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My vision for the University's education and curriculum is based around the idea of making the student employable, as well as knowledgeable, in their subject choice. This way, the student comes out of university not only with a degree but with skills that will allow them to stand out from the crowd in a working environment. Everyone who graduates from university comes out with a degree, but not all are successful in getting a job in the areas they've been hoping for. The reason for this is a lack of job experience. Therefore, one idea that came to mind was the idea of all courses having a placement integrated into their programme in one way or another. If not in the generic way – in the form of a placement year – courses could have modules dedicated to work skills. By making these modules compulsory for the duration of the degree, students would build up their knowledge of what it is like to be in the work place. Hence, after graduation, a world that would've been daunting would seem familiar to them instead. The majority of present students feel that they are walking into the unknown as they attempt to find work, not knowing where to start, but with this module students would be taught valuable skills that help not only with finding work but obtaining it too, through mock interviews and aptitude tests etc. Furthermore, having these modules in the form of seminars means that students would be in smaller groups, resembling more of a meeting like environment. As a result, students would learn how to present their opinions and ideas to others, which is a key skill when it comes to these situations, helping build confidence for future endeavours.

In addition, in the next 10 years, the use of technology will continue to rise and so I think the university should embrace this to a greater extent. My reason for suggesting this is that I feel there is a lack of participation in lectures, particularly in the first year, because no one has the confidence to voice their opinion or provide an answer to questions. I think technology can resolve this problem. I propose that in 10 years' time electronic writing tablets could be placed at each chair in all lecture theatres – or have a way of allowing student to connect their own – so that they can be used to write answers to questions, which will then be projected on a screen at the front for all to see anonymously. This way everyone can have a chance to work on the problem in hand and feel satisfied that they have given their all when the lecture finishes. Bringing this to the university would definitely be revolutionary with courses that depend greatly on mathematics because students can write down their workings rather than attempting to explain it to the lecturer.