

<p>DIPLOMA in APPLIED PERMACULTURE DESIGN System 5.2</p> <p><b>ASSESSMENT of INDIVIDUAL DESIGN for FEEDBACK</b></p>	
---	--

<b>Diploma Apprentice's Name</b>	<b>Tom Henfrey</b>		
<b>Project Title</b>	<b>Collaborative Research</b>		
<b>Date Started</b>	<b>Sept 2009</b>	<b>Date Completed</b>	<b>Late 2011</b>
<b>Design Number</b>	<b>2 of 10</b>	<b>Implemented</b>	<b>Yes</b>
<b>Online Link to Design</b> (if available)			
<b>Land Based / Non Land Based</b> (delete as appropriate)	<b>People Based</b>		
<b>Name of Personal Tutor or Assessment Tutor</b> (if different from PT)	<b>Wilf Richards</b>		
<b>Ready for Presentation</b> (delete as appropriate)	<b>Ready</b>		
<b>Date &amp; Signature of Assessment Tutor</b>	 <b>Sept 29<sup>th</sup> 2021</b>		
<b>Date first registered for Diploma</b>	<b>Nov 2010</b>		
<b>Accreditation stage</b> (this design as related to overall portfolio)	<b>Interim Portfolio Assessment</b>		

If this design is included in the FPA2 sample / moderated by a Senior Tutor:	
<b>Comments from Senior Tutor</b>	

<b>Name, date &amp; signature of Senior Tutor</b>	
---	--

<b>ACCREDITATION CRITERION 1: Demonstrating design skills</b> (for further guidance, see section C3, page 5, in the Guide to Accreditation Criteria)			
		<b>What's gone well?</b>	<b>What could have been done differently?</b>
1a	The design uses an appropriate <b>design framework</b> or intentional process accurately	-clear use of OBREDIMET, although you actually used OBRADIMET, doesn't matter which one but good to be super clear in your intro in future designs	
1b	It references the <b>permaculture ethics</b> appropriately	-nice exploration of how the ethics were used in the design both at the project and meta level	-in future designs try using the ethics at a variety of stages in the designs development, not just as a reflective tool
1c	The design uses <b>permaculture principles &amp; theory</b> that are appropriate to the situation	-interesting embedding of edge and stacking -using the principles as a vehicle to analysis the research activities and to gather the research pattern was great -further use of appropriate principles in the evaluation	
1d	It uses a <b>variety of tools</b> to suit the needs of the situation/ design brief	-using principles in several places as the main design tools	-in future designs, have a go at a wider variety of design tools and definitely beyond just the principles and ethics, the expectation as you go further into your diploma journey is to encourage you to experiment with multiple tools in every design
1e	The design is intelligible, coherent and effective, <b>meeting the client's needs</b>	-yes clearly achieved a useful tool in the evidence that it was used again for future projects	
1f	The <b>documentation is appropriate</b> to present to	-clearly laid out and well edited	-would love to see more diagrams and pictures in future designs

	the clients and others		
--	------------------------	--	--

<b>ACCREDITATION CRITERION 2: Applying Permaculture design to projects</b> (for further guidance, see sections C2, page 4, and C4, page 6, in the Guide to Accreditation Criteria)			
<b>Areas of Application</b> (delete all that don't apply)			
Community Development Education & training Research			
		<b>What's gone well?</b>	<b>What could have been done differently?</b>
2a	<b>SURVEY</b> There is a clear explanation of how the <b>design brief was investigated</b> through surveying the situation and gathering the information.	-very clear development of a brief that was clearly a great collaboration (if I say so myself!) and there are interesting layers to this work, including explorations of the boundaries using edge and stacking as tools	
2b	<b>ANALYSIS &amp; DESIGN</b> There is a clear explanation of how the <b>design decisions and solutions</b> were developed.	-the use of principles to analyse the research was great (I remember being there) -love the decision to use OBREDIM as the framework for future research whilst being within this design which also uses OBREDIM -really like the details within the OBREDIM research model, well thought out process and pattern and a tool for all researchers to use	
2c	<b>IMPLEMENTATION &amp; EVALUATION</b> The <b>solutions are</b>	-yes it was implemented as a tool multiple times after its inception -and yes the design was evaluated	

	<b>relevant and appropriate</b> to the area and design brief.		
<b>ACCREDITATION CRITERION 3: Learning from and developing your permaculture practice</b> (for further guidance, see section C5, page 7, in the Guide to Accreditation Criteria)			
		<b>What's gone well?</b>	<b>What could have been done differently?</b>
3a	The design report includes an <b>evaluation of the design's effectiveness.</b>	-yes an evaluation is included, like the use of principles to highlight key learnings and they are interesting explorations through the lens of those principles	
3b	There is <b>critical reflection</b> on how you used theory, design tools, and processes, and some next steps for this design.	-reflection has been included and focuses on the patterns of your design work	
3c	The design shows how <b>design skills and competence have progressed</b> and some next steps for design practice.	-great second design, clearly confident with the principles	

<b>The Next Steps</b>	
What are the apprentice's <b>next steps with this design</b> , towards its accreditation.	All done
What other <b>general or specific issues</b> might help with the apprentice's next steps, eg. to take into future designs.	
Any other comments about the <b>format</b> of the project presentation,	
<b>The highlight of this design for me is...</b>	<p>Reminiscing about the project and its ground breaking nature, both the local food part and the meta level of research and the brilliance of getting that integration and collaboration right. The detailed transcript of things we talked about over ten years ago in the appendix is a gem. I think that appendix could be published! It is like one of those late night Channel 4 documentaries with a glass of wine from the 80s.</p> <p>I still receive requests from researchers that are extractive (most recently one that offered to bribe us with £15 for what I know will amount to hours of input). I recall at the time of the work learning how extractive researchers can be and developing my own policy on how I will engage with researchers from there onwards. That policy is basically if they are not willing to come and help getting their hands dirty in the field with me then I won't play ball. Thank you Tom for helping to support us and the Durham Local Food Network, which is still going strong in its new form under the Green Durham umbrella</p>

<b>Space for any other notes and comments to the apprentice</b> (This isn't part of the feedback against the accreditation criteria, but you might want to offer other references, suggested books or websites, etc. useful for future development for this design, or generally.)