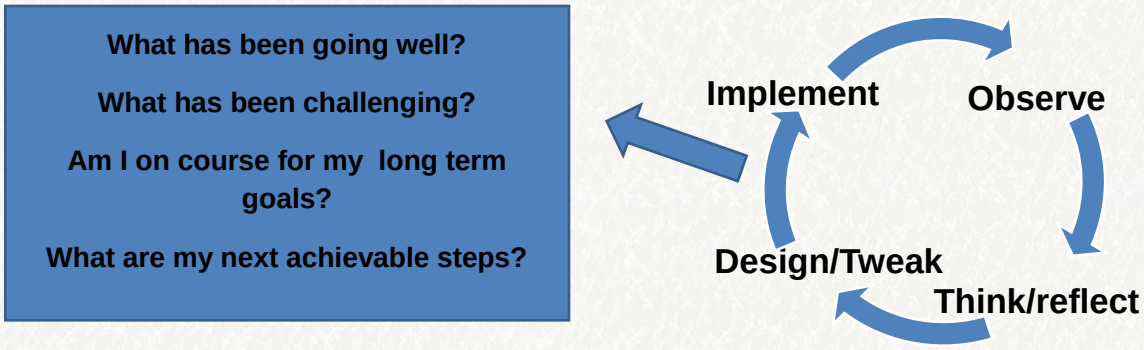
I have also drawn a timeline in order to force myself to consider how to timetable things around my life and to analyse what might be possible to get done when.

At this stage I decided that it would be good to consider how I am going to present the work. I created a template for the presentation of projects. I also attached the information from the Permaculture Association on Accreditation Criteria and Assessment to this design presentation for quick and easy reference purposes.

During the design process I have pushed myself to practice using the thinking tools **SWOC** or **PNI** when making decisions and evaluating situations.

When working on projects and designs it is necessary to confirm that you are on track and to assess how things are going and have gone. The **Action Learning Cycle** is good for this and should be a useful tool for the diploma work and my life in general

Action Learning Cycle.



I find it very helpful to leave things for a few days when thinking about things and when checking over work.

Checking things with friends and relatives in addition to members of an Action Learning Guild is also good. They can often see what needs tweaking and where I am going astray.

Evaluate and Tweak

Tweaking of the Summary of Permaculture has been ongoing every time I learn something new that can be fitted in and is relevant to my diploma work..

References

https://www.permaculture.org.uk/diploma/resources
Permaculture, A designers' Manual. Bill Mollison. Tagari Publications. 2009
People and Permaculture, Looby Macnamara. Permanent Publications 1998
Permaculture Design, A Step by Step Guide. Aranya, Permanent Publications 2012

APPENDIX

Supporting documentation

SWOC Analysis for Action Learning Pathway Starting Point

In order to understand where my Action Learning Pathway will start from and consider what activities might be most beneficial I have done a **SWOC** analysis.

Table 1. (Point A) SWOC Analysis for Action Learning Pathway Starting Point

	Strengths	**Weaknesses**
	Knowledge: BSc Environmental Biology, HNC Microbiology, Diploma in Garden Design, Orchard management courses, Permaculture Design Course. Teaching Study Skills course. Life-long interest in Nature. **Experience:** A lot of practical experience in gardening, DIY, 20 years off-grid living. Have lived in many different countries/cultures. Eleven years working in Ecology research and teaching laboratories. Run own gardening and design business. Good at working for and enabling others. **Other:** Conscientious nature, intelligent, practical, independent, flexible, open minded and sociable.	**Knowledge:** Still a lot to learn about Nature, permaculture, working in communities, how to start community projects, garden and edible landscape design. **Experience:** Need to gain experience in orchard management and other edible landscapes, wildlife gardens etc., composting, forming communities, teaching, giving talks, practical permaculture, wildlife gardening, computer skills and more. **Other:** I have less stamina and strength and a poorer memory as I get older. Lack in confidence. I am not good at promoting myself. I find it difficult to ask for help.
	Opportunities	**Constraints**
	Space to start a community garden just approved. Land in Norfolk to plant orchard on. Business clients may want a permaculture design. Cambridge has a good green network and is a Transition Town. Some spare time. Online community to support me. Have a gap where no longer looking after my parents and my children are grown up and there are no grandchildren on the horizon.	Time. Money. Help with projects. Live alone so no one to support me and bounce ideas off.

SMART analysis for Action Learning Pathway Goals

My long term goals are to incorporate permaculture ethics and principles into all aspects of my life as far as possible. Expand knowledge of and promote permaculture. To use permaculture to improve my work abilities and increase happiness and contentment for myself and others. The Action Learning Pathway is the beginning of this journey.

Table 2. (Point B) A SMART analysis for Action Learning Pathway Goals.

	Specific
	Gain a Diploma in Permaculture. Use the projects and designs to learn, apply and promote permaculture, gain experience in teaching and giving talks, improve community and my own social bonds, increase my knowledge and others', reduce my carbon footprint, gain a means to enable physically less demanding employment, create learning resources, increase my confidence and, more generally, to have as many useful outputs as possible from the process. My enthusiasm is for edible landscapes, orchards, forest gardens and community gardens. I want to learn more about these in order to promote them and their value to all.
	Measurable
	These goals are measureable to a large extent
	Achievable
	These goals are probably achievable and so I think they are sensible. They are things which fit in with the essential criteria - which have to be covered in order to get a Diploma in Permaculture. Looking at the SWOC analysis of myself and the position I am in I believe that I have the ability, time and resources to successfully complete projects and designs which will result in getting the diploma while at the same time enabling me to reach the other goals in my list for this Action Learning Pathway.
	Relevant
	Studying permaculture is relevant to how I wish to live as well as to possible work opportunities I might wish for. Owning land which I would like to save as a nature reserve probably requires it to have other values in order to be saved. Learning how to make it both productive and good for nature helps ensure that it will be maintained as a nature reserve.
	Time-bound
	Having considered what I have to do in my life, how much time I have for working on diploma related projects and how long it may take to write them up I think that the diploma should be done within about four years of the PDC – so by April 2017 (hopefully earlier). I considered drawing up a timeline but realised that I really didn't have enough information to make a worthwhile attempt at this at this point.

Summary of Permaculture Design Processes

During the learning process a sheet that can be added to as I learn new things aids learning, allows for quick reference, helps to organise information in my mind and acts as a reminder.

SUMMARY OF PERMACULTURE DESIGN

Approach strategies

Multiple elements for every important function

Create cycles, niches and +ve connections

Focus on positives and opportunities

Work out from well managed areas

Multiple yields for every element

Diversity creates stability

Think relative locations

Work within nature

Visualise success

Think 7th Generation

Community power

Cooperation not competition

Disseminate

Consumption down

production up

Use guilds

Edge effects

Think patterns

Think succession

PERMACULTURE

A design intensive approach to sustainable living. It uses a set of core ethics, principles, techniques, and strategies plus a good knowledge of natural systems to create sustainable designs and lifestyles that assist in creating conditions conducive to all life forms

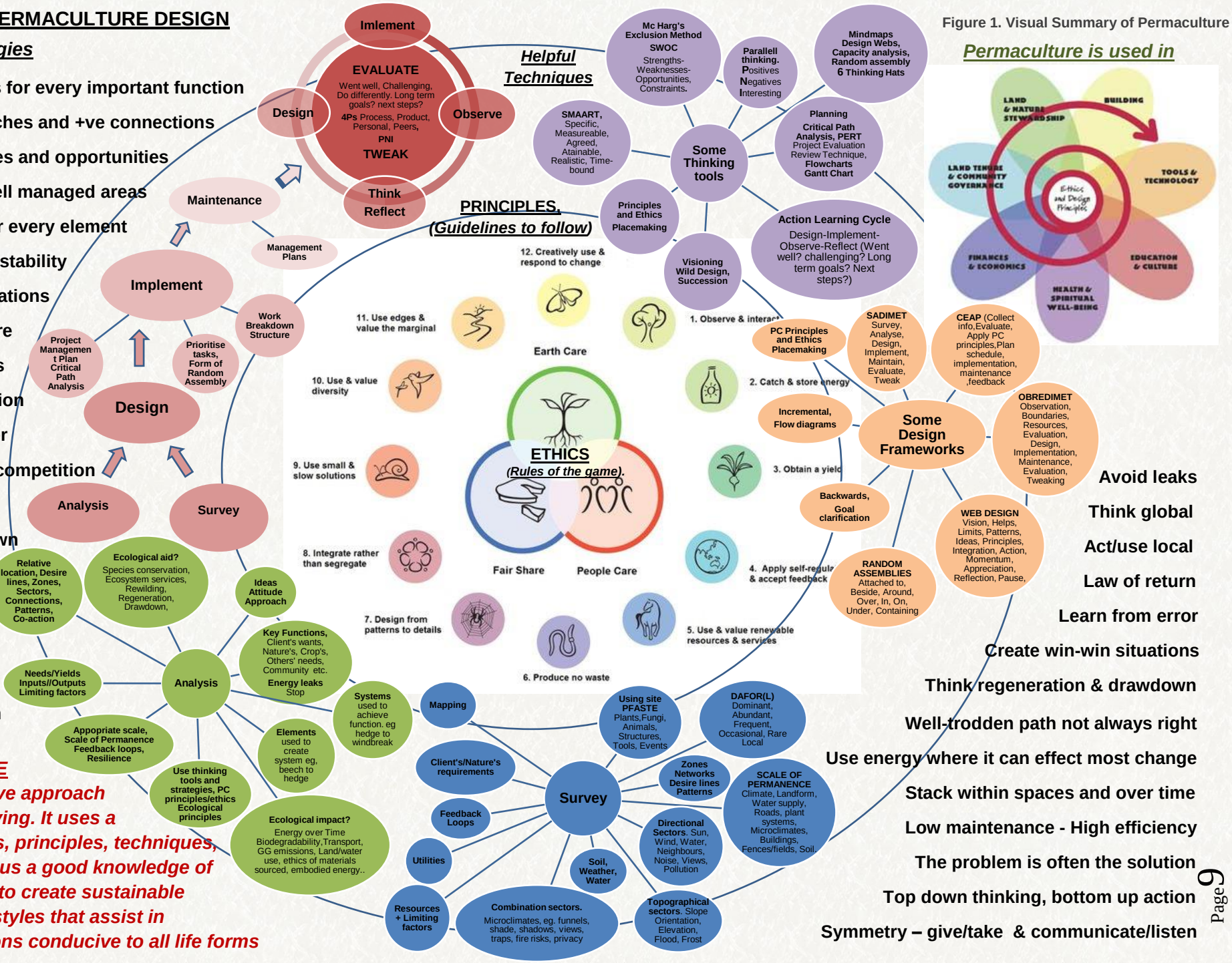


Figure 1. Visual Summary of Permaculture

Avoid leaks

Think global

Act/use local

Law of return

Learn from error

Create win-win situations

Think regeneration & drawdown

Well-trodden path not always right

Use energy where it can effect most change

Stack within spaces and over time

Low maintenance - High efficiency

The problem is often the solution

Top down thinking, bottom up action

Symmetry – give/take & communicate/listen

Figure 2. Draft Action Learning Pathway

Draft Action Learning Pathway

BSc. Environmental Biology

ca. 20yrs off-grid & small space living

Microbiology & Ecology technician

Diploma in Garden Design

DIY Practical

A

Permaculture Design

HNC Microbiology

Living in many cultures

Land management

Orchard management

Garden Design Business Verdant Earth

Action Learning Pathway

A Garden Desugn

Orchard Design and Management

Provision of Basic Needs on Land

Alternative pest/disease control in Orchards

Gain experience giving talks & teaching. Increase confidence. Improve community/own social bonds & useful outputs.

Learn Permaculture, Apply Permaculture, Promote Permaculture. Be Relevant, Reliable, Responsible.

Increase my knowledge and other's. Reduce footprint & Increase handprint. Gain physically easier employment.

B

Diploma in Permaculture

Community Garden "Invisible Systems" Design

Community Garden "Visible Systems" Design

Empty Common Community Garden Design, one feature.

Empty Common Community Garden, Forest Garden Design

Research?

Table 3. Draft Timeline for Action Learning Pathway

	DRAFT TIMELINE for Action Learning Pathway for Diploma in Permaculture					
	Design	2013 1,2,3,4,5,6,7,8,9,10,11,12	2014 1,2,3,4,5,6,7,8,9,10,11,12	2015 1,2,3,4,5,6,7,8,9,10,11,12	2016 1,2,3,4,5,6,7,8,9,10,11,12	2017 1,2,3,4,5,6,7,8,9,10,11,12
1	Action learning Pathway	PDC X,X	X			
	Garden Design	Unknown waiting for a client request.				
	Orchard Design + Management	X,X,X,X,X,X,X,X,X	X,X,X,X,X,X,X,X,X,X,X,X	X,X,X,X,X,X,X,X,X,X,X,X	X,X,X,X,X,X,X,X,X,X,X,X	X,X,X,X,X,X,X,X,X,X,X,X Ongoing
	Provision of Basic Needs on Land		X,X,X,X,X,X,X,X,X,X,X,X	X,X,X,X,X,X,X,X,X,X,X,X		
	Alternative Pest/Disease Control in Orchards	Ongoing during bad weather, Start date?				
	Community Garden Design	X,X,X,X,X,X,X,X,X,X,X,X	X,X,X,X,X,X,X,X,X,X,X,X	X,X,X,X,X,X,X,X,X,X,X,X		
	Community Garden Social & Organisational Design	X,X,X,X,X,X,X,X,X,X,X,X	X,X,X,X,X,X,X,X,X,X,X,X			
	Community Garden One aspect ?					
	Community Garden Forest Gardens	X,X,X,X,X,X,X,X,X,X,X,X	X,X,X,X,X,X,X,X,X,X,X,X			
	Research?					

ASSESSMENT OF THIS DESIGN

Evaluation

In terms of presentations I believe that these are intelligible, coherent and effective for myself and also for others involved in Permaculture. A couple of thinking frameworks have been used to help me analyse where I am now and where I want to go and I believe these were appropriate and also very useful aids. I am particularly pleased with the visual summary of permaculture which keeps being added to as I learn more. I feel that the Action Learning Pathway has been helpful in assessing what needs doing for projects I had already been considering, for example I had bought the land and knew I wanted some form of orchard but not what would be required to achieve and maintain that. The final outcome of this project will definitely help me to progress with my diploma work and apply permaculture in my own life. One of the most important gains from the Action Learning Pathway process and design was that it made me realise that I wanted to produce work that would do more than just help me with the projects I had already been considering. If I could write them up in a way that they would also act well as reference documents for further projects there would be additional gains and they would be more useful for myself and others. On a scale of 1-10 I currently feel this project deserves a 7. However, as I learn more this may go down.

How this project meets the Ethics and Principles of Permaculture

People Care - particularly myself and tutor but once I have finished my diploma I hope it will be useful to others embarking on the same path

Design from pattern to detail - Design from an overall idea of a pathway to the steps that need to be taken.

Apply self-regulation and accept feedback – With tutor, other students and friends.

Observe and Interact – Things will constantly be changing and I will have to reassess from observations and make changes to accommodate this.

Catch and store energy - The energy put into this project is now stored in the resources which I can now use and save time and energy in the future.

Obtain a yield - By using the project to create resources I have obtained a potential yield. By using the resources I have actually obtained a yield and should be able to obtain more of a yield over the years.

I have endeavoured to use energy where it can effect most change and gain multiple yields by making my investigation into my Action learning Pathway into some form of learning and guidance resource for myself. Others may find the Visual Summary of Permaculture useful when published online.

Assessment of Individual Design for Feedback Table

DIPLOMA in APPLIED PERMACULTURE DESIGN System 5.2

ASSESSMENT of INDIVIDUAL DESIGN for FEEDBACK

Effective from Oct 1st 2013

Diploma Apprentice's name:	**Charlotte Synge**
Date first registered for Diploma:	**26th January 2015**
Date of this feedback:	
Name of Personal Tutor:	
Name of Assessment Tutor:	**Aranya Austin**
Project Title:	**Preparation for Studying for a Diploma in Permaculture**
Date Started:	**2013**
Date Completed:	**2014 and ongoing**
Implemented:	**Yes and ongoing**
Design Number	**1 of 10**

ACCREDITATION CRITERION: 1. Demonstrating design skills (Section C3 in the Guide to Accreditation Criteria)

	What's gone well?	What could have been done differently?
Accurate and appropriate use of an intentional design process.	Yes. This was my first project and it was the first time I made myself consciously use thinking tools and design frameworks. This did result in me tackling the project in a much more organised and analytical way.	I'm happy with the thinking and design processes used and am not sure what I could have done differently.

Use of permaculture ethics, principles and theory is appropriate to the situation.	This has been a great way of revising, learning and thinking about the permaculture ethics and principles and theory. The frameworks I chose seemed to fit my needs well.	I could have used different design and analyses frameworks. I could have chosen more of a web type of design for the depiction of my pathway as I've seen in other diploma work but to me that didn't feel right. Doing so I could have put links between the projects that are closely connected as in mind-maps but at this early stage I decided to keep it very simple.
Use of a variety of tools which suit the needs of the client and the situation.	The thinking tools, design framework and resources created suit my needs well.	
Design is intelligible, coherent and effective (i.e. it met the needs of the client).	The creation of the resources led to a great deal of learning and assimilation of knowledge and **more** organised thought processes. The subsequent use of the resources and analysis of my ALP has made my life more directed and made tackling new designs easier.	If doing this again I would have learnt about how to create such diagrams on a computer before starting the process rather than during it. More knowledge of computer techniques would have been great, but I have learnt a lot while struggling. I should have asked others for help on this.
Documentation for and presentation of the design is appropriate for clients & third parties.	The Visual Summary of Permaculture diagram would be confusing to anyone who has not studied permaculture so it is for a niche audience.	I made this diagram in Word which was a big mistake. Trying to stop it getting corrupted when saving in other formats and keeping the resolution reasonable was a time consuming problem.

ACCREDITATION CRITERION: 2b. Applying permaculture to your work and projects (Section C2 in the Guide to Accreditation Criteria)		
	What's gone well?	**What could have been done differently?**
Identify which of the 15 categories of application the design applies to from the checklist in the Guide to Accreditation Criteria, and provide feedback on each.	**Administration and organisational design.** This is what this design was about and doing it before tackling other designs was really beneficial. It wasn't just organisational design on paper a lot of it was about organising things in my brain. **Personal development and inner transition.** It has helped me to become a more knowledgeable and analytical person.	It took too long in some ways but perhaps that was part of a process that I required. I should have done this earlier in my life.
Clear explanation of how the solution was developed using design process and Permaculture theory. The solutions are relevant and appropriate to the activity and content areas.	Yes, this is apparent within the presentation of the design. The "Visual Summary of Permaculture Design" diagram required some evaluating and tweaking as I learned more over time but I knew this would be the case which is why working on it on the computer made more sense than drawing it as I could add, remove and rearrange things as I learnt.	

ACCREDITATION CRITERION: 3. Learning from and developing your permaculture practice (Section C5 in the Guide to Accreditation Criteria)		
	What's gone well?	**What could have been done differently ?**
Evaluation of the effectiveness of your design work on this project.	Design : Creating the summary of permaculture design diagram, templates, the Action Learning	Many things but

	Pathway were a very good form of revision and learning. Initially I had all sorts of snippets just floating around in my head and the process making the diagram and templates linked them and tied them to a function. Implementation: The resulting resources have been extremely useful in many of the ways I expected, in that they act as a reminder, inspiration and hand holder. I have added to and rearranged the Summary of Permaculture diagram as new knowledge is gained. It has been an excellent process by which to assimilate the information making it more tangible and useful in a practical way. Observe: I notice that I use the Summary of Permaculture diagram constantly and have a copy up at my desk. The overview pages template has meant that I'm not starting with a blank page at the beginning of every write-up and this has certainly helped with making it easier to start writing up a new project; this was to a greater extent than I had anticipated. Having the basic information I require for writing up designs in one place is very helpful.	ultimately this approach worked for me.
Reflection on use of design tools and processes, and use of Permaculture theory and practice.	I think that I had been mulling things over and had started on the path for a long time before doing the Permaculture Design Course so I had sub-consciously created an Action Learning Pathway in my head. Putting it down on paper made it more real and certainly helped in defining which steps to take; it also made taking each step forward easier. It has made me realise that organised approaches to analysing and designing brings a lot of ideas and possibilities to the surface, making it more complicated in some ways but ultimately produces a more thorough, well thought out and impressive outcome. When looking at the Action Learning Cycle and other resources created, I think that putting the effort into revision and learning at the beginning was really useful and the resulting diagrams and templates make life easier. The permaculture approach strategy of multiple yields for every element has affected the way I approach and present my other designs to ensure that they can also act as reference documents for future projects. Given the gaps in time between concentrating on and writing up various projects having a good outline of what is required and quick reference tool is a real help.	Many different design tools and processes could have been used

	The project was much more difficult than I expected and has taken longer than it should. However, it will certainly help me with my long term goals and has helped to identify my next achievable steps.	
How the design shows that your competence and skills in practice and learning is progressing.	I'm very much a doer but this project has highlighted that there is more to be gained by doing after thinking things through clearly beforehand and reflecting afterwards.	Not sure

USEFUL INFORMATION AND TEMPLATES FOR FUTURE PRESENTATIONS.

Accreditation and Complementary Criteria Checklist

From Diploma in Permaculture Handbook, Www. permaculture.co.uk

1. Administration and organisational design.
2. Architecture, building and retrofitting.
3. Art, Media, Culture and Communications.
4. Business.
5. Community Development.
6. Design Consultancy.
7. Education.
8. Finance.
9. Manufacturing.
10. Personal development and inner transition.
11. Research.
12. Site development.
13. System establishment and implementation.
14. Trusteeship.
15. General/other.

Essential Criteria

1. Demonstrating Design Skills

"The process of using permaculture design tools and processes to create working designs for a Client or project"

You have gone through an intentional design process, using the theory and methods of permaculture design
a number of times. Ten designs is recommended as a good guide to the level of sufficient work, however this
is a recommendation rather than a strict rule, as the level of work for a design can vary greatly. Your portfolio
will demonstrate that you:

- can make an accurate and appropriate use of commonly accepted design frameworks;
- are able to make use of a variety of tools, techniques and processes;
- can use methods that suit the clients and situation;
- can create designs that are intelligible, coherent and effective;
- can choose and produce appropriate presentation and documentation for clients and third parties;
- can show a progression in your competence and learning;
- have achieved fluency with a number of design tools and methods.

It is recommended that one of the designs in the portfolio is your Diploma Learning Pathway, and its evaluation.

2. Applying permaculture in your own life

"The process of using permaculture ethics, principles and design strategies to enhance the sustainability of your own life and household"

You can show changes you have made that bring you closer to a sustainable lifestyle, in line with permaculture's ethical framework. The design and implementation of these changes may appear in your portfolio as an example of Demonstrating Design Skills (see above).
You will demonstrate this by:

- using the client interview, base map or other methods to describe the starting points alongside other information relevant to the problem / issue / challenge;
- making reference to design theory, and explaining how permaculture was used to develop a solution;
- illustrating how you implemented the designed solution;

- including some evaluation of its success.

3. Applying permaculture to your work and projects

"The process of applying permaculture within a given situation to create new systems and resources."

You will be able to demonstrate how you have used permaculture theory and practice over a period of at least
two years since your Permaculture Design Course, in at least one of the following areas:

- **Site Development:** Designing and working on your own or another site and creating a working demonstration of permaculture in action.
- **Design Consultancy:** Completing permaculture designs for others. Designers wishing to accredit in this area should have no less than ten designs.
- **Administration:** Directing, conducting or assisting groups, associations and institutes and developing organisational strategies for permaculture work.
- **Education:** Working on curricula, teaching materials or course work in permaculture education and training.
- **Finance:** Setting up or operating financial systems for ethical investment, community revolving loan funds or other financial systems.
- **Trusteeship:** Setting up or operating land or property trusts for ethical ends, or a land office for allied organisations.
- **System Establishment and Implementation:** Setting up or operating nurseries, earth moving systems, soil conservation strategies or the supply of goods or services to the permaculture community. Working on the implementation of designed systems.
- **Art, Media, Culture and Communications:** Creating or operating publications or audio-visual and mixed media aids to communication and education in the permaculture community. Written, creative, artistic or cultural work that develops the public's understanding of permaculture. ***See Dissemination under complementary criteria.***
- **Manufacturing:** Establishing or operating strategies or workshops producing hardware or goods for permaculture design use or other essential technologies. Researching and marketing such technologies.
- **Community Development:** Planning, assisting with, or implementing community development projects, urban systems, villages or work with disadvantaged groups. ***See Community Building under complementary criteria.*** Community Development can include the development and support of the permaculture network itself. ***See Symmetry under complementary criteria.***
- **Architecture:** Designing or building low cost and low energy use dwellings and structures.
- **Research:** Making a significant contribution to research in the area or field of academic research into permaculture systems and needs. ***See Evaluation and Costings under complementary criteria.***
- **General / Other:** If your work does not fit neatly into the other categories, this category can be used, as long as it is clearly shown how permaculture has been used.

Evidence within the portfolio can include your permaculture designs and summary of relevant activities. Each
major project will show how you have applied permaculture theory and practice.

Complementary Criteria

Complementary criteria add value to the network and your learning. Demonstrating that you meet these criteria is not compulsory. Each of the complementary criteria can be seen to fit within essential criteria three
– Applying Permaculture.

4. Dissemination

"The process of sharing your work and insights with others."

You exhibit a clear sense that you are willing and active in letting other people know about your work through
outlets such as:

- writing magazine articles;
- adding case studies and articles to the Association website;
- showing visitors around projects;
- writing up research for peer review;
- leading workshops, giving talks and presentations;
- seeking teaching spots on courses.

5. Community Building

“The active process of developing supportive social networks.”
Your work shows an appreciation of how developing design skills can help build capacity for self-reliance and
self-determination into any community that you are a part of or allied to. This may be evidenced by:

- setting up and contributing to Peer Support Guilds
- convening courses or events
- being active in developing a local permaculture group
- supporting or developing a local bio-regional network or transition town initiative
- local community projects, e.g. LETS, eco-schools, community composting, car sharing, etc.

6. Symmetry

“The process of reciprocating support received from other permaculture individuals and networks.”
Symmetry means giving and receiving developmental support in equal measure. You can show a progression from needing one-way support from the permaculture network for your development as a practitioner, towards being active in offering your support to others within the network. This may be evidenced
by:

- supporting local permaculture courses;
- working as an apprentice to an established designer;
- making a short film about your local group for publicity use;
- helping to redevelop a local permaculture group’s finance systems from own skills;
- supporting another practitioner to document and record their work;
- volunteering to support or develop a project within the Association.

7. Evaluation and Costings

“The process of increasing the knowledge and understanding of permaculture systems, such as their effectiveness and overall cost.”
Your work shows that you have measured the effectiveness of your work when input costs, resources and efforts are compared to output yields, resources and efficiencies. Some completed evaluations will be included. Typically permaculture costs can include unnecessary work, pollution, and human impact, alongside the more usual aspects of time, materials, and finances. This may be evidenced with completed observations and system evaluations such as:

- extended input-output analysis of the design / system;
- ecological footprint analysis of a permaculture system;
- a cost benefit analysis of a design;
- comparative research between different approaches;
- other research activities that contribute to permaculture understanding and knowledge of the effectiveness of permaculture systems.

Notes

- If your Diploma has concentrated on the skills and activities of a design consultant ('Design Consultancy'' in criteria 3), you must have ten designs.
- Designs do not all have to be land-based.
- They do not all have to have been implemented, but it is recommended that the majority of them are, so that observations and reflections on the designs have been made and learnt from.
- Some of your designs can be concept designs, but some must be detailed.
- Where other people’s ideas and inspirations have been used, they should be acknowledged.
- Design methods and processes can be drawn from a wide range of sources. Where these are not drawn from permaculture literature, references should be given.
- The portfolio should make it easy to see where and how permaculture has been used. A commentary can be given for each project to assist assessors and the accreditation peer group. This can include information about the design process used, where stages of your chosen framework appear, and how ethics and principles have been applied.
- The Permaculture Institute of Australia originally issued Diplomas against a list of areas of permaculture work. The list in criteria 3 – Applying Permaculture - has been modified and extended based on experience, with 'general/other' added, and reference made to how complementary criteria fit.
- The four complementary criteria show how the Apprentice's work relates to the permaculture network and wider community. The complementary criteria might be more evident in your review of activities specifically, or making them visible in pieces of permaculture design work.
- One or more of the complementary criteria may be the major focus of an Apprentice's project, the reason for its development, in which case it would become one of the chosen categories in essential

criteria three - 'Applying Permaculture'.

Template for the presentation of projects.

Use template design labelled PD page design.

1. COVER PAGE See front cover of No 1 for style

2. CONTENTS (heading 1 capitals, bold underlines itself, TNR 20)

3. OVERVIEW (heading 1)

Project and Design Aims (Sub headings, don't come up on contents table Bold, underlined TNR12)

Articulation of overall goal (ordinary script, TNR 11)

Project and Design Objectives Concerned with the actual features of the thing rather than thoughts, feelings etc. Must do should do, could do etc. Aims and Objectives may be together.

Project Outline

Summary of a few lines. Sets out how to achieve a particular goal. Has a start and a finish. May be large or small. May be carried out by an individual or by one or more teams. It may consist of one or more designs.

Design Outline

Summary of a few lines A design is essentially a plan that sets out: what you want to happen. How and where the different elements will go. When things will happen. How the different elements relate to each other. Project and design outline may be together.

Accreditation and Complementary Criteria involved

Few lines on how the design meets some or all of accreditation criteria e.g. **Demonstrating Design Skills**, See Appendix of Design 1**.**

Holmgren Domain involved

Land and Nature Stewardship, Building, Tools and Technology, Education and Culture, Health and Spiritual Wellbeing, Finances and Economics, Land Tenure and Community Governance.

See Visual Summary of Permaculture from Design 1.

Permaculture Ethics and Principles involved

- **Earth Care, People Care, Fair Shares.**
- **Observe and interact, Catch and store energy, Obtain a yield. Apply self-regulation and accept feedback, Use and value renewable resources and services, Produce no waste, Design from pattern to detail, Integrate rather than segregate, Use small and slow solutions, Use and value diversity, Use edges and value the marginal, Creatively use and respond to change.**

See Visual Summary of Permaculture from Design 1.

Methods used

Describe the: **T**hinking tools, Design frameworks, Survey techniques and considerations, Analysing processes, Implementation techniques used.

Results Summary

Short paragraph perhaps bullet points. Links to pictures, slide show, supporting documentation etc.

Evaluation Summary

How successful has the project been? How has the design worked and achieved its aims? Improvements?
This is looked at in more detail in my Assessment of this Design.

Reflection

Personal. What have I learned about design process? How can I apply this learning?
This is looked at in more detail in my Assessment of this Design.

Self- assessment

A few lines and links to Appendix - Supporting Documentation
This is looked at in more detail in my Assessment of this Design.

Notes

Add anything that seems relevant to make it easier for the reader. Perhaps add that "Having gone via a link one can return to the appropriate spot in the main text by pressing the Alt and Move left keys".

4. DESIGN TITLE (heading 1)

Introduction (heading 2 bold, TNR18)

Headings of frameworks etc. (heading 3 first letter bold)

5. Design (heading 2)

Methods e.g. Observe, Boundaries etc. (heading 3 not bold. TNR 16)

6. References (heading 2)

References (1) i.e. 1st reference in list.

Reference formats: *A Designer's Manual,* Bill Mollison. P34 – 45.Tagari 1979

Www, permaculture.co.uk

7. APPENDIX (heading 1)

Supporting documentation (heading 2)

Titles of supporting documentation (heading 3)

8. ASSESSMENT OF THIS DESIGN (heading 1)

Evaluation (heading 3)

The note below from PC DIP handbook should help and also look at the Accreditation and Complimentary Criteria Checklist and Essential Criteria information.

When writing evaluation and filling in table - things to ask yourself -What is the project and what steps have you taken/how has it gone? 2 What particular skills have you found useful, and are there others you'd like to include in your next project? 3 What challenges have you had and how did you overcome them (if you did)? 4 Looking back over your project, what would you like to have done differently? 5 What areas could have done with improvement? 6 What aspect(s) of the project are you particularly pleased with? 7 What did you learn? 8 On a scale of 1 to 10 (10 being best), how do you feel you fared?

How this project meets with the ethics and principles of permaculture. (heading 3).

Assessment of Individual Design for Feedback Table (heading 3).

DIPLOMA in APPLIED PERMACULTURE DESIGN System 5.2

ASSESSMENT of INDIVIDUAL DESIGN for FEEDBACK

Effective from Oct 1st 2013

Diploma Apprentice's name:	**Charlotte Synge**
Date first registered for Diploma:	**26th January 2015**
Date of this feedback:	
Name of Personal Tutor:	
Name of Assessment Tutor:	
Project Title:	
Date Started:	
Date Completed:	

Implemented:	
Design Number	**X of 10**

ACCREDITATION CRITERION: 1. Demonstrating design skills (Section C3 in the Guide to Accreditation Criteria)		
	What's gone well?	**What could have been done differently?**
Accurate and appropriate use of an intentional design process.		
Use of permaculture ethics, principles and theory is appropriate to the situation.		
Use of a variety of tools which suit the needs of the client and the situation.		
Design is intelligible, coherent and effective (i.e. it met the needs of the client).		
Documentation for and presentation of the design is appropriate for clients & third parties.		

Fill in 2a or 2b

ACCREDITATION CRITERION: 2a. Applying permaculture in your own life (Section C4 in the Guide to Accreditation Criteria)

	What's gone well?	What could have been done differently?
Explanation of changes made to enhance personal and / or household sustainability (e.g. needs and challenges).		
Clear explanation of how the solution was developed using design process and Permaculture theory.		

ACCREDITATION CRITERION: 2b. Applying permaculture to your work and projects **(Section C2 in the Guide to Accreditation Criteria)**		
	What's gone well?	**What could have been done differently?**
Identify which of the 15 categories of application the design applies to from the checklist in the Guide to Accreditation Criteria, and provide feedback on each.		
Clear explanation of how the solution was developed using design process and Permaculture theory. The solutions are relevant and appropriate to the activity and content areas.		

ACCREDITATION CRITERION: 3. Learning from and developing your permaculture practice (Section C5 in the Guide to Accreditation Criteria)		
	What's gone well?	**What could have been done differently?**
Evaluation of the effectiveness of your design work on this project.		
Reflection on use of design tools and processes, and use of Permaculture theory and practice.		
How the design shows that your competence and skills in practice and learning is progressing.		

Comments about project format, general or specific issues	
Any other comments?	
Conclusions	
How ready is this design for presentation?	
What are the apprentice's next steps?	
The highlight of this design for me was….	