

LEARNING PATHWAY

-PROFESSIONALS

THE CO-DESIGN PROCESS

PHASE 1 : PROTOTYPE YOUR IDEAL CURRICULUM

Using the cards from the Loopholes Final Deck (you can create new cards).

PHASE 2 : PROTOTYPE THE LEARNING EXPERIENCE

Choose which format/duration types are more suitable for your curriculum. Create new ones if needed.

PHASE 3 : TRANSITIONS CURRICULUM TIMELINE

Create a logical order and duration of the curriculum

PHASE 4 : DEFINING THE CONCEPT AND PEDAGOGIC PRINCIPLES OF THE TRANSITIONS' CURRICULUM

PHASE 5 : DEFINING THE TEACHING PATHWAYS

PHASE 1,2,3

PROTOTYPE YOUR IDEAL CURRICULUM

PROTOTYPE THE LEARNING EXPERIENCE

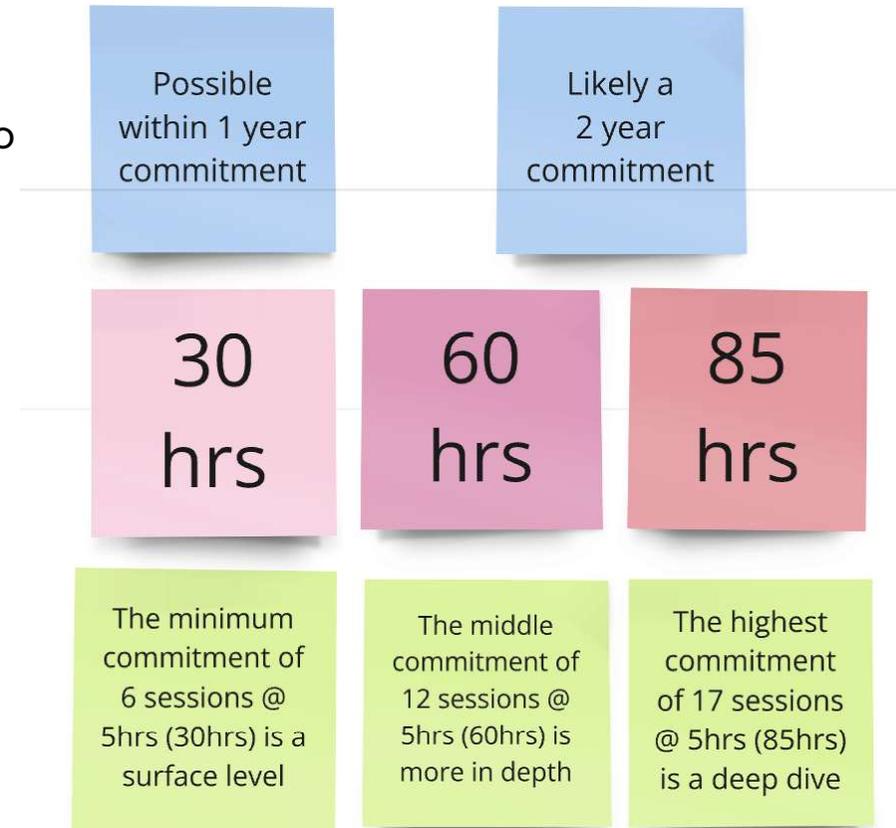
TRANSITIONS CURRICULUM TIMELINE

2. Design the learning experience

We are proposing 6 sessions, minimum 5h/session. 30 hours total.
This gives a surface level understanding/overview of the material.

The programme hopes to provide a roadmap for change,
equip with knowledge and strategies, and asks companies to
make transition commitments.

One of the standout features of this program is its flexibility.
The companies/professionals can choose the level of
engagement based on their needs and resources.





SETUP AND PROJECT DESCRIPTION
(IMPROVE ON EXISTING EFFORTS)



DESCRIBE CURRENT STATE
(DESCRIPTIVE PHASE)



EXPLORE NEW STRATEGIES
(EXPLORATIVE PHASE)



SET UP AND DESCRIBE A NEW PROJECT
(IDEATE ON A NEW PROJECT FROM HERE)



DEVELOP ON IDEAS
(GENERATIVE PHASE)



REVISIT THE TOOLKIT
(EVALUATIVE PHASE)



identify companies prior knowledge through use of Loopholes toolkit

Analyse the results of Loopholes, see gaps

identify the scale of the company & how quickly they can reflect and implement learnings

Sessions can happen over a shorter or longer time, this needs to be decided together, however we recommend a gap of 1 month between sessions

Define who will be attending within the company & develop bespoke time framework

Each session is a minimum of 5 hours

Attendees must log their learnings in each session, report how it was fed back to the company and the response to the strategy: implement yes / no? if yes, when, if no, why?

We foster a culture of sharing: at the beginning of each session, the attendees must share an update on 'progress' or learnings

Thinking through own products/ services/systems

Blend theory & workshops

PHASE 4

DEFINING THE CONCEPT AND PEDAGOGIC PRINCIPLES OF THE TRANSITIONS' CURRICULUM

2. Design the learning experience – ways of learning

THEORETICAL SESSIONS

WORKSHOP BASED LEARNING

DIGITAL TOOLS TRAINING

This approach integrates **knowledge development (theory)** with **practical applications (workshops)** to ensure participants gain both a conceptual understanding and hands-on, workplace skills.

PHASE 5

DEFINING THE TEACHING PATHWAYS

Target

If professionals receive and apply the knowledge from these teaching pathways, the outcomes can be transformative for both individuals and organizations.

They will gain enhanced competence, developing the adaptability needed to respond effectively to changing industry demands, technologies, and trends.

Result: Their strategic thinking will improve, leading to better decision-making and problem-solving skills for tackling complex challenges.

They will increase their professional value, gaining qualifications and skills that make them more competitive in the job market and opening up opportunities for career advancement.

Overview –teaching pathways

The **30-hour level** –Perfect for those with limited time or wanting an overview.

The **60-hour level**–takes a deeper dive, combining workshops with practical application. This is great for mid-level involvement.

The **85-hour level**–offers a comprehensive experience, ideal for those committed to mastering the process.

These competencies gained will empower professionals to foster innovation and sustainability in the textile industry by reducing environmental impact, promoting ethical practices, and utilizing digital tools to enhance design and production processes.

transiti*ns