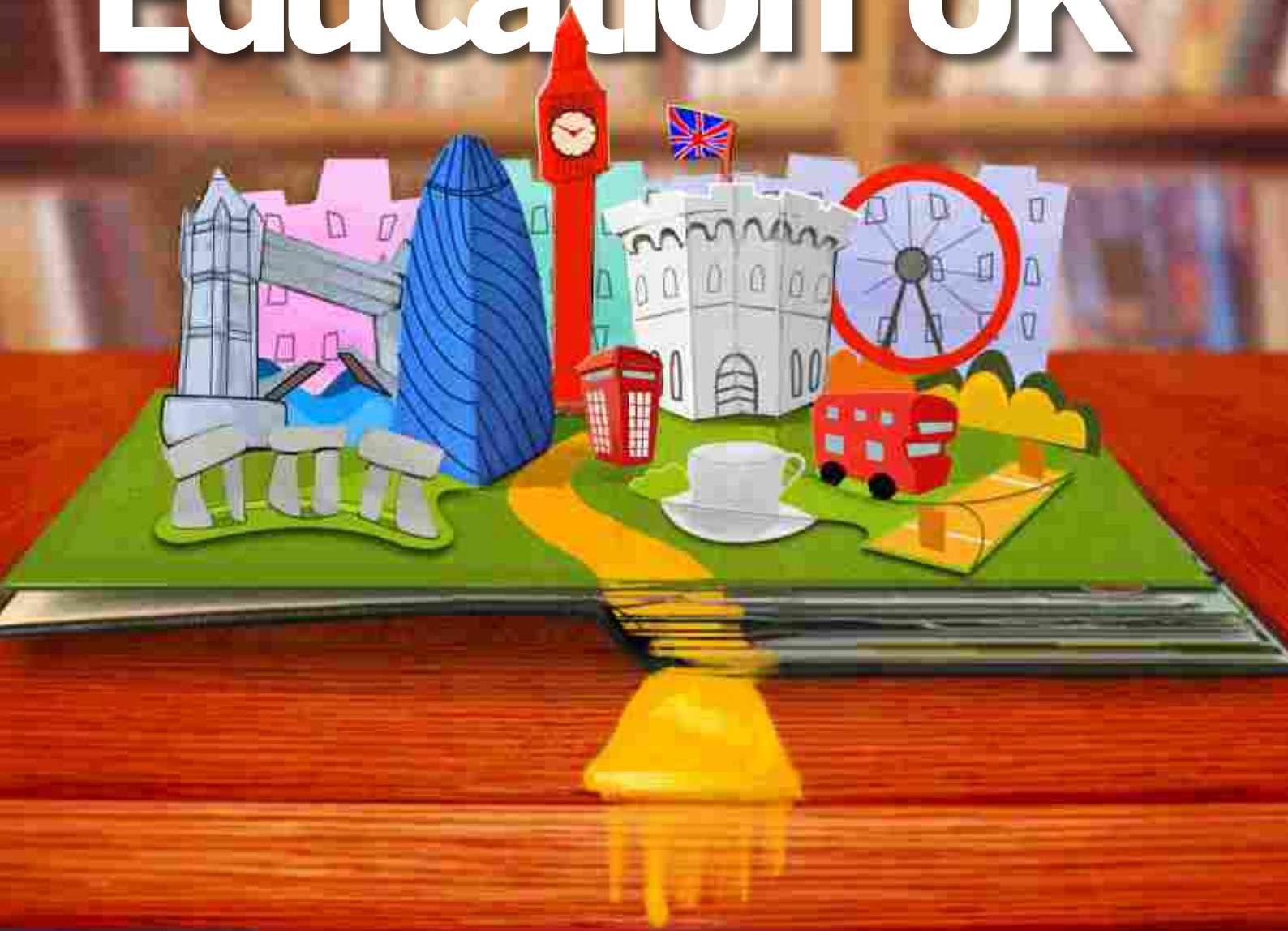


Education UK



Beyond Ivory Towers

Why universities need to reach beyond their premises and step out into the real world

Fashion Entrepreneurship

Can you cut the cloth as a Fashion Entrepreneur?

Corporate Initiative 2013 - Success Stories

Meet the candidates who received job offers

Mentoring from school to workplace

Handholding can start as early as school and go on until one reaches a senior role in the workplace



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DIRECTOR'S MESSAGE



In our connected and globalised world, Higher Education is a valuable premium for employment and professional development. Choosing your course, your university is one of the most important decisions that you and your family make. I am delighted to welcome you to this important and helpful magazine on Education UK that outlines everything from courses to scholarships and from overcoming culture shock to visas. Each year over 10,000 Pakistani students study in the UK and nearly 6,000 take postgraduate courses. A further 35,000 students undertake transnational courses from the UK mainly at undergraduate level here in Pakistan. There are extensive student, academic and research links between both countries from joint degrees to collaboration on bio-diversity. The academic links between the UK are deep and continuing to expand. We are seeing a further expansion of transnational education with more courses on offer, more research links and an increase in postgraduate numbers. At the same time we are also promoting more links from the UK to Pakistan including student mobility.

Students from Pakistan are welcomed by Higher Education

Institutions across the UK. They regularly feature in feedback from departments and tutors as some of the most industrious and committed students enriching the wider academic community. This is a reflection of the commitment of students from Pakistan to study. Choosing the right course is as important as choosing the right university so it is important to do your research and seek advice from careers staff, representatives from universities and of course the Education UK team. There are excellent courses beyond London, Edinburgh, Cambridge and Oxford so look widely at the opportunities. The UK has a reputation as an excellent destination for study with an emphasis on strong academic traditions, excellent facilities and good pastoral care for overseas students. Studying overseas or taking a transnational course in Pakistan is about a commitment to professional and academic development and your own career.

Two of the most common concerns for prospective students centre on cost and visas. Undergraduate courses in England, Northern Ireland and Wales are three years and are very cost effective compared to four

year courses elsewhere and one year taught Masters courses in contrast to the norm of two year Masters courses elsewhere. So whilst the UK is not the cheapest it is excellent value for money in terms of quality, experience and future connections. There is no better way to build extended networks and achieve employment success or further an academic career than through overseas study. It is a life enhancing experience. The other anxiety often raised is the issue of visas. The UK welcomes all eligible students and the changes to the visa regime have been designed to protect overseas students and to ensure only genuine students visit the UK.

Studying overseas means that you leave as an ambassador for Pakistan, representing its people and culture at your place of study. All the evidence we have is that Pakistani students have done this very well and, when you return, we hope that you will be ambassadors both for the UK and Pakistan – enhancing the links between our nations. We wish you every success.

Peter Upton,
Country Director
British Council Pakistan

MEET THE WINNER

Dr Shaheen Ashraf Shah

Shaheen has won dozens of scholarships for her outstanding academic and professional achievements and her list of accomplishments is incredibly long!

She is a recipient of Charles Wallace Visiting Fellowship by British Council Pakistan for UK, Endeavour Executive Award for Australia, a World Bank Graduate Scholarship, a DFID Shared Scholarship, a fellowship from the International Institute of Social Studies the Netherlands, scholarships from Higher Education Commission Pakistan, East West Center Hawaii, American Association of University Women (AAUW) and the United Nations' Leadership Institute Jordan. Indeed, she was offered three PhD scholarships at a time for three different countries - the USA, the Netherlands and the UK. She chose the UK and joined the University of Warwick in 2008.

She is one of the few Pakistani women professionals working in the male dominated water sector and her profile was featured in a book 'Women Managing Water, inspiring stories from South Asia' published in India also available at http://www.saciwaters.org/CB/images/pdfs/WMW-Stories_Krishna&DeEds3.pdf.

Most recently, she was awarded the prestigious 'Australian Alumni Excellence Award 2013' by the Australian High Commissioner to Pakistan. She has presented her research work in several countries and was also honoured by the Vice Chancellor of Warwick University for presenting her highly commended PhD Research Poster at the Social Science Festival during her PhD. While at Warwick, she pursued a PhD in Women and Gender Studies; her thesis was entitled "Women's Contested Politics of Presence" based on analyses of parliamentary proceedings and in-depth interviews of Pakistani Women Parliamentarians. She defines her PhD project as highly challenging especially trying to get access to Pakistan's political elites. Despite this she is a



highly optimistic individual and believes that "The world is full of opportunities; you only need to learn how to benefit from these."

Dr Shaheen tells us that it was the Charles Wallace Visiting Fellowship and then the World Bank Scholarship that first took her to England in 2004. She completed her visiting fellowship at Loughborough University and an MSc in Public Policy from University of Strathclyde Glasgow. Nevertheless, she states that "Pursuing my PhD was a life changing experience. It has not only given me the power of strategic and critical thinking but also taught me how to achieve high goals when things are going against you."

She believes the multiculturalism and the quality research environment of British universities are the elements that inspired her the most. Being a mother of a baby girl with learning difficulties, she has always been careful in travelling to countries. She said her baby received much more support while being in England and points out that "we observed incredible development in her

behaviour, when she first joined the school for special children in the UK and received full free medical support. So I can say that the benefits I got from my experiences in the UK go further than my personal academic and professional development."

Dr Shah is now a very accomplished and well-rounded gender and development researcher and consultant serving on the boards of various development organisations in Pakistan. She has worked as a consultant for organisations such as but not limited to UNWOMEN Pakistan, USAID, UNHCR Geneva, ADB and World Bank.

"I remember my childhood days, when it was difficult for my parents to pay my school and college fees" recalls Dr Shah, "today, I am proud to get higher degrees from world class universities from the UK." She went on to say "My international exposure of British society shaped my personality and life goals and developed my passions for leadership development. I always find myself ready to help others, the same way I was supported by many".





BEYOND THE IVORY TOWERS

Why universities need to reach beyond their premises and step out into the real world

Globalisation has challenged the way conventional educational institutions used to operate. It is being realised that Higher Education Institutions (HEIs) now have a greater responsibility than in the past. It is now recognised that globalisation has made economic life more competitive and demanding implying inevitable changes in ways of working, delivering and operating. The higher education sector is no exception but is a central player in influencing changes. HEIs are expected to be major contributors of economic development by engaging more with industry, society and community than a couple of decades ago. The institutional framework for the higher education sector has seen rapid changes over the past few years. As a result, universities have undergone major transformation - one of which is the increasing trend of developing linkages/partnerships

with the employer market and relevant industry.

The institutional framework for the higher education sector has seen rapid changes over the past few years. As a result, universities have undergone major transformation

Many universities appear to operate in a slight vacuum with relation to their local and interest communities (business or social). They more often than not have limited internal infrastructure,

staffing or expertise to go out with a marketable package or network exposure to bring external stakeholders in.

Universities are expected to communicate more with the external world, outside their protected premises by not being mere ivory towers. The pressures of competition require that higher education institutions break traditional models of interaction and establish systems and institutions that are responsive, flexible and demand-driven. While this challenge is universal, the higher education sectors of the developing world are under increasing pressure. Firstly because they are not as "immune" and "mature" as those in developed countries and secondly the demands of evolving markets in local landscapes are not being met by conventional systems of interaction and teaching. The missing link between academia and market is widening in countries like Pakistan due to absence of policy frameworks, absence of enabling environments, lack of

capacity of both sectors to communicate and above all lack of interest of relevant stakeholders.

Supporting the development of knowledge exchange between academia and industry in Pakistan is a key component of the British Council's Internationalising Higher Education and regional INSPIRE programmes. Knowledge Exchange (KE), in its entire wide and various forms, is an increasingly important third stream of activity in the UK. The UK has evolved many structures, systems and processes to support KE development and delivery and universities there now have an impressive array of activities that have significant social and economic impact (in 2008-09 KE alone brought in £2.8bn to the UK GDP). The British Council is helping both the Higher Education Commission and individual Pakistani universities to access and leverage some of the best support and guidance from UK partners to help fast track Pakistan's knowledge exchange progress.

Pakistan is an important partner for the UK – it is in all of our best interests to support connections between both the higher education sectors and the wider business and social communities of these two countries.

Nishat Riaz
*Director Education
British Council Pakistan*



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April 2014

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- BEng Electrical and Electronic Engineering
- BSc Professional Practice (Nursing)
- HND Computing
- MSc Civil and Structural Engineering
- MSc Electronic Mobile Communications
- MSc Engineering Management
- MSc Management
- MSc Mobile Telecommunications Management
- MSc Sustainable Power Technology
- Master of Business Administration

Student profile



"I chose the University of South Wales to study my LLM because of its high quality of education, beautiful location and very affordable tuition fee. Studying at the University of South Wales was the best time of my life. The social life and multi cultural environment meant that I really enjoyed my student experience. I feel that Treforest is like my second home and the accommodation and living expenses are very reasonable in comparison to living in London. I found that the University developed me as a person and prepared me for the challenges of the modern world. Since graduating from the University of South Wales I was offered many jobs; however I decided to start my own business instead. I would strongly recommend student life at the University of South Wales."

Younas Khan, LLM Masters in Law graduate

Number of students at the University of South Wales

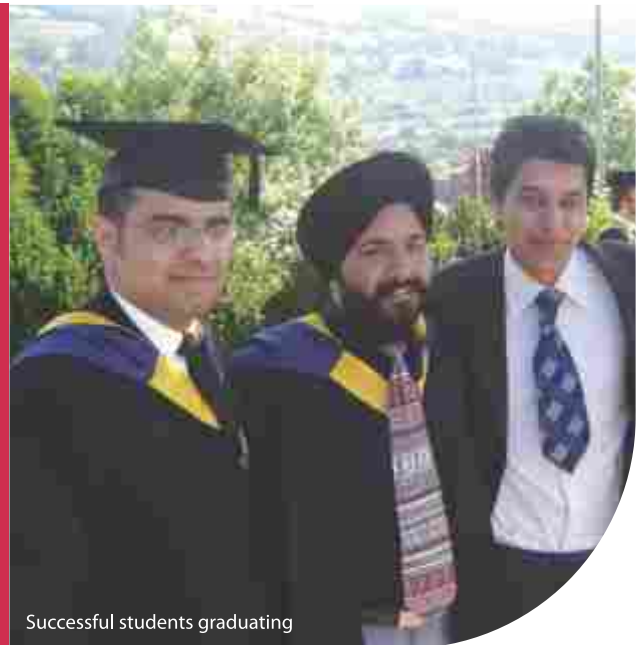
- Total student population: **33,584**
- International student population:
4,516 from more than **60** countries
- Over **100** Pakistani students

International Scholarships

Undergraduate degree courses – **£1,500*** per year

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Mentoring - From School to the Workplace

Mentoring is a concept of one to one hand holding which can start as early as elementary school and go on until you reach a senior role in the workplace and become a mentor yourself. Mentoring allows individuals to pass on the torch of insights gleaned through experience to future generations and help them make well informed choices about their careers and guide them to make critical decisions along the way.



By Samia Zuberi

counselling and mentoring. Career counsellors can help them identify their strengths (through testing and general demonstrated aptitude) and connect them to professionals who may serve as mentors. These mentors

Mentoring can begin as early as elementary school, where parents are invited to talk to children about their professions, make the concept of jobs more “real” to them and get them to start thinking about their own career options. As the student progresses through school, he or she may then be further exposed to different professions through a combination of career

are often volunteers, school alumni or others who wish to give back to the community.

It is important to understand that mentoring extends beyond academics. In the workplace, mentoring is when a person provides guidance to a less experienced employee known as the mentee. A mentor could be an employee of the company or a professional from outside. The mentor is a listener, questioner and an adviser. The cost of mentoring is measured in the mentor’s/mentee’s time and commitment. In general, mentoring is a supportive relationship where an experienced individual shares his/her perspective, knowledge and skills with individuals of less experience and helps them progress in work, life or in whatever context the mentoring is taking place.

To summarise, the purpose of mentoring embraces the following:

- Providing a role model – someone that a mentor can look up to and base their own behaviour on.
- Providing a sounding board, someone with whom the mentee can discuss ideas, problems and concerns within a safe environment.
- Providing a source of advice from a person who has already “been there”, and has real experience of the issues likely to be faced by the mentee.
- Work related development, that is, someone who directly or indirectly helps the mentee develop their skills and knowledge.
- Providing an advocate through support which champions the mentee when needed.
- Easy access to opportunities and contacts which means a mentor can “open doors” (example of sponsorship) for the mentee.
- To enable personal development by helping the mentee to become more adept at managing themselves and their relationships and achieving personal and career goals.

In most cases, the result of mentoring is healthy, positive and long lasting. Survey findings, generally, show that people who had a mentor are more satisfied with their work and career progress. Hence this motivation is explicit with their performance on the job. For instance:

1 A mentor shows a personal interest in their mentee and that interest can revitalise a person to develop or revise their career plan. By talking to a professional, they may also come up with possible career paths that they had not thought of before.

2 During periods of transition or organisation development (which can be traumatic to employee morale) having a mentor can help ease the transition process which reduces employee anxiety and helps in assisting as well as accepting change in the work culture.

3 During a slower economy, a mentor can guide students to target careers that are less affected by a downturn or plan their career in such a way that they are able to gather the right kind of experience through opportunities such as internships.



meeting did, in fact, take place. In case meetings have to be rescheduled due to business exigencies, they must be rescheduled, not cancelled.

Selecting Mentees

Since the number of senior executives (mentors) are fewer than junior executives (mentees), the HR department has to carefully nominate mentees to ensure that the employees with high growth potential are selected for mentorship and that the investment the organisation is making, bears fruit. Hence it is advised that the mentee be selected either from a pool of high potential employees or one that the organisation particularly wants to retain.

Relationship between Mentor and Mentee

The mentoring process is most effective when there is a relationship of trust between the mentor and the mentee. Hence it is advised that the mentee be allowed to shortlist mentors. If mentees are assigned mentors without consultation, they may end up receiving guidance from a mentor they do not entirely like or trust leading to potentially less successful programme.

Training Mentors

While some senior executives naturally make good mentors, others need to develop the skills. In order to ensure that the mentees get the most out of this process, it is advised that the HR department equip the mentors with training, tools and suggestions on becoming good counselling mentors.

Motivating Mentors

Mentoring requires senior executives to commit their time to the process and take personal interest in the development of their mentees. While mentoring is a reward in itself and an intrinsic pleasure to guide and train people, the HR department may wish to publically recognise the contributions and achievements of mentors. Some organisations may do so at a company event or even include their participation in their performance appraisal course by assigning a weightage to the number of people trained during the year.

The Challenges of Mentoring in the Workplace

Carrying out a mentoring programme is not without challenges. The Human Resources (HR) department has a central role to play in designing and managing mentoring programme within an organisation. The quality of mentoring and the results it delivers depend on choosing appropriate mentors, managing relationships and evaluating success. Some of these challenges and recommendations are listed below.

Senior Executive's Time is Precious

Since the programme relies heavily on senior executives devoting their time to the process, the main challenge lies in gaining commitment from them to regularly meet their mentee. A mentor should ideally meet their mentee at least four to six times a year for one to two hours so that a relationship of trust is developed between them and the mentee benefits from the guidance provided. Senior executives may be unavailable, particularly if they have more than one mentee.

Therefore it is suggested that the HR department agree to a schedule with the mentor and mentee at the beginning of the year, set up contractual arrangements between them, ensure that the meetings are scheduled for the entire year and circulate minutes which both parties sign off after each meeting to ensure that the



Develop Mechanisms - Evaluate Effectiveness of Mentoring Programmes

HR must also set up mechanisms to evaluate the effectiveness of mentoring programmes, such as feedback forms from mentees and mentors or tracking growth of mentees and the correlations with the duration of mentorship programmes.



FOCUS, AMBITION AND DETERMINATION ARE THE WORDS THAT DEFINE HAMZA TARIQ SUFI

“Enrolling in Brunel University for a Bachelor’s in Marketing and continuing with his Master’s in Marketing and Strategy at the University of Warwick, Hamza managed to achieve academic excellence and became a well-rounded human being ready to face professional life”

Making his way to the UK right after his FSc, from Government College University in Lahore, Hamza took off on an adventure to fulfill his destiny. Enrolling in Brunel University, for a Bachelor’s in Marketing and continuing with his Master’s in Marketing and Strategy at the University of Warwick, he achieved academic excellence and became a well-rounded human being, ready to face professional life.

As a strong believer that a solid education gives you a successful career, Hamza opted to go to the UK because of the diversity and excellent standards it offered. He wasn’t just looking for a degree but the whole package. He wanted the best education and teachers, a diverse range of courses to explore, constructive learning activities, a global social experience and an opportunity to interact with people from all around the world.

Hamza had the great responsibility of carrying on the family business, and not just an ordinary one, but one that has a history and brand recognition in Pakistan for more than 60 years. For this he had to choose an institution that would prepare him for the challenges and pressure he was to deal with in maintaining the name that his forefathers had built. Institutions like Brunel and Warwick, known for their legacy of producing world-class leaders, were what he needed and what he chose.

After completing his Master’s degree, Hamza returned to Pakistan to join his family business. Currently he is working as the Director Sales and Marketing for Sufi Oil and Ghee and also as the Director of Hamza Foods. He says “Marketing and Strategy had always excited me”. Knowing

he was always creative, his objective was to channel this creativity in something that would help him build upon his family business empire. “At Warwick, I reinvented myself and found my true potential which later helped me become confident enough to take high risk business decisions”, says Hamza with great ambition. “The charisma and value that University of Warwick has added to my career has been extremely rewarding” he went on to say.

Not letting go of what he cherishes, Hamza has become a member of Warwick Alumni Network and attends almost all the alumni get-togethers held in Lahore.

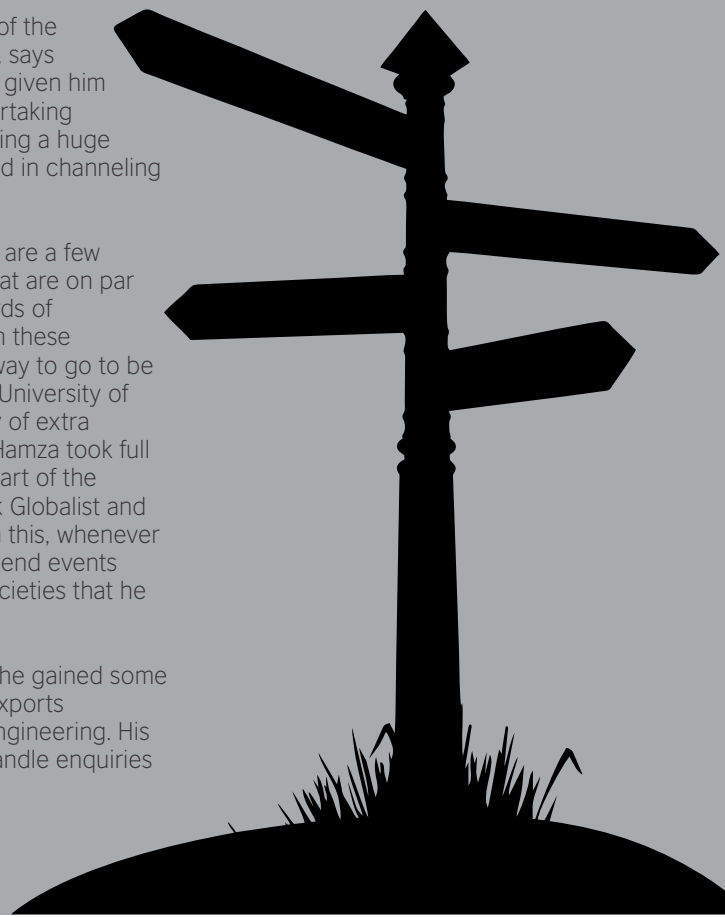
“Studying in UK was one of the best decisions of my life”, says Hamza. His education has given him great confidence in undertaking challenging tasks, managing a huge network of employees and in channeling his potential.

In Hamza’s opinion, there are a few universities in Pakistan that are on par with International standards of education. However, even these universities have a long way to go to be visible in world rankings. University of Warwick offered a variety of extra curricular activities that Hamza took full advantage of. He was a part of the Pakistan Society, Warwick Globalist and Music Society. Apart from this, whenever he had time, he would attend events organised by different societies that he found interesting.

During his stay in the UK he gained some work experience in the Exports Department at Holland Engineering. His primary duties were to handle enquiries

and purchase orders of clients in Asia. It was a great learning experience, getting to know the work ethic and models followed by a firm in the UK. He gained invaluable insights, which have helped him become a better employer in his own firm.

For all those who have been admitted to in an institution in the UK, Hamza has some golden words “Work hard and focus on your academics but try and gain some experience that will help forward your career. Finish your education with flying colours and return to work for Pakistan because your country needs you. Best of Luck! Make us proud.”



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THE IMPORTANCE OF LEARNING

OTHER LANGUAGES

By ■ — Tony Jones

In the course of my 25 year career with the British Council I have learned Japanese, Korean and Arabic. Before that I had a degree in French, a functional knowledge of Spanish and having grown up in southern Ireland, I had learnt Irish Gaelic and schoolboy Latin. Sounds impressive, doesn't it? Yes, but you have to stop and ask me to what level do I speak or write these languages. Luckily there is now a handy ready reckoner for this called the Common European Framework of Reference for Languages, or CEFR for short, that, somewhat counter-intuitively, starts with the lowest level of ability at A1 and the highest at C2. So now let me try and rate my language abilities using the CEFR scale and a different picture emerges:

Gaelic: B2, French: C2, Spanish: B1, Japanese: B1, Korean: A1, Arabic: A2.

The Common European Framework of Reference for Languages (CEFR, is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries (for example, Colombia and the Philippines). Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level.

CEFR has six reference levels which are becoming widely accepted as the European standard for grading an individual's language proficiency.

The Common European Framework divides learners into three broad divisions that can be divided into six levels:

A	B	C	
Basic User	Independent User	Proficient User	Advanced
A1 Breakthrough or beginner A2 Waystage or elementary	B1 Threshold or intermediate B2 Vantage or upper intermediate	C1 Effective Operational Proficiency or	C2 Mastery or proficiency



Now you can see that I can barely string together more than a basic sentence or two in Korean (A1) but I am close to native speaker level in French (C2). Even then this self-assessment is a mishmash of school, university and other exam board findings. I think everyone will agree that starting to learn another language is a chore: all those new sounds, funny words you cannot remember, bizarre grammar rules that get immediately broken or the fear of not understanding the response. Yet think of the elation and personal satisfaction the first time you try it out for real and make sense to a native speaker AND understand the response! It is one of life's real joys and cannot be beaten.

If you learn someone else's language, you learn to appreciate their culture, their whole way of thinking, their likes and dislikes, even their jokes. If you only ever speak to people in your mother tongue (as in my case, English) who are not native speakers you are instantly putting yourself at an advantage and them at a disadvantage. You become an unappreciative prisoner of your own language; other languages sound 'funny' and (a frequent complaint this) 'foreigners all speak much too fast, don't they?'

Some of my most rewarding conversations have been when none of the speakers is using his or her mother

tongue for e.g. in North or West Africa using French as a lingua franca or in NE Asia using Japanese to communicate with (older) Koreans and Chinese. Suddenly we are all on a level playing field. By extolling lingua francas I am not recommending artificial languages like Esperanto: where is the fun in language learning if you iron out all the irregularities and quirky stuff? (Japanese for example counts objects in different ways depending on their shape) Vive la difference (long live the difference) say I.

Now onto learning Urdu and here I am witnessing that fascinating linguistic phenomenon: code switching. Because English is a second rather than a foreign language here in Pakistan people switch mid-sentence between the two languages. Learning Urdu in an educated speech community will take some doing as my colleagues and work contacts all speak impeccable English. Should I carry a sign saying 'please only speak to me in Urdu'? What happens when I go to areas where no one speaks Urdu or English? Too bad! I will learn Urdu and you must promise to learn a non-Indo European language so you will begin to appreciate just how similar English and Urdu really are compared to say Japanese or Korean.



Tony Jones is Director Programmes British Council Pakistan

CORPORATE INITIATIVE

To strengthen education and bilateral trade ties between Pakistan and the United Kingdom British Council and UK Trade and Investment (UKTI) organised the first Corporate Initiative in 2012

An endeavour to find solutions to the challenges faced by the corporate sector in Pakistan and UK graduates. The main purpose of this event was to provide opportunities for UK graduates and control the brain drain from Pakistan as well as bridge the gap between Pakistani students studying in the UK and prospective employers in Pakistan.

British Council Education UK organised the first employers' fair in the UK which included many leading names from the corporate sector. The response was overwhelming, to say the least. It gave Pakistani students studying in the UK a chance to explore their potential and career options, network and mingle with the corporate sector so that they can benefit from the multitude of opportunities. This year was no different – and the event continued to have the same excellent feedback from the audience.

The 2013 employers' fairs, the second event of its kind were held across

Pakistan and were exclusively open for UK Alumni and UK fresh graduates. The fairs organised in Karachi, Lahore and Islamabad saw the representation of the leading employers of Pakistan to name a few - Procter & Gamble, Engro Corp, SHELL, Lafarge Cement, Glaxo SmithKline and many others.

"What made British Council job fair most attractive to attend was the participation of the leading brands from leading sectors like oil & gas and telecom," said Zoufeshan Ali. Like her, many other Pakistani graduates from UK were impressed at the plethora of organisations present. "Corporate Initiative is a great effort of the British Council Pakistan, to realise the potential of Pakistani graduates studying in the UK," said an enthusiastic Nadia Jahan. "It provides them with an opportunity to contribute towards the Pakistani workforce with innovative and dynamic ideas."

That is exactly what the venture was aiming to give – access to the Pakistani market and plenty of career growth in a particular sector. "It has been almost a month working with PTML Ufone," said Jabran Ahmed, currently a senior executive IT. "I'm just thankful to British Council for organising a job fair where I got the chance to interact with HR staff from PTML!" It was, indeed, exciting for fresh graduates who managed to impress the representatives enough to get a job offer from one of the companies at the

event. "What else could I have asked for?" she laughed. "Being a fresh graduate and still getting an opportunity to work in a well reputed organisation. It was absolutely great!" he added.

There was a steady stream of job seekers at the event, some of whom thought that this initiative will encourage more Pakistani students studying in the UK to apply for a job in Pakistan. "Being part of the Corporate Initiative, I got a chance to get my desired job in Pakistan," said Nadia. "Many lucky ones got their dream jobs with the joy of rejoining their families in Pakistan." She also mentioned that it was a commendable effort by the Education UK team to recognise the highly qualified skilled Pakistani potential based in UK and to provide them with an opportunity to make a swift move from blue to white collar jobs in Pakistan. Ali also recommended job seekers to attend job fairs organised by British Council so that they can find the job of their dreams while living in Pakistan.

The Corporate Initiative is an excellent way for job seekers to extend their understanding and knowledge on job opportunities and job markets in the current environment, giving individuals an excellent insight into the corporate sector. As Nadia puts it, "This programme will open up new ways of networking among graduates, universities and employers to maximise the proportion of internationally skilled workforce in Pakistani labour market."

SUCCESS STORIES

I have been working for PTML for almost a month and I am thankful to British Council for organising a job fair where I interacted with HR staff from my new employer.

I am glad that I was introduced to Mr. Sahibzada Junaid during the job fair. It helped me to learn about the current career opportunities at PTML. After having multiple interviews with HR and Technical staff at PTML, I have realised that the recruiting process is transparent and gives opportunity to candidates with the skillset required. My experience with PTML so far has been great and I look forward to polish my skills further. I'd recommend job seekers to attend job fairs organised by British Council to explore their career opportunities.

Jabran Ahmed
Sr. Executive IT (Ufone PTML)

"What made 'British Council job fair' most attractive to attend was the participation of the leading Oil & gas and Telecoms.

Ufone undoubtedly had been the most crowded stall. One of the reasons I would like to mention is their welcoming HR personnel and of course their career guidance and other services. Meeting Kiran and Junaid was an excellent experience and then later on receiving an interview and job confirmation call from Ufone was really overwhelming.

What else could I have asked for? Being a fresh graduate and still getting an opportunity to work in a well reputed organisation like Ufone and amongst such professionals. It's been a great experience and I feel proud to be a part of Ufone today."

Zoufeshan Ali
ACCA Affiliate

Corporate Initiative is a great effort of British Council Pakistan to realise the potential of Pakistani graduates studying in the UK and to provide them with an opportunity to contribute towards the Pakistani workforce with innovative and dynamic ideas. As anything else with a new beginning, not every individual would find it cooperative but, out of thousands of Pakistani graduates based in the UK, in the first year of this 'Corporate Initiative' many lucky ones got a chance to get their dream jobs and the joy of rejoining their families in Pakistan.

Being part of the Corporate Initiative 2012 in Glasgow, I got a chance to get my desired job in Pakistan. I met Nadia Kamran, Head of Education UK, British Council, and inquired about the opportunity to work with an organisation offering Career Counselling programmes. She signposted me towards National University of Sciences and Technology (NUST) that is launching a Postgraduate Advanced Diploma course in Career Counselling and Education. To my great pleasure, I joined NUST as a Lecturer and feel proud of being a member of a university who gave me the opportunity to introduce this course for the first time in Pakistan.

I must say it is a commendable effort by British Council to recognise the highly qualified skilled Pakistan potential based in UK and to provide them with an opportunity to make a swift move from blue to white collar jobs in Pakistan. I hope this programme will open up new ways of networking among graduates, universities and employers to maximise the proportion of an internationally skilled workforce in the Pakistani labour market.

Nadia Jahan
Lecturer, NUST

I attended the job fair arranged by British Council in January 2013. It was a very practical and informative platform to reach out to returning university graduates from the UK, myself included. It provided us with the opportunity to meet employees from highly esteemed employers such as Sidat Hyder Morshed Associates, Procter & Gamble, Engro, Abacus and Descon. I really enjoyed meeting and interacting with so many professionals under one roof and got the opportunity to participate in knowledge sharing sessions with them. It was through this fair that I got an opportunity to work at Sidat Hyder Morshed Associates.

In my opinion the entire event was organised without fault both professionally and aesthetically. British Council staff and all the representatives from the participating companies were professional and extremely helpful. I believe attending this job fair was a good investment of my time as I was subsequently hired by one of the participating companies. I am currently working at Sidat Hyder Morshed Associates.

Yasir Mahmood

A SNEAK PEEK INTO

ABDUL QADIR QAYYUM'S

EXPERIENCE OF STUDYING IN THE UK

Abdul Qadir Qayyum, currently working as a Recruitment Manager at Ufone, began his journey with HR through an undergraduate degree in Finance which lead to an MBA in HRM from Bahria University. He pursued his passion and interest further by enrolling at Cardiff University, Wales UK.

His motivation he says, 'stemmed from the versatility of HR programmes being offered in the UK coupled with my inner drive as well as the great experiences my colleagues had studying in the UK.'

The available sea of information for many students sifting through a wide array of programmes the UK has to offer, can be overwhelming. Choosing a university that best fits their criteria and circumstances is probably by far the most difficult stage for students. While choosing a university, Qadir says, "It is perhaps the most critical and time consuming stage for a student. Choosing the right university not only abets a student's performance but also ensures that they adjust well. Therefore, it is imperative that while students plan their study, they dedicate substantial time doing research. This means reviewing the credibility of the university and the programme, the course structure and most importantly the city the university is based in."

While some students might find the experience of living abroad slightly daunting, for Qadir it was anything but that. According to him, "starting out is always tough but an education in the UK has done something far more important—it guided my perception and how I see things. It helped to recognise areas of high impact

'An education in the UK worked best for me. It made for some excellent stories that may be separated by borders, but certainly not by experience.'

It is certainly one of the best avenues to challenge yourself and to test your mettle.

and, therefore, taught me the most practical ways of applying my knowledge. Living independently instilled in me a great sense of confidence. In a place where you defend your opinions to a table full of multi-cultural adults, you learn to take criticism positively and refine your ideas – it is important for learning."

Life at a UK university is almost always engaging and there is something for everybody. There are local chapters of national student unions, the global village, different sports clubs and societies. These experiences give a chance to all those to interact with people in their immediate proximity.

Pre-Departure Advice



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THE ROADMAP TO THE CAREER

by
Raza
Abbas

If you could get one day or one month off from your routine life, what would you do with your time? Did you know that professionals excel when they combine attitude and skills with their personal passions? Sounds like luxury, doesn't it? But why not just for a few minutes think about what your dream job is. Start with you interests first. What do you like to do? What are you personally drawn to?

Another way is to contemplate what you always really wanted to try but have not had the opportunity, motivation or time? Once you understand that or least have an inkling of your passions (or something you could develop into a passion) that's when you start looking for organisations to work for.





OF YOUR DREAMS

ROADMAP ORGANISATION CAREER - DREAM JOB - HEALTHY LIFE

Based on my global and local experiences there are 8 steps to achieve your career passion

1 Identify your passion or what could be your passion - that is your nucleus. List down one area or sector that you really enjoy, even if you aren't paid for it.

2 Identify the kinds of organisations that support your passion- those are your electrons. Aim for at least 5- 8 organisations.

3 Research what those kinds of organisations do. How do they function, who do they recruit? Try to visualise and research what they do on a daily basis. As you go through various organisations that you wish to work for, open your mind by asking yourself if the following excite you?

- Developing an interactive and animated website
- Organising and managing events
- Making a difference in the training industry by educating and inspiring the mind for change
- Working with people and resolving their management issues
- Writing for a cause that leads to social justice, etc.
- Working with numbers, balance sheets, income statements, budgeting, etc.

Which of these areas call out to you? Which do not? Answer with yes, maybe, interesting, no way.

4 Deliberate on each kind of organisation that you feel is best for you. Look at their values, mission statement, leadership team, annual reports, etc. How do they retain and empower their employees?

5 Find 5-8 companies on each electron and research those companies. Which sound most interesting? For example, if you want to pursue a career in human resources then you might look into joining the Society for Human Resource Management (SHRM).

6 Expand your existing social and professional network to find people that work in those organisations. If you do not have a social professional network start building one. For example, create a professional profile on LinkedIn.com where 175 million professionals are already connected! For those of you who are introverts this can be a daunting task, but do not worry there is help available. Contact a Career Practitioner for professional career advice.

7 Set up informational interviews with the professionals you have contacted. Make it clear to them that you are not asking for a job interview. First, you need to write at least 5-7 questions that you will be asking professionals. Questions should be focused on them on what they do, and make it clear that this is not a job interview. Sample questions:

- What is your typical day as Mention Job Title at Name of Organisation?
- How can you exceed the expectations of your supervisor?
- What type of temperament is required for this industry?
- Are there certifications one can acquire in the given field?
- Which professional associations are you a member of?

The key is to get insight about the job and also develop a relationship with the prospective employer. Make sure to bring your resume and request feedback. Send a thank you letter via email and in writing. Nurture the relationship and keep them posted on your career development.

8 Start your job search after your information interview. People believe that once they are a part of an organisation, the passion for their work will just appear - but often it is the other way around. Follow your passion, even if it takes a while, never give up on the pursuit of your dream job. After all, life is too short to be stuck in the wrong job.

Raza Abbas is a dual degree graduate from The University of Arizona, USA and trained in Career Counselling from its Career Services Department. He is a pioneer in the field of career counselling in Pakistan.

Best of Luck!



My English Experience

It was the start of a new year in 1958 at St. Placid High School at Chittagong, then East Pakistan now Bangladesh. My brother and I were being sent to a Boarding School called Burn Hall High School in West Pakistan. A friend of my father's then suggested why not send us to a school in the UK instead.



**S.M.
Shamim Adil**

Needless to say, bright-eyed and excited we were both very happy as we boarded a 20-hour flight from Dacca. We were on a journey with many stops before reaching our destination; London, Heathrow. We stopped at Karachi, Tehran, Istanbul, Paris and finally London.

This was our first trip out of Pakistan and it was a dream come true. We were tired but looking forward to a wonderful

experience. From Heathrow we made our way to Edgebaston High School, Birmingham by train. We were received at the school by Major Hawthorne, Administrator of the school. The school had a cultural feel as many of the students were from other countries as well. There were students from Africa, Hong Kong, Iran, Saudi Arabia, Egypt and of course Pakistan.

The boys were from well established, affluent families and in fact one of my friends was the son of the then President of Liberia and the cousin of the Queen of Iran. I completed my O levels from Edgebaston and A levels from Aston Technical College Birmingham. At this point we returned

to Pakistan on holidays and then back again to the UK for professional studies. I went on to join Chelsea College of Engineering in London to acquire my Degree in Mechanical Engineering.

During my stay in London I became good friends with the son of a very famous polo player from Pakistan; Brigd. Heskey Beg. In the summer of 1962, Brigd. came to the UK to play polo along with the team of HRH the Duke of Edinburgh, Prince Philip. On this occasion I went along to watch the match. It was a great surprise and joy to meet Her Majesty Queen Elizabeth II and HRH Prince Philip.

I was very honoured but more so impressed by their genuinely interested and humble manner. Her Majesty was very elegantly dressed as per the occasion but was present with hardly any security. I felt that I was very lucky to have been able to meet her and the Prince and this has remained a living memory for me.

I made good friends in the UK during my education and have tried to keep in touch with them over the years. I greatly cherish the memories of this period of time in my life.

During my A Levels at Aitcheson college I had already decided that London was my next destination.

Haider Rehman

The degree from Middlesex University changed my perspective on life and education. From the sheltered environment of home I was forced to make my own decisions, find housing, make new friends and enter a challenging academic environment which was multicultural and for me a multidimensional development process.

Music and poetry are part of my family ethos - I carried a flute with me to London that I have been learning to play since I was 11. It was here that I met musicians from diverse cultural backgrounds and was exposed to genres of music like jazz, flamenco, western classical, Cuban rumba and many more. This added a new flavour to the classical tradition that I had been studying. A new journey began for me and for the next 5 years that I spent in London I played with some highly accomplished musicians and performed at venues such as Queen Elizabeth hall, London mela, Edinburgh festival, British Museum, British Library etc.

After graduating from Middlesex I realised that the educational experience though fulfilling was not enough for a well-paying career. I then began a Master's degree in Business

Economics at the University of Westminster. The degree helped me to chart my future career in banking. I can safely say that I owe my post as Branch Manager (grade: AVP) at Silk Bank today to my university and the professors there. They taught me the value of hard work and independent thinking. The degree also paved my way to a career anywhere in the world. I chose to go back to Pakistan to share what I had learnt. I stayed at the international student housing which was full of students from all over the world and added to the multicultural experience.

To sum it up, my time at both universities in London gave me an education that can help me to find a job anywhere in the world and life skills that will serve me well forever. They gave me experiences that to my persona and to my music and helped instil work habits that me grow in my career.

Now back in Pakistan I am pursuing my career in both banking and music. As a musician I have performed in countries like Turkey, India, Malaysia, Germany, Holland, Dubai, and Lebanon and of course many times in the UK.

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VIRTUAL EXHIBITION AMBASSADORS VISIT BRITISH COUNCIL OFFICE

Back in 2010, British Council launched an ambitious and exciting initiative for the students of Pakistan wishing to study in the UK. The programme was an easy, accessible way for Pakistani students and the representatives of British universities to address the critical questions that every student has.

By organising an online exhibition, it not only introduced a novel concept in Pakistan but also opened a slew of opportunities for both UK universities and Pakistani students. The first virtual exhibition gained positive response from the audience and established itself firmly.

The Virtual Exhibition promised to bring forth a learning experience this time around as well as, bringing an informative and interactive dimension to all the users, anytime and anywhere in the country for seven days. Students could ask their questions directly to representatives of universities via online chat rooms or they could post their queries offline. It was an extremely useful and helpful way to assist students with questions regarding courses offered, admissions, fee structure.



Prior to the event, there was a Virtual Exhibition Ambassadors' training where information about the exhibition was imparted to the participants, making sure that they not only utilise that for the purpose of attracting and persuading other students to attend but also are able to gather marketing techniques and employ 'word of mouth', and social media strategies so that more students from far flung areas would make use of this opportunity. The enthusiasm displayed by the attendees was admirable! Students from different schools and colleges outdid themselves in the bid to inform as many people as they could. Two students - Mahak Soundai and Ali Rawal - ambassadors of the exhibition managed to register the highest number of people and shared their interest of helping the student community. The two students initiated a mass campaign to alert other students about this event and helped make it a success. "Being an ambassador for the Virtual Exhibition was an amazing experience," reminisced Ali. "It was the first time in my life I had a hands on experience of marketing, and I found myself very good at it; it made me realise my own capabilities,"

Exuding confidence, Ali was also appreciative of the Virtual Exhibition for introducing the concept to Pakistan where students strive for better quality education. Mahak also expressed that such an initiative will definitely allow more ambitious Pakistani students to explore their options. "The Virtual

Exhibition is a wonderful initiative for students wanting to study in the UK and have a dozen questions running through their minds. "said Mahak, "All the critical questions regarding UK education as well as student experience were heard and answered, and I managed to learn a few useful marketing techniques as well!" She added.

These techniques apparently proved to be extremely useful to these two students. "I really wanted to spread the word about the Virtual Exhibition so that other students can utilise this opportunity as well," explained Mahak. "For that, a fellow Virtual Exhibition attendee and I prepared a class presentation in front of O and A level students. The response was nothing short of brilliant!" To acknowledge their excellent effort, British Council invited them to spend a day at British Council office in Karachi. The students stated their delight at such a prospect. "It was a great experience," admitted Ali. "I met all the staff members of each department, and they showed me how things are managed around there and how they are benefiting the Pakistani society." The students also observed the everyday busy schedule of British Council office and were impressed with the wonderful working environment that British Council

provided to its staff. They got to know more about British Council's various programmes and plans to create opportunities for the youth and explore the abundant talent here. Commenting on the work setting and staff, Ali mentioned that if given the chance, he would like to work with such organisations like British Council.

While appreciating the Education UK's Virtual Exhibition in the office, Mahak hope that this initiative will be here to stay for a very long time. "The students' eagerness to register and be a part of it showed the potential of the exhibition in reaching out to thousands of students from all over Pakistan. "She added. Both students also wished to work with British Council again for more youth driven initiatives so that they can contribute to a better future for Pakistan.



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Dr. NAJJIA ASHRAF



“People with clear, written goals, accomplish far more in a shorter period of time than people without them could ever imagine. “ This quote perfectly embodies Najjia Ashraf, a dermatologist, cosmetologist and laser therapist who went beyond Pakistan to the UK for her Master’s in Clinical Dermatology from St John’s institute of Dermatology, Kings College London, in 2007. She’s dedicated, confident and resolute – which is why she quickly clambered to top and seems determined to stay there.

Having completed her MBBS in 2001 from a local Pakistani university, Najjia knew that her journey was nowhere near complete. She had been harbouring a passion to pursue her Master’s from a reputable university in the UK, and when she saw an opportunity, she took it. “My decision to come to the UK, in general, and to King’s College, in particular, was guided by the pure desire to have a quality education”, confessed Najjia, “It was my first choice, and I’m glad that I didn’t let it slip away.”

According to Najjia, it was the best decision that she has ever made. The university groomed and trained her in a way that she enjoyed both professional and personal growth along the way. “King’s College is a world class institute with over 7000 graduate students from across the globe,” said Najjia, “It was absolutely wonderful being trained and taught in the state of the art hospitals. I evolved so much from this experience.” While discussing the university, Najjia kept coming back to her love affair with the fascinating city of London. She remembers being entranced by the scenic beauty and the towering infrastructure when she first came to London. She no longer felt homesick when she started to familiarise herself with the people and the country and found

them to be delightful. “It was scary at first,” admitted Najjia. “but the university arranged a lot of activities so students could interact with one another. That really helped! And of course, the magical beauty of London was always there,” she added with a smile.

Studying and practical training came hand in hand and Najjia excelled in both. She learnt various clinical techniques, tutorials and also had the chance to work in different wards of hospitals. It sounds daunting, and anyone could have shied away from the pressure but Najjia was undeterred. She welcomed the challenge and felt that this exercise helped her catch a glimpse into her patients’ psyche. This was probably the most exciting phase in her life – she felt that she was finally accomplishing her goals and objectives, and that all her efforts bore fruit.

“I returned to Pakistan after this academic adventure,” said Najjia in a wistful manner. “I really wanted to help my people.” Throwing herself into work, she quickly became a renowned dermatologist, cosmetologist and laser therapist through sheer hard work and her excellent skills. Soon the media came calling, and that further burgeoned her career into new dimensions. “I appear on different morning shows on TV along with radio and also wrote articles about skin issues and skin care for magazines and newspapers,” explained Najjia. “These TV shows air internationally and nationally; I am truly blessed with this exposure!”

Najjia has also given various lectures and been a part of many free dermatology camps for the poor. She believes in giving back to the community and has worked with several charitable hospitals and clinics. “During the terrible floods that affected our country, I was also a part of a media campaign to raise awareness about the health situation,” said Najjia. “I just want to contribute my talents and skills as much as I can to the betterment of my country. That will always remain a key objective.”

Having achieved her dreams and more, Najjia definitely recommends studying in the UK and advises students to follow their career aspirations. “You just have to follow your passion,” said Najjia, “That’s what matters in the end.” ■



SHEHRYAR MALHI

QUALITY, REPUTATION AND PROSPECTS; UK AN OBVIOUS CHOICE

Just around my Graduation; the global financial crisis had hit the international markets and it was very difficult to find jobs across the globe in general and Europe in particular. The credit crunch had resulted in massive lay-offs and there was an enormous recruitment freeze that ran across all the major and reputable companies. The few companies that did hire could not offer positions to international candidates requiring work permit sponsorship due to stringent restrictions and regulations in place.

Despite that, I was fortunate enough to get interview calls which eventually led to a job. Besides luck, the other obvious reason was the employers’ recognition of the quality of candidates graduating from universities within the UK. It almost appeared as if the state of economy had little bearing on the employment opportunities for students graduating from within the UK.

It goes without saying that my education in the UK has come a long way in the job market. Employers worldwide recognise the quality of higher education offered in the UK and it most often gives you competitive edge when competing with students from other parts of the world.

Its academic quality can be found in its most enjoyable teaching method, with its lectures far from conventional and stereotypical. It inculcates an understanding of ‘out of the box’



Shehryar Malhi is a graduate of LSE currently working as a Senior Chartered Accountant with one of the world's largest accounting firms, KPMG based in their Norwegian Office. He provides services to the Oil & Energy sector clients which include one of the leading oil companies in the world.

thinking and imparts a global perspective, irrespective of your area of study. To me personally, Ian Angell's lectures were the most inspirational and eye opening. The Times newspaper calls Ian Angell "the Angell of Doom" and The Guardian newspaper refer to him as "the Guru of Gloom" both titles inspired by his writings and publications. It is this sense of excitement of being taught by acclaimed and talked of professors; professors that stand unparalleled in their area of expertise and intellect that makes the experience worth the while.

Apart from the academics; UK offers a much more eclectic experience.

Based in the heart of the UK, there is little disagreement over the fact that London feels like a second home to most; even those who visit it the very first time.

Given the diversity, London reflects the world through its wide array of tantalising cuisines, restaurants and its museums, cafes, events and gatherings – offering an international experience.

While I firmly believe that it all boils down to what you make of any opportunity, I think for those who truly believe in making it worthwhile, the possibilities from acquiring education in the UK can be considerably more. The rich academic experience, the unmatched exposure, the valuable skillset, the lifelong friendships and most importantly the appreciation for diversity are just some of the things you take away when studying in the UK.

Shehryar Malhi is a graduate of LSE, currently working as a Senior Chartered Accountant with one of the world's largest accounting Firms, KPMG, based in their Norwegian Office. He provides services to Oil & Energy sector clients which include one of the leading oil companies in the world. ■



SAMAR MEHDI

Dreams come true for those who are passionate. Samar Mehdi, a well renowned fashion designer, made it to great heights with her determination to achieve what she loves, no matter what the odds are. Having done her O levels in London and then her A levels in Karachi, Samar went to the UK to pursue a Bachelors in Fashion and Accessory Design from University of West of England, Bristol in 1997.

Having a keen interest in fashion from a very young age, her interest just kept getting stronger and stronger until she finally decided to pursue it as a career. In the 90's, however, pursuing a career in fashion and for a girl to travel abroad for further studies was pretty uncommon in Pakistan. Despite this, Samar, having received constant support, emotionally and financially from her parents, was able to follow her heart's desire. She was later followed by her siblings who also travelled to the UK for higher education.

No matter how discouraging society was, her parents were undeterred and her father had full faith that she would not squander the opportunity he provided her. "I am so glad I have been able to live up to their expectations", she exclaimed.

Her choice to study in the UK was a result of her research on Fashion Design curriculum. The UK offered some of the most appealing degrees. Another factor was her affinity with the UK itself. As she had lived there before for quite a while, it was like her second home.

Her university had a diverse student population but no-one from Pakistan. So in a way, it was even more special, as she was representing her country. Even though she had lived in the UK for some years and visited it frequently, she'd never been to Bristol. "Bristol was a lovely city, with warm, friendly people", she said, "it was not as big or daunting as London, but had its own unique flavour". "It was such a tremendous experience and such unparalleled exposure", she continued. She was given the opportunity to work with different design houses, go to Paris for Prêt-a-Porter and was selected to show her work at London Graduate Fashion Week as well.

"Too many to list!" She exclaimed when asked about the highlights of her time spent in the UK. She met people from all over the world and made some amazing friends. On a professional, academic career front, some of the more exciting achievements were when she was selected to be amongst the only 18 students to present at London Graduate Fashion Week, where Anna Sui and John Galiano were both present. Her collection was covered in BBC Clothes Show and the Sunday Express. Her trip to Paris was also extremely memorable and unforgettable.

During her time there, she worked on a lot of projects for renowned brands and clothing companies like Warehouse - a high street clothing company, Riverter - a Bristol based company, a project for Ralph Lauren and Aquascutum, a menswear brand. And of course Anna Sui and John Galiano were present at the Graduate Fashion Week to judge her work.

Having achieved academic excellence in the UK she returned to Pakistan to become a fashion designer. Her flagship store is in Zamzama Karachi and her label is also stocked at various multi-designer stores like FP Lounge in Dolmen Clifton and Feathers in The Forum, both in Karachi, FP Lounge in Lahore, and Guzel in Peshawar. She also regularly exhibits in the UK and has a loyal and ever expanding clientele from around the world. A buzzing social media presence and a very active presence on electronic media, she also launched Pakistan's first designer maternity line, 'Positive', in 2008, and designed the wardrobe for theatre plays such as 'Chicago' in Pakistan and several advertisement commercials. Samar's work was also shown at the renowned Copenhagen International Fashion Fair alongside the likes of Calvin Klein where she was amongst the few chosen Asian design labels. "My clothes were reviewed and picked out by several foreign press", she said, "And of course we do selective, but quality shows at home too, including a solo show in 2008, followed by displays at Fashion Weeks and Trade Events."

Her degree has helped give her an identity as she was amongst the very first qualified designers in Pakistan. It has since continued to benefit her as she trains every staff member herself, and it's all due to her degree, she says.

She strongly recommends studying in the UK. "Fashion in particular is an excellent option to pursue as it has some great degree programmes, and no matter what city you study in, you are never far away from London, which is one of the fashion capitals of the world. Her advice for those aspiring for an education and career in fashion: "I would advise students to research the university they will be attending and the city they will be residing in. Be well aware of language and culture, as different cities have different cultures." Samar Mehdi should be an idol to those who have a passion to do what it takes! ■

The University of York is widely regarded as one of the UK's premier universities with an international reputation for its teaching and research quality.

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“ I would absolutely recommend York to potential students. The best thing here was the faculty. They made sure that the lessons being taught have practical value, either in industry or research. I had instant job offers and PhD placements right after graduation, based on the research I did. I think they strike the correct balance, whether you pursue a career in academia or industry. ”

Muneeb Waseem Khawaja, Computer Science graduate



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TNE TRANSNATIONAL EDUCATION PROGRAMMES

Aysha Imtiaz

Being a student of the TNE Programme has allowed me to transcend the boundaries of time and space, thus gaining access to the subject and degree of my choice.

Pursuing my degree in English Literature from the University of London International Programme (Goldsmiths University) has been a richly diverse and fulfilling experience. I am able to adopt a flexible study programme and work alongside my studies. The distance learning module is truly a godsend. Whether it is the vast array of subject choices offered, the detailed and exhilarating syllabus or the sense of accomplishment after performing in examinations of an international standard and being affiliated with institutions of high repute – the experience is holistic and empowering. I would strongly advise all prospective students to pursue this opportunity, which is truly one that opens a whole world of endless possibilities.

The old adage rings true after all - *"Learning is a treasure that will follow its owner everywhere."* ◀

Umamah Hanfi



I completed my BSc locally and then applied for an external programme in Accounting from the Oxford Brookes University which is originally based in London. I went through the Association of Chartered Certified Accountants (ACCA) route and after completing the required number of exams and submitting a short thesis on a selected topic, I was awarded the degree. The benefits of this programme stretch abroad as well as in Pakistan. On the basis of my BSc I had the opportunity to enrol in the MBA programme at Institute of Business Administration (IBA), Karachi. I was able to complete my external BSc at a small fraction of the cost of the same programme in London. Nowhere is there mention that I was an external candidate, hence reducing the chances of being discriminated against in the local job market. As external programmes gain popularity, there are many students and graduates who can now provide help and guidance along with British Council itself. Information is easily available and tutors/institutions are also experienced. I would recommend prospective students to consider completing undergraduate degrees from here and then saving the extra funds to cap their education with a graduate degree from abroad. There are limitless opportunities to pursue high quality education locally, and surely this is one of them, where a UK degree is received through local tuition. ◀

Ameer Gilani



My name is Ameer Gilani and I am currently enrolled in the University of London (UOL) External Programme, doing my BSc in Sociology. Like many other students in my university, the UOL External Programme was not my first choice- primarily due to my lack of knowledge on TNE.

Soon though, I began to realise the value of the UOL external system, because it challenges you to think critically and spend a large majority of your time doing self-study, which adds a dimension unlike any other degree being offered. I have 6 units left (out of a total 12) and I have obtained thus far two distinctions, two credits and two merits. It has given me confidence and hope, and has taught me valuable analytical skills which will be applicable in every sphere of my life. One further element of the UOL programme which makes it better than other degrees is that the guide books take a very impartial and unbiased stance when elaborating on a topic. This way you get to understand theorists on all sides of the issue, giving you a highly practical pool of knowledge.

A large factor of this degree involves supplemental information, a majority of which can be found online. This gave me freedom from sluggishly poring over large textbooks in the vain search for relevant information. Instead, a quick Google search can highlight much of what you are looking for.

A further element of the UOL External Programme is their very helpful website for external students. Upon registration, you are given personalised login data, which gives you access to a host of past-papers and their solutions, interactive online lectures and other relevant documents/videos. It also has a student forum, where students from across the world post questions regarding their subjects and often set up informal study-groups through Skype. This is a testament to the interconnectedness of this programme, as you are studying the exact same coursework as students from all over the world.

The challenge, once you understand how the system works, is to find the right balance between using the official guide books (an extended syllabus) for each unit and supplementing it with the right amount of information from other sources. Don't be surprised if you manage to score a distinction or two, as I did! ◀

Khadija



Pursuing a second career well into my thirties, with a baby and a full time job, I'm not your typical college student. Yet I find the University of London's International programme extremely rewarding and perfectly suitable to

my individual needs. Flexible and convenient, it is an economical option allowing me to study in the comfort of my own while working towards a degree which is internationally recognised. With the advancement in technology, it's as if the university has come to your home instead of you leaving for higher studies.

Here is how it works! When you get yourself registered after securing admission, you receive study material via mail along with a username and password to a virtual site where you enter

the virtual 'classroom.' This classroom comes fully equipped with a virtual library containing various journal articles from leading experts to help you in your research.

Of all the material received I found the 'Guide Books' to be the most helpful. As the name says, they 'guide' you through the entire course by focusing on key areas and recommending supportive study material. The language is plain English and is constructed in such a manner that you feel as if your professors are 'talking to you', guiding you each step of the way. There certainly is a personal touch to it!

The course is quite expansive and students are required to put in a lot of time, energy and focus to meet the high demands which make the degree all the more worth it. With enough discipline and sticking to priorities I am able to complete my projects and assignments.

At the end of each academic year, I take the exams conducted by British Council while remaining in Pakistan.

I had the most pleasant experience of exams as British Council and University of London showed great empathy and care in ensuring that I have a quality experience. I was expecting my baby and needed special arrangements due to my condition. Both the university and British Council accommodated me by offering me a very comfortable place where I could focus on my exam without having to worry about anything else!

For students like me who might need to take a break for a few sessions, the university offers this as well! All you need to do is inform the university and send in your application and, if approved, you can continue the programme again where you left off.

For these reasons, I would highly recommend University of London's International Degree Programme to anyone who wishes to attain a degree which is not only credible but has gold standard all over the world! ◀



EMERGING MARKETS CAMPAIGN

PROMOTING UK UNDERGRADUATE OFFER



British Council Education UK organised the first ever Emerging Markets Campaign (EMC) across Punjab in September 2013.

A total of twelve UK institutions visited four cities and were able to reach out to one thousand students promoting their undergraduate programme.

As a part of this campaign information sessions for career counsellors were held in each host institution. These sessions were helpful in familiarising school counsellors with partnering UK institutions.

UK UNIVERSITIES IN CITY

- Anglia Ruskin University
- University of SouthWales
- Manchester Metropolitan University
- Cambridge International Education (CIE)
- Coventry University
- Leeds Metropolitan
- University of Huddersfield
- University of Nottingham
- University of Bedfordshire
- King's College London
- The University of Sheffield
- Northern Consortium of UK Universities (NCUK)

HOST SCHOOLS

Sialkot

The City School – Iqbal Campus

Faisalabad

Lahore Grammar School - Boys Branch
The City School – Chenab Campus

Multan

Beaconhouse School – Main Campus
UCL- Tils

Bahawalpur

Dominican Convent Higher Secondary School

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- We are the UK's leading university for student support, winning the 2012 Times Higher Award for Outstanding Support to Students.
- Our graduates have a brighter future than most - 93% are in employment or further study within six months of graduation – one of the best outcomes for any UK University.**



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The University has campuses throughout South Wales, in Cardiff, Newport and Pontypridd. Our locations mean you can enjoy everything the region has to offer – city life and culture, stunning beaches and breathtaking countryside.

Employability is at the heart of everything we do, with teaching informed by what happens in the real world. Our graduates have the skills that are essential for the workplace and value our employability schemes, business start-up support and opportunities to get actual experience, often as part of your course.

Fantastic Student Life

As part of our commitment to excellence, we have invested over **£160m in state-of-the-art facilities** across our campuses, to ensure you get the best possible learning experience – this includes a new Student's Union packed full of exciting facilities and events! This all adds up to an **excellent student experience** and the best possible start to your future.

* Terms and conditions apply.

** Graduate Destination Survey 2011.

Online Learning Organise, Schedule, Plan!



The rapid advancement of technology over the years – computers, satellite and internet - has literally revolutionised everything and the education sector is no different. Traditional education has transformed beyond the realms of brick and mortar and into the world of virtual learning.

Virtual or online schools have cropped up in the last decade or two. The introduction of MOOCs, short for "Massively Open Online Courses" and blended learning – combining ICT and conventional classrooms – have slowly penetrated the market and caused a stir amongst the public.

Online education seems to be trading heavily on the traditional education methods and they do appear to have a love-hate relationship in the eyes of the audience. However, while they may differ in structure, their function remains the same – to impart education.

Being an e-learner requires time management, constructing a schedule and, of course, checking the essentials such as creating folders for each subject, the required books and the websites for

additional material. That does not mean that the learner gets to trade their pencils and pens for the keyboard just yet. Online students also need to have a notebook or a binder at hand, to jot down notes and highlight important facts right there and then between the lectures for retention purposes. Exactly like in a conventional classroom, most online courses also give assignments, pop quizzes and tests to evaluate students and support

material, including lecture videos, PDF files, online books and even audio discourse to assist students in getting a good grade. So the e-learner has to save every course file, test score and email from the instructor to keep track of his/her progress.

Notebooks, binders and folders sound like they belong in a conventional classroom but their use may go beyond both parallel worlds, i.e. online and traditional learning. While many may have shifted to a more online approach of taking notes, others consistently combine the modern and the

Exactly like in a conventional classroom, most online courses also give assignments, pop quizzes and tests to evaluate students and support material, including lecture videos, PDF files, online books and even audio discourse to assist students in getting a good grade.

traditional by printing hand-outs, using notebooks to review points and information, making separate sections for each subject in the binder or notebook and keeping schedules, printed emails, and writing

assignments between the folders. It sounds fairly tedious but it works wonders for the student who wants to be ahead of the workload. For those who prefer a more digital approach, folders and sub folders assist the user to access files with just a click. They should be named properly; vague titles and numbers might confuse the user so to avoid trouble, keep the file name short, precise and specific to the subject.

To minimise the risk of losing a file, there should be ample usage of underscore in the file name and if date stamping the file, the international standard should be used, that is, YYYYMMDD. Sometimes one file may have several different versions to it. Assigning random names might prove to be a bit of a hassle, so to remain properly organised, use the letter 'v' for version number and for the next version, use 'V01' so on and so forth.

While computers may arrange and plan the files for the user with just one click and a few keyboard taps, it is better not to take the risk of a virus or a malfunction and keep backup copies of the folders, files and significant emails. For that, USBs, CDs and even online applications that save huge bits of data are readily available. Also, in today's fast paced competitive world, one needs to start developing their portfolio for future interested employers. Keeping a folder marked specifically for that and adding required material to it throughout courses and online semesters might help one in targeting suitable employers.

Online schools open a plethora of opportunities and, exactly as a conventional classroom, require the student's diligence, dedication and motivation. To achieve the target goals and aims, it is imperative for the e-learner to organise and plan his/her schedules to gain the most out of the training.



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Kiran Afzal, Islamabad
MSc Social Policy and Planning

LSE inculcated in me a culture of responsibility; looking for answers through research, challenging the norms, and expressing myself through writing. All of these skills are necessary for my present job, as is the methodical approach to work that the School gave me.



Muhammad Atif Ur Rahman, Karachi
**MSc International Employment Relations and
Human Resource Management**

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Shehryar Malhi, Lahore
**MSc Analysis, Design & Management of
Information Systems**

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ing social science institution

Sheikh Raza Rahman, Lahore
LLB & LLM

The cutting edge academic environment and the constant exchange of ideas, engendering exponential intellectual development, are two of the aspects of LSE I enjoyed most. My LSE degrees are extremely helpful to me now in terms of career development and the School's academic philosophy "to know the causes of things" has given me a diverse intellectual approach in my chosen profession.



Maha Rehman, Karachi
MSc NGO Management

The LSE degree has contributed immensely to who I am today; both at a professional and a personal level. It has enhanced my knowledge base, sharpened my critical thinking skills and advanced my analytical skills. Coming from Pakistan and studying at LSE is a truly multi-dimensional experience; it is an opportunity that shouldn't be missed.



Waqas Sajjad, Lahore
MSc Social Policy and Development

I most enjoyed working with LSE's teachers. Their work had a very international focus and they were geared towards interacting with students from day one. LSE is a big name and people are always interested in you when they know you went there. It prepares one for a multidimensional career.



HARIS SUHAIL

I realised my love for science when I started Olevels. Joining Olevels after 8th grade was, I believe, the most important decision of my life. At that time, everyone realised the need to work hard. I remember how my class fellows would burn the midnight oil, in their desire to secure 8 A*s. That was not true in my case. While it was not because I did not want a spectacular result, but the reason being that studying has never been a difficult task for me. On the contrary – and this may come across as a surprise - I genuinely enjoy studying and since I already had a passion for science, exams were generally a breeze.



I first heard the word “distinction” when I was in the 11th grade and had just got done with the mock exams. My Olevel physics teacher, after checking my paper, advised me to work towards a distinction. I appreciated his belief in my abilities but the prospects looked bleak when I came down with chicken pox right before the OLevels finals. This was a case of bad timing; Studying became an ordeal but I painstakingly went on and was pleasantly surprised when the results arrived – a region wide outstanding learners’ award was staring at me.

Now came the next challenge – Alevels. Since everyone saw me as a “distinction holder”. My classmates and teachers believed that I should work hard to maintain this position. Even though there was a lot of pressure on me, I took it all in my stride and not only concentrated on my studies but also dabbled in extracurricular activities such as the management of school events, being the head of the science society and organising a science Olympiad.

As I've stated before – I did enjoy studying and believe that if you really want to gain some knowledge from a subject, you need to thoroughly understand and enjoy the material. It doesn't matter how many hours you're spending slogging over a course book. What matters is how well you're absorbing the information. If you are not interested or are

distracted, several hours poring over the notes will not give you the result that you require. So whenever I found my thoughts drifting off, I did not force myself to continue, instead, I took frequent breaks but these breaks ensured that I utilised my studying time to the optimum level.

Truly, it was my parents’ and teachers’ belief in me that really helped to alleviate the pressure of the course load. I worked really hard and hoped for the best. As I finished my last exam, I felt exhilarated but at the same time, nervous for the result. My efforts, as I learnt in August, paid off in the form of 5 As. But it was in February when my school told me that I had captured the first position in the category of best performance in the Lahore region. Not third. Not second. But first. In the beginning, it was absolutely surreal. But then I realised that I achieved what I had aimed for and this instilled in me the desire to work even harder and aim even higher in the future.

It must be kept in mind that before Olevels, I was an average student. Not someone you would expect a learners’ award from. This, however, changed when I discovered my love for science. It just shows that if you really have a passion for something and you work towards your goals, it will definitely pay off and help you reach the top. ◀

SAMIA ALI

Studying with South Eastern Regional College (SERC) provided me with the ultimate experience of an international study environment. It was a great learning experience which also helped me in improving my communication and presentation skills.

During my first year at SERC, I received the Student Excellence Award for my performance in Creative Multimedia, 2010. I was elected as a Student Governor in 2011. As a Student Governor, I got to attend events in other cities in the UK and this opportunity helped me greatly in building my self-confidence.

I would like to suggest all international students from Pakistan carefully select their institution because it is their future after all. 💧



SETTING UP CAREERS CLINIC

Careers Services [clinics] were first set up in the UK as early as 1909 and have over the last one hundred years evolved under the management of universities, governments and commercial organisations whose aims have been to offer the best information, advice and guidance to young people and students of all ages.

When setting up a Careers Clinic I would advise you and your colleagues to consider the following aspects in order for such an important venture to succeed

- Consider the need
- Identify who are the 'influencers' internally and externally that can agree and support its conception and development and have a clear vision of what you hope to achieve
- Decide on what you are going to provide and who is going to deliver the services you offer
- Have systems in place to measure and record success and be prepared to modify the clinic to meet the changing needs and expectations of users
- Finally have reporting mechanisms to inform stakeholders of successes and improvements

Let us have a look at these in detail.

Budgets and resourcing

- Consider what staffing you need administrators, information experts and particularly Counsellors
- Consider what qualifications they will need and what professional development they should undertake
- Factor in the production of a website, recognise that there will be a cost to it
- Deliberate on whether to have a data base (contact management system) to electronically record discussions with pupils/students and internal and external stakeholders
- Identify what extra equipment – computers, paper-based resources on employers and further study prospectuses are essential
- Include licences for career planning tools and psychometric assessment tools

Location

I would advise you to consider accessibility and ambience. Where will the clinic be situated to encourage use and how are you going to create an environment where users can not only seek help but find it in a pleasant place to undertake careers research.

Information

It is crucial that this information relevant and up to date (I would have materials no more than two years old). Paper based and electronic resources should include materials that you and your colleagues have written, information produced in Pakistan and indeed worldwide. But all of this must be constantly reviewed and evaluated with users to ensure that it is relevant to their needs.

Measuring success

It is important to evaluate the impact and effectiveness of the clinic for you, your institution, your pupils/students/parents and the stakeholders who have invested money in this venture.

For this purpose I would encourage you to develop stringent evaluation processes and codes of practice. My own professional

body Association of Graduate Careers Advisory Services (www.agcas.org.uk) expects all member Careers Services Consultants will abide by the following principles:

- Impartiality
- Confidentiality
- Be non-judgmental and non-directive
- Remain objective
- Keep a professional distance [from users]
- Pay attention to equal opportunities

There is also an international standard that you may wish to refer to based on the principles of:

- Leadership and management
- Resources, service delivery and continuous quality improvement (<http://matrixstandard.com/the-standard/international-matrix-assessment>).

Management tools

Finally produce management tools to make your clinic strategically focused as well as operationally relevant. Produce

- A staffing structure - policies and procedures
- Strategic plan – vision
- Operational plan – practical
- Mission statement
- Statement of service
- An employability and education strategy (outlining what your users can expect from you to find employment or further educational study)
- An annual report to share statistics with your stakeholders, report on your usage, the successful outcomes that have resulted as a consequence of the clinic being there and say how you will improve its effectiveness in coming years.

Tom Davie ■

Deputy Head of Centre Careers Employability and Enterprise Centre, Durham University, UK

HIGHER EDUCATION KNOWLEDGE EXCHANGE PROGRAMME

Knowledge exchange is not just about the commercialisation of science and technology, it encompasses all disciplines, including the arts and humanities.

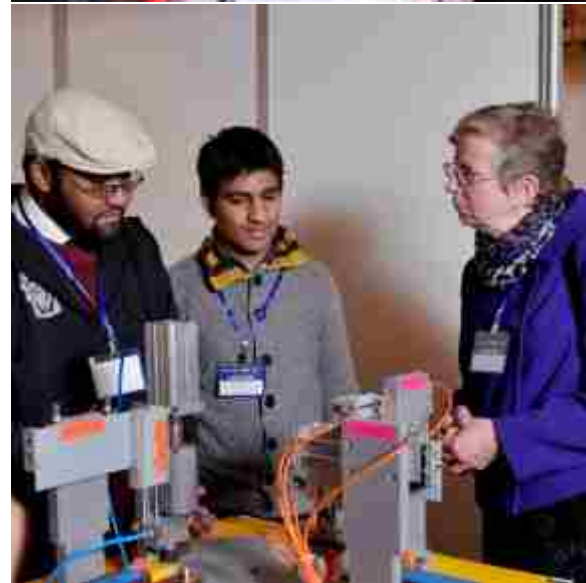
Today's economic environment has created the need to find creative and cost-effective methods to solve complex issues. Higher Education Institutions (HEIs) worldwide are increasingly being seen as the catalyst for fostering this innovative approach. This led to the creation of a third mission of universities other than teaching and research called Knowledge Exchange. Knowledge exchange is not just about the commercialisation of science and technology, it encompasses all disciplines including the arts and humanities.

British Council and the Higher Education Commission (HEC) of Pakistan have a joint aim to promote the role of universities as not just generators of theoretical research, but as contributors to development.

British Council's Internationalising Higher Education programme in partnership with the HEC began a massive programme on Knowledge Exchange in 2011. This resulted in Pakistan's first ever Knowledge Exchange Strategy being developed. Apart from training representatives from the education sector, a network of UK and Pakistan partner institutions will be created to generate successful and credible case studies of knowledge exchange. As a first step to this, 26 exploratory grants have been given to universities in Pakistan to identify university and non-university partners in the UK. The partnerships to be announced by next year.

As part of this initiative, British Council held the 'Connect' event in November 2011 with an aim to bring together members of universities, industry, government and non-governmental organisations. It was an interactive event that aspired to create new collaborations and spark new ideas. In 2012 British Council merged Connect with DICE, an HEC initiative that promotes knowledge-based revolution in Pakistan by motivating people to utilise state-of-the-art technologies for the rapid development of innovative products. The first 'Dice-Connect' event took place at UET Taxila in December 2012 and attracted over 1500 guests from all walks of life. One hundred innovative projects from fifty different universities and industry from diverse fields were displayed at the Industrial Exhibition. Dice Connect 2013 was recently held at University of Gujrat in early October this year.

The DICE-Connect platform is a means for universities to create partnerships with business, government and other organisations to exchange skills and ideas. This two-way flow of knowledge benefits both universities and the wider community by stimulating innovation, improving quality of life and earning significant economic returns.



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SOCIAL ENTREPRENEURSHIP

A Journey!



By: Faraz Khan

Entrepreneurship has always been part of me, it is a calling that my entire being resonates to. But I am not just an entrepreneur, I am a social entrepreneur. I am inspired by ideas that have a social impact. I do not believe in just making money – that is a far too parochial an outlook on the real potential of what it may mean to have your own business. It is important to engage in the process of self discovery as you work hard to sustain your venture.

My very first shot at entrepreneurship was when I was fifteen years old. I started off as a coolie (porter) in the Sunday Market in Karachi. I would carry people's belongings at the market and get paid for it. This was good and hard labour and taught me a lot about dealing with people and

running my own business at a very elementary stage in my life. I realised that hard work coupled with intent always took a person a very long way in life.

I started my career in banking as Head of Marketing and Corporate Communications at the largest bank in Pakistan. It was a great job and I had the opportunity to learn so much about the dynamics of the market and about myself. It led to the realisation that my forte was marketing. But working for someone else, with fixed rules and paradigms stifled who I really was. I had passion and I had ideas to start my own business but I knew it just would not be possible without the help of a business partner who complemented my capabilities.

I was lucky to have met Khuro

Ansari - he had the same ideology about entrepreneurship and he compensated for the weaknesses and my lack of business acumen. Together, we started Gizelle Communication which is an outdoor media agency that amalgamates conventional advertising methodology with the principles of corporate social responsibility and community development. It could have been just another outdoor advertising firm but more of the same never survive for long in the market now. The secret to success is innovation. Your business proposition has to be more than a typical product and it must add value to the lives of the end user. Our objective at Gizelle is to help the client use their marketing budgets in such a way that they were able to get maximum mileage and brand recall by strategically linking the two to social responsibility.

We founded SEED Ventures in 2009. The main focus of SEED is social entrepreneurship and equity development. Why did we feel a need to start it? Because there was no platform available in Pakistan to fund, support and train budding entrepreneurs. This is one of the main reasons that people are averse to the thought of starting their own setups. We were not just the average venture capitalists or investors. The objective was to bring not just investment but all the knowledge we had about running a business to the table. We focus more on business plans and ideas that generate a monetary benefit but are also capable of adding value to the lives of people who are living in the community. This again is innovation and helps to set us apart from the rest.

I don't think I could have ever developed this mindset had it not been for the training and education that I received while I was based in London. I already had the entrepreneurial germs in my system, being exposed to the right kind of environment and circumstances helped cultivate those germs and my passion for entrepreneurship.

I was studying and working at the same time and I did a lot of odd jobs. It is important to understand that no job is menial in nature. It all keeps adding up to your life experience and knowledge bank on dealing with people and your future growth. You discover your potential and that is far more important than the stature, designation or perks that are associated with jobs in the corporate sector. I worked at a McDonald's outlet in Kentish Town. I would open the restaurant in the freezing cold in the morning for breakfast and then would clean the toilets. I also worked in a crepe stall and used to disassemble the whole unit stall, wash it and clean it in the adjacent pub's kitchen. I also worked for my uncle who lived in London. He had a Moroccan furniture and artefacts outlet at Hampstead Bazaar. My journey from a fifteen year old porter to Faraz Khan, CEO SEED Ventures would not have been possible without the entrepreneurial training that I received from my uncle. I learnt so much about perseverance and hard-work from him.

The time I spent at Lincoln University gave me the academic foundation that was necessary to fine tune and chisel my entrepreneurial spirit. The teaching methodologies are progressive and create an environment conducive to learning. The curriculum was designed in a manner which encouraged informal learning. It was never just about text books and notes, so there was ample room for practical application and evaluation of the things that we studied in class. This proved to be very helpful in developing my acumen for entrepreneurship, and it helped helped me think out of the box and look for solutions that create a win-win situation for everyone. So you can understand my focus on business initiatives with social manifesto.

Wherever you may be in your academic career right now, if you aspire to become an entrepreneur, educate yourself. It is very important to know your strengths and weaknesses and if you get an

opportunity to study abroad, you must absolutely avail of that option because it will help you test your mettle.

Studying in London opened my mind. Not only did I gain a global network of friends but I also gained a global perspective about Europe and the world. I think all the belief that I have in innovation came from the experiences that I had during my stay in London. In a fast paced city like London, there is no place for people who do not take initiative. Your whole mind-set changes. Instead of noticing the barriers and roadblocks, you start to look for possibilities and solutions. You start to innovate and that is the way an entrepreneur should proceed.

Faraz Khan is a UK-based social entrepreneur, investor, published author and public speaker. He is the CEO & Co-Founder, SEED, a Social Entrepreneurship and Equity Development Company that has a very clear mandate to develop the entrepreneurial acumen and landscape of Pakistan by encouraging business ventures that have a positive social impact. He has worked on many successful entrepreneurial initiatives that range from uplift of microenterprises, heritage preservation, international trade development and promotion of social enterprises. Faraz is the author of 'Pukh Theory', Pakistan's first business parable, and an upcoming book 'From 180 Million Warheads with Love', a fact-based fiction.

faraz@seedventures.org
strategicbranding@gmail.com

+ (44) 208 2020720

+ (92) 321 8121000

<http://www.farazkhan.org>



To ensure that things go smoothly for you to study in the UK, you need to have a detailed budget plan for yourself. There isn't an easy way out of it. As a student you have a limited budget at your disposal and you certainly don't want to end up with an empty bank account. There is one basic rule when it comes to budgeting – never spend more than what you can afford. You need to start off with analysing what your basic needs are. Once you've related the money expenses to your needs, spending money accordingly till the end of your course duration is all that is left to do. We will help you plan your budget by providing some tips and advice.

It is perfectly understandable that as a new student in UK, you may come across very tempting situations where it will become very difficult to have full control over your expenditure. But you have to realise that by doing so you will fall short of money by the middle of the

course. It's best if you keep a diary for yourself where you enter your daily expenditure. This way you will know how much money you are left with, and when and where you should start tightening up your budget. Having financial problems during your course may keep

you worried and will affect not only your studies but your health too. Therefore chalking out a detailed budget plan before starting your course will save you from number of problems.

Things to consider while planning your budget

Rent The rent of apartments and rooms for accommodation varies a lot throughout the UK. Depending on how much you can afford, allocate a certain amount of your budget to the rent. Many institutions offer shared rooms too. If you can afford it, you can also rent a place just for yourself. Other costs include utilities and council tax. If you can afford it, you can also rent a place just for yourself. Other costs include utilities and council tax.

Food Do not starve yourself just to economise your budget plan. Prefer healthy food over and junk food. Eating out at fast foods is more expensive than preparing something fresh and basic at home. It is also cheaper if you take your own lunch from home. You can not only reduce your cost but your calories too. Usually supermarkets offer a discount on food items in bulk quantity. Such supermarkets also reduce the price of food items having shorter shelf-life, to remarkably low prices.

Utilities Check out the rates of all the utility providers in your area. Take full advantage of price comparison websites to compare gas, electricity and oil prices. Utilities generally

cost £60 for one month. If your accommodation is being arranged by your university or college you most probably will not have to pay for utilities. It will be even easier for you if you share your room/house with a group of friends. That way the bills can be split.

Clothing Shoes/Boots, mufflers, trench coats, jeans, sweaters, gloves and sock are a must have for the UK weather. Do not go for expensive and fashionable items from designer stores. Pay more attention to the quality of the fabric. Take full advantage of the sales at different stores, because that is when high priced good quality items become available at reduced prices.

Recreation and Entertainment It is necessary to have some side activities as well in order to balance work from life. Section out some of the budget for such activities.

Transport and Vehicle expenditure Find out how much it costs to travel from your home to the university or workplace. If you own a car, check if it is cost-effective to sell it and take a bus everyday.



Use cash and check your Bank account regularly

It is advisable to use cash when buying things. It helps keep a check on your spending as you will only be able to spend the cash that you have. Make sure that your bank account has enough to cover the bills. Pay your debts as soon as you can. If you are struggling to do so, contact a debt advisor immediately.

Save money

Last but not least save money in your piggybank. One of the best ways to live a successful life in the UK is to save money penny by penny. Saving £5-£10 everyday by cutting back on a bar of chocolate or drinking water instead of soft drinks will do the job for you. These savings will prove to be helpful in securing your financial future..



**Sheffield
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Muhammad Waqar Iqbal,
MSc Web and Cloud Computing

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‘The content of the course is really up-to-date and synchronised with what’s happening in the market. The University also has the best facilities and resources, including a great learning centre.

‘Sheffield Hallam offers a wide range of scholarships – I applied and I got one. The careers centre helped me put my CV together and arranged mock interviews which has helped me to find jobs in Sheffield.’

Muhammad Waqar Iqbal

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You just completed a degree in Fashion Design. Your brain and sketchpad are bursting with innovative and creative ideas and you just know you have what it takes to have your own label and fashion house one day. However, can you turn all of this creativity and ambition into a successful business?

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Our colleges and universities produce incredibly skilled and talented designers in a range of fashion disciplines. Some graduates choose to go on to study further in order to refine their art. Others find employment as an in-house designer with high street fashion brands or major retailers. A small few may even succeed in securing an internship or job with one of the luxury fashion houses. However, while some young designers take the step of moving into fashion management, many are attracted to the idea of being independent, retaining artistic control, and setting up on their own or in a small collective with like-minded individuals.

While this sounds easy in principle, sometimes the path is not always very smooth. Graduates may have excellent technical skills and be familiar with the latest aspects of computer assisted design (CAD), but it is not unusual for them to have limited little knowledge and skills in the core business aspects of setting up a business.

Training providers in the UK are acknowledging this situation and are taking steps to provide a total career pathway from core technical skills to management and leadership of the industry. There are progression pathways from further education colleges to higher education, in which the need to address business/entrepreneurial skills in addition to technical skills is addressed. They promote strong links with the industry and emphasise the role of education providers in supporting business growth and development.

How do they do this?

At Greenwich Community College (www.gcc.ac.uk), fashion promotion is the focus of its BTEC Level 3 Diploma, which could be a good pathway to Croydon College's BA (Hons) degree course in Fashion Design with Business (www.croydon.ac.uk).

Ravensbourne's undergraduate and postgraduate fashion design courses aim to support students towards becoming self-employed,

with the MA taking this to high levels of sophistication in emerging commercial design strategies (www.rave.ac.uk).

Industry issues of ethics, the global supply chain and sustainability are uniquely highlighted in Buckinghamshire New University's (www.bucks.ac.uk) BA (Hons.) in Fashion and Design (Ethics and Sustainability). This is the first of its kind in the UK and has full industry support. The University of East London (www.uel.ac.uk) combines fashion with marketing at undergraduate level, with its MA in International Fashion Management which sees the fashion industry as a global economy with a strong need for relevant business skills. The London College of Fashion (www.fashion.arts.ac.uk) embeds business, management, marketing and retail into its academic programmes, including the part-time BA (Hons) in Fashion Business, the full-time BA (Hons) in Fashion Management, the MSc in International fashion management, and the exciting new MA in Fashion Entrepreneurship.

While this provides a flavour of the range of study options for the fashion entrepreneur, there are many young designers who, just having completed their full time education, are eager to get out into that crowded market place and to begin making their mark. A number of initiatives and development tools are available.

The London College of Fashion's Centre for Fashion Enterprise (www.fashion-enterprise.com) provides business support for designers at different stages in their career. The Market Entry Programme provides fledgling designer labels with some of the know-how and tools to develop their own business infrastructure and growth strategies to back up their creative abilities. The New Pioneer Programme is for designers that have been in business for 2-3 years and assists them in moving up the chain by enhancing their business skills.

But what happens if you are not able to take part in face-to-face

events? There are a number of initiatives providing on-line support and toolkits. Perhaps the most widely known online resource is the British Fashion Council's Designer Fact File (www.designerfactfile.com). This provides information, guidance and the occasional useful template on everything from setting up to developing the business case. Upcoming on-line resources include suppliers, new and key markets, and pricing and profitability. The BFC's Business Support Network (www.britishfashioncouncil.co.uk/bsn) also provides links to additional sources of support and information.

Enterprise support can also be provided by business incubator and support centres, like the Centre for Innovation and Partnerships (www.cipsonline.com) at Newham College and the East London Small Business Centre (www.smallbusinesscentre.org.uk). They both support the creative industries, and fashion in particular, and provide business support, training, and networking opportunities. CIPs opened the first purpose built women's business centre in the UK in 2008. The Small Business Centre in east London (the home of the 'rag trade') offers business support for start-ups but also for running and developing a successful business.

Finally, check out the Open University's Open Learn site (www.open.edu/openlearn) and see what they have to say about enterprise and entrepreneurs!

So, what are you waiting for? You have cut the cloth – now go ahead and turn it into the best business you can!

Louise Cowcher

*Business Development Consultant
British Council*



Great Britain: Familiar Yet Surprising

Britain has embraced other cultures, quickly absorbing foods, traditions and words from overseas.

What do you see when you think about Britain? Our Royal Family and our love of ceremony and tradition? Iconic London landmarks like the Houses of Parliament or the Tower of London? The outstanding beauty of Snowdonia, the Scottish Highlands or the White Cliffs of Dover? Or one of our 28 international heritage sites, such as the ancient monument of Stonehenge?

Or do you think of a modern Britain? Vibrant London with new additions to its iconic skyline such as the Gherkin, the Orbit Tower or the Shard? Modern artworks, such as the Angel of the North? The latest attractions, such as the making of Harry Potter studio tour?

This juxtaposition of old and new permeates every aspect of British life. The country that gave birth to Elgar and the Beatles remains at the forefront of the music scene with Adele and Tinie Tempah. Our national museums and art galleries, which are free to enter, now

hold some of the world's famous old masters and antiquities, as well as the latest works by Tracey Emin, Damien Hirst and even Banksy. The country that produced Shakespeare is also the country that lays claim to Irvine Welsh and Danny Boyle. Our famous universities, such as Oxford and Cambridge, are some of the oldest centres of learning but lead the world in producing new ideas. It's no surprise then that 10% of the world's international students come to the UK to learn at our universities.

As a trading nation, Britain has embraced other cultures, quickly absorbing foods, traditions and words from overseas. We've always thrived on the exchange of goods, ideas and people. Our people are diverse, warm and welcoming. English is our national language, spoken by more than 600m people worldwide, but we're also home to over 160 nationalities speaking over 300 different languages. They are united by a genuine passion for life – just visit any football, rugby or cricket stadium to see for yourself!



♥♥ Our successful business people are interesting, passionate and at times eccentric and subversive ♥♥

GREAT Britain: a small island with big ideas

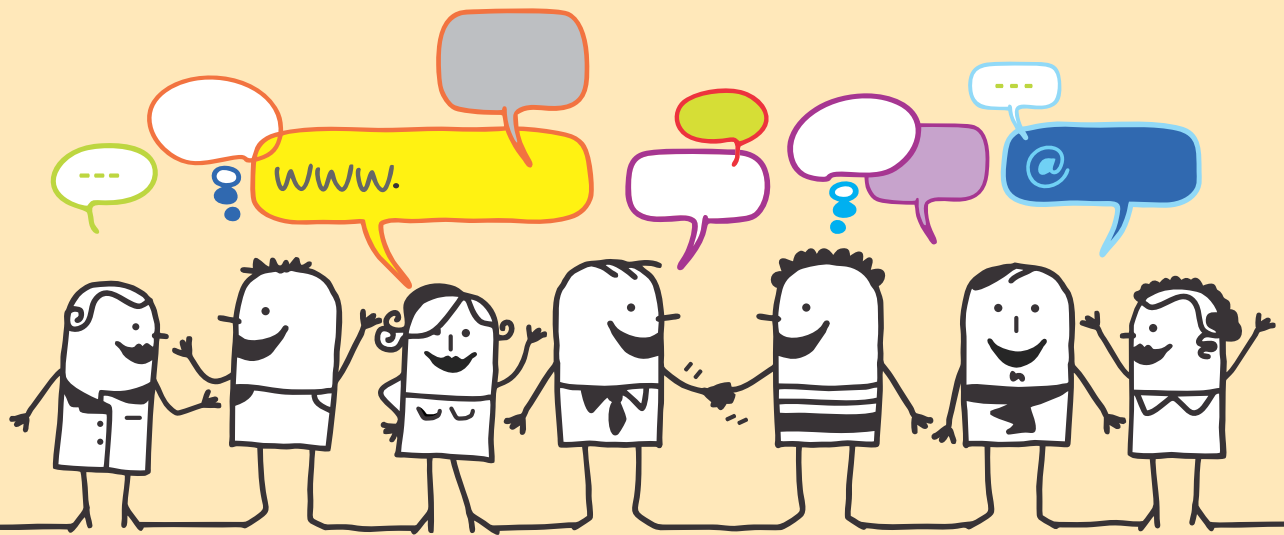
Britain may be steeped in tradition, but we rarely look backward when it comes to business. We are a world leading nation of innovators; from DNA to MRI to IVF, the UK has won 77 Nobel Prizes in natural and physical sciences and has the largest life sciences sector in Europe.

We are a trading nation and play a key role in the global marketplace. Britain today is the world's second largest exporter of commercial services.

Our business-friendly, stable political environment attracts investment from around the world – from 58 countries in 2010–12. Businesses come to take advantage of our thriving home market as well as using the UK as a springboard into the US\$ trillion EU market. Entrepreneurs are attracted to the UK too, as it takes as little as 13 days to set up a business here.

Our successful business people are interesting, passionate and at times eccentric and subversive; we embrace Sir Paul Smith, Dame Vivienne Westwood and Sir Richard Branson. All iconoclasts and quintessentially British.





NETWORKING: STUDENT SOCIETIES

An important part of any university student's experience is their involvement in clubs and societies. These are run by students for students. Participation in such activities not only helps develop academic, sporting, cultural, and special interests but also helps to quickly develop a network of friends in a new country.

Making a network of friends in the beginning of your university experience is a great way to ward off home sickness and also helps familiarise yourself with your new surroundings. Any obstacles you will be facing undoubtedly your new network will be facing too. By sharing experiences you can help each other settle into a new environment while having fun at the same time. These informal networks can also lead to work experience and employment opportunities in the future – which is another great incentive to get involved!

Your university's student union website will have a list of clubs and societies which you can join. You can even consider starting up your own club or society if it doesn't already exist! Going along to the Fresher's Fair at your university at the beginning of the academic year is a great way to find out more about the activities you can participate in to make most of your experience in a new country.

SOME USEFUL LINKS

Rail travel in the UK
<http://www.nationalrail.co.uk/>

Nationwide coach travel, National Express
<http://www.nationalexpress.com/home.aspx>

London – getting around using public transport
<http://www.tfl.gov.uk/>

National Union of Students (NUS) - Discount card to apply for and also lots of useful information for students
<http://www.nus.org.uk/>

Working in the UK (visas and immigration information) UK Border Agency
<http://www.ukba.homeoffice.gov.uk/visas-immigration/working/>

A great website covering all aspects of studying in the UK from the perspective of international students. UKCISA - UK Council for International Student Affairs
<http://www.ukcisa.org.uk/>

Universities and Colleges Admissions Service (UCAS) provides information about undergraduate study for international students
<http://www.ucas.com/how-it-all-works/international>

UK University Guide
<http://www.theguardian.com/education/universityguide>
<http://www.topuniversities.com/university-rankings>

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Teaching institutions

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Roots College International IVY Campus

Islamabad:

Islamabad School of Law
The Institute of Legal Studies
Roots College International DHA Campus
Roots College International Metropolitan Campus
Roots College International Millennium Campus
School of International Law
University College of Islamabad

Karachi:

Bay View College
Jinnah University College
L'Ecole for Advanced Studies
SZABIST

Lahore:

The Institute of Legal Studies
Pakistan College of Law
University College Lahore

Multan:

The Institute of Legal Studies
University College Lahore

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Alternatively, contact the teaching institution at which you wish to study for advice. Institutions may have earlier application deadlines.



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How Do You Like My Blog?

Zohare Haider
Regional Head of Digital, Wider South Asia
British Council

Welcome to my opinion, an amalgamation of insight and guidance I have built and borrowed from others who inspired me.

Today, I offer my personal advice on what steps you can take to enjoy your blogging experience, while being responsible. Whether you agree or disagree, remember that coming from an individual, these words represent an opinion and are an entitlement, just as yours are. This is my first rule of blogging responsibly; be respectful: even when you have an opinion, aspire to be polite and thoughtful.

It is often that those of us who really feel strongly about something tend to start a blog. We start by either

identifying what we know and then exploring it further through research or by just putting ourselves out there and see it take shape.

Blogging came to some of us just before 2000, or perhaps we were lucky to be identified as the early adopters, even when platforms such as typepad, wordpress, blogger and tumblr did not exist. Those who caught on early helped define the way blogging took off. Some of the most successful blogs started as small communities on topics of personal interest and realised

that they attracted unimaginable numbers of followers sharing the same interests. It was around 2004-05 when blogging really picked up in Pakistan - an indicator that the community had reached a level of maturity to start their blogging adventures. With some great examples (koolmuzone, propakistani, pak tea house), a few of our brethren really made ripples in the national and international 'blogosphere'.

Although I started blogging prior to 2005, it wasn't until the catastrophic earthquake in Pakistan that I really began to take things in a specific direction. Before this my tales sounded more like rants or a journal of self-expression. Afterwards, I used to create factual, objective information to help earthquake victims, including a private fundraising effort which brought in over \$15000

from US donors following my blog, all of which went towards tents in the interim, while homes were being rebuilt.

Part of the process requires us to experiment and see what works and what doesn't, and then suddenly you find your calling. Other times you might know exactly what you want to share from the start – these are the lucky ones and are great models to seek inspiration from.

Having enjoyed a successful blogging career in my early days, I learnt very quickly the importance of channelling my talent toward something for good. Everyone has their own instinctive approach to why they start blogging, so try to find yours.

I invite you to visit the web links below to learn about my blogging inspiration; maybe they can help you to find yours:

1. Acumen Blog: A Jolt Not Soon Forgotten
2. Net Family News: Truly Inspiring Blogging
3. Kashmiri.org: Bloggers to the rescue in the wake of Kashmir Quake

If you didn't visit the links, I will summarise for you the key elements of what you might find

- a. Passion is an irreplaceable driver for blogging well
- b. Tangible results reinforce your message and purpose, giving rise to your inner greatness
- c. If you can help someone along the way, that's a big +1

If you enjoyed what you read, here are a few more of my 'Cardinal Rules of Blogging Responsibly.' I may be guilty of occasionally breaking them but we are human and the key is making the effort!



Keep Reading

A must for those looking to take blogging to the next level: Blogging Responsibly, An Owners Manual and Fostering Student Creativity and Responsibility with Blogging : Courtesy of problogger.com is a recommended read to develop a good foundation following some rules of engagement to make you a sound and successful blogger.



Expanding your Horizons

For regular updates please join us at

www.facebook.com/educationuk.pk
www.eukevents.britishcouncil.org

www.educationuk.org.pk



The 2013 Boeing Pilot & Engineering Outlook, a respected industry forecast of personnel demand, projected requirement for 498,000 new commercial airline pilots and 556,000 new maintenance engineers to fly and maintain the new airplanes entering the world fleet over the next 20 years.

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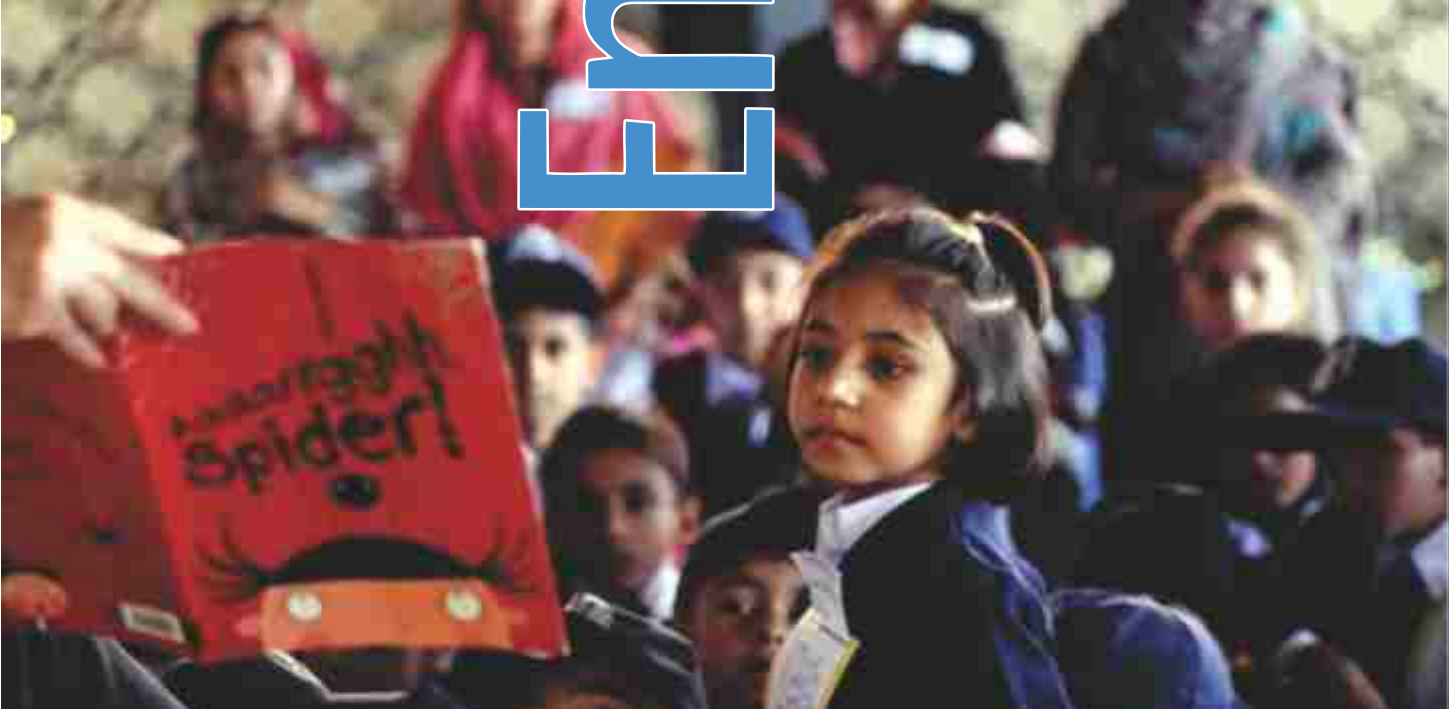


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ENGLISH FOR IMPACT:

Interview with the former Head of Programmes English Murad Khan



Q What sort of academic opportunities does the UK provide for English Language Teachers? How is the British Council involved?

A The UK education market provides excellent opportunities for English studies. Hornby Educational Trust and British Council Pakistan work in partnership to provide development opportunities for such teachers, trainers and experienced English language professionals. These are for study at UK universities – in areas specific to English teaching such as TEFL (Teaching English as a Foreign Language) and TESOL (Teaching English to Speakers of Other Languages). Hornby funding covers the entire cost of the academic programme, excluding airfare and IELTS test charges (these are covered by our English programme). Applicants should have at least five years' experience as English language teachers or trainers.

Apart from this, there are exciting options for literature teachers including interesting English courses such as the MA English Literature where students can study a wide range of topics and periods (literatures in English) from the Early/Modern Renaissance through to the modern and contemporary.

There also some very exciting programmes like MA Creative Writing and MA English Literary Studies in many universities that explore the creative side of English.

Q We have heard that despite having a UK Master's in TEFL/TESOL, some ELT employers insist on a CELTA. What is CELTA?

A This is because all ELT Masters don't contain an observed teaching practice element – which is considered necessary for teaching at professional language schools. CELTA stands for: Certificate in Teaching English to Speakers of Other Languages. It is a 1-month intensive teaching qualification (for teachers of English) which incorporates teaching skills, ELT knowledge and actual hands-on teaching practice, (teaching practice is one of the mandatory requirements for passing CELTA). This is one of the most popular ELT short diplomas in the world. CELTA certificates are issued by the University of Cambridge Local Examinations Syndicate (UCLES).

There are a few MA ELT programmes that actually include CELTA as part of the MA. It is up to interested applicants to research and explore the options.

Q Are there any ELT conferences in the UK? Which are the most noteworthy?

A Definitely. The IATEFL Annual International conference hosts a considerable programme of talks and workshops. This conference attracts at least 2,000 ELT delegates and is, additionally, a superb networking opportunity in the ELT world. IATEFL also provides funding support through merit scholarships for teachers of English to get involved with delivering sessions at the conference and taking the online courses. It is often referred to as the 'ELT professional family.'

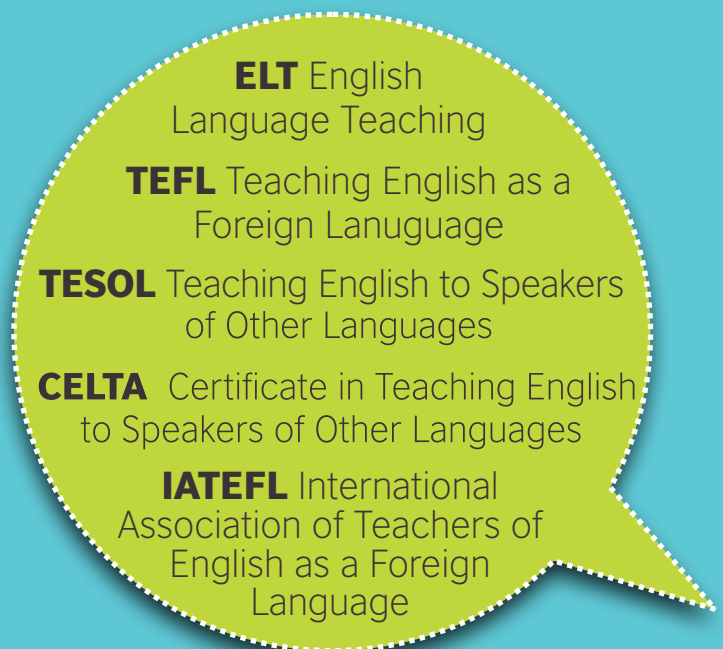
Q What about learners? If a student is accepted at a UK university, what are the avenues for improving English skills before starting studies?

A There are many language schools in the UK which cater to students with a variety of English learning needs. Beginners or intermediate learners can benefit by improving their English at pre-session courses. Most language schools in the UK are regularly inspected and evaluated and have to meet strict quality standards.

Q What is the British Council English teaching and learning online offer?

A We present a variety of English language teaching and learning online resources. Each website has its own distinctive character. For example, Teaching English (www.teachingenglish.org.uk) is our website produced in collaboration with the BBC. It offers free classroom materials to download, from short activities to complete lesson plans, articles on various aspects of teaching and free teacher development and teacher training materials. They offer much value-added knowledge for the continuing professional development of English language teachers – and we extensively use these resources in our public sector teacher training work in Pakistan.

Another forum is learnenglishkids.britishcouncil.org – which has free online games, songs, stories and activities for children to have fun and learn English simultaneously. Parents can become members of LearnEnglishParents and will be able to download free learning resources and support their children's learning at home. They can also watch video tips and read articles written by language teaching and learning experts. There is a Parents forum where they can share ideas and ask questions about helping their child learn English.



Let's Play!

Physical Education and Health Curriculum Development

By: Fahd Shafiq

Always treated as an afterthought, there has always been poor understanding around the significance of sports and physical education in Pakistan's school set up. But this has shifted over time and people are recognising the distinctive contribution physical education and sports makes to a child's education - not only through physical development but also imparting social and building life skills. The British Council's International Inspiration programme works to promote physical education and sports both in and out of the classroom, and one of its main aims is to make it a mandatory part of the school curriculum.

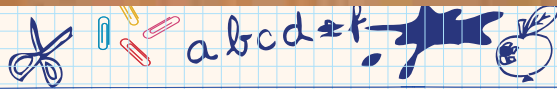
While most people consider PE and sport at school as something that is ad hoc and informal, many countries especially the UK have benefited from having a set curriculum in schools. As a means to generate interest and debate around a PE curriculum for schools in Pakistan, the International Inspiration team with its partner Youth Sport Trust

(YST) formed a National Steering committee. Later a series of policy seminars for education policy makers and practitioners on the development of an inclusive national curriculum on Health and Physical Education were held.

The seminars gave participants an opportunity to review the existing structure, content and delivery of the Physical Education curriculum and put forward their suggestions to making it an integral part of both in and out of school activities. The participants - including key stakeholders from the Ministry of Education, Text Book Board, Curriculum Boards/wings in Islamabad, Sindh and Punjab - were able to hammer out an initial curriculum and also came up with a teacher's guide, health cards and indigenous game cards. The most important breakthrough though, was their commitment to pilot the curriculum in 120 government schools of Pakistan this year and implement it on a larger scale in next academic year.



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* Academic Rankings of World Universities 2012

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www.shuf.ac.uk/international/countries/asia/south-asia/pakistan

Contact Sheffield University Management School's student recruitment officer Mr Asif Naeem:

Phone: +44 114 222 3432 Email: a.naeem@sheffield.ac.uk



The Importance of Being Less Wordy



Convincing a total stranger of your aptitude is difficult at the best of times; now imagine doing it when your life depended on it.

As dramatic as that sounds, it is a matter of life and death for students applying to college but having successfully crossed that perilous bridge myself, let me assure you – no, your life does not depend on which college you get into. You can, however, try to the best of your abilities to get admission to the college of your dreams and one step that brings you closer is the very important and necessary – Personal Statement.

A personal statement is something that you should give utmost attention to since it is your only opportunity to speak directly to your potential colleges and convince them of your mettle. The admission processes in places like the United Kingdom, the United States of America and Pakistan differ but essentially, all university applications require a personal statement (of varying length and structure). Counsellors, teachers, academics and your colleagues will

repeatedly advise you on the best ways to make an impression. For me, it comes down to one major idea summarised in a succinct manner in this dictum: **Less is more.**

Remember, universities receive a plethora of applications with everybody trying to sell their personality, achievements and skills in a way that would appeal to the particular university. Most students focus on writing long drawn out

“Never ever stick with the first draft you wrote. Let your thoughts run free and your fingers tap on the keyboard, filling the page without editing yourself”

statements describing their educational background, ambitions, aspirations and qualities in extensive detail. Research* shows that our attention span is dwindling continually due to the onslaught of social media and the expansion of the internet. Chances are that we only get through half of written material

we come across. Add this to the fact that your application is just another one in a huge pile of applications that have to be read. Therefore, your best bet lies in comprehensive and uncomplicated personal statements.

Do not go off at tangents! Long winded sentences and excessive use of jargon often result in losing the reader’s attention. Universities do not have a check list for applications with a box for “Number of big words used per page” so don’t go down that rocky road. Also, never EVER stick with the first draft you wrote. Let your thoughts run free and your fingers tap on the keyboard, filling the page without editing yourself. Then proceed to edit, edit and edit until the words start swimming before your eyes. After that, feel free to take a break and then edit it some more.

The best strategy is to make your point as clear and concisely as possible. Long explanations run the risk of sounding unfocused, and most importantly, pretentious and fake. You have to set yourself apart from all others, so remember – keep it simple, straightforward and personal.

*Source: www.ktradiationetwork.com/news-stories-2/people-no-longer-have-attention-span-to-read-full-articles/

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Aptis is an innovative global English language assessment tool from the British Council, with a business to business focus. Its main purpose is to help different types of organisations raise the standard of English language, starting from basic employee level and on to higher management.

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Aptis has been developed and designed by the British Council, a trusted organisation with more than 70 years of experience in English language assessment. The British Council's status as a global leader in English testing makes Aptis the perfect choice for your organisations assessments need.

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Speaking, Reading, Writing and Listening. Of these, you can choose which ever skill set your organisation requires, coupled with a core language module of grammar and vocabulary. For your ease, the British Council offers 15 combination packages to choose from. As you choose the skills to be tested, when, where and how, you get the best and most meaningful results for your organisation, at the most affordable price. With the structure, Aptis also allows flexibility in delivery, ranging from pen and paper to computer based modes, depending on your convenience.

Apart from its flexible nature, another valuable feature of Aptis is its candidate performance mapping to the internationally renowned, Common European Framework of Reference for languages (CEFR). This approach to scoring gives the most accurate and effective indication of the candidates capability.


Aptis can be used to meet a variety of objectives. These include:


- Benchmarking employees, teachers and students against an internationally recognized framework
- Conducting language audits to identify training needs
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Aptis is not just a test; it's an assessment service. Due to its format, its flexibility and its well-rounded nature, Aptis is the forward thinking English language testing service organisations have been waiting for.

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Chalking out our futures

The Education UK programme held the third Career Counselling Symposium on 19 and 20 June 2013 at Bahria University in Karachi. The only of its kind in Pakistan, the symposium raised debate and discussed issues surrounding career counselling in Pakistan and how it can contribute towards a better and smarter education and career choices. Over 200 Career Counsellors from leading educational institutions across Pakistan attended the Symposium, which was followed by a get together with UK Alumni organised by the British Alumni Association of Pakistan.

Hosted under the auspices of the British Council, Career Counsellors' Symposium 2013 organised by Education UK Pakistan consisted of two panel discussions and multiple individual sessions spread over two days. The symposium featured experts from various fields, advocating the need to adequate career counselling.

A major problem that students face today is the gap between education and career choice. Career opportunities are treated in isolation from educational choices and many students are unaware and unable to translate their education and degree into a successful and enriching

With adequate career counselling, as the symposium advocated, the problem of misinformation leading to bad decisions and misguided priorities can be countered.

career. With adequate career counselling, as the symposium advocated, the problem of misinformation leading to bad decisions and misguided priorities can be countered. As a participant put it lightly, 'At least now I have a better idea about what to do with my degree - there is something for everybody!'

The panel discussion on the first day was informative, consisting of representatives from leading organisations like Shell, Procter & Gamble and Sidat Hyder Morshed Associates. Students learned the value of experimenting or changing career path along the way. The panelists also gave valuable insight on what organisations look for and value in prospective employees. The debate and participation by teachers and students was valuable. This was particularly apparent during the session on 'Growing and Preserving your Intellectual Capital' by Nishat Riaz. The participants and speaker touched on important issues such as training and support, cultivating diversity with in Pakistan, fostering individuality and efficient resource utilisation. Other interesting sessions were 'Transformational Skills' by Sadia Rahman , Situational Leadership by Umair Jaliawala and at the end of second day Coffee with Alumni session.

The symposium proved to be a success with high level of participation, numerous opportunities to network. Overall participants left the event feeling confident, aware and empowered after the event. Here's to an awesome career!



Yusra Akhter, interned at the British Council last summer. A third year college student on the cusp of making a career decision, she attended the symposium and shared her thoughts:

As a student in my third year at university, I am constantly bombarded with questions, uncertainties and doubts regarding my degree and future prospects. Whilst pursuing a major in Political Science, I do not limit myself to one specific stream. My institute allows me the luxury to dabble in varied subjects and I take full advantage of the opportunity. However, this also means that I frequently encounter inquiries into my career aspirations in both professional and social contexts.



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{93%

of our graduates are in employment and/or further study within six months of graduating (HESA 2011/2012)



- Excellence Scholarships up to £6000 available
- Award winning Mosque on campus
- Islamic Student Society
- Strong links with multinational companies including Boeing, Ericsson, IBM, Rolls-Royce & Sony

Subject areas include:

Accounting & Finance, Business Management • Biosciences • Computer Science • Economics • Engineering (Top Ten in the UK) • Health Sciences • International Relations & Politics • Law • MBA • Media & Communications • Psychology

Top 5% of global universities
(QS World University Rankings 2012/13)



international@swansea.ac.uk
www.swansea.ac.uk/international



Liverpool Hope A Global Institution



Dalia Alfred – MSc Human Resource Management and Development



“

Choosing an institution is more than just choosing the course of study it is also about the university, city, campus and the friends you meet. I feel LHU provided everything I could have wanted and more to give me my rounded learning experience.”

Liverpool Hope has a thriving International community

- Over 600 students from more than 55 countries outside the UK and academic staff from 30 different countries with 56% of permanent academic staff awarded doctorates.

92% of Liverpool Hope graduates go into employment after completing their studies

- On average over the past five years, 92% of students were either in employment or further study after six months of graduating from their first degrees.

The University offers a generous Programme of International Scholarships

- A wide variety of scholarships available across all postgraduate courses available.

Liverpool Hope is one of the most affordable Universities in one of the friendliest cities in the UK

- Hope has a safe and secure campus with a multitude of 'on-campus' affordable accommodation options.

Liverpool Hope is the only ecumenical Christian University foundation in Europe and distinctive because of this characteristic anywhere in the world

- Postgraduate courses offered at Liverpool Hope include; MSc Computer Science, MA Education, MSc Business and Management, MA International Relations, MBA.

Learn more about Liverpool Hope University www.hope.ac.uk

YOUR FUTURE **STARTS WITH HOPE**



Liverpool Hope University, Hope Park, Liverpool L16 9JD 0151 291 3111

