

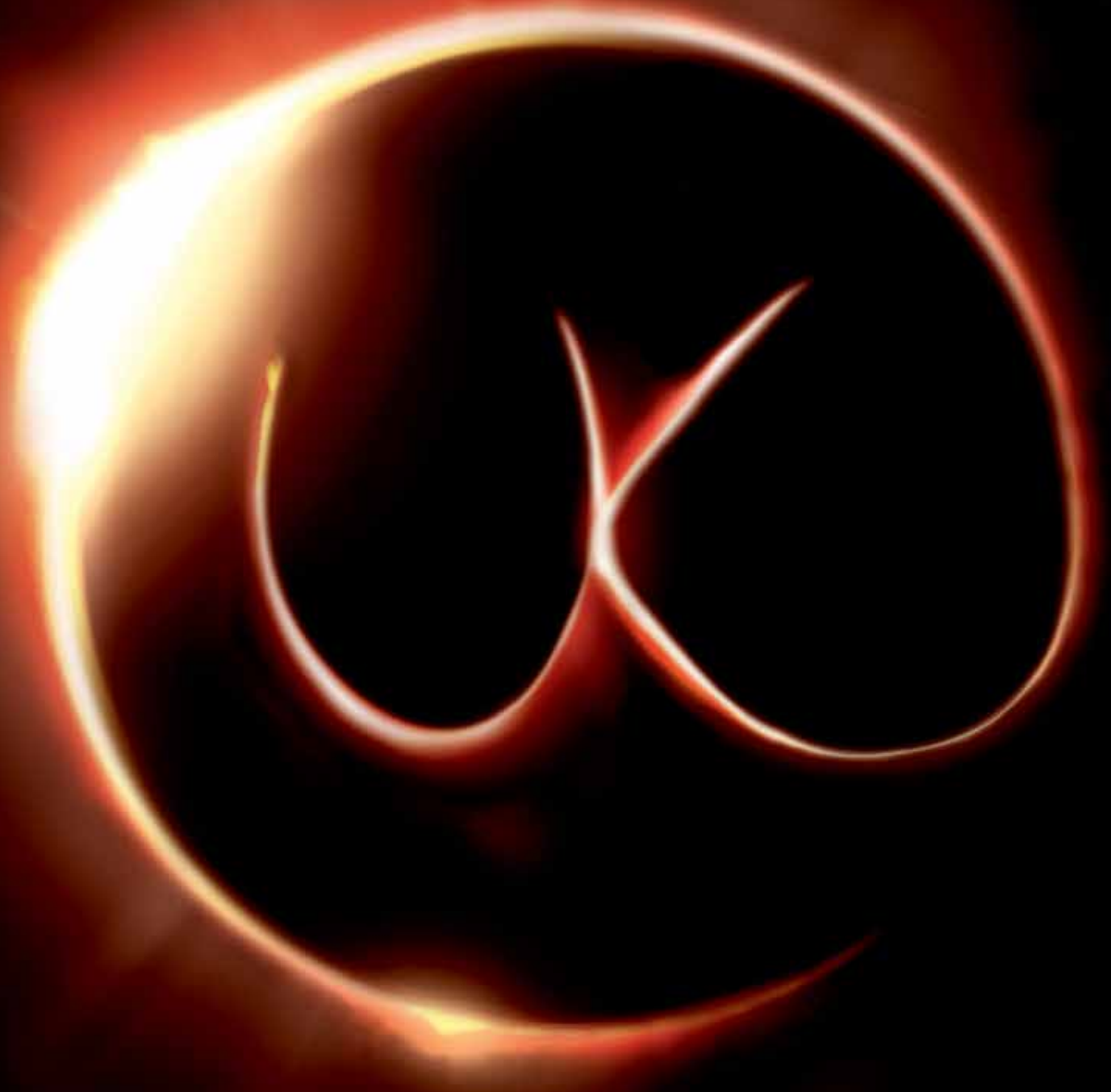
# Education UK

MARCH 2015

Success Story  
**Fiza Farhan**  
In the top 30 international  
young social entrepreneurs

Your UCAS application:  
essential advice

Student insight survey 2014  
international student  
decision making in South Asia



## Outshine the Rest

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# COUNTRY DIRECTOR'S MESSAGE

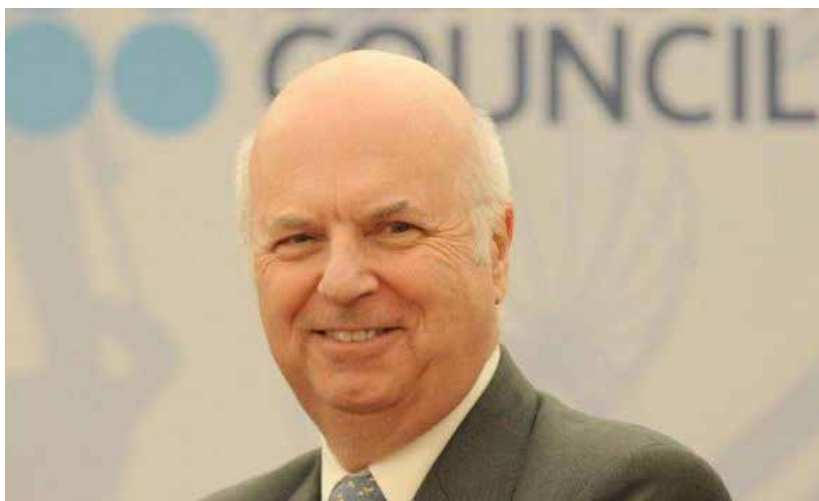
I am delighted to welcome you to this issue on studying in the UK.

With a rich culture, a vibrant academic environment and home to many of the world's top universities, there isn't a better time to consider studying in the UK. Making a choice to study overseas is a family decision, finding the right course, the right school, college or university requires research – which is why this information has been carefully prepared to meet your needs.

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 and Pakistan 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



**Peter Upton CMG**  
Country Director - British Council Pakistan

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 normal four year courses and a one year taught Masters Course is in contrast to the norm of two year Masters courses elsewhere. So whilst the UK may not be 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. We are always delighted to welcome genuine students from Pakistan and the large numbers of Pakistani students studying in the UK is a reflection of this.

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.



# A Woman of Inspiration

Dr. Tayyaba Tamim, is one of the leading academics in Pakistan, contributing to high impact journals, presenting in national and international conferences including those in Oxford and Cambridge, UK.

Dr Tayyaba Tamim is a British Council success story in Pakistan. Married at the age of 14 soon after secondary school, though a scholarship holder, she had no means to attend a regular college and complete her education, in the remote industrial site where she resided in Rawalpindi. With the birth of three young children the task was even more daunting. Gradually, smitten with a sense of very low-self esteem because of her limited education, she began to withdraw into herself and even the prospect of facing ordinary people and voicing her opinion came to her as a challenge. As time passed, with the encouragement of her husband and her mother, she started to self-study and prepare for intermediate (FA) examinations. After clearing the examinations, she proceeded to do her BA and then MA in English Literature from Punjab University, as a private home student. She could now think about work and be financially independent. Later, as the family shifted to Lahore, she joined the Kinnaird College for Women University to do first her Diploma in English Language Teaching (ELT) and then an MA in ELT with flying colours, while working in a school in the daytime. Moving to Karachi, she joined Aga Khan University, as senior lecturer in 2002 and was later promoted to Assistant Professor. Here, she suffered from the unspeakable tragic loss of her twenty two year old son. Friends, in their effort to comfort her, encouraged her to apply for the British Council Chevening Scholarship offered for a post-graduate degree in UK. She applied

to the British Council for this highly competitive scholarship on the last day and to Cambridge for admission in M.Phil and got both.

The one year (2004-2005) experience of doing her MPhil Research in Second Language Education (RSLE) from the Faculty of Education, Cambridge turned out to be the best thing that could happen to her. Being a part of the intellectually invigorating atmosphere was highly transformative. The immensely supportive environment of the university enabled her not only to cope with her grief, but also to unleash her potential and move on with grace and confidence. At Cambridge, the chance to intermingle with students across the globe gave her the opportunity to develop a broader perspective to life, forge strong social networks across faculty and peers, and regain her footing. A year later, in 2006, she was offered a fully funded studentship from the Faculty of Education, Cambridge, which was spearheading a Research Consortium on Educational Outcomes and Poverty (RECOUP), funded by DFID. Of the four studentships offered by RECOUP, this was the only one offered to Pakistan.

The three year PhD study at UK, working along the multi-disciplinary team of economists, anthropologists, sociologists and educationists, across the universities of Edinburgh, Oxford and Cambridge, and research organizations in four developing countries: Ghana, Kenya, India and Pakistan was an immensely



enriching experience. Mentored and supervised by the best professors in their field, trained her to use complex theoretical frameworks, bring about a critical frame work and enabled her to contribute strongly and positively to educational research. Dr. Tayyaba Tamim, a Chevening scholar, is now one of the leading academics in Pakistan, contributing to high impact journals, presenting in national and international, conferences including those in Oxford and Cambridge, UK. This year she proceeds to present her paper at Harvard in March 2015 and then in Chicago International Educational Conference in May 2015. She has worked at Lahore School of Economics, as Associate Professor and Senior Research Fellow at Centre for Research and Economics, where she recently led a World Bank and LSE funded research project in rural Punjab. She is also an Associate Research Fellow, IDEAS. Currently, she is the Academic Director at Shaheed Zulifkar Ali Bhutto Institute of Science and Technology and as such looks into



the academic matters of all its five campuses: Islamabad, Karachi, Larkana, Hyderabad and Dubai. She is currently in the process of strengthening the English Language Programme at SZABIST in partnership with the British Council. In addition, she is working to set up a new department of Education at SZABIST, which will be offering MS leading to PhD programmes in Educational Leadership and Management, and TESOL. She mentors and supervises research, and is an external

examiner for different leading universities including Institute of Educational Development, Aga Khan University. Her research interests include issues of social justice and equity in education across gender, religion, language and caste, teacher education and second language education. In addition, her work offers a unique insight into languages in education, language policy and its impact on poverty and development. British Council takes pride in her success!

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# BEYOND THE GLAMOUR

## Why Zahra Shah chose to do her PhD in fashion marketing

Zahra Shah is a PhD student at Sheffield University Management School, researching the impact of celebrity endorsement in fashion marketing on consumer behaviour. Originally from Pakistan, Zahra began her university career at the University of Sheffield in 2006. She tells us about her experience so far, and ambitions for the future.

Before embarking on my PhD, I worked as a Marketing Associate and studied for an MSc in Marketing Management Practice at Sheffield University Management School, which I passed with distinction. I completed my BA Management in 2009 and returned to the School when I decided to embark on further study for many reasons, including the excellent staff and my love for the city.

After my undergraduate degree, I decided to develop my skills further by doing an MSc to specialise in the field of marketing. While studying towards my MSc I was able to gain in-depth knowledge about the areas of research my lectures were involved in.

While on the course I realised I had a passion for conducting research and working in academia. Throughout my MSc, I realised there were gaps in research in the field of fashion marketing and celebrity endorsement. I also noticed that research on marketing theories was largely limited to Western consumers, with more recent research being conducted with East Asian consumers.

However, research on South Asian consumers, especially Pakistani consumers, was still very limited despite it being an emerging market.

On my PhD, I have most enjoyed being given the resources and guidance to research. Being able to read, conduct research into and contribute on the topic of my choice has allowed me to literally make what I am passionate about into my work. I have also enjoyed being given the opportunity to teach seminars on the School's undergraduate and MSc courses.

Before starting my PhD I was unsure about whether I wanted a career in academia or to use my qualifications to work in the industry. However, two years into my PhD I am now ambitious about my long-term career being in academia - partly due to the teaching experience I have gained. I am also determined to centre my career on my topics of interest, furthering my research into international consumer behaviour,

fashion marketing, celebrity endorsement, branding and global marketing.

I feel that through my studies, I have become more confident and focussed as a person. Furthermore, I have gained skills in academic writing, research, data analysis; both quantitative and qualitative, networking and lecturing among others.

As part of my course I have been able to lead seminars on five MSc courses and this has provided me with extensive work experience, which will hopefully give me an advantage when applying for jobs.

Universities in the UK are big on diversity and have a very good mix of students and staff from all over the world which is very enriching. Sheffield is a beautiful place to live that's big enough to have all the benefits of living in a large city, while at the same time being small enough to feel homely.

In my spare time I like to socialise with friends, attend fashion shows and go travelling. Travelling allows me to experience different cultures and observe how fashion is influenced by culture. This is added bonus as it helps me with my research. I also enjoy horse riding, swimming and volunteering for animal rights organisations.

As for some advice? Hard work and dedication does pay off. Always make time for fun, but stay focused on your priorities. Have faith and everything will work out.

# Gain a world-class education

UK education is all about giving you inspiration to develop your knowledge and skills, freedom to be creative, and support to help you achieve your best.

UK schools, colleges and universities offer you a world-class education – the chance to follow your passion for learning and gain qualifications that are respected by employers and academics worldwide.

On a UK course you'll benefit from excellent teaching and facilities. In order to accept students, UK education centres must meet strict quality standards set by the UK government and education bodies.

## UK colleges and universities

With a strong reputation for research, innovation and creativity, UK universities and colleges attract some of the world's leading academics and industry professionals. You will be encouraged to express your own ideas and think for yourself. UK degree courses develop your critical thinking, decision-making and creativity – skills that are valued by employers worldwide.

This attention to quality is reflected in the UK's excellent results:

- Four of the top six universities in the world are in the UK (World Rankings, QS).
- The UK ranks second in the world for university-industry collaboration (Annual Innovation Report, BIS, 2012).
- Student satisfaction in the UK is higher than ever, with 86% of students satisfied overall with their course (National Student Survey).

- The UK is a world-leading research nation. Researchers in the UK gain more citations and usage per article, and write more articles individually, than anywhere else in the world (International Comparative Performance of the UK Research Base, BIS).
- 54% of the research conducted by UK universities and colleges is classed as 'world-leading' (Research Assessment Exercise).
- Over 88% of international higher education graduates were satisfied with their UK learning experience (BIS Tracking International Graduate Outcomes).
- 93% of UK postgraduate students rated the quality of teaching positively (HE Academy Postgraduate Taught Experience).
- The UK has the lowest student drop-out rate in Europe (Analysis for University of Southampton and IZA).

- UK universities and research institutions have produced 107 Nobel Prize winners (Nobel Media AB).

### Vocational (career-focused) courses

If you want to train directly for a career or prepare for higher education, you will find excellent courses on offer at UK further education colleges. These colleges are known for offering lots of teaching support, to help you develop your skills.

### English language courses

The UK is the number one destination worldwide for English language study (Study Travel Magazine, December 2012).

The UK has long been at the forefront of language teaching, and pioneered many of the techniques now used around the world. The emphasis is on learning through fun and participation – instead of just listening to your teacher, your classes will involve games,

problem-solving and discussions. You might also listen to songs, watch television or read magazines to practise your comprehension skills... in fact; it might not feel like work at all!

Many English language courses are also offered by universities and colleges to help international students prepare for a degree course in the UK.

### Boarding schools

The UK's boarding schools, for pupils aged up to 18, offer excellent teaching standards, facilities and support. At UK independent schools (most boarding schools are independent), there are on average just 9.4 pupils to every one teacher, so teachers have more time to give you individual support. 91% of students from UK independent schools go on to higher education (Independent Schools Council Census 2012).

SOURCE: <http://www.educationuk.org/global/articles/gain-a-world-class-education/>

# Discover more about the University of Leicester

The University of Leicester is a leading UK University committed to international excellence through world-changing research and inspirational teaching. The University was founded in 1921 and gained its Royal Charter in 1957.

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## SOUTH ASIA

# Student Insight Survey - 2014



**\*This article has been taken from the South Asia Student Insight survey 2014 report prepared by British Council Education Intelligence.**

The Student Insight Survey, administered by the British Council since 2007, aims to understand international student decision-making by surveying students interested in overseas study. To date, over 180,000 potential international students have been surveyed globally on their sentiments, perceptions and plans on studying abroad.

The online self-completion questionnaire is managed centrally by the Education Intelligence team in partnership with British Council offices locally, through international education exhibitions, online education portals and email invitations. Partner organisations also disseminate the survey, which includes incentives for participants, to respondents.

Results from South Asian nations have been strong overall. As of 3 November 2014, 31,551 responses had been collected from the

region since 2007. Pakistan and Bangladesh, in particular, have had fairly constant results over the last few years. As of 2 November 2014, there have been 1,055 new responses from Bangladesh, 662 responses from Nepal and 451 responses from Pakistan.

In 2013, Education Intelligence in partnership with the British Council India offices and numerous education organisations administered a survey to potential international students from India, garnering 10,389 responses between September and November. This survey, similar to the Student Insight Survey, was designed to recognise student perceptions on the benefits and deterrents to studying abroad. The online, self-completion survey was administered in English.

This article provides a brief snapshot from the detailed analysis of this survey on the current South Asian student sentiments, drawing from 2014 Student Insight data from Bangladesh, Nepal and Pakistan. Data from the 2013 survey of Indian students is also included, where it is analogous.

**A lucky draw was held for all the participants taking the survey from around the world. Two participants from Pakistan won iPods, and another won an iPod mini.**

## PREFERENCE SUBJECTS OF STUDY

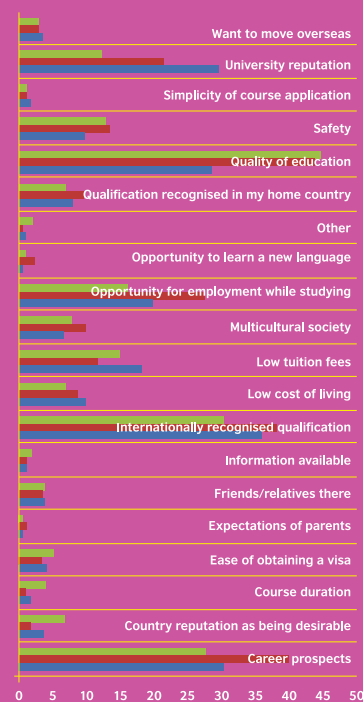
The course interests of potential students were fairly constant across Bangladesh, Pakistan and Nepal. The top four courses were Business Administration, Engineering and Technology, Computer Science and Social Studies. However, the order of preference was different.

In Bangladesh the order of preference was Business and Administration (31%), Engineering and Technology (19%), Computer Science (16%) and Social Studies (14%).

In Nepal the order of preference was Business and Administration (29%), Computer Science (19%), Engineering and Technology (17%) and Social Studies (12%). A good number of Nepalese students had shown interest in Medicine and Dentistry (11%) and English Language (10%).

The order of preference for Pakistani students was Business and Administration (25%), Engineering and Technology (14%), Social Studies (14%) and Computer Science (11%).

India was a bit divergent in terms of course preference. The highest proportion of respondents indicated they wanted to study Engineering and Technology (17%), followed by Computer Science (15%), Business and Administrative Studies (15%), Law (6%), Media Publishing and Journalism (6%), Social Studies (6%) and Creative Arts and Design (5%).



Source: British Council Education Intelligence

## STUDENT DESTINATION CHOICE IN ORDER OF PREFERENCE

### UNDERGRADUATE

There was no concrete preference across the region for the country of study, with Bangladeshi and Pakistani students showing a predilection for the UK over the USA and Indian and Nepalese students choosing the USA first. Nepalese students additionally professed a preference for Australia over the UK.

Bangladesh	Nepal	Pakistan	India
UK	USA	UK	USA
USA	Australia	USA	UK
Canada	UK	Australia	Australia
Australia	Canada	Canada	Canada
Germany	Other	Other	Germany

Source: British Council Education Intelligence

### POSTGRADUATE

The country preferences for South Asian potential postgraduates are divergent. The UK is the first choice for most in Bangladesh, India and Pakistan, but is the third most popular choice in Nepal, where students prefer the USA or even Australia. Australia is also a strong choice for Pakistanis in 2014, over the USA.

Bangladesh	Nepal	Pakistan	India
UK	USA	UK	UK
USA	Australia	Australia	USA
Australia	UK	USA	Australia
Canada	Canada	Canada	Canada
Germany	Germany	Germany	Germany

Source: British Council Education Intelligence

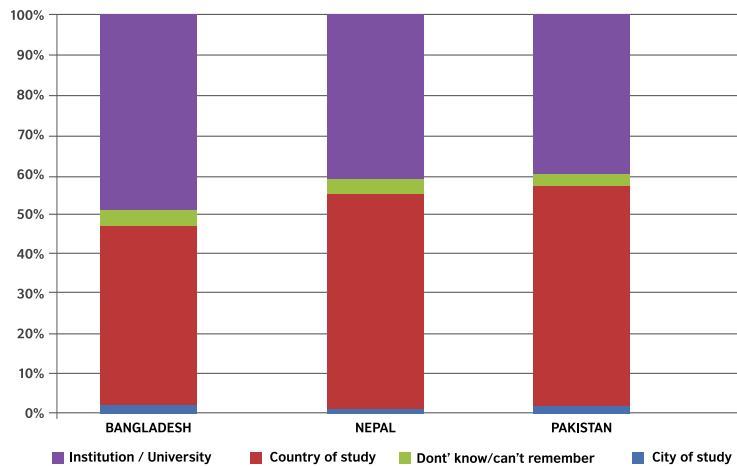
If you wish to view the complete report, please contact Maharoop Sheri at [Maharoop.Sheri@britishcouncil.org.pk](mailto:Maharoop.Sheri@britishcouncil.org.pk)

If you wish to obtain more information on the global Student Insight survey or on Education Intelligence market insights, please contact Terry Lee at [Terry.Lee@britishcouncil.org.hk](mailto:Terry.Lee@britishcouncil.org.hk)

## WHAT IS MORE IMPORTANT?

### UNDERGRADUATE

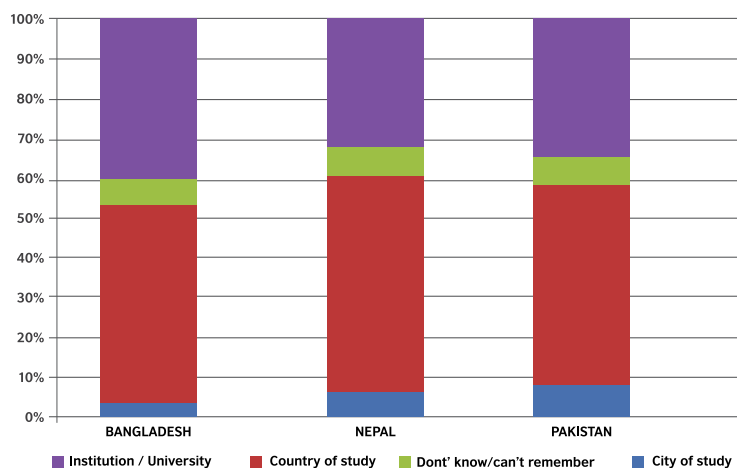
South Asian potential undergraduate international students generally chose the country of study first, with the second highest proportion across the board selecting the institution first. In each country, just over 50 per cent said the country of study was their first criteria. City of study was not particularly important, though was marginally more important in Pakistan as compared to Nepal and Bangladesh.



Source: British Council Education Intelligence

### POSTGRADUATE

A small majority of potential postgraduates from Pakistan and Nepal indicated they would choose the country of study first (55 and 54 per cent respectively), but the highest percentage of Bangladeshi potential postgraduates (49%) stated they wanted to choose the institution first. While the general trend is similar to the one for undergraduates, postgraduates from South Asia are slightly more likely to consider the university first.



Source: British Council Education Intelligence



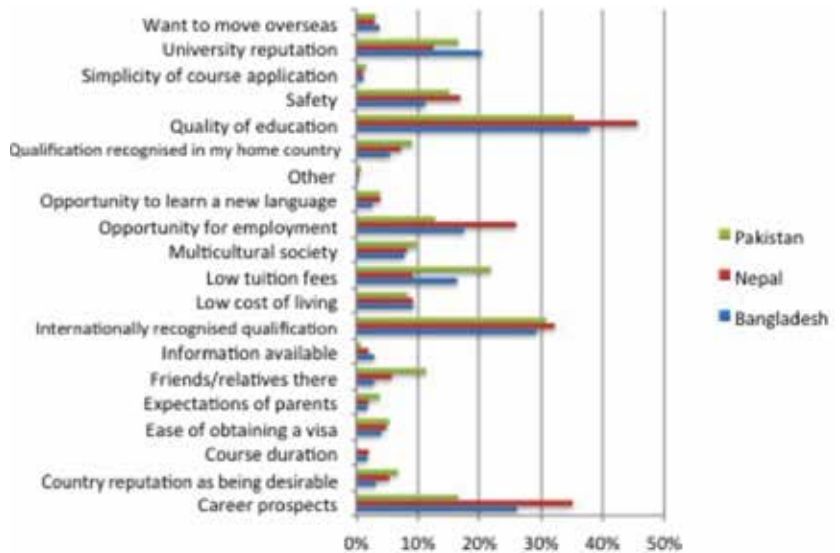


## DRIVERS FOR CHOOSING TO STUDY IN THE UK

### UNDERGRADUATE

The differences in preferences for host countries perhaps relate to the reasons potential international students choose their destinations. Nepalese and Bangladeshi students indicated the top factors for choosing a country included the quality of education, career prospects and the provision of an internationally recognised qualification; it is worth noting, however, that the top Bangladeshi destination is the UK as compared to USA for Nepal.

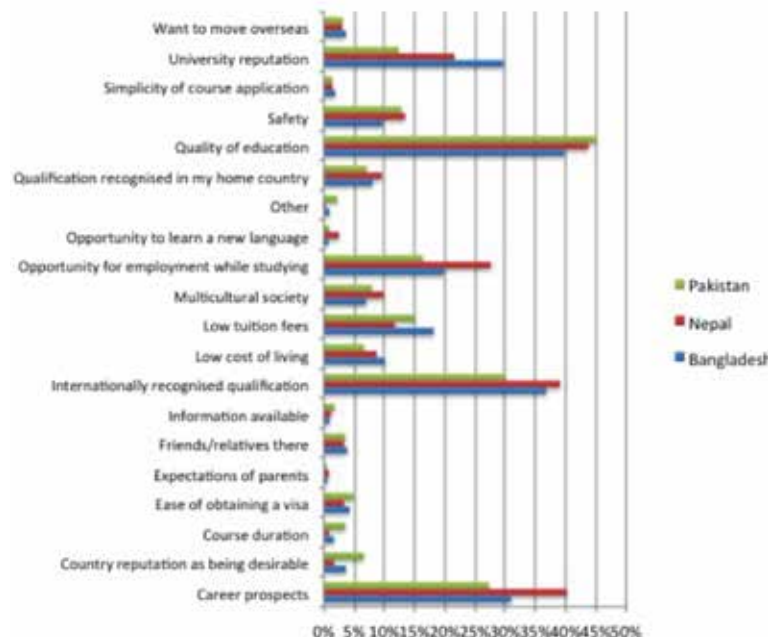
Once again, Pakistani student opinions diverged slightly; indicating top drivers were the quality of education, the provision of an internationally recognised degree and low tuition fees.



Source: British Council Education Intelligence

### POSTGRADUATE

Postgraduate hopefuls choose their destination in the same way as their undergraduate counterparts do, selecting countries with a high quality of education, good career prospects (whether they be at home or in the host country) and internationally recognised qualifications. University reputation was also important to those from Bangladesh, who tended to choose the university before the country at this level of education.



Source: British Council Education Intelligence

# How to choose the right education agent

It's important to choose a reputable agent who will put your interests first and offer you good advice.

Here Helen Obaje, Professional Development Manager at the British Council, gives her top tips for finding and working with an agent.

## Before you approach an agent

01

Think carefully about your study and career plans – you will get better advice if you have a clear idea of your goals and the type of course you are interested in.

02

Some agents have formal working relationships with particular schools, colleges and universities. This means they know the application processes well, and should be able to help you effectively. If you already know where you want to study, choosing an agent who represents this education centre may be ideal for you. However, if you are interested in exploring lots of different education centres and evaluating which one is best suited to you – make sure the agent is able to present you with the full range of options, rather than just the particular schools, colleges or universities they represent.

## To find an agent

03

If you are interested in a particular school, college or university: ask the institution if they have good agents in your country that could help you. Many UK schools, colleges and universities list the agents they work with on their websites.

SOURCE: <http://www.educationuk.org/global/articles/how-to-choose-the-right-education-agent/>

04

Another good place to look is the British Council's Global Agents List. Here you can find contact details for certified agents in your country. Agents listed here have passed the British Council's Agent Training Certificate within the last two years, meaning they have a good knowledge of the UK's education system.

05

Ask your family, friends and teachers if they can recommend a good education agent to you.

## Before you use an agent's services

06

Ask the agent for references or testimonials from students they have assisted in the past.

07

If possible, speak to more than one agent – this will give you the opportunity to compare the information you are given.

Many students planning to study abroad consult an 'education agent' – sometimes referred to as an education advisor or counsellor.

Education agents can help you plan your studies; apply for a course, book accommodation, travel and more.

08

Always ask for a summary of costs – make sure you know what you are paying for, and compare prices. If an agent doesn't charge you a fee, this is because they receive a commission from the education institution they represent.

09

Be aware that your CAS (Confirmation of Acceptance for Studies) is normally sent directly to you from the university, college or school, and not to the agent, unless you have arranged this with your CAS provider.

10

Finally, read any documents carefully before you sign them.

Visit [www.bcagent.info/gal/](http://www.bcagent.info/gal/) to find agents now.





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# 5 reasons to start a business before you graduate

Brimming with ideas and eager to start building your business empire? Inspired by the UK's international student entrepreneurs? Well, this could be the perfect time to get those ideas off the ground!

Just remember, starting a business can be time-consuming, so make sure you can handle the extra hours and talk to your tutors about the extra work that you're doing.

## 1. You still have a fresh perspective

Don't worry about 'lacking experience' – the fact is, now is the time to nurture new ideas and try things out. Being flexible and open to possibilities is a great advantage, as long as you take advice from experts and mentors too (see no. 4!).

## 2. You have the most priceless thing of all: time

Yes, you're busy with lectures, assignments and extra-curricular activities, and your studies should always be your first priority. But chances are, you'll have even less free time after graduation – when you're focused on internships, job interviews and those first steps up the career ladder, it's easy to forget your early business ambitions. So why not turn all of those coffee breaks into business meetings and brainstorming sessions?

## 3. Your university or college is your network

The UK's universities and colleges are ideal places to meet new

people and start building a professional network. Everyone from first-year students to PhD candidates is likely to be enthusiastic and buzzing with ideas. Plus, there are always lots of events, seminars and conferences on offer (you could even set up your own), where you can meet people interested in the same things as you. So take advantage of them!

## 4. Your campus is your office

Your university or college is a great place to study and work, with computer resources, lots of meeting places and maybe even financial support for student startups. Many institutions have an 'enterprise hub' offering young entrepreneurs financial support or business mentoring. Plus, you have access to academics and tutors with expertise in many different areas and excellent connections in industry.

## 5. It's OK to fail

You're a student after all. Nobody expects you to have lots of experience or a perfect business plan; they just want to see good, fresh ideas and some determination. The important thing is to keep learning – your first business might not be your biggest success, but you'll gain experience, contacts and wisdom for next time. So get out there and take some risks!

SOURCE: <http://www.educationuk.org/global/articles/five-reasons-start-business-before-graduate/>

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# The importance of a strong alumni (network)

Many educational institutions are now becoming more and more interested in building stronger alumni networks, while some still overlook their significance. So why is it that alumni engagement has become such a hot topic?

Let's put it this way - in an age where everything is considered a brand, with products through which market perceptions and further success are determined, the alumni act as product or brand ambassadors for educational institutions.

Fortunately many UK universities, including the University of Warwick, have been quick to catch on and have an alumni office, which coordinates and encourages alumni activities.

There are various factors to be kept in mind when planning alumni engagement. Institutions need to consider the amount of resources, including human and financial, available to them. Institutions like Warwick, which have a huge global alumni network, encourage alumni to finance their own events but provide them with logistical support to do so. Consideration also needs to be given to the possible number of alumni available and their categorisation by graduating year, discipline, career, profession and geographical region.

The most active alumni tend to be the younger and recent graduates who look to form a group to refresh their memories of their alma mater. However, from the point of view of brand placement, the slightly well established alumni prove to be better mentors and guides to their juniors, provided of course, that they have the time available from their successful professions to contribute to the institution's image building. Alumni contribution also includes contribution to scholarships, provision of internships to recent graduates, and volunteer support at institutional recruitment and marketing events.

While institutions gain prestige and reputation by investing time and resources in their alumni, they also need to provide a wide range of facilities and services to the alumni to keep them engaged and connected to their alma mater. These could include lifetime email addresses, discounts on participation in institutional programmes and conferences, access to institutional libraries and databases, alongside frequent and fruitful professional networking opportunities. All these contribute to the improved social and professional reputation of the alumni, while keeping them connected to the institution where they possibly spent the best years of their lives.



## Saima Riaz

The writer, an alumna of the University of Warwick, is Pakistan Representative for Warwick and manages the University's alumni relations in Pakistan.





# Home for the holidays: Visa Advice

## Planning to go home for the holidays?

If you have a Tier 4 visa to study in the UK, coming back to the UK after the Christmas break shouldn't be a problem – provided you remember to pack the right documents!

Here's our guide to making sure your return to the UK goes smoothly.

### CHECKLIST: ESSENTIAL DOCUMENTS

Make sure you have the following documents to re-enter the UK. It's also a good idea to keep photocopies of them, in case any go missing or there's a problem.

- Your passport or equivalent travel document.
- An up-to-date registration letter from your university, school or college. This will need to confirm that you're still a full-time student at a recognised institution
- Evidence that you have enough money to support yourself and any dependants (e.g. children aged under 18), such as a bank statement from within the last three months.
- If you're travelling outside the official university, college or school holiday period, you may also need written consent from your academic department to travel.

Depending on the country you're from and the type of visa you have, you may also need:

- A Biometric Residence Permit (BRP)
- Tuberculosis (TB) certificate
- Police registration certificate

Remember – at the airport, baggage reclaim comes after the passport checks, so you will need to pack these documents in your hand luggage.

### WHEN TO SEEK ADVICE

There shouldn't be a problem coming back to the UK as long as you meet these requirements:

- The last time you were given permission to stay in the UK was for a period of more than six months.
- You are re-entering the UK before the validity of your entry document (e.g. visa) runs out (often three or six months before the expiry date).
- Your circumstances (e.g. the course you are on, your financial status) have not changed since your visa or other entry document was issued.

If you're worried that you don't meet all these, ask the International Office at your university, college or school for advice.

### I SENT MY PASSPORT IN TO CHANGE MY VISA AND HAVEN'T GOT IT BACK YET. WHAT SHALL I DO?

If you've sent your passport to the Home Office for a correction and are waiting for it to be returned, contact your International Office. The adviser there may be able to arrange for your passport to be returned for the limited time of the holiday period.

If you've applied for a new visa and still have your old one or one that's close to its expiry date, make sure you bring documents that confirm your application.

If you need to submit your passport for correction but haven't yet, and you're planning to leave the UK for a holiday, the UK government advises that you wait until after the New Year, provided you still have enough leave to enter the UK.

SOURCE: <http://www.educationuk.org/global/articles/home-for-the-holidays-visa-advice>

# Fiza Farhan

Fiza Farhan, CEO and co-founder of Buksh Foundation has the distinct achievement of being included in the list of Forbes 2015 30 Under 30: Social Entrepreneurs. Here, she shares her experiences of studies in the UK and her professional journey.



## Where did you study in the UK?

Warwick Business School, the University of Warwick, Coventry England, MSc Management in 2008.

## What inspired you to pursue your education in the choice of your institution and UK?

I spent a few years of my childhood in UK with my primary schooling in Plymouth as my father was in the Pakistan Navy and was deputed there for four years. England was always my first choice for higher education considering my love for the country (it is still my favourite vacation destination) and the fact that Masters in the UK was a one year degree as compared to the two years in USA. After graduating from LUMS with a graduate degree in Economics and Mathematics, I wanted to pursue my higher education in one of the top business schools of the world and Warwick Business School at the University of Warwick was an easy choice. I was also not in favour of a city based campus but wanted a campus with a

life of its own and Warwick was the perfect option with its serene and most beautiful setting in Coventry, international ratings in business schools and the multi-cultural approach of the students. It became my obvious choice and I am proud to have selected the same! I completed my MSc in Management from there in 2008.

## How did you select which institute to apply for when you applied to study abroad? What was your selection criterion?

My selection criteria was primarily based on the international rating of the university and the business school, the nature of the programme offered - as I wanted a one year degree in line with an MBA qualification - and lastly the campus. Warwick Business School was the perfect combination of all my requirements, and it was the only university I applied to. Fortunately, I got the acceptance and the chance to do my post-graduation from the university that I had set my eyes on. I must admit that I should

have played safer and applied to more institutions but I believe the confidence I had in my choice was strong enough.

## What is your biggest accomplishment to date and how did you achieve it?

Since the start of my career with the two companies I'm currently associated with, Buksh Foundation and Buksh Energy Pvt. Ltd, I have been blessed with a number of accomplishments - given that both these companies work in the untapped and high potential market segments of renewable energy and development in Pakistan. All the projects we launched in these companies have been the first in the country, defining new opportunities for investment and impact based business generation in sustainable business models.

The success of each project has been an accomplishment - from the first 10MW Solar Power Plant of Pakistan, to the many successful roof-top projects we launched including Solar ATM's for financial institutions, to the off-grid electrification projects with a turnkey model of access to renewable energy, and the empowerment of women by creating impact in the lives of the 145 rural communities we've reached till date.

The success of each innovative project has marked an accomplishment for not only our companies but the entire country. Owing to the lucrative investment opportunities that lie within our projects, we are now at a stage where international investors and donors are looking to enter Pakistan. The greatest accomplishment I feel is the success of our projects in the international community and investor circles which have been further highlighted with our various international accreditations and affiliations - including the UN Foundation SE4ALL network, the ADB Energy for All Network, being Future Energy Leader at the World

Energy Council and the recent selection in the Forbes List for 2015. These accomplishments have opened doors for international partnerships, linkages and investments. We feel this will enable us to scale up the success of our companies on an international level in the coming years.

**What is your current occupation?**

CEO- Buksh Foundation (A Microfinance/ Development Organisation based in Pakistan)

Director- Buksh Energy Pvt Ltd (A renewable energy solution provider/ EPC and ESCO based in Pakistan)

CSO- Compass Training and Consultancy (A recently established training and consultancy platform for the individuals and corporations)

**Please tell us a bit about your career. We would like to know what you did after you got a UK qualification and about your career path. We would also be interested in knowing how you think your experience of living in the UK and your qualification has helped you along your career path.**

After completing my Master's degree from the UK, I was clear that I wanted to return to Pakistan, not to join a large MNC or a corporation but in search of an opportunity to create new realities, to serve the unserved, to create equity for all stakeholders involved, to create win-win business models that could lead to sustainable impact not only on the balance sheets but also on the lives of the people.

Fortunately, I met Mr. Asim Buksh in 2008 on my return, who is an exceptional entrepreneur always looking to tap into unexplored market segments and create business models that are innovative and lead to the creation of entire industries that never existed before. We founded the Buksh Foundation and Buksh Energy Pvt. Ltd together in 2009, through which I got support, decades old business acumen, and an empowering platform to create projects in a largely new sector in the country. I got to tap into the challenging sectors of energy and development through both the companies, creating not just a career but an

industry that has now fully evolved.

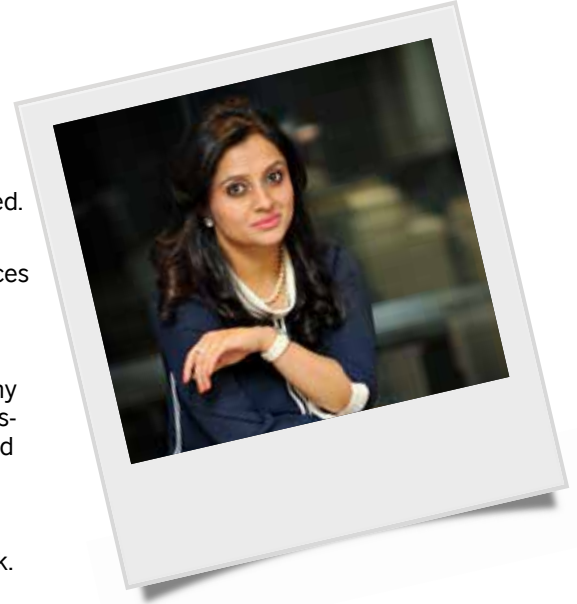
After my graduation from Lahore University of Management Sciences (LUMS), I feel I was not sure about what I wanted to do in life. I always wanted to lead a life of purpose but was not clear with my direction. I believe the very hands-on Master's degree that I received from the UK, along with a year of living on campus and meeting people from all over the world, contributed greatly to my outlook. The rigorous real life business synopsis, and analytical work we did at university, while working on the most successful case studies of entrepreneurship globally - including Walt Disney, McDonald's, Richard Branson, Bill Gates - really strengthened my belief in dreaming big and aspiring for goals that are not predefined by society. My time spent in the UK and my master's degree definitely had a huge impact on my later career choices and the professional belief in myself.

**Are you a member of any UK or local association that stems from your living and/or working in the UK? For example, your University Alumni Network or local chapter of British Alumni Association of Pakistan?**

I am certainly a part of the Warwick Business School Alumna Network; in addition I have recently been associated with the British Council in Pakistan in the position of an advisory board member for their programme on Youth Social Entrepreneurship.

**Please tell us about your experience of studying in the UK and at your school in particular. Did you ever travel or live in the UK prior to going there for studies?**

Looking back, I can always say that the one year I spent at Warwick was the best year of my life. I not only got an excellent education but also had the opportunity to interact with and make friends with people from all over the world. We had 17 different nationalities in our class and I was the only Pakistani, similarly, in our residences there was a mix of nationalities from all over the world. Studying and living with people with different backgrounds, cultures, traditions



and cuisines was a great eye opener and there I realised my passion for travelling and exploring different parts of the world.

The experience and exposure it gave me largely honed my personality and built my confidence; it made me more open and forthcoming to change. With my friends in university, I travelled extensively in the UK as well as Europe. I was selected as the "Face of MSC Management" appearing on the cover page of the annual publication for 2008. Although I had done four years of my primary schooling in the UK earlier and had been visiting UK with family, my time spent as a university student there was vastly different. I am glad that I chose UK for my masters and gained the experience of a lifetime!

**What activities or clubs did your university have for international students? What was your experience, if any, of having taken part in those activities?**

Warwick is a hub of extra-curricular activities for the students, especially for the international community. Considering the campus is a town in itself, there was always so much to do. I was part of the Pakistani Society, the Drama Society, the Art Centre Society among other fun events that happened every week. There was never a dull moment!

All year round there were events, dramas, theatre, festivals, games and outdoor carnivals. Every night there was something going on by one of the many societies on campus. My year was a fun filled rollercoaster, the memories of which I will never forget! I felt that the culture at university gave a lot of respect to different religions



and ethnicities, with a nice mosque in the middle of the campus - prayers were performed regularly with special meals and free iftars/ sehris for Muslim students during the holy month of Ramadan. There was always something to do for everyone - it was a great blend of all!

**What were some of your most unforgettable memories of studying in the UK?**

The most unforgettable moments and ones that I could find nowhere else but in the serene suburbs of the UK, were the scenic walks in the countryside that we would go for. Most afternoons after classes finished, I would go for long walks from the campus to Kennilworth, enjoying the scenic countryside on the way - the beautiful British houses and fields with lambs, the fresh air and the company. We would laze in the fields on free afternoons and enjoy the sun during the summers. Just remembering those moments refreshes me and brings a smile on my face!

**Please tell us a bit about any work experience that you might have gotten, while studying in the UK.**

Coming from Pakistan, where there is no culture of part-time or on-campus jobs for students I was extremely hesitant about doing a part time job initially. However, considering the fact that I did not want to burden my parents too much with the financial costs - I decided to take on a part time job. The most prestigious on-campus job highly sought by the students was that of the only fine dining

restaurant EAT on campus. While I was extremely hesitant during the interview, I was lucky to get selected as a waitress initially and later got promoted to being the host of the restaurant. I believe this was a great experience for my personal confidence building and for me to let go of the cultural barriers and experience a life of financial self-sustainability and responsibility.

Within days I started enjoying my job greatly and made some best friends there. I continued doing the job when promoted to being the host of the restaurant for the entire year. It enabled me to not only become responsible and financially independent but also enabled me to travel to Europe and all over UK with my savings from my part-time earnings. I highly recommend people travelling from Pakistan to not shy away from the part-time job culture and consider it as a huge opportunity for their professional grooming and maturity- both which I achieved within the experience.

**If you had to give advice to students in Pakistan for studying in the UK and making the most of their time, what would you advise them?**

After returning from my studies in the UK I have become a strong proponent for students looking to go abroad for their studies - to study in the UK. I would advise them to choose the university that not only gives them a degree but also a 'life experience'. They should take up all opportunities that the campus has to offer in terms of communities, societies, extra-curricular activities and clubs, and especially part-time jobs. The cumulative experiences from all these activities is what made my year at university the best in my life!

**How does it feel to be in the list of Forbes 2015 30 Under 30: Social Entrepreneurs?**

It feels absolutely fantastic not just because it is a great achievement for myself but also because it has become a symbol of "National Pride" in Pakistan taken up extensively well within the local and international media, alumna networks and the general public of Pakistan.

The acknowledgements I have

received from my friends and family locally and internationally, and also in professional circles and the general public is incredible. With the political situation, energy crisis and terrorism news coming in the media all the time - the Forbes selection came out as an extremely positive piece of news on the national front-creating a beacon of hope and inspiration for social entrepreneurs in Pakistan - especially the women in the working sector. This national sentiment is what makes me especially proud and delighted to be a part of this prestigious network and globally accredited list.

**In your view, what does the future hold for young female entrepreneurs in Pakistan?**

There is immense potential in Pakistan for young entrepreneurs to enter the market place with their own unique ideas and passions that they would convert into real life businesses. It is a matter of perspective - every challenge is an opportunity. It is the young entrepreneur with a passion to excel and the desire to create who will explore these untapped challenges and create opportunities for themselves and for others.

For the young female entrepreneurs in Pakistan - the market is untapped, there are not many females we see in the work place especially not in senior management positions. That is an unfortunate reality that exists not only in Pakistan but internationally as well. In order for young females to be taken up as serious professionals, their belief in themselves has to be strong, they need to first consider themselves as honest, committed and hardworking professionals keeping their gender aside - and only then will they be accepted and respected in the working communities. Once professional competence is determined and established, being a woman becomes more of a strength, rather than a weakness.

The future is extremely bright for young female entrepreneurs in Pakistan and globally, they need to just believe in themselves and follow their passion with commitment.



# The Only Way is Up

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# Networking - the Pakistani way



Everyone in the corporate industry will be familiar with the concept of networking dinners. A gathering where people socialise, talk about their work, discuss ideas, and exchange business cards.

## Sounds quite dry doesn't it?

Keeping this in mind when planning the annual dinner for the British Alumni Association of Pakistan (BAAP), it was decided that the old networking dinner would get a traditional Pakistani 'tarka' - and what do Pakistanis appreciate more than food and music?

On 30 November 2014, a thoroughly enjoyable event took place with dinner followed by a Qawali\* at the British Deputy High Commission, with over 400 British alumni attending along with their spouses. The Qawwali was performed by renowned qawwals Abu Muhammad and Farid Ayaz.

Over 10,000 Pakistani students journey to the UK for education and more than half return once they





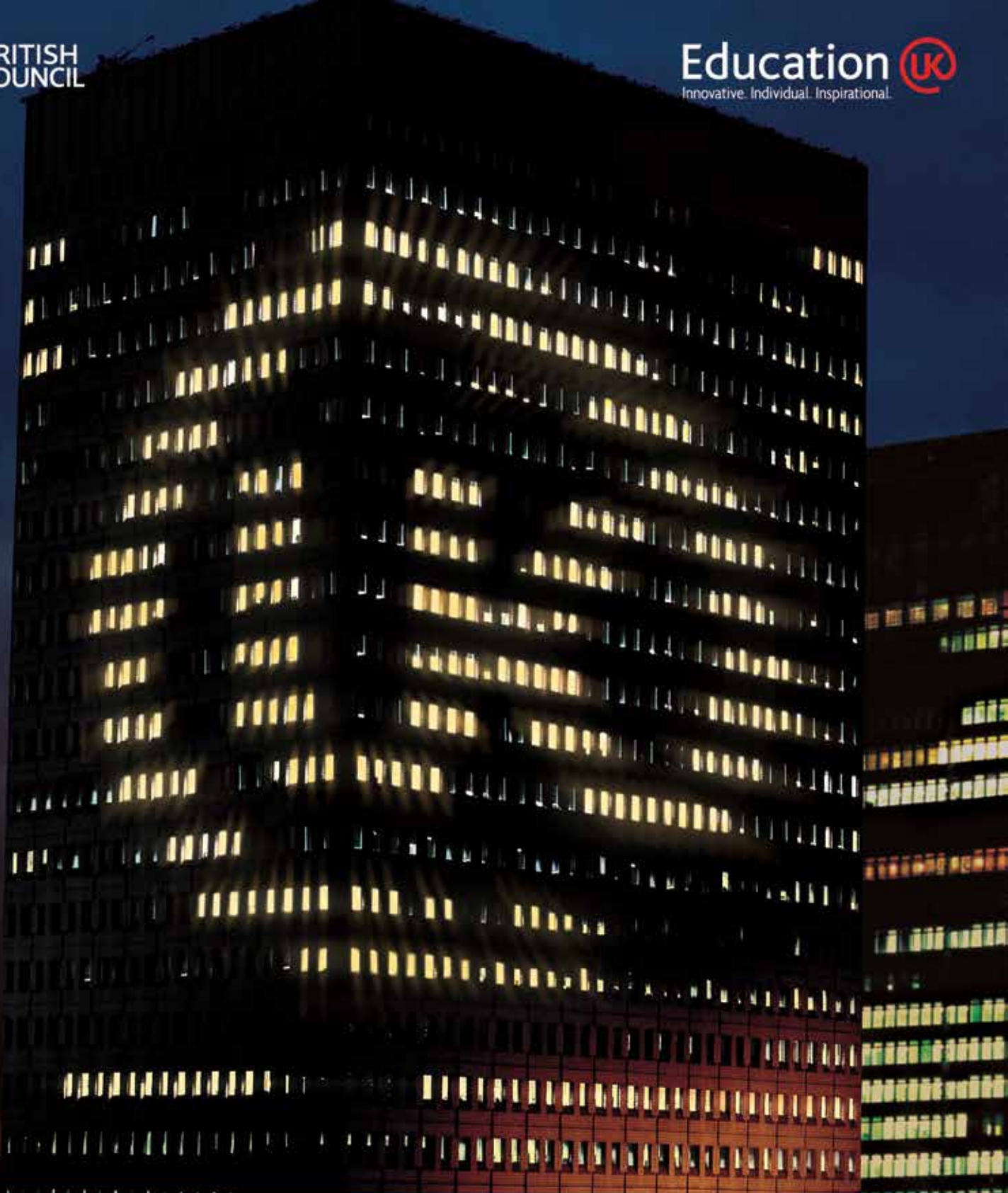
graduate, looking to reintegrate into society. British Alumni Association of Pakistan (BAAP) was formed as a part of global alumni development initiative and since then it's been up and running across Pakistan through local chapters in each province with their own president and executive committee.

The annual dinners by the BAAP chapters are opportunities for alumni to come together, meet friends both old and new, as well as develop potential business alliances.

**If you are a UK alumni please do register with the British Alumni Association of Pakistan (BAAP) via our Facebook page to get frequent updates about upcoming events: <https://www.facebook.com/BritishAlumniAssociationPakistan>**

\*Qawwali (pronounced Kuh-waal-lee) is a form of Sufi devotional music, popular in South Asia, especially in Pakistan and India (from Wikipedia)





# Switched on learning

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# Master of his own destiny

## WASEEM RAHI

This is a story of a man who was determined to succeed in his career. Waseem Rahi, belonged to a small village in Thatta that lacked even the most basic necessities. His father was a farmer who led a simple life, and like many others struggled to make ends meet. His only dream was to educate his children, so that they may lead better lives. Waseem was also supporting his brother's medical education by selling vegetables, delivering water to people's doorsteps, and also by helping his father in the farms.

Life was hard for Waseem, but things took a turn for the worse. Waseem's father passed away and the family relocated to a small one-bed apartment in Karachi. Waseem and all his brothers continued their studies whilst working part-time to keep their father's dream alive. Although Karachi is a city of opportunities with many educational institutes, he was limited in his options due to financial constraints. When the time came for Waseem's undergraduate studies, he realised he couldn't possibly afford to go to an undergraduate institution. An acquaintance then suggested that he explore studying ACCA. After doing research on the scope and cost of the exams, he registered for one of the accounting programmes but his trouble didn't end there. He was able to sit for two papers but couldn't afford to pay the fee for any further exams. So once again,



Waseem's education came to a complete halt.

However, Waseem wasn't ready to give up on his struggle, and more importantly, on his father's dream. He started preparing for the next two exams, whilst sending out emails to sponsors/donors, hoping something would come through. Around every grey cloud, there is a silver lining, and so Waseem's silver lining came from millions of miles away. Rehan Asif, a resident of the UK at the time, was willing to sponsor Waseem on two conditions. First, that the fee would be paid directly to the institute; and second that he would continue paying the fee as long as Waseem cleared his exams. Both came to an agreement and Waseem studied relentlessly for his exams. Anyone who is familiar with the ACCA exams knows that they are very demanding. He cleared all his exams except the last one, the P7, but by then Rehan was familiar with Waseem's hardwork, and continued paying his exam fee.

Waseem Rahi's story is exceptional. It is not just a story about education, but about keeping

resolute in the face of hardships. He didn't give-up in his darkest of hours, and instead kept pursuing all avenues. He was lucky to find Rehan to complete his story, but his success was not about waiting for the moment, it was about creating circumstances in which he could find associates who helped make it possible.

His journey made Waseem an inspiration for people around him; he shared with us the following words of inspiration that always kept him going:

*“Lakho he Musafir  
chalty hain, Manzil pe  
ponchty hain do ek,  
Aae ahle zamana qadr  
karo, Nayab na sahe,  
Kamyab hain hum”.*

*Millions of travellers set out,  
An odd couple make their destiny,  
Hark upon my very being,  
Not yet extinct, just a rarefied kind.*

TRANSLATION SOURCE: [http://aarkayne.blogspot.co.uk/2007/01/this-originally-appeared-on-zulm.html?\\_sm\\_au\\_=">http://aarkayne.blogspot.co.uk/2007/01/this-originally-appeared-on-zulm.html?\\_sm\\_au\\_="](http://aarkayne.blogspot.co.uk/2007/01/this-originally-appeared-on-zulm.html?_sm_au_=)

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“York is modern and innovative. Everybody is willing to help you and answer all your questions. You’re treated like an adult and you feel like you are one, finally.”

*Muhammad  
(BA Philosophy)*



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# FutureLearn: Free short courses with the UK's top universities

## **Would you like to do a short online course with a UK university?**

FutureLearn is a new initiative from the Open University, in partnership with 23 leading universities, the British Council, British Museum and British Library.

FutureLearn provides a great opportunity for you to:

- Get a taste of UK higher education
- Gain new skills and knowledge
- Explore subjects you have always been interested in
- Discuss and share ideas and with other learners and academics.

## **How does it work?**

All FutureLearn courses are free of charge and are taught in English. Most courses require around 2–4 hours study per week and last six

to ten weeks. There are also some short courses lasting two or three weeks.

There are no formal exams, but once you finish the course, you can share a public version of your progress page as evidence of what you've learnt.

## **What courses are on offer?**

Whether you are interested in physics or psychology, information technology or history, ecology or marketing, you will find a course to interest you!

There are over 20 universities offering courses at present. More will be joining FutureLearn over coming months, so make sure you check the site regularly to see what is on offer.

## **Find out more**

To find out more, please visit [www.futurelearn.com](http://www.futurelearn.com).

# Weaving a life in textile

## Bashir Mahmood

In September 1953, Bashir Mahmood, as a young man from Rawalpindi sought to pursue a degree in textiles. He chose Nottingham Trent University, since UK had the best expertise for cotton textile, and the town of Nottingham at that time was known for its textile companies. It was closer to home and plus he was familiar with British education system.

Bashir Mahmood took part in many extra-curricular activities during his three years there and was the General Secretary of the institution's Pakistan Student Association.

After completing his degree, despite having opportunities to settle in the United Kingdom, Bashir chose to come back to Pakistan. He brought back valuable experience and expertise to the textile sector in Pakistan, and was one of the pioneers in setting up the Textile Institute of Pakistan, Lahore campus.



There was only one campus of the institute in Karachi and Bashir Mahmood played an important role by convincing the textile sector to establish a Lahore campus of the institute, which went on to become the institute's fastest growing campus. He also served as Chairman for All Pakistan Textile Processing Mills Association (APTPMA) twice.

Having a passion for travelling, Bashir has been to places around the world and yet confesses that there is no place like the United

Kingdom, especially London. While reminiscing about his student life, he mentions a fair at the university where he met Princess Margaret. He also recalls arranging the first namaz in his university campus where 25 people participated, and is proud of the fact that today there are more than 25 mosques in Nottingham. Bashir Mahmood is currently the CEO of Faisal Textile Industries (Pvt.) Ltd and is a chartered member of the Textile Institute, UK (chartered by the Queen of England).



# Painting your Future

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Criminology & Sociology  
Economics & Statistics  
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HR Management  
Law  
Marketing  
Photography  
Product Design & Engineering  
Psychology  
Teaching & Education  
Tourism & Hospitality Management

- Ranked in the Top 10 for Graduate Salaries in the UK\*\*

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- Ranked best modern university in London for research power\*\*\*

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- Awarded with three Queen's Anniversary Prizes

---

- International university with campuses in London, Dubai, Mauritius and Malta

---

- Over 40,000 students worldwide

\*The Times Higher Education, September 2011  
\*\* Research Excellence Framework, 2014



# UK undergraduate courses more popular than ever with international students

The number of international students applying to UK undergraduate courses is rising, according to figures released by UCAS, the Universities and Colleges Admissions Service.

The numbers show a 7% increase in applications from European Union (EU) students, a 3% increase from non-EU students, and a 1% increase from UK students, compared to last year. These figures relate to undergraduate courses starting September/October 2015, following the 15 January application deadline.

Overall, there were 592,290 applications – the highest number ever recorded.

Callie Hawkins from UCAS said: 'Applicant numbers from EU and non-EU international students are at record levels this year, proving that UK universities and colleges offer quality through a single, fair course application system. UCAS figures covering full-time undergraduate study show, for example, that applications to UK higher education from China, the United States and India are all at new highs.'

## Applications for September/October 2015 undergraduate courses

The main UCAS undergraduate application deadline - 15 January 2015 - for courses starting September/October 2015 has now passed.

But if you missed it... don't worry! There's still a chance to apply. Many universities and colleges accept



applications from international students later in the year. Find out more on the UCAS website.

### Multicultural UK

Last year, over 490,000 students from 200 nations studied in the UK for their higher education. UK campuses are multicultural hubs: around 18% of students and 25% of academics at UK higher education institutions are now international. The UK welcomes more international higher education students than any other country, after the USA.

Jo Beall, British Council Director of Education & Society, said: 'UK campuses are truly exciting places - talented people from around the

world coming together to learn from each other, make friends and share ideas.

'The UK wants and needs international students to study here – their skills and ideas enrich our teaching, research and creative industries. And the world needs more students to have the opportunity to study abroad, wherever they choose to go. International student engagement breaks down barriers and helps us to understand and work across different cultures. With all the tensions in the world right now, the study abroad movement is vital for international relations, and it's excellent that the UK is at the heart of it.'





Boya from China (centre) and Daria from Russia (right) met at the University of Glasgow and are now running their own marketing agency together in the UK

**Why is the UK so popular with international students?**

Students worldwide are increasingly choosing the UK to enhance their career prospects. According to the Tracking International Graduate Outcomes study, UK-educated international graduates achieve markedly higher average salaries

than if they had been educated at home.

One reason employers value UK qualifications is the focus on creativity plus skills for the workplace. The UK ranks second in the world for university-industry collaboration (Annual Innovation Report).

The UK is also a magnet for ambitious researchers who want to make their mark: Researchers in the UK gain more citations and usage per article, and write more articles individually, than anywhere else in the world (International Comparative Performance of the UK Research Base).

Student satisfaction in the UK is higher than ever too, with 86% of students satisfied overall with their course (National Student Survey).

**Working in the UK after you graduate**

Working in the UK after you graduate is a great chance to gain professional experience in an international environment.

If you need a visa to work in the UK, there are a number of different visas options you can apply for.

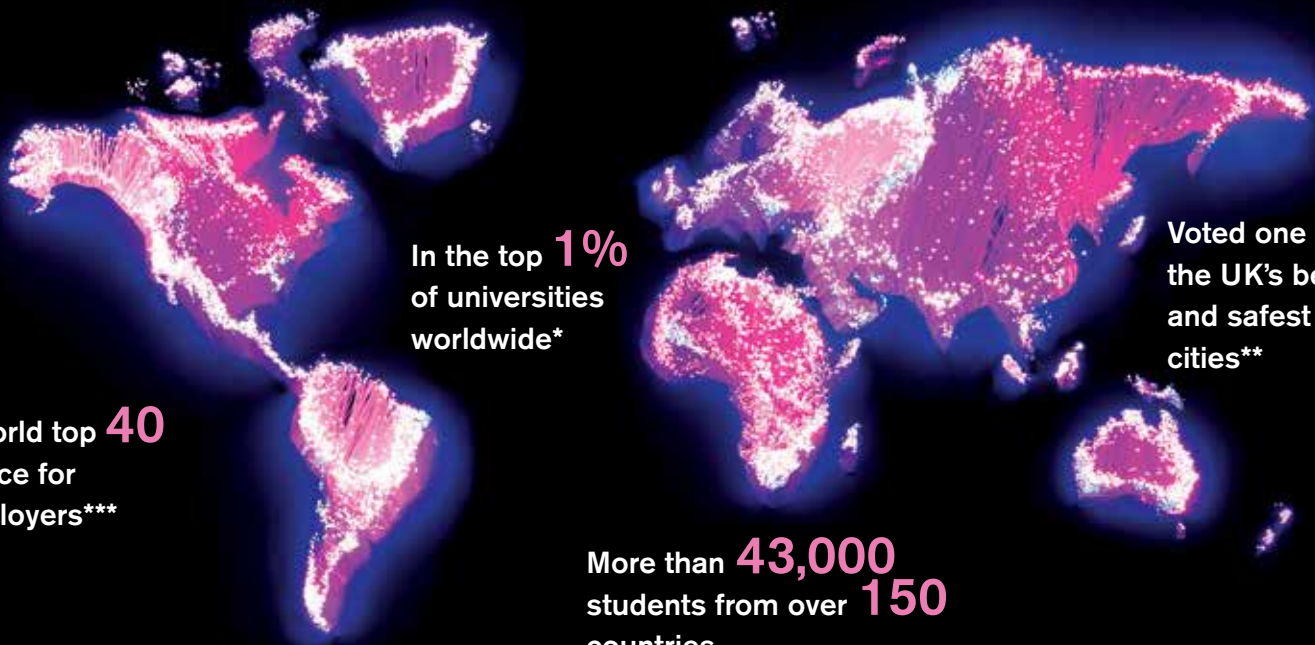
SOURCE: <http://www.educationuk.org/global/articles/rising-international-applications-to-uk-universities-and-colleges/>

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e: [international-office@nottingham.ac.uk](mailto:international-office@nottingham.ac.uk)  
w: [www.nottingham.ac.uk/international](http://www.nottingham.ac.uk/international)

\* QS World University Rankings 2014/15.

\*\* Purple Flag Awards 2010-2014.

\*\*\* QS World University Rankings by Employer Reputation 2014.

# Your UCAS application: Essential advice

If you're applying to an undergraduate course in the UK (and for some postgraduate courses) you'll need to fill out an online application from the Universities and Colleges Admissions Service (UCAS).

The UCAS system allows you to track your applications. You can apply independently or through your school, college, university or an education agent.

We asked UCAS, admissions officers and international officers from UK universities and colleges what they look for – what makes the 'perfect' application, and what are their tips for writing that all-important personal statement?

## Before you apply

For most undergraduate courses, the deadline is 15 January (although there are variations – Undergraduate courses usually start in September or October – so for example, if you plan to start your studies in Sept/Oct 2015, the deadline for applications was on 15 January 2015).

You can apply after 15 January, but more competitive courses may be full after this time, so you can't guarantee that your application will be considered. So leave yourself plenty of time to apply – and if you do miss a deadline, contact the university or college you're applying to.

Make sure you meet the entry requirements – some courses require a certain level of English, for example. You might also need a visa to study in the UK.

You might like to get in touch with the university or college international office or admissions



office to register your interest as an international student. They might have more advice to help with your application, and can answer any questions you have about the process.

## Step 1: Registering on UCAS

Log on to UCAS Apply and select the type of course you're applying for (to find out about higher education courses and qualifications).

You'll be asked to add personal details, create a username, password and security questions and, if you're applying through a school, college, centre or agent, fill in the buzzword they gave you.

After this, you can log in to fill in the rest of your personal details, including funding options and special needs.

## Step 2: Choosing your courses

You can apply for up to five courses (four for medicine, dentistry or veterinary science/medicine). There's no order of preference and the universities and colleges won't know where else you've applied.

To find courses, use the Education UK search tool, or look up your chosen institution to find out more about what they have to offer.

Usually you can only apply to either the University of Oxford or the University of Cambridge, but not

both. Contact the universities for more details.

### Step 3: Education and employment history

In the education section of your application form, enter your full education history right up to your current school, college or university (if applicable).

Enter all qualifications you have a result for, including those in your own language and education system. Also enter any exams for which you are awaiting results and any you have left to take – if you get an offer from an institution, you can let them know the results later.

UK NARIC offers a paid service that compares UK qualifications with qualifications from other countries. You can also get in touch with your local British Council office for more information.

In your employment history, you can put the details of up to five paid jobs that you've done (full-time or part-time). Don't include unpaid or voluntary work – this goes in your personal statement. If you haven't done any jobs, leave this section blank.

### Step 4: Personal statement

The personal statement is your chance to shine! Here's where you tell the university or college in your own words why you're applying for the course, why your skills and interests make you suitable – and why they should want to teach you!

#### How to write your personal statement

- Write in English (or if you are applying to study in Wales, you can apply in either English or Welsh).
- Use complete sentences.
- You can write a maximum of 4,000 characters or 47 lines of text (including spaces).
- Check your spelling, grammar and punctuation to ensure there are no mistakes. If you can, find a native English speaker or a

teacher to proofread your form for you.

- Make sure this is your statement and don't copy! Plagiarism is a serious offence in the UK and UCAS has software that can identify copied statements.



*We understand that it is harder to come across as naturally in your second (or third, or fourth) language if you're not a native English speaker! Make certain you have checked your grammar and spelling numerous times and had a few others read it over for you. Don't make any sudden last-minute changes without checking the whole document for typos and repetition!*

- Dr Joanna Shearer, Head of Student Recruitment, Imperial College London

#### WHAT TO WRITE

- Explain why you're applying for the course and why you're interested in the subject – this will be the most important point and should come at the start.
- Mention any wider work you've done on the subject outside your studies (books you've read in your own time, competitions you've entered, etc.)



*Show your passion for the course... but also remember, even if you have a top choice, that all the universities you've applied to will read your statement, so don't tailor it to just one of your choices!*

- Gemma Carroll, International Officer, University of Glasgow

- Talk about your future ambitions and why this course will help you achieve your goals.
- Mention extra-curricular activities, past experience (e.g. courses you've taken) and work experience (either paid or voluntary) that will also help you on the course. For example, if you want to study politics, and you've run for class president, here's the place to put that down!
- Briefly mention activities, experience or interests you have that will make you an interesting person to teach – such as playing in an orchestra, doing a first aid course or captaining your local football team.



*'At our university, every personal statement will be read by the appropriate admissions tutor. We want to find out about your motives for studying in the UK, your enthusiasm for your chosen subject, and everything else that you do outside the narrowly academic which tells us what you are like as a person.*

*'Above all, be honest: our selection process is about making sure that you will enjoy and benefit from your time here – and your personal statement may be the starting point for a Skype interview.*

- Helen Adams, International Marketing Administrator, University of Buckingham

SOURCE: <http://www.educationuk.org/global/articles/your-ucas-application-essential-advice/>

### Step 5: Declaration, references, fees... submit!

Once you're happy with your application, mark it as 'complete', save it and agree to the declaration (UCAS's terms and conditions).

Ask a tutor, adviser or professional who knows you to act as your referee and add their email and phone number to the reference page, or select the option that allows you to ask your school, college or centre to write your reference.

Pay the application fee online: £12 for one course, £23 for multiple courses (2015 entry). If you're applying through a school, college or centre, find out whether they are paying this fee for you.

...and you're done!

### Tracking your application

Once you've submitted the application, you can log into your UCAS profile, called Track, at any

time to see the progress of your application. You'll get an email alert whenever there's an update to your application.

If you get an offer, it could be unconditional (which means your place on the course is secure) or conditional (your place is secure provided you meet certain requirements, usually getting certain grades in your final exams).

You might also get an invitation – this means the university or college would like to meet you for an interview or audition.

### Replying to offers

You can only reply to your offers once you've received all of your decisions – or withdraw your application from universities or colleges you're still waiting to hear from.

You are allowed to make one firm acceptance and one insurance acceptance with lower entry requirements, in case you don't



meet the grades for your first choice. If you have unconditional offers you wish to accept (i.e. you've already met the academic requirements) you can only select one to confirm your place – you can't make an insurance choice.

**Check the UCAS website to find out the last reply dates.**

**Find out more at [www.ucas.com](http://www.ucas.com).**

## SOME USEFUL LINKS

### Rail travel in the UK

<http://www.nationalrail.co.uk/>

### Nation-wide 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, but 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>



# Disabilities and special educational needs

**As a disabled person in the UK, you have rights to protect you from discrimination. These rights cover most areas including employment, education, dealing with the police and more.**

**The Equality Act 2010 and the United Nations (UN) Convention on disability rights help to enforce, protect and promote these rights.**

## Support on campus

UK schools, colleges and universities are legally required not to discriminate against disabled students, and not to treat them less favourably than students without a disability.

Under the Equality Act 2010, all universities and colleges also have a duty to make reasonable adjustments to their services, so disabled students are not placed at a substantial disadvantage. These laws apply to international students as well as to students who are UK citizens.

In the UK, most students with disabilities or other special educational needs join mainstream schools, colleges and universities. Support is usually good – UK education centres aim to be inclusive, welcoming places. However, services vary and you may encounter some challenges.

Some students attend schools and education centres specifically for students with disabilities and special educational needs. This may be because they feel they will be better supported in this environment, or because mainstream education centres cannot meet their requirements.

## Advice and support

Before you enrol on a UK course, we strongly recommend that you tell your chosen school, college or university about your needs. Ask what support they offer and if there will be any costs you need to cover. You may want to ask about:

- Access around the buildings and campus: Most schools, colleges and universities have wheelchair-friendly routes around their buildings and campuses. However, some old buildings may pose a challenge.
- Accommodation: Please see the UK Council for International

Student Affairs (UKCISA) website for advice on accommodation.

- Exams and learning support: You may be entitled to extra time during examinations and support for classes. For example, you might access Braille text and tutor recordings, or get help from note-takers during lessons. Audio induction loop systems may be available too, as well as print-outs of lectures. Some schools, colleges and universities have computer aids, including text-to-speech technology, transcription services and magnification software. Ask what is on offer.
- For students with dyslexia, your school, college or university may be able to assess your needs and offer support including sessions with specialist tutors, extra learning resources and extra time in tests and exams. You may be asked to complete a dyslexia assessment, to find out what support you need. You can also request an assessment if you suspect you have dyslexia but have not been tested before.



## Braille textbooks and notes are often available for students with visual impairments

Your institution can help to arrange this.

- For deaf students, find out about sign language options at your chosen institution. Signers in the UK generally use British Sign Language.
- Your school, college or university may also be able to arrange regular meetings with a disability adviser, or even a local doctor if needed. Ask if this is possible.

### UK rights

In the UK, you have rights to protect you from discrimination. The Equality Act 2010 and the United Nations Convention on the Rights of Persons with Disabilities help to enforce, protect and promote your rights. Find out more on the gov.uk website. For further information on the rights of disabled students in the UK visit the Equality and Human Rights Commission website.

### Scholarships and financial support

There are a number of UK scholarships and financial support schemes for international students with disabilities and special educational needs. These schemes may be run by UK or international governments, charities or businesses – or by the UK universities, colleges and schools themselves.

Ask your Ministry of Education, your local British Council office or your teachers if they know of any such schemes you could apply for. You could contact the institution you wish to apply to directly, to ask about scholarships and other financial assistance available for international students.

You can also see more information about scholarships and funding for international students here.

Higher education students in England may be entitled to a Disabled Students' Allowance. This is open to:

- EU students who have been ordinarily resident in the UK and Islands for three years immediately before the first day of their first academic year
- EEA (European Economic Area) and Swiss migrant workers who have been ordinarily resident in the EEA for three years immediately before the first day of their first academic year, and who are assessed as meeting the criteria of 'worker'.

Find out more in the UK government's guides to Disabled Students' Allowances and Student finance.

### Support organisations

- The UK's National Union of Students' disability campaign is the voice of UK students with disabilities, and provides support for students with a huge range of disabilities. The campaign runs quality checks to make sure that students have the access they need.
- The United Kingdom Disabled People's Council represents people with disabilities living in the UK.
- For pupils aged up to 16, read the government's advice on UK support for young pupils with special education needs or contact the National Parent Partnership Network.
- UKCISA offers advice and support to all international students. Have a look at their website for more information.
- Capability Scotland provides support and advice to people with disabilities in Scotland.
- UCAS (the Universities and Colleges Admissions Service) has resources to help students with disabilities apply to undergraduate and postgraduate courses – including advice and a new series of short films in British Sign Language.

SOURCE: <http://www.educationuk.org/global/articles/disabilities/>

# Corporate Initiative Employers' Fair 2014



## SUCCESS STORIES

### corporate partners

Lovely experience to be part of this initiative and really enjoyed learning about the educational style of reputed British universities and how effectively they inculcate thinking ability and analytical approach.

**NAVEED AHMED**  
MITCHELLS FRUIT FARMS LIMITED

It was a pleasure working with the British Council Education UK team. On a personal level, it was very inspiring for me to see them put in all the effort in bringing a social issue, which is very dear to me, to such a platform. Hoping to work with you in the future on similar endeavours.

**ZEESHAN GUL, SIDAT HYDER MORSHED ASSOCIATES**

Sustainability and continuous feedback to the employers as well as universities is essential in terms of relevant talent requirements, this would enable the universities to be more prepared in terms of specific needs. Overall, a great effort and was heartening to experience similar professionalism, engagement, and diligence level of the British Council team, even though it was a new team. Was a pleasure to partner again.

**FATIMA ASAD, ABACUS CONSULTING**

## “ SUCCESS STORIES

### host university

It was an excellent opportunity with some recruiters who really embraced the opportunities to work with us and collaborate. This was really appreciated. We are interested in collaborating with initiatives in the future and explore how we can work directly with the recruiters. We would welcome the opportunity to be involved in planning discussions from the outset to support your work and to maintain employer engagement. Thank you for all your support.

**AMANDA CONWAY, UNIVERSITY OF MANCHESTER**

It was a wonderful initiative, thank you.

**ESTHER DE-PERLAKY, UNIVERSITY OF WARWICK**

It is a really good opportunity, you must attend it.

**STUDENT FEEDBACK**



## visiting universities

CAREER ADVISORS, STUDENTS AND ALUMNI

The fair was open to Pakistani students and alumni. Information Sessions were organised between Career Advisors and Corporate Partners. On spot interviews conducted with students.

Brunel University	Cardiff University
University of Oxford	University of Leeds
University of Reading	University of Salford
University of London	Aston University
University of Warwick	Bristol University
Kingston University London	Coventry University
University Of Manchester	Royal Holloway
The University of Sheffield	
Loughborough University	
University College London (UCL)	
Manchester Metropolitan University	

## host universities

### 3 UK Universities

- Brunel University
- University of Warwick
- University of Manchester



## media reach

### PRESS RELEASES



Express Tribune was the official media partner

**60,000** circulation  
in Lahore, Karachi and Islamabad

### ONLINE



Express Tribune and Education UK Facebook page audience reach was over

**01 million**

LONDON



## PLACEMENTS AFTER CORPORATE INITIATIVE EMPLOYERS' FAIR 2014

**13 Jobs**  
Allied Bank Ltd

**03 Management Trainees**

**05 Internships**  
Engro Corp

**04 Internships**  
Mitchells Fruit Farms Limited

**01 Internship**  
Express Tribune

**flashback:** corporate initiative 2012-13 resulted in



**100**  
internship offers

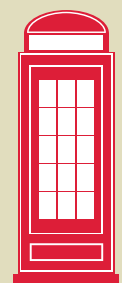
**50**  
job offers

## student turnout

<b>80</b>	Brunel University
<b>120</b>	University of Warwick
<b>100</b>	University of Manchester



corporate partners - 08  
total delegates - 25



# Pakistan, London, Paris, Tahiti... the career of a University of London graduate takes off

Khadija Khan's University of London degree, which she studied in Pakistan, led to a scholarship to study a master's at LSE in London, and a career in finance that has taken her around the world.

"I'd always wanted to do my Bachelors at the London School of Economics, however it wasn't possible for me to leave Pakistan right after my A levels, so the next best alternative was to study with the University of London in Pakistan.

"I chose to study for a degree in Accounting and Finance, as number crunching comes naturally to me, and so anything other than finance was never really on my agenda.

.....  
***"I can very confidently say that I am now working in a field that corresponds precisely to what I have studied my entire life!"***  
.....

"I enrolled at UCI (University College of Islamabad) to study for my degree which of course made the journey much easier than it may have been had I opted to study for the degree on my own. Most of the teachers at UCI have been teaching the University of London degree for several years and therefore have classes which are specifically structured to suit the syllabus of the degree, which is very different from other local universities.

"I was awarded a scholarship to study at LSE in London. This came about with a lot of sacrifice and self-discipline. I found out that there were two full scholarships to study a master's at LSE for the top two students worldwide, and I said to myself, well that's

a clear enough target. I went for it, hammer and tong! I ended up scoring 10 distinctions, and voila!

"Since finishing my master's, I have been working at a European investment banking firm. I'm based in the Head Office in Paris and am part of the department which conducts consultancy and audit assignments within branches of the bank around of the world. Not a single day of my life is similar to the previous one. I have even been sent on work assignment to Tahiti.

"I can very confidently say that I am now working in a field that corresponds precisely to what I have studied my entire life!"



- You can study for a University of London degree in Pakistan at one of 12 teaching institutions which have been recognised by the University of London as meeting certain standards for teaching and administration.
- The University of London Bachelor of Laws (LLB) degree is recognised for entry into the legal profession in England, Wales and in other jurisdictions, provided students complete the necessary courses. The degree is currently recognised by various Bar Councils in Pakistan.
- BSc and master's degrees from the University of London International Programmes are recognised by the Higher Education Commission of Pakistan (HEC) as being equivalent to corresponding degrees in Pakistan.
- Master of Laws (LLM) graduates are able to apply for a High Court Licence straight away, bypassing the usual requirement of serving two years in the lower courts.

Find out more at  
[www.londoninternational.ac.uk/pakistan](http://www.londoninternational.ac.uk/pakistan)



UNIVERSITY  
OF LONDON  
INTERNATIONAL  
PROGRAMMES





# Your Journey Begins Here

For regular updates please join us at

[www.educationuk.org/pakistan](http://www.educationuk.org/pakistan)  
[www.facebook.com/EducationUK.BritishCouncil](https://www.facebook.com/EducationUK.BritishCouncil)

# I AM DRIVEN BY THE SAME **RELENTLESS PASSION** that brought me to this country

**Alai Naseer, St. Mary's University alumnus shares his experience about studying and living in UK**

## **Tell us about your experience as an international student in the UK?**

Since coming to this country five and a half years ago, I have produced some of my very best and worst work. I have both excelled academically as well as failed miserably at times. I have been at times both a confident leader and a loyal follower. I have had my entire worldview and approach to life enormously impacted. I have embraced veganism, one of the defining decisions of my life, and been an activist for various causes. I have witnessed first-hand some of the most drastic and historic changes in my field. I have witnessed one or two family tragedies. I have myself fallen seriously ill, recovered, and gotten happily married within the space of a year. Above all, I have learned more about myself, and the world around me than I ever had before.

To paraphrase Charles Dickens - It has been the best of times, and the most trying of times. In both instances, I have learned and learned. It may be cliché to say, but with all this considered, it has perhaps been the most profoundly transformative era of my life.

Yet, I am still driven by the same relentless passion that brought me to this country, so in that regard I am more or less the person who left Karachi in 2009.

## **What inspired you to pursue your education in the UK?**

There are times, particularly when it gets unbearably cold, or when I struggle to comprehend some local custom, that I ask myself, "Why did I come to this country in the first place?"

In a speech I made at the British Council in Karachi in 2009, I mentioned how both Mohandas Gandhi and Muhammad Ali Jinnah received their higher education here, how that was a motivating factor, and that it was London in particular I was attracted to. Being the media hub of Europe, I saw the diverse metropolis of London as a place to kick-start my film career and education. It was after all, a place that had given birth to some of my favourite filmmakers.

Though going to Hollywood or New York might have seemed ideal once, applying for UK universities was also much more feasible than those in the US or in Canada. My qualifications were easier to



translate, having already been a part of a British-based system via my GCSE O-levels and A-levels. The application process, whether through UCAS or directly, was very straightforward.

## **How did you select which institute to apply for when you applied to study abroad? What was your selection criterion?**

Out of all the institutions I came across when researching universities with film degrees, St. Mary's University was the most unique. Interestingly, I ended up having to decide between St. Mary's and Middlesex University, and eventually did my Masters at the latter. St. Mary's was an institution that prided itself on being small, holding just under 4000 students, very unusual for a modern university. It was formed



of a tight-knit community, where everyone knew you by name. For something like this situated within London, it proved to be the best of both worlds. Above all I chose St. Mary's for the selection of courses it offered.

### **What is your biggest accomplishment to date and how did you achieve it?**

Though I have made a few films since coming to the UK, the two academic projects I am personally proud of are not films at all.

During 2011 and 2012 I made a radio documentary as one of my final year projects at St. Mary's. I conducted comprehensive interviews with eminent academics and lawyers on their views regarding Pakistan's Blasphemy Laws, and edited them into a 15-minute 'radio package' feature programme format.

### **Please tell us a bit about your career. How did the UK qualification help you in your profession?**

This is a hard question to answer at the moment because I am currently in something of a limbo period in terms of my career. The coming months are going to involve some job hunting, whilst I am also developing my own website and movie podcast.

My Bachelor's degree at St. Mary's University was the essential stepping-stone towards my Master's degree at Middlesex University, which I had been aiming for all along.

From very early on during my degree at St. Mary's, I was trained in both academic and professional writing, helping to hone a distinctive writing style for me, whether it be writing for

essays, a thesis, applications, articles or even screenplays. It has been an absolutely essential skill professionally, academically and otherwise, and one which I am still working on improving. I have had articles published on sites like The Hollywood News, my many essays, scripts and 86-page dissertation should speak for themselves.

The time I was studying at St. Mary's saw a drastic democratising change in the film, television and video industries through the "DSLR revolution". Working with DSLR cameras for shooting videos across both my degrees instigated me in having to master digital stills photography alongside cinematography. This led to my other accidental side career as a photographer.

### **If you had to give advice to students in Pakistan for studying in the UK and making the most of their time, what would you advise them?**

**Do Your Research** – Look carefully at the courses offered in each degree for every institution you are applying to. You have to know what you are going to study. Do not hesitate to ask questions by emailing faculty members in this regard.

**Be Respectful** – Remember, you are a guest in a very different culture. Approach everything and everyone with an open mind, and find a place for your values in a land that encourages diversity without imposing them. The British can be a deeply hospitable people, and are due their great share of respect from us for it.

**Take It Easy** – In Pakistan, we place a disproportionate amount of self-worth on academic success. Place your emphasis on learning for the sake of learning, live in the moment, and enjoy yourself.

# What it is like to study in the UK

## By a UCLan graduate.

**My stay in the UK was amazing and has left a positive mark on my life. Every day of my life while in the UK was a learning curve for me.**

The UK is a totally different experience as you don't have the family system that you have at home. This makes it fascinating with a higher independence level and sense of responsibility. UK universities promote 'research' at every level which helps you to think about and apply all possible options.

By joining the university union you take part in different activities which help you to get to know the culture, system and the people of the country. Similarly, various part time work opportunities give you a taste of the professional culture.

If you are fond of travelling then the UK is the best place that can fill this appetite for you as you move around from London to Glasgow with a wide range of resorts, parks, lakes, museums and scintillating beaches.

By **Jawad Khalid**, UCLan Graduate, MBA

UCLan is a large university in the North of England which has many courses in a wide variety of areas including business, finance, marketing, law, art and design,

fashion, sports, biomedical science, pharmacy, forensic science, psychology, computing, engineering, journalism, international relations, tourism and many more.



This year we have a number of scholarships available to a total of £9000:

- £1000 Bursary for all Pakistani students starting UCLan in 2015 on any course.
- £3000 MBA Deans Bursary awarded to all International Students starting the MBA in 2015.
- £5000 MBA Scholarship awarded to 5 International Students starting the MBA in 2015.
- £1500 Vice Chancellors Award for all International Students with good grades studying any course.

For more information on UCLan please go to [www.uclan.ac.uk/international](http://www.uclan.ac.uk/international) or contact Emily Page at [epage@uclan.ac.uk](mailto:epage@uclan.ac.uk)



**In their words, by UCLan students**

**“** Studying at UCLan gave me an outlet to explore and develop my skills through my degree, extra-curricular activities, part-time job opportunities and enriching life experience... One of the highlights of my life. Thank you UCLan!**”**

**Hina Aslam**

**“** I enjoyed the rich tradition UCLan had of helping students particularly in the Lancashire Business School. Being part of a city university that has a rich and broad heritage and culture was also great and the UCLan library and its world-class facilities are wonderful. I'm back in Pakistan now but I miss Preston and my university, UCLan, so very much.**”**

**Aurang Zaib**

# ACCOMMODATION

## Where can I live as a student in the UK?

There are many different accommodation options for international students in England, Wales, Scotland and Northern Ireland. The most common are:

- Accommodation owned by the school, college or university (often known as halls of residence),
- Boarding schools (suitable for pupils up to the age of 18),
- Private accommodation (where you rent from a private landlord),
- Homestay accommodation (where you stay with a UK family or guardian).

## Deciding where to live

Finding accommodation where you feel safe, happy and secure is important. When deciding where to live, do your research – ask the accommodation manager/owner, campus staff or any students who live there, questions such as:

- How close is the accommodation to my place of study?
- How safe is the area?
- Are there good public transport links?
- Which facilities are shared with other students?
- Is it quiet enough for studying and sleeping?
- What do the accommodation costs include? If you need to pay for utilities (gas, electricity and water), for example, how much do they usually cost per month? Will you need to bring your own kitchen equipment, bedding or any furniture?

## Accommodation owned by your school, college or university

You may be offered accommodation in a hall of residence, where you will have your own bedroom but

share facilities such as the kitchen with other students. This can be a fantastic way to make friends, and is often good value for money too.

A hall of residence usually has a member of staff living on the premises. They are there to check the hall runs smoothly and to give you advice or support.

Most halls welcome both female and male students, but there is a usually single sex hall for male students and a single sex hall for female students on each campus too.

Your bedroom is likely to have a bed, desk, bookshelves and possibly a sink. Bathrooms are usually shared. Most halls have a social room where you can chat and watch TV with your fellow students, and some also have a quiet room for study, a small library and a prayer room, which students of any religion can use.

When it comes to food, halls can be catered, self-catered or part-catered. Check what is included in your accommodation fees. Also check if your fees cover cleaning, use of the laundry facilities and a TV licence, and if there are any

additional costs you will need to meet.

University students usually live in halls for their first year. If your course lasts for more than a year, you may be able to stay in halls for the subsequent years too. If not, you will have to find private accommodation.

Your college or university may be able to help you arrange this, or offer managed properties (private accommodation managed by the college or university).

## Boarding schools

At a boarding school (a residential school for pupils up to age 18), each student is usually assigned to a 'house' where you have a bedroom or a bed in a shared room or dormitory. Each house has at least one member of staff living on the premises to look after you. You normally receive all your meals, and your laundry will usually be taken care of too. Find out more in Life at a UK boarding school.

It can be great fun being a boarder. Your house will typically organise parties and events so you will



have lots of opportunities to make friends.

In co-educational schools, boys and girls have separate sleeping accommodation, though there may be some common social areas. There are lots of single sex schools too.

Your opinion of the boarding accommodation is likely to be one of the biggest factors in your choice of school. It's really useful to visit the UK before you accept a place, if you can, to check you are happy with the facilities.

### Private accommodation

Many UK students live in private, rented accommodation. This is especially popular for students in the second year of their studies and onwards. You can rent a place on your own, or share with other students.

Sharing is common for students in the UK – it can help to reduce your costs and can be fun and sociable. You might live in a two-, three- or four-bedroom house, for example, where you will have your own bedroom but share the bathroom, kitchen and living areas with other students.

If you plan to rent, think about costs for utilities (gas, electricity and water) and a TV licence. Most student accommodation is already furnished, but you may need to provide your own items such as kitchen utensils and bedding.

Council tax' is a fee charged to UK households to cover local government services – roads, street lighting, waste collection, etc. Households where everyone is a full-time student don't have to pay council tax, but it is best to check. Find out more on the gov.uk website.

### Places to search for private accommodation include:

- your school, college or university welfare office or accommodation office.
- adverts around campus or online. Try Gumtree for listings.

- local estate agents (visit estate agents in the area where you want to live, to ask about available properties).

Before you move in, you may have to pay a deposit and sign a contract. Please see the UKCISA website for more advice about this.

### Homestay accommodation

A 'homestay' is where you live with a UK family in their own home. Homestays are especially popular with English language students or younger students. They can be a great opportunity to experience UK culture first-hand. Talk to your school, college or university to see if they can help you arrange this, or try companies such as Hosts International and British Homestays.

### Short-term accommodation

When you first arrive, or if you have any family or friends coming to visit you in the UK, you may need to find short-term accommodation. Hotels and 'bed and breakfasts' (often called 'B&Bs', or guesthouses) can sometimes be expensive, but you can find discounts online. Youth hostels and backpacker hostels are often a cheap alternative – look online or ask your institution to recommend hostels in your area.

### Top tips from Graduate Prospects

Graduate Prospects runs UK graduate careers website [prospects.ac.uk](http://prospects.ac.uk). Here, the experts share their advice for student accommodation.

- Finding somewhere to call home is one of the most important decisions you'll face, so familiarise yourself with the process before starting your journey. It's important to start making housing arrangements as soon as possible – as early as receiving the acceptance letter from your school, college or university.
- If you're looking for private accommodation, your institution should be able to help you find listings for private letting

companies and landlords in the area. Other good places to search include SpareRoom, Flatmaterooms and Easy Roommate.

- When it comes to contracts, be clear from the beginning – understanding your contract is important, whatever your accommodation arrangements. If you breach this agreement you may be subject to fines, eviction, or court action. Take your time to read the document, or ask someone to double-check it – such as your students' union or the Citizens Advice Bureau.
- Make a copy of the contract and keep it – you may need to refer back to it if any questions or problems arise during your tenancy.
- Check for extra costs: Aside from your rent, are there any more expenses involved? Landlords and letting agents sometimes charge administration fees in addition to your deposit. Don't transfer any money until after you have signed the contract.
- Pay close attention to the inventory: If you are renting private housing or university-managed property, you should be given an inventory (ask for it if you aren't given one) – a list of the contents of the property and the condition of each item. This allows you to prove that you did not cause damage, and therefore are entitled to receive your deposit back in full when you move out. Make sure that everyone you live with has a copy, and that it's signed and dated.
- Be aware of other necessary documentation: For example, tenants should legally receive an Energy Performance Certificate (EPC) which rates the energy efficiency of the property.

SOURCE: <http://www.educationuk.org/global/articles/accommodation/>

# RENAISSANCE MAN: SHAHID JAMIL

The Oxford English Dictionary describes a 'renaissance man' as one with many talents or interests, especially in the arts and humanities. This describes Shahid Jamil, banker, globetrotter and knowledge enthusiast (among many other things) to the T.

In his early years, Shahid attended some of the best schools in the country including: Forman Christian College Lahore, St. Francis Grammar School Quetta and Karachi Grammar School – a privilege which he never took for granted.

After completing his 'O' Levels in Pakistan, Shahid set out to the UK where he completed his Chartered Accountancy qualification in 1967. He then returned to Pakistan and started working in the banking industry, but following the nationalisation of banks in 1970s started looking for employment opportunities abroad.

In 1975 he relocated to Luxembourg and started working with the Bank of Credit and Commerce International. This was a great move for his career, as he got exposure on an international level and was posted in other parts of the world including UK and the Middle East. Having experienced a prolific international career, Shahid and his family relocated to England as they had developed an affinity with the UK and its diverse culture.

At the age of 65, he and his wife decided that they wanted to challenge themselves by taking on something new. They decided to go back into academics. When asked why he made this decision at a later stage in his life, he said he wanted to keep his mind active and expand his learning.

Having lived in South Asia and witnessing some of its most defining moments including the independence of Pakistan 1947, it shouldn't come as a surprise that he decided to study for a certificate course in South Asian Studies at School of Oriental African Studies (SOAS).

Once he completed his course, he decided to transfer his credit to a degree programme in South Asian Studies at SOAS. He completed his degree in 2008 and his wife completed her second degree programme in History of Arts. Shahid speaks highly of his year there, in fact, his daughter is also a graduate of Economics and Arabic Studies programme. His favourite course at the university was Urdu Ghazals taught by the renowned Christopher Shackle. Besides academics, Shahid enjoys the literature scene and festivals in the UK, and also attending public lectures at universities. Currently, he is a student of a taught Masters' programme in Study of Contemporary Pakistan. He continues to expand his horizons and learn more about Pakistan and the surrounding region.

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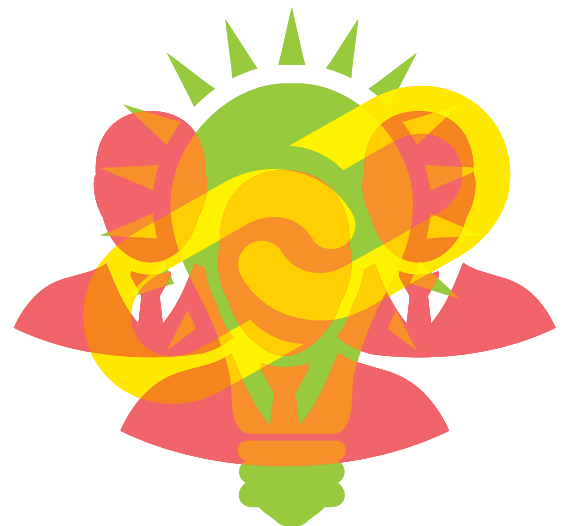
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# Cultural and Creative Industries in Pakistan

Cultural and creative industries in Pakistan underscore their importance not only as economic catalysts for national growth and pathways to employability, but also as a means to affirm cultural identity, projecting a multifaceted international image of a vibrant Pakistan. Creative industries in Pakistan can be an essential component of economic growth, generating billions of income and millions of jobs.

The creative industries in the UK are now worth 71 billion pounds and account for 1.7 million jobs. They are worth 8 million pounds an hour, every hour, to the UK economy. Beyond these headlines are important trends: employment in the creative industries is growing faster than other sectors, the skill sets for those who work in this area are more flexible and so employability rates are high. The creative industries in the UK are a good news story, but it wasn't always this way. For now, there is much that the UK and Pakistan can share.

Pakistan boasts a rich and diverse cultural heritage, and multiple creative and artistic traditions. The contemporary creative economy draws on many of these cultural and historical roots, and is represented across national and provincial levels. In order of size, the following art forms are prevalent in modern day Pakistan: visual arts and crafts, books and press, performance, audio-visual and interactive media, and design and creative services.

A report on Pakistan's creative industries based on research undertaken by the British Council and University of Leeds, UK, shows



that Pakistan's urban centres and emergent middle-class populations are a fertile ground for creative opportunity, especially for the younger population. However, the study also notes the contribution made by rural Pakistan. Here, we find a vibrant and highly diverse set of literary, musical and performance activities and crafts that attract

interest nationwide. Over the years, women from rural areas have increasingly worked in the craft and design sectors, which have now spread into other creative arenas. The digital industries have evolved rapidly as artists take advantage of the new technological opportunities.



Governments worldwide now regard cultural and creative industries as important to economic growth and social development. Pakistan is no different. Evidence gathered in this report highlights the important contribution creative industries make to the employment base of the Pakistani economy. Figures show that the crafts and related services sector alone account for as much as 15 per cent of all employees nationally.

Cultural identity in Pakistan is very important at an individual level. Most people take pride in their rich and diverse backgrounds. The creative industries might therefore be characterised by their vitality and originality, industries steeped in traditions while nevertheless maintaining an awareness of global cultural and business trends. The energy for developing Pakistan's creative and cultural industries comes from its people through their roles as workers, artists, professionals and entrepreneurs.

However, the creative industries in Pakistan are underfunded and undervalued. Exceptional talent is visible in all disciplines, but a shortage of other necessary skills and business knowledge is hindering their success. Typically, the different sectors operate independently of higher education and of each other. Collaborative work is rare, which slows the progression of the industry as a whole.

Each creative industry sector comes with its own specific challenges: authors struggle with intellectual property and piracy issues; artists face unprofessional production and marketing processes, firms are under pressure by influential distributors; and performances face security restrictions. Even if these internal challenges are overcome, the audience often falls to a small urban clientele. This causes several artists and practitioners to hold more than one job as many have no expectation that their creative work will become a full-time activity.



Furthermore, many practitioners do not feel validated until they receive international recognition.

The negative perception of Pakistan externally is also damaging to the progress of the country's contemporary creative industries. International business partners fail to acknowledge the Pakistani element of projects, often for fear of undermining clients' confidence. This weakens substantial opportunities in global markets and possibly places a ceiling on the prices that Pakistan can charge for its creative economy. Furthermore, some feel that not conforming to stereotypical perceptions of Pakistan is a way of becoming more successful internationally.

But on the bright side, trends show an increase in the demand for contemporary art forms, and recent, successful festivals have provided an international platform for positive exposure to Pakistan's creative industries. Continued growth can be sustained in a number of ways, including:

- Promoting an awareness of the cultural importance of the creative industries.
- Developing contemporary approaches to sector management.
- Encouraging national and regional networks and forums.
- Examining the future relevance of school and higher education curricula.
- Showcasing Pakistani art forms globally, developing a brand

based on ethical trading.

- Creating the conditions for investment to flourish.
- Targeting trading opportunities with Indian and Pakistani diasporas.
- Implementing legal obligations and raising regulatory issues at the policy level.

The development of Pakistan's creative industries, in particular film, television, new media and design, is fuelled by important underlying strengths in creative skills. Ironically, some sectors, such as music and dance, which are on the brink of international recognition, do not hold this skills base, or a higher education link. In terms of literature and music, and the visual and performing arts, employment is more fragmented and typically combined with activities in other sectors which often incorporate an inter-disciplinary approach. But there is evidence to suggest growing employment in audio-visual and interactive media, and the design and creative services.

Although Pakistan's international image continues to be a potential challenge for international trade and collaboration, and has been highlighted as an area for development, the creative sectors in Pakistan understand the wider social, economic and international impact their cultural activities can have on the industries' growth and the enthusiasm to develop and contribute skills within these industries shows that the future is a positive one.

## Education UK Exhibition 2014

# Back to the future!

The Education UK Exhibition is back in Pakistan after a gap of seven years.

Aspiring university students in Lahore and Islamabad were in for a treat when the British Council brought back the week long Education UK Exhibition tour in October 2014 with twenty two UK institutions. The exhibitions pulled in crowds of students interested in applying to the UK for higher education. Leading schools and universities visited the exhibitions

in groups. Students accompanied by their career advisors and teachers were excited to meet with the UK university and college representatives. The visiting delegates from UK higher education institutions advised and guided students on applications, subjects, courses, study options and living in the UK among many other queries that students and parents had.

## Highlights from the Islamabad Exhibition Tour

The exhibition tour began in Islamabad at the Serena Hotel. Along with huge crowds of students, parents, professionals, student counsellors and career advisors, there were large groups of students visiting from different schools, colleges and universities. It was a day full of opportunities for students to receive counselling and guidance from the university and college representatives.

Activities in Islamabad included networking opportunities and visits to Bahria University and Beaconhouse School System. Both visits included campus tours and interaction with students. At Bahria University, the students benefitted from a mini counselling session. The delegation also enjoyed a music performance followed by a networking dinner with key officials from the public and private education sector in Pakistan.

## Highlights from the Lahore Exhibition Tour

The Lahore exhibition at Pearl Continental Hotel enjoyed great participation from students, career advisors, teachers, parents, heads of schools, representatives from universities and professionals.

The tour included networking visits to Lahore College for Women University, Lahore Grammar School, University of Central Punjab and opportunities to interact with students, heads of schools, university representatives and

officials from the Punjab Ministry of Education, in addition to a dinner reception by the British Council. The reception was an excellent showcase of Pakistani music with famous folk artist Saieen Zahoor performing.

The seven day Education UK Exhibition tour concluded with a cultural tour in Lahore. The delegates had the opportunity to visit the Lahore Fort and Badshahi Mosque.

Participating UK institutions enjoyed a seven day exhibition tour:

- Full day exhibitions to meet with students at Serena Hotel in Islamabad and Pearl Continental Hotel at Lahore
- Networking visits to educational institutions at Islamabad and Lahore
- Opportunities to develop linkages and collaborations with educational bodies in Pakistan
- Meeting Vice Chancellors of Pakistani universities
- Interaction with policy makers for education in Pakistan and government representatives
- A cultural tour of historical locations at Lahore

The delegation visited the following campuses:

### ISLAMABAD

Bahria University, Islamabad  
Beaconhouse School System

### LAHORE

Lahore College for Women University  
Lahore Grammar School

Twenty two higher education institutes from the UK visited Pakistan to meet students at the Education UK Exhibitions.

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The Manchester College  
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