

Verda Y.B.

Be at the Top of Your Game.

The Objective.

"Everyone holds his fortune in his own hands, like a sculptor the raw material he will fashion into a figure. The skill to mold the material into what we want must be learned and attentively cultivated."

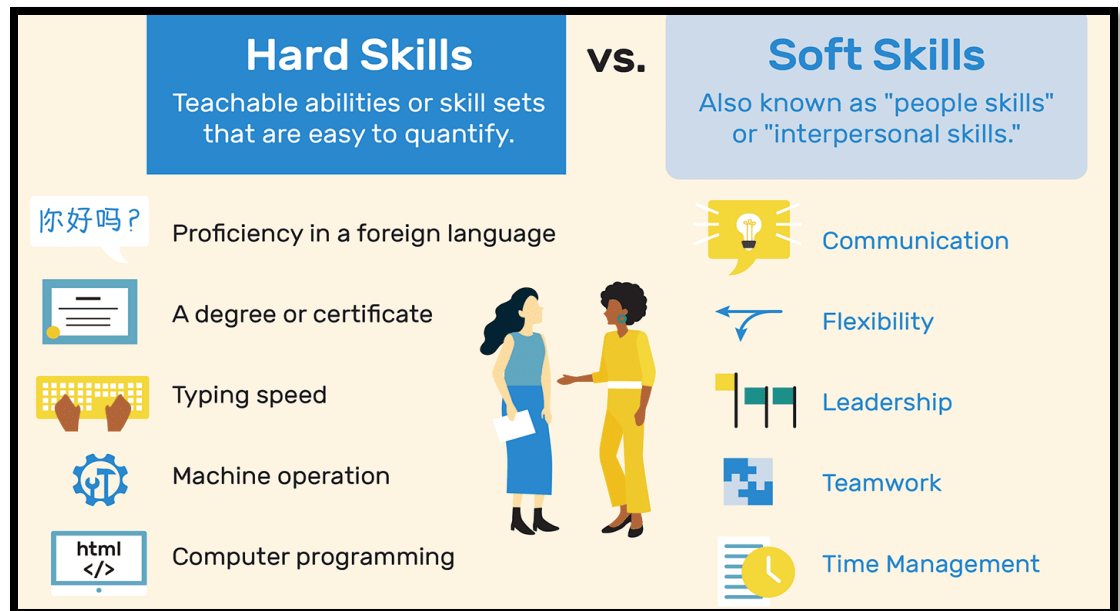
—Johann Wolfgang von Goethe

Learners must acknowledge that their *Mindset* is an enormously potent tool for prodigious productivity. Should they tame it to their benefit, indomitable victory is bound to come. Knowing the secret ingredients to success include lots of resilience, persistence and relentlessness associated with building the right skill set.

Learners need to embed a healthy habit of enhancing their skill set in order to be in a stronger position to combat the competition. Hard skills as illustrated by millions of google references, can be established and nurtured with academic programmes. However, like many top rated international universities, TMUC works around building soft skills during study programmes as a part of regular drill. All transnational education programmes are equipped with individual and group projects and presentations to build soft skills in students alongside academic study.

At TMUC, learners are made to understand how soft skills become an enabler in successful performance. Working on soft skills such as communication, time management, teamwork, leadership, decisiveness, negotiation, problem solving; is essential to sustaining jobs as well. These are complimentary values that build and refine over time with experience.

Our advice for learners is to adopt a mindset that enables them to continuously work on themselves and make the most of the workshops, guest lectures and activities during their university journey. Learners need to actively participate in event management, competitions, etc., that coach them to be better at planning, time management, decision making, conflict handling, teamwork, communication, team work, leading and to deliver under pressure and deadlines.



The Competency Paradigm

How are higher education institutions shaping the future of employment?



Noorulain Zafer

Noorulain Zafer represents the Career Development Centre alongside Managing Professional Qualifications at The Millennium Universal Colleges, Pakistan. Noor shares her vision for the department leading to ensure success for learners in the industry.

The world is a changed place, especially in a pandemic - stricken education paradigm. There have been continuous changes in diversification and expansion of students' needs and that has been heightened by the way employment has been hit.

There is now increasing talks on why there should be a Competency Based Curriculum (CBC) set up by institutions. Curriculum innovation endeavors to distill the learning processes and get the best practices incorporated in the actual pedagogical activities to enhance the implementation and attainment of the desired educational goal.

With a CBC implemented either as a means of learning outcomes or as a value addition to the academic learning should be the focus. In Pakistan nearly 4 million youth enter the working population every year. With more than 65% population under 30, we will continue to grow as a young nation till 2050 and whilst that poses great opportunities, it also brings with itself greater challenges of financial stability and employment.

The implementation of a CBC screens the importance of learners to attain competence in all learning processes in which learners become the major center of the curriculum. This enables that a graduating child, studying any qualification at the university level, joins

the workforce, equipped with the necessary skills needed. CBC models across the globe emphasize having explicit, measurable objectives basing on the learner-centered outcome-based approach to the holistic teaching and learning process.

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— Noorulain Zafer



Implementation of a competency-based curriculum, on the other hand, is a complex phenomenon that requires teachers to develop competency in teaching and enhance learners to attain competence. A possible solution is to develop nurturing programmes at the university level that aid in professional acumen and follow a rigorous approach of focusing on in-demand skills. Here the role of the teacher also evolves from merely teaching academic learning to professional development. Industry academia linkages create more structure around the CBC and ensures that students are better prepared to face work-related challenges later in life.