Transforming Textile Design Education: A Block Teaching Model

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Abstract

Intensive Modes of Delivery (IMD) and the Block Model (BM) are gaining traction in higher education as examples of innovative pedagogical approaches, with institutions worldwide implementing these approaches and reporting success. A growing body of literature examines the teaching and learning designs, student outcomes and experiences associated with these models. This paper presents a scoping literature review to provide a broad understanding of the literature underlying IMD and BM, as well as the teaching, learning and design elements involved. At the time of this research, no recent scoping review has explored the IMD and BM literature. Using online databases, 138 sources published between January 2000 and June 2024 were identified. The majority of studies came from Australia (62%), followed by USA (17%) and the UK (9%). These sources primarily focused on student engagement with intensive formats (77%), teaching practices (32%), and course design (33%). Benefits (93%) and challenges (69%) were highlighted, with studies reporting improved student outcomes (62%) and concerns connected to the student experience (28%). However, contradictory findings on student satisfaction, preferences, workload perceptions, and institutional delivery approaches were found. While the literature points to enhanced engagement and academic achievement for students, further research—particularly on high-impact pedagogies and longitudinal studies on content retention—is needed to better understand these delivery modes.

Keywords: Textile, Collaboration, Engagement, Flexibility

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Introduction

Block teaching represents a pedagogical approach that concentrates instruction on one subject area at a time over condensed timeframes of several weeks. This methodology enables students to develop focused, in-depth understanding while facilitating frequent feedback cycles that support continuous improvement. De Montfort University implemented block teaching across Fashion and Textile courses in 2022, restructuring practical 'making' curricula into four 30-credit modules annually. This paper examines the next evolutionary phase of block teaching within Textile Design courses, specifically proposing the integration of shared learning blocks between Textile Design and Fashion Textile Design courses. These shared blocks facilitate strategic cross-disciplinary engagement at carefully selected points in the curriculum, while maintaining the established 2022 block teaching framework's core structure and course-specific specialisation. Textile Design and Fashion Textile design are two distinct courses at De Montfort University with Fashion Textiles focussing on developing outcomes that always relate to the body, with a technical emphasis on pattern cutting and a mixed media approach to developing fabric conclusions. The textile design course provides opportunities for students to design for Interior applications as well as fashion and surface applications with students studying a distinct pathway of Print, Weave or Mixed Media (embroidery and embellishment).

Institutional Context and Strategic Rationale

Established in 1870 as the Leicester School of Art, De Montfort University emerged from Leicester's distinguished textile heritage, originally preparing students for local industry employment. The institution evolved through Leicester Polytechnic to achieve university status in 1992, subsequently earning recognition in the Guardian University Guide 2025's TOP 20 UK Fashion and Textiles programmes for teaching excellence, innovation, and student satisfaction. The university also holds distinction as one of Britain's most sustainable fashion and textiles schools (Green Gown Awards, 2021).

Block teaching originated from 1960s educational innovation, implemented initially at Colorado College, USA, with De Montfort University among the first UK institutions to adopt this system. The approach addresses contemporary student complexity through simplified academic timetabling and enhanced learning support, enabling improved work-life balance through single-module focus. Student pulse survey data from 2022 (Orwin, 2024) demonstrates strong approval, with 92% of respondents preferring block teaching's work-life balance and 93% valuing single-module concentration.

The same pulse survey also identified that within Textile subject areas, block teaching success has been demonstrated through these positive student satisfaction metrics and observed improvements in student work quality. The strategic imperative for this next iteration addresses specific challenges identified despite individual programme improvements in student work quality. Selected blocks demonstrate potential for cross-course integration where pedagogical benefits can be realised, while opportunities exist for improved staffing efficiencies and resource optimisation that ultimately benefit student outcomes.

Literature review

The themes of this literature review explore the changing UK Higher Education (HE) landscape and the opportunity to re-develop the HE curriculum, particularly the opportunities for practical

creative subjects. The literature review considers whether curricula redevelopment to block delivery in practical, creative subjects has the potential to meet the study needs of the student, the skills needed by employers and enhance the student experience.

In the post-covid landscape, economic, social, political and technological changes are creating challenges for Higher Education (HE). Elkington and Dickinson (2025) speculate that there is the opportunity and necessity to re-think why, how and what content is delivered by higher education. The UK Government's introduction of a focus on apprenticeships and the Lifelong Learning Entitlement (Lifelong Leaning (UK) Act 2023) to encourage continual learning and acquiring new skills, means that universities must demonstrate their contribution through economic value and providing skills needed by the local labour-market alongside traditional academic frameworks.

Higher Education Institutions need to question how the curriculum could change to deliver the skills and critical thinking needed for the next millennium alongside meeting the social challenges facing students.

Influential organisations such as Advance HE work with universities worldwide promoting excellence in HE teaching. Advance HE, which advocates evidence-based teaching methods, is promoting supporting curriculum change through research projects such as 'Reimagining Curriculum Across a Whole Institution: A Strategic Toolkit and Practical Recommendations' (Advance HE, 2024). Kandiko-Howson and Kingsbury (2023) argue that curriculum change encourages critical reflection, improved teaching and enhancing the student experience but only when the academics delivering change engage with it collaboratively rather than the change being imposed. It is also acknowledged that because the embedded practices are challenged, some academics would challenge this change, questioning whether the benefits outweigh the disruption.

The lifestyle of students has also changed as the cost of living and funding of studying has changed, leading to many students commuting to university and working alongside studying. The Quality Assurance Agency for Higher Education (QAA, 2023) found 'students increasingly requiring greater flexibility in attendance and choice of study mode has resulted in universities reviewing their approaches to delivery.'

De Montfort University introduced Block Teaching in 2022. The QAA case study based on De Montfort University's experience (Orwin, 2024) suggested that students on the block system could balance study and the necessity to find paid work and therefore benefitted from the intense compressed delivery. Trinh, Ghapanchi and Purarjomandlangrudi (2022) suggested that block teaching also helped to improve student attendance, retention and overall outcomes.

Pedler et al., (2021) write about the link between a student's sense of belonging leading to higher engagement and attainment. Another aspect of the compressed delivery of block teaching into seven week-long modules is that students can develop a sense of belonging more quickly as opposed to more conventional longer modules with more spaced-out contact time.

'Findings indicate that block delivery supports rapid relationship-building among students and faculty, promoting a sense of community, especially during the first year of study' (Divers, 2025).

Buck and Tyrrell (2022) found that the more intense block system was a positive experience for most students questioned, leading to increased engagement and attainment.

The research cited in this literature review has considered block in the context of curriculum change which is enhancing and acknowledging changing student needs. The scholarly research in this area is mainly focussed on written and academic subjects. However, the effect and possibilities for Fashion and Textile courses in restructuring practical 'making' curricula into block teaching should also be considered. First, the way Fashion and Textile courses are traditionally taught is considered. Students choose a discipline as a specialist area such as printing or weaving. They build up design and technical expertise through practical sessions, often without straying into the methods of contrasting disciplines. However, as part of the overall need for curriculum change within Higher Education and questioning embedded practices, research is also questioning the need for different delivery of practical skills to widen expertise.

Yang Liu (2024) argues that the traditional method of teaching creative subjects is to remain ‘within the boundaries of their respective disciplines’. This can limit innovation into new processes and applications. Orr and Shreve (2017) state the need: ‘To create conditions for creative learning to take place, providing technical and process information as well as an insight into the community of practice their discipline represents’; and that ‘multimodal and experiential studio-based pedagogies support the development of students’ creativity and criticality’.

The De Montfort University Textile Design and Fashion Textile academics embraced curriculum change to block teaching and collaborated further to consider how modules can support actively combining cross disciplinary skills needed by industry for future innovation (Higher institute for Policy Change (HEPI), 2025)

A cross-discipline approach, as advocated in arts-based research (ABR) ‘follows a generative and emergent process, open to the unexpected—to surprises, new insights, and bends in the road’ (Leavy, 2017).

The proposed integrated and collaborative curriculum framework across related design disciplines for De Montfort University Textile disciplines builds on the traditional studio and workshop practices of constructivist pedagogy (Hamer & Van Rossum, 2010), emphasizing the shift from passive absorption of information to active engagement in learning. Students are encouraged to build their own understanding, moving from receiving information to a participatory process. The studio environment reflects principles of connectivism and aligns with Wenger’s (2010) ‘community of practice,’ promoting collaborative learning and shared knowledge.

Research on whether Block Teaching can offer a re-imagined curriculum that answers the social, economic and UK Governments aims for education, particularly within the creative and practical subject areas is in its infancy, but initial research shows that there is potential to continue to develop positive change.

Current Programme Design and Identified Opportunities

De Montfort University's Textile Design offer operates through a two -course model reflecting contemporary textile industry operation. The Textile Design course emphasizes materials innovation, positioning students as designers engaged in sustainable material research and advanced manufacturing processes. Projects can intersect with automotive, medical, architectural, and decorative industries where textile innovation and craft skills drive innovation. The Fashion Textile Design course maintains concentrated focus on fashion-oriented outcomes, encompassing trend forecasting, brand development, and market-responsive design within fashion production contexts.

Both courses have rigorous technical foundations through shared competencies in print, knit, weave, and testing methodologies. Students develop traditional screen printing alongside digital textile printing, understand both hand and industrial knitting processes, and engage with complex weaving structures within conceptual production scales. Material testing protocols provide added rigor to creative exploration, establishing quality standards essential for professional practice.

Anecdotal industry feedback gathered from live project partners such as Next, Royal Crown Derby, Amtico and Aga Rangemaster validates this specialised approach, with employers recognising graduates' depth of knowledge within their chosen domains. Fashion industry partners particularly value Fashion Textile Design graduates' innovation capacity, while textile manufacturers and “brands” praise Textile Design course alumni's market-ready skills. However, industry consultation and programme review has identified limitations specifically that graduates often lack experience working across the fashion-textile industry divide. Employers noted that while graduates demonstrate strong technical expertise within their specialisation, they sometimes struggle to communicate effectively with professionals from related but distinct textile domains or to understand how their work fits within broader industry supply chains and innovation processes Contemporary textile challenges–sustainability imperatives, circular economy models, and interdisciplinary innovation–increasingly require professionals capable of bridging specialised knowledge areas, yet graduates enter the workforce with limited experience in such collaborative approaches.

Strategic Collaborative Curriculum Framework

Addressing this identified gap, the Collaborative Curriculum Framework (a strategic model for selective course integration) introduces an integration strategy that preserves specialisation strengths while encouraging cross-course collaboration. This framework operates by identifying specific curriculum blocks where Textile Design and Fashion Textile Design students will work together on shared projects while remaining enrolled in their respective courses. Rather than merging entire courses or creating joint programmes, this approach strategically brings the two student cohorts together for selected collaborative learning experiences—typically 2-3 blocks per academic year—while maintaining separate, specialised instruction for most of their curriculum. This approach operates through carefully designed block integration, ensuring that collaborative experiences complement rather than compromise course-specific expertise. The framework employs selective integration, recognising that not all curriculum blocks benefit equally from cross-course collaboration, maintaining specialised learning integrity while maximizing collaborative impact where most beneficial.

The framework establishes clear criteria for identifying enhancement-suitable blocks. Priority is given to curriculum segments where real-world industry challenges naturally span both courses, such as sustainability projects requiring both technical innovation and market application, or product development initiatives demanding materials expertise alongside consumer understanding. Technical complexity also influences selection, with preference for blocks where course-specific expertise creates natural complementarity–advanced material testing combined with trend analysis, or innovative weaving techniques applied to fashion contexts.

Three distinct enhanced block types emerge from this framework:

Industry-partnered projects provide authentic collaborative experiences through real client briefs, exposing students to genuine cross-disciplinary professional practice while delivering commercial value.

Internally designed skill-integration challenges offer structured collaborative experiences crafted specifically for pedagogical outcomes, allowing precise learning objective targeting with flexibility to adapt to student cohort characteristics.

Traditional single-course blocks continue unchanged, maintaining specialised depth essential for professional credibility, ensuring collaborative experiences enhance rather than replace course-specific expertise.

Implementation Methodology and Risk Management

The Collaborative Curriculum Framework requires careful orchestration through a systematic phased approach across levels 4 and 5. Implementation commences with Level 4 students in the first term, ensuring course-specific confidence has been established but students remain adaptable to collaborative approaches. Initial integration focuses on foundational collaborative skills—communication across design languages, understanding alternative course perspectives, and basic project coordination. Level 5 implementation introduces more complex collaborative challenges that build upon Level 4 experiences.

This gradual integration strategy addresses multiple inherent risk factors. Academic risks–potential compromise of specialised learning outcomes–are mitigated through careful block selection ensuring collaborative work amplifies rather than dilutes course expertise (Buck & Tyrrell, 2022; Daniel, 2000; McCluskey et al., 2019). Resource risks receive attention through staged equipment and space adaptations, allowing infrastructure adjustments to match implementation pace. Student satisfaction risks are managed through transparent communication about enhancement benefits and careful monitoring of collaborative experience quality, while faculty adaptation risks are addressed through professional development programmes beginning months before each implementation phase.

Industry partnership development follows a tiered structure emphasizing selective and purposeful collaboration over broad engagement. Partners are chosen for alignment with both course specializations and genuine collaborative project needs. The ongoing dialogue with industry stakeholders ensures continual contemporary relevance. This also creates long-term

relationships that support curriculum innovation and graduate employability as alumni often return to talk to the students about their roles and run competitions.

Student Experience Design

The Collaborative Curriculum Framework transforms the student journey through experience design that balances individual development with collaborative competency building. Research on block teaching has demonstrated similar or clear improvements in student commitment and academic performance (Buck & Tyrrell, 2022; Daniel, 2000; McCluskey et al., 2019). This approach recognizes that contemporary textile professionals require both deep specialisation and cross-disciplinary fluency, creating educational experiences that develop these capabilities strategically rather than coincidentally.

Personalized Learning Within Structure

While students follow their chosen course's prescribed curriculum, personalisation emerges through adaptive project complexity, individualised mentoring, and differentiated assessment approaches. Enhanced collaborative blocks particularly benefit from this personalized framework, allowing Fashion Textile Design students to contribute aesthetic leadership while engaging with technical innovation challenges, while Textile Design students drive material solutions while understanding market application contexts. This approach ensures every student develops their core expertise while building complementary understanding that enhances rather than dilutes their primary specialisation.

Skill Development Architecture

The programme's progression model prioritises deep specialisation with contextual integration, moving beyond traditional either-or approaches to expertise development. This aligns with Vygotsky's social learning theory, where collaborative interactions within the Zone of Proximal Development enhance learning outcomes (Akyol & Garrison, 2011). Students develop profound course-specific capabilities while simultaneously building contextual understanding through carefully sequenced collaborative experiences. The cooperative learning method, developed over 40 years with proven effects on student success and motivational levels (Johnson et al., 2007), provides the theoretical foundation for cross-course collaboration. Early projects focus on communication and perspective-sharing, evolving toward sophisticated interdisciplinary problem-solving that mirrors contemporary industry demands.

The following figures 1-3, created by Author 2025 - show the overall structure of the block delivery across 3 years and a breakdown of the delivery in levels 4 and 5.

Figure 1. Block Delivery for Textile Design and Fashion Textile Design

The following diagram indicates the titles of each block across the three years of the undergraduate course.

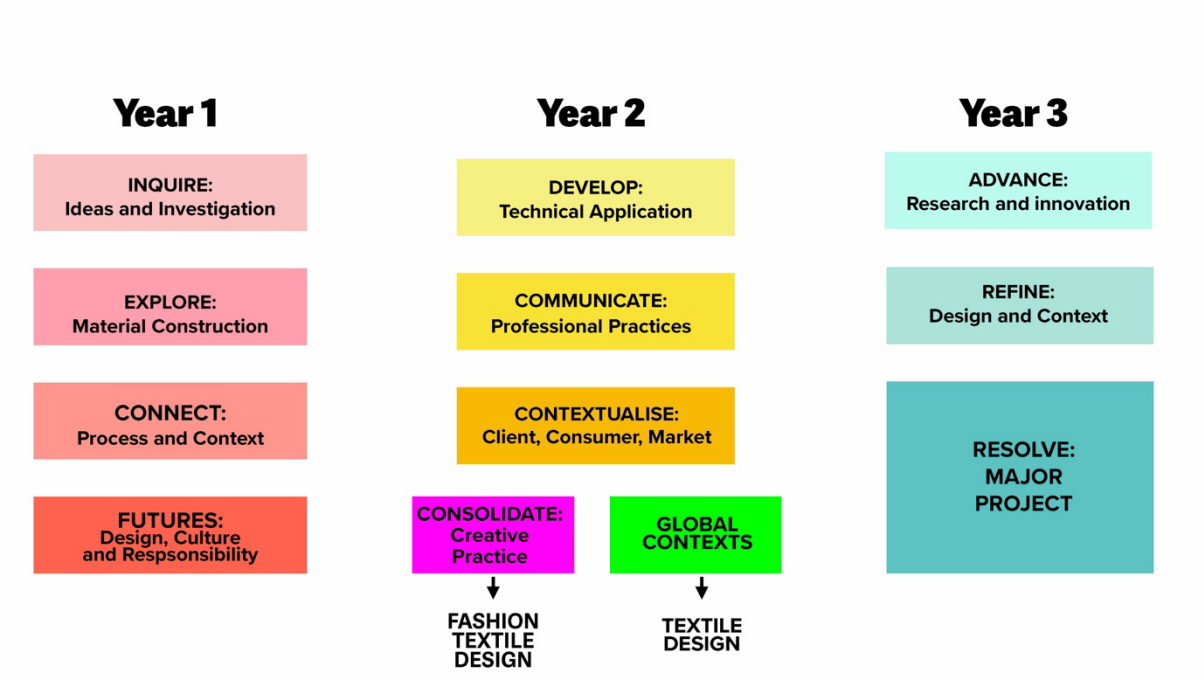


Figure 2. Block Delivery for Year 1 (Level 4)

The following diagram indicates the titles of the Year 1 (level 4) blocks). Within Inquire and Futures, both courses focus on the same outcome. In Explore and Connect, each course explores distinct technical areas leading to different project outcomes.

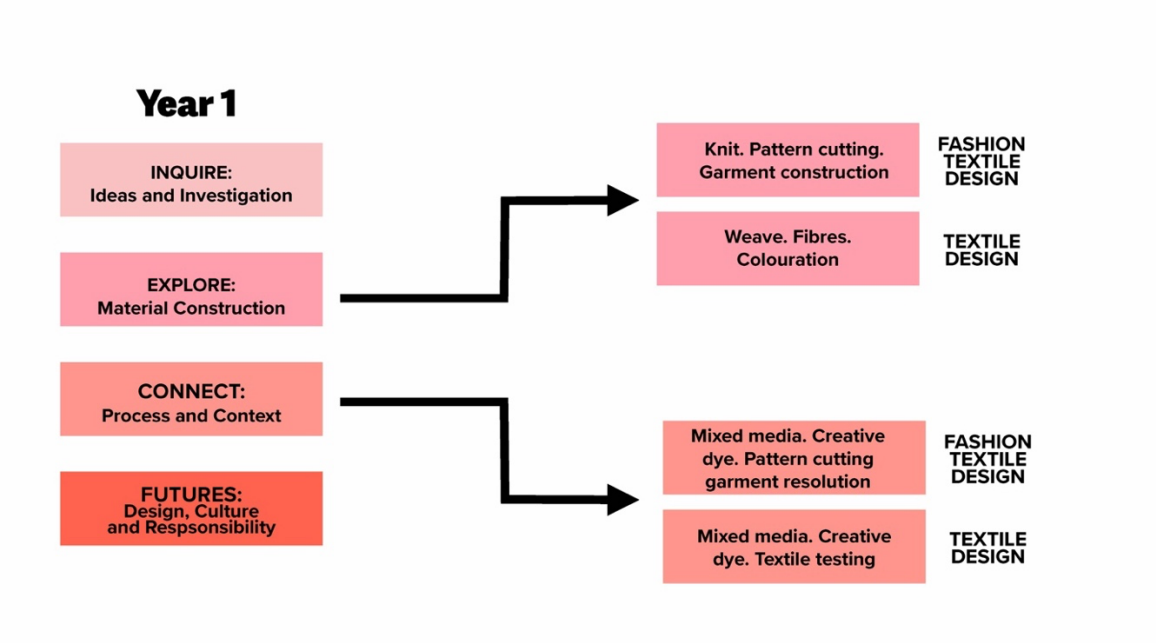
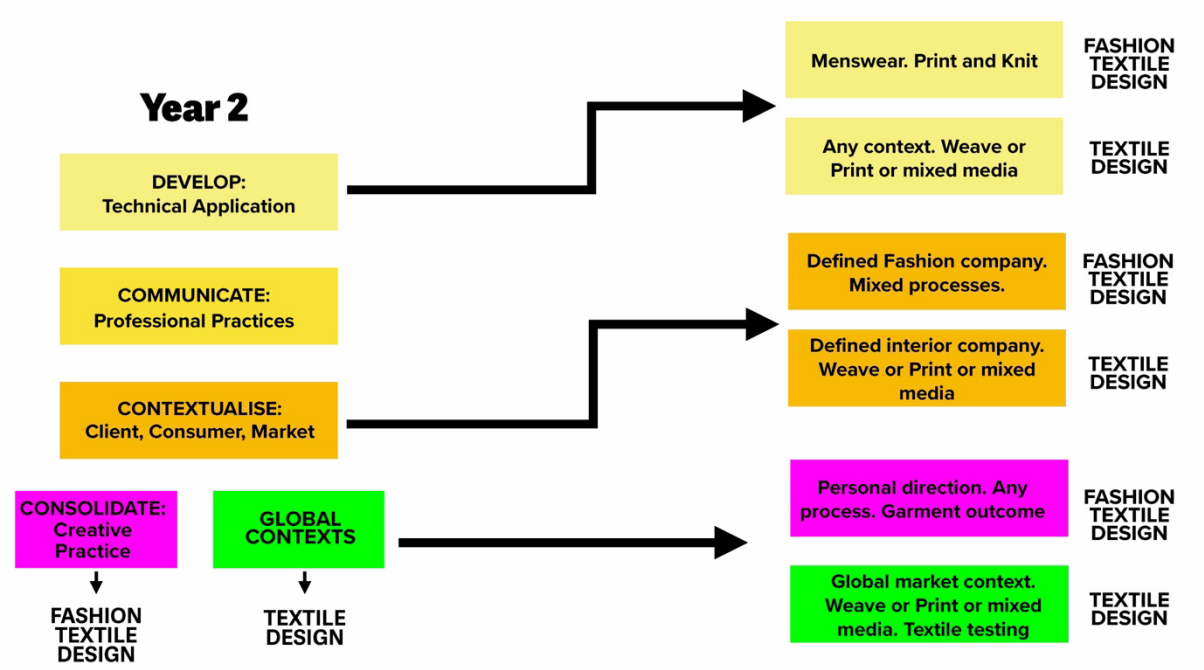


Figure 3. Block Delivery for Year 2 (Level 5)

The following diagram indicates the titles of the Year 2 (level 5) blocks). In Communicate both courses work towards the same project outcomes and in Develop and Communicate each course explores distinct technical areas leading to different project outcomes. Consolidate and Global Contexts are blocks that are distinct to each course and do not have shared delivery.



Career Preparation and Professional Readiness

Career preparation encompasses exposure to diverse professional contexts through industry partnerships spanning both courses, ensuring students understand varied trajectories available within and beyond their specialization. Wenger's (1998) Communities of Practice theory supports this approach, where learning occurs through participation in professional communities and shared practice development. Students engage with fashion designers, technical textile researchers, sustainability consultants, and interdisciplinary innovators, building professional networks that reflect industry diversity. Research on high-impact practices demonstrates that such experiences benefit all students, deepening learning and personal development while increasing retention odds and promoting academic success (Kuh, 2008). Experiencing collaborative problem-solving projects also creates a sense of belonging and design identity, which also improves student confidence.

Operational Benefits

The Collaborative Curriculum Framework generates operational advantages that extend beyond educational outcomes to create institutional benefits. Research on block teaching implementation indicates that intensive delivery formats can improve teaching efficiency and resource utilization (Davies, 2006; Rettig & Canady, 2013). These efficiencies emerge from strategic collaboration rather than resource expansion, demonstrating how thoughtful

curriculum design using the block teaching approach can simultaneously improve educational quality and operational effectiveness.

Teaching Efficiency Through Strategic Collaboration

Cross-course projects enable optimal utilization of specialised school and faculty expertise, allowing individual instructors' knowledge to benefit both student populations simultaneously. Johnson and Johnson's (1999) research on cooperative learning demonstrates that collaborative approaches can serve as "the basic foundation of instruction, the underlying context on which all instruction rests." This approach creates natural teaching efficiencies where Fashion Textile Design expertise informs material innovation projects while materials science knowledge enhances fashion development understanding. Flexible staffing arrangements have emerged from this collaborative model, enabling dynamic teaching team configurations that respond to project requirements while maintaining pedagogical continuity. Team members are developing broader teaching portfolios through cross-course engagement, creating resilient staffing structures that can adapt to ever-changing demands.

Optimized Facility and Equipment Utilization

Enhanced collaborative blocks create opportunities for coordinated scheduling that maximizes studio and equipment access efficiency. Single-course blocks result in underutilized specialised equipment during specific timeframes, while collaborative scheduling enables continuous productive use of resources. Print facilities, testing equipment, and specialised studios will now benefit from coordinated access patterns that reduce bottlenecks (an issue that has existed prior to and during initial block implementation) while ensuring all students receive comprehensive technical experience. This optimisation extends equipment lifespan and supports technical staff wellbeing (managing workloads) through more consistent but less intensive usage patterns.

Evaluation Strategy

Evaluation of the Collaborative Curriculum Framework will require assessment approaches that capture both quantitative outcomes and qualitative transformation in student experience and professional preparation. Research on intensive course evaluation demonstrates that student evaluations often show higher ratings compared to traditional courses, even after controlling for class size and probable grades (Scott, 2010). This strategy will ensure continuous improvement while maintaining accountability to students and institutional stakeholders.

Evaluation will encompass four primary dimensions: student engagement levels, learning outcomes achievement, collaborative skill development, and industry partner feedback. Student engagement measurement includes participation quality in collaborative projects, peer interaction effectiveness, and sustained motivation across traditional and enhanced blocks. Assessment of achievement mapped to learning outcomes maintains course-specific achievement standards while introducing collaborative competency metrics that reflect contemporary professional requirements. Longer-term evaluation will examine graduate surveys and employer feedback to provide ongoing data about programme effectiveness and emerging industry needs.

Risk Management

Successful Collaborative Curriculum Framework implementation requires proactive risk management that preserves programme strengths while enabling meaningful innovation. Research on educational change management emphasizes the importance of maintaining successful existing structures while implementing innovations (Fullan, 2007). This approach anticipates potential complications and establishes safeguards that ensure student success throughout the transition period and beyond.

Complexity Management and Structural Preservation

The primary risk lies in over-complicating successful existing structures through excessive integration attempts. Safeguards include strict criteria for block enhancement selection, ensuring only genuinely beneficial collaborative opportunities receive implementation. Successful existing programme elements remain unchanged, protecting proven educational approaches that effectively develop course-specific expertise. This has been developed through comprehensive SWOT analysis, team discussions, and thorough risk assessment and management.

Strategic Stakeholder Engagement

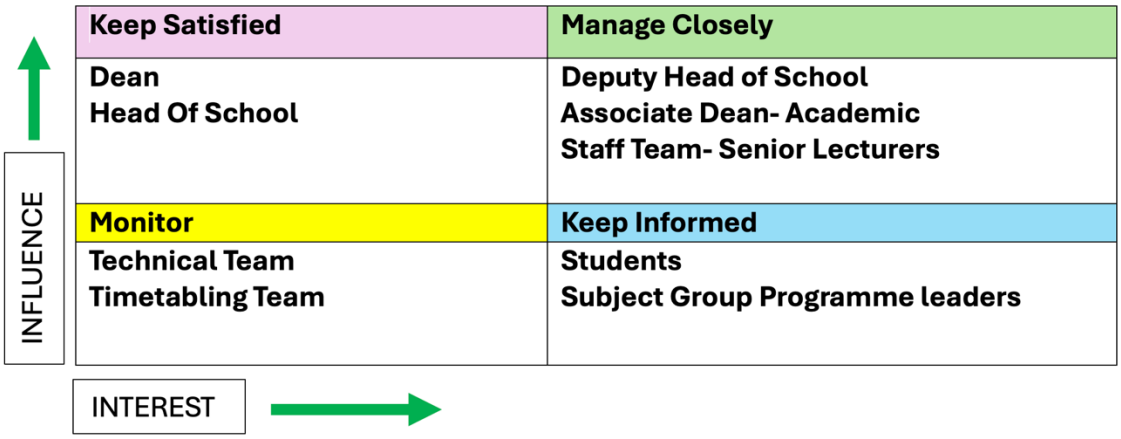
A comprehensive stakeholder engagement approach has been implemented, spanning multiple organizational levels. Engagement included key leadership consultation with the Head of School and Deputy Head, alongside programme leaders across Fashion Textile Design and Footwear. Two consultations proved particularly crucial: meeting with the Head of School to understand senior management perspectives and identify positive response motivators, and consulting the Associate Professor of Quality, who chairs the approval panel, ensuring alignment with necessary requirements.

This targeted approach proved instrumental in strategy development. By consulting widely including teaching staff, academic leaders, and most importantly, affected students (who reacted with great positivity) an efficient, tailored project plan was created, avoiding unnecessary work while focusing on elements driving meaningful approval and support. Budget development followed strategic consultation principles, utilizing internal salary data and line manager insights to ensure accuracy and organizational goal alignment.

Adaptive Management Frameworks

The project approach fundamentally centred on understanding and adapting to different stakeholder needs. A stakeholder matrix (figure 4) served as strategic compass, revealing nuanced communication requirements: team interactions prioritized informal, collaborative dialogue; student concerns required structured, empathetic approaches balancing policy and individual experience; senior management demanded formal, solution-focused discussions aligned with organizational objectives. The key proved flexibility, recognising that no single communication strategy fits all stakeholders.

Figure 4. Stakeholder Matrix



Strategic approaches to decision-making and continuous improvement utilized three key methodological frameworks (Deming, 1986; Imai, 1986; Womack & Jones, 1996). The Kaizen model emphasized incremental improvements through team-wide engagement, creating collaborative learning cultures where small, consistent changes lead to significant transformations. The PDSA cycle provided structured problem-solving approaches through iterative methods allowing change planning, small-scale implementation, outcome study, and findings application. This proves particularly powerful for evidence-based decision-making, enabling solution testing before full-scale implementation. The LEAN method complemented these approaches by focusing on waste elimination and value maximization, helping identify and prioritize activities directly contributing to project goals, ensuring optimal resource allocation. Elements of PDSA cycle and LEAN method proved particularly effective when timetabling staff and resources.

Student Support Systems

Enhanced student support addresses navigation complexity through dedicated collaborative project mentoring, clear expectation communication, and additional guidance resources. Academic advisors receive specialised training in collaborative project management, enabling effective student support during interdisciplinary challenges. Research on student support in complex learning environments emphasizes the importance of scaffolded guidance and peer mentoring systems (Tinto, 2012). Peer mentoring systems connect students with successful collaborative project alumni, providing practical guidance and reassurance during challenging integration experiences. Early warning systems identify students struggling with collaborative demands, enabling timely intervention and support.

Continuous Feedback and Adaptive Refinement

Feedback loops capture student, faculty, and industry partner perspectives on framework effectiveness, enabling rapid response to emerging issues. Regular programme reviews cycles evaluate collaborative outcomes against intended objectives, facilitating evidence-based adjustments that maintain programme quality while addressing identified challenges. This

adaptive approach ensures the Collaborative Curriculum Framework evolves continuously rather than becoming rigid structure that cannot respond to changing needs or unforeseen complications.

Broader Implications

The Collaborative Curriculum Framework extends beyond immediate programme improvement to influence broader educational practice and industry development. Boyer's (1990) scholarship of engagement provides theoretical grounding for university-industry partnerships that benefit both academic learning and professional practice. These implications demonstrate the framework's potential for wider application and its contribution to evolving professional education approaches.

Pedagogical Model Development

The selective integration approach creates a replicable pedagogical model applicable across creative disciplines facing similar specialization versus collaboration tensions. This model demonstrates how programmes can maintain disciplinary depth while developing interdisciplinary competency, providing a framework applicable to architecture, product design, digital media, and other creative fields requiring both technical expertise and collaborative capability (Jackson, 2019). The model contributes to broader discussions about professional education evolution in response to contemporary industry demands, particularly in creative industries where cross-disciplinary collaboration drives innovation.

Institutional Scalability

The framework's success enables expansion across subject groups within De Montfort University and provides a model for other institutions addressing similar challenges. Scalability considerations include resource allocation patterns, faculty development approaches, and industry partnership strategies that can be adapted to different disciplinary contexts while maintaining core collaborative principles.

Professional Practice Influence

Graduates will hopefully emerge as collaboration facilitators within industry contexts, carrying collaborative capabilities into professional practice and influencing workplace culture toward more effective interdisciplinary approaches. This influence extends industry impact through integrated skillsets that enable more sophisticated problem-solving approaches to complex challenges requiring diverse expertise. Long-term implications include potential transformation of industry collaboration practices through graduate influence and demonstration of enhanced collaborative capability benefits.

Implementation Timeline & Next Steps

Phase 1 Completed (Months 1-6): Stakeholder engagement through comprehensive consultation with faculty, current students, industry partners, and alumni to refine collaborative proposals and build implementation support. Detailed curriculum mapping identifies optimal collaborative integration points while preserving course identity.

Phase 2 (Months 7-12): Pilot programme development with selected Level 4 blocks, enabling controlled testing of collaborative approaches while maintaining programme stability. Faculty development programmes prepare teaching staff for enhanced facilitation requirements.

Phase 3 (Years 2-3): Full implementation across Levels 4 and 5 with continuous monitoring and adaptive refinement based on ongoing evaluation data and stakeholder feedback.

Long-term Vision: The Collaborative Curriculum Framework will enhance the provision within the university and positions De Montfort University as a leader in creative education innovation, producing graduates prepared for contemporary professional demands while contributing to broader pedagogical knowledge about effective interdisciplinary education in specialised creative disciplines.

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