



BRIGHTON COLLEGE
ABU DHABI

THE BRIGHTON COLLEGE ABU DHABI ADVANCED DIPLOMA:

CULTIVATING CURIOSITY, CONFIDENCE AND KINDNESS



BRIGHTON COLLEGE
ADVANCED DIPLOMA

Introducing the Brighton College Abu Dhabi Advanced Diploma



It is a great pleasure to introduce the Brighton College Abu Dhabi Advanced Diploma.

Year 12 is, beyond any doubt, the year in which pupils have the opportunity to ensure they have a portfolio of experience that will equip them for life beyond Brighton

College. Whatever path our pupils choose, the Advanced Diploma will enable them to provide a record of their achievements both within and beyond the classroom.

I believe this programme, which draws together many of the elements that make a Brighton College education special, will be extremely useful evidence of an education that has been out of the ordinary. Our pupils will continue to have all the benefits of the gold-standard A level system but the additional breadth which is celebrated by the Advanced Diploma will help them to shine in an increasingly competitive university and employment application process.

I have no doubt that pupils' Sixth Form experience – always a great one here at Brighton – will acquire greater depth and will do more to promote attitudes that will be of lasting benefit to our outstanding young people as they emerge into the world as its future leaders and major contributors. The Advanced Diploma is a uniquely Brighton offer and one which I think will be greatly appreciated by all who receive it – with the certificate being an official acknowledgement of how much their character develops throughout the process.

We look forward to celebrating with our first diploma graduates and wish them all the best of luck!

Helen Wilkinson
Head Mistress



Year 12 is a pivotal year for all young people. At Brighton College Abu Dhabi it has the potential to be a truly transformative year, thanks to the Advanced Diploma.

All of our Year 12 pupils pursue the Advanced

Diploma for its unrivalled opportunities for personalised development. By the end of the year, pupils hold in their hand a unique portfolio of experiences, activity and action.

An Admissions Tutor at the University of Northern Carolina once shared with me what UNC looks for in an applicant: 'I imagine if a prospective student's college application essay got lost and was unnamed – would I be able to match the essay with the student because I heard in it their own unique voice?' Developing a voice through which to express yourself authentically, critically and compellingly is part of the joy of Year 12, and unique experiences, discussion, reflection and recognition makes it happen.

The Advanced Diploma in action is a vehicle for the knowledge and skills pupils acquire through their rigorous A Level study; the encounters with new contexts will encourage transdisciplinary thinking, intellectual playfulness and, importantly, agency. Pupils will develop not only the confidence that knowledge can bring, but a commitment to care and the curiosity to ask brand new questions.

Jennifer Walters
Head of Senior School

“The Advanced Diploma is a uniquely Brighton offer and one which I think will come to be greatly appreciated by all who receive it.”



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Introduction

The Brighton College Abu Dhabi Advanced Diploma is specially designed to stretch and challenge you in fields beyond the curriculum, equipping you with the skills, experience and motivation needed to engage meaningfully with your A Level studies and the world beyond Brighton.

Be the Best Version of You!

Engaging with activities outside the classroom, you will develop independence, curiosity, communication skills and a meaningful engagement with the wider world by addressing **5 core strands**:

1. Be Aspirational
2. Be Engaged in your Learning
3. Be Healthy
4. Be an Active Member of our Community
5. Be an Informed Global Citizen

Design your Life

1. All materials and your pupil portfolio for the Advanced Diploma are kept in the Year 12 Team ClassNotebook, in which you all have an individual online folder.
2. You will be supported by your Tutor and teachers, but it is your responsibility to complete the programme. You must be motivated and be prepared to take initiative, try new things and to reflect on your achievements.
3. First, you will evaluate current skills and experience, to build an Individual Learner Profile. You'll Design your Life, creating an Action Plan. Next, over the course of the year, you will select or create, and then undertake, tasks to develop skills that harness the five strands.
4. You should compile a range of evidence in ClassNotebook, demonstrating your achievement(s) within each of the 5 strands to be assessed by your Tutor/relevant teacher.

Brighton DNA at its Core

We are proud that the Advanced Diploma reflects the ethos of excellence and opportunity in that characterises Brighton College Abu Dhabi. It also allows each of you to build on the Brighton DNA of Curiosity, Confidence and Kindness, which unites our international family of schools.

The Completion of the Diploma

You can accumulate a maximum of 25 credits for the completion of the 5 components.

You may engage with the five strands of the Advanced Diploma by exploring the opportunities embedded in our curriculum, co-curriculum and super-curriculum. All pupils will be encouraged to create opportunities of their own too.

The Diploma culminates in elite awards of Gold, Silver and Bronze. At the end of the programme, you will possess a portfolio of evidence for prospective universities and employers that demonstrates you are curious, confident, kind global citizens, ready and keen to make a positive difference in the world.

Are you ready to begin?





Strand 1: Be Aspirational

We want you to stand out in a competitive intellectual marketplace. Through a taught programme in Term 1, you will strengthen skills in areas the World Economic Forum predicts are the most desirable to future employers.

First, you will build your reflection skills as you create your Individual Learner Profile and develop tools to help Design your Life. This enables you to take ownership of your personal development.

Next, you'll hone your organisation, communication and project-management skills.

You'll strengthen your analytical and critical-thinking skills, build adaptability and resilience, and develop innovative, creative responses to tasks throughout the year, starting with the **Identity project** in Term 1.

Finally, you will plan for your future through our Careers and University Guidance programme of research tasks, careers talks, interview prep workshops and virtual events. You may also demonstrate aspiration by organising work placements and conducting careers-orientated research.

Top 10 Skills of 2025

-  Analytical thinking and innovation
-  Active learning and learning strategies
-  Complex problem-solving
-  Critical thinking and analysis
-  Creativity, originality and initiative
-  Leadership and social influence
-  Technology use, monitoring and control
-  Technology design and programming
-  Resilience, stress tolerance and flexibility
-  Reasoning, problem-solving and ideation

Type of Skill

-  Problem solving
-  Self-management
-  Working with people
-  Technology use and development

Source: Future of Jobs Report 2020, World Economic Forum

Mark Scheme

| | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks |
|--|---|--|--|--|---|
| Generic | <i>Minimum engagement</i> | <i>Increasing engagement</i> | <i>Expected engagement</i> | <i>Above expected engagement</i> | <i>Exceptional engagement</i> |
| Examples -this is not an exclusive list | Engage with regular target-setting/ reviewing | Increased engagement with tasks. Beginning to identify a future direction and beginning to develop skills. | Increased engagement with tasks. Beginning to identify a future direction and beginning to develop skills. | Evidence of aspirational planning – e.g. Conduct career research or undertake a work placement, or share plans or research so far. | Broad range of evidence of development in: critical-thinking, creativity, adaptability, innovation, communication, leadership or responsibility, resilience, use of technology. |
| Core skills | Planning, organisation; Critical-thinking, problem-solving, innovation, responsibility; communication, leadership, digital literacy, adaptability | | | | |

Strand 2: Be Engaged in your Learning

Learn and Thrive

Researchers at The Sutton Trust state that “Admissions tutors often stress the importance of ‘super-curricular’ work not ‘extra-curricular work’. This means focusing on depth... in your Sixth Form study: exploring and reading around your key subjects.” Therefore, we expect you to delve deeper into your fields of study and your own areas of interest.

Possible Activities to Demonstrate Engagement in Your Learning*

- attending (or even setting up!) an academic society
- conducting wider reading
- completing a MOOC (Massive Open Online Course)
- attending outside/online talks and lectures
- competing in local or international competitions such as Olympiads
- participating in the Independent Project, which can be developed into the Extended Project Qualification

* This is not an exclusive list. You may suggest other activities that demonstrate your engagement in

The Independent Project and the Extended Project Qualification

All Year 12 pupils undertake an Independent Project. You'll conduct research and deliver a presentation to your peers, after receiving training in research skills, project management and communication. You may wish to continue your independent study and pursue the full EPQ.

The Extended Project Qualification is an independent research project that can broaden your learning in a new area, or specialise even more in a current area of study. Supported by a supervisor, EPQ pupils conduct research and produce their project independently. Whilst many pupils choose to produce a formal research essay, the project can take a number of different forms; films, creative artefacts, musical or dramatic performances, etc. can make excellent EPQs. The final project is awarded a grade (it counts for half an A-level and is marked A*-E) that has a UCAS tariff value, so it can benefit your university applications.

Mark scheme

| | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks |
|---|---|---|---|--|---|
| Generic | <i>Minimum engagement</i> | <i>Increasing engagement</i> | <i>Expected engagement</i> | <i>Above expected engagement</i> | <i>Exceptional engagement</i> |
| Examples - this is not an exclusive list | Complete reflection & target-setting forms AND Effort grades considered | As 1 AND Evidence of wider readingg | Same as 2 AND: Plan and deliver the Advanced Diploma Independent Project presentation | Same as 3 plus – e.g. Attend/ create academic CCA or regularly complete challenge tasks in class or participate in academic competitions | Same as 3 plus: Plan and complete full EPQ |
| Core skills | <i>Independence, planning, confidence, motivation and commitment, digital literacy, critical-thinking, creativity</i> | | | | |



Strand 3: Be Healthy

Learn and Grow

Physical and mental health are equally important in promoting your wellbeing and managing personal growth and care. This strand encourages you to balance your academic workload with other pursuits that encourage personal fitness and wellbeing.

Possible activities to help you 'Be Healthy':

- Develop a personal, practical tool kit for managing stress by engaging in stress-relieving activities such as Mindfulness practice (you might use apps for Mindfulness and Meditation, such as Calm and Headspace)
- Engage in well-being activities or relevant discussions in PSHME lessons
- Share good practice in PSHME lessons, Assemblies or via your Teams pages
 - i.e. previous presentations include Mindfulness practice, Gratitude practice and Homeopathic Stress-Relief Techniques.
 - Previously, pupils created a 'Healthy' Living' campaign shared via daily notices to support each other during Lockdown or promoted workouts and tips on Teams)

- Attend weekly Sixth Form PE sessions
- Join a sports team
- Engage in our diverse CCA programme
- Challenge yourself with the International Award scheme
- Work on personal fitness using an app such as the Couch to 5k app or Nike Training Club app
- Independently explore health and wellbeing, through online courses or MOOCs (Massive Open Online Courses) available via the Unifrog platform
- Collaborate with younger pupils or your peers to develop their health or to balance their well-being through coaching or mentoring.

*This is not an exclusive list. You may suggest other activities that demonstrate your engagement in your health and wellbeing. For every activity you undertake, you'll reflect on your learning and personal growth.

Mark Scheme

| | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks |
|---|--|--|--|---|--|
| Generic | Minimum engagement | Increasing engagement | Expected engagement | Above expected engagement | Exceptional engagement |
| Examples – this is not an exclusive list | Regular participation in at least 1 sport AND engage with PSHME Healthy Living lessons | As 1, plus engage with stress-management or mindfulness practice | Ongoing involvement in sports and: Ongoing participation in some stress-management or mindfulness practice | Very good commitment: As 3 AND Promoting awareness OR Complete Mental Health First aid or other relevant MOOC | Exceptional level of awareness demonstrated and shared with the community |
| Core skills | <i>Resilience, adaptability, well-being, balance, communication</i> | | | | |



Strand 4: Be an Active Member of our Community

Collaborate and Celebrate

As an outward-looking school, we believe the opportunity to learn and grow beyond the classroom is crucial to your individualised personal progress. Being an active part of your College, local or global community helps you develop friendships, explore interests and learn new perspectives and skills, enabling you to make a positive difference.

Possible activities to Demonstrate You Are an Active Member of our Community*:

- Support or be involved in House events and competitions throughout the year
- Be punctual and maintain a high attendance record to demonstrates respect both for yourself and the efficient-running of our community
- Collaborate in lessons, on trips, on the sports field, in Tutor sessions: ask, 'How can I help?'
- Take on a role of responsibility, support or leadership
 - Sixth Form pupils may apply for Well-being Ambassador roles, House Captaincies, Sixth Form Leadership positions and Diversity Committee leadership. Additionally, there are opportunities to be sports coaches for younger pupils and to help run Sports Day in the Prep and Pre-Prep Schools.
- Become a Subject Mentor to younger pupils in revision

- or homework clinics
- Become a pastoral mentor or 'Buddy' to a younger boy or girl in their House
- Become a 'Welcome buddy' to pupils who are new to the College
- Organize, lead or participate in charity fundraising for Red Crescent or for Operation Smile
- Create your own volunteering projects or event designed to benefit the community – such as the 'Sustainability Sundays' initiative, community 'clean-up' days or a viral gratitude project.

*This is not an exclusive list. You may suggest other activities that demonstrate you are an Active Member of our Community. For every activity you undertake, you'll reflect on your learning and personal growth.

Mark Scheme

| | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks |
|--|--|--|---|---|---|
| Generic | <i>Minimum engagement</i> | <i>Increasing engagement</i> | <i>Expected engagement</i> | <i>Above expected engagement</i> | <i>Exceptional commitment</i> |
| Examples -this is not an exclusive list | Punctuality, attendance record considered AND Attend at least 2 House events | As 1 plus: Participate in a House event | As 2, plus: active regular involvement in service component AND Regularly participate in at least 1 CCA | As 3, plus: excellent commitment to service component | (mentoring, buddying, academic clinics, charity or gratitude project) |
| Core skills | <i>Collaboration; kindness, integrity, responsibility and leadership;</i> | | | | |



Strand 5: Be an Informed Global Citizen

Looking ahead

Prepare for your place in a shifting global and intellectual marketplace by enriching your cultural capital and broadening understanding of global issues.

Possible Activities to Develop as an Informed Global Citizen*

- Join Diversity Committee, to educate yourself and your community about different cultures and to promote respect;
- Create resources to commemorate global events such as Black History Month, Women’s History Month, Global Awareness Day and International Languages Day;
- Organise a cultural event or exchange trip, work experience or charity initiative abroad;
- Be involved in your PSHME curriculum which explores social and cultural issues; your involvement in these discussions helps you build experience and empathy needed to thrive in an inclusive, respectful global community;

- Cultivate your curiosity: read widely, regularly listen to podcasts, follow informative and creative social media accounts, watch topical plays or acclaimed films and take online courses;
- Lead and contribute to outward-looking CCAs including TED, BioEthics, Law and Social Politics;
- Write articles for House and/or College newsletters or for international essay competitions;
- Produce podcasts or videos or assembly presentations on topical events;
- Share or follow a recommendation on our ‘Leaders are Readers’ Team page;
- We expect that with increasing interest in topics such as Sustainability, Entrepreneurship and Technology, pupils will create exciting opportunities to demonstrate their curiosity about the world in which we live.

*This is not an exclusive list. You may suggest other activities that demonstrate you are an Informed Global Citizen. For every activity you undertake, you’ll reflect on your learning and personal growth.

Mark Scheme

| | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks |
|--|---|---|--|---|---|
| Generic | <i>Minimum engagement</i> | <i>Increasing engagement</i> | <i>Expected engagement</i> | <i>Above expected engagement</i> | <i>Exceptional engagement</i> |
| Examples - this is not an exclusive list. | Engaged in tutor time AND basic engagement in PSHME lessons | Evidence of engagement with current affairs AND Increasing engagement in PSHME lessons | As 2 plus: AND/OR attend and/or participate in relevant events | Excellent engagement: Regularly attend and present at CCAs AND/OR Deliver podcasts or create a project or initiative | Exceptional engagement shown – pupil has gone above and beyond in demonstrating engagement with the wider world. |
| Core skills | <i>Curiosity, creativity, innovation, confidence, global-perspective</i> | | | | |



The Advanced Diploma

Frequently Asked Questions

Do I have to complete the Advanced Diploma?

All Year 12 pupils will participate in the Advanced Diploma programme. The Advanced Diploma Awards range from a basic Pass, to Bronze, Silver and Gold Awards, depending on how engaged pupils are with developing skills and preparing for future success. See page 1 for further information.

Do I have to complete the strands of the Advanced Diploma in school hours?

Although many opportunities to fulfil the 5 strands of the Advanced Diploma are already embedded within our school structure (for example, through academic lessons, PSHME sessions, our Careers and University Guidance programme, CCA opportunities and through House and Pastoral provision), pupils may also choose to undertake activities outside school that help them demonstrate core skills for each strand - for example, attending a performance, taking a Music instrument examination, playing in a sports match, or spending time working for a charity abroad.

How will I record my achievements?

Each pupil has access to a personal folder in the Year 12 Team Class Notebook. Inside, there are folders for each of the 5 strands of the Advanced Diploma.

Each week pupils should update the relevant pages with:

- Targets for achieving the core skills, perhaps including your plan of action.
- Evidence of achieving the core skills – e.g. a report, photograph, video, newsletter article, etc.
- Reflections on what has been accomplished and what your next steps might be.

How will I be marked?

You can accumulate a maximum of 25 credits for the completion of the 5 strands of the Advanced Diploma. See the Mark Scheme (page 8) for guidance on core skills to demonstrate and suggested activities.

Throughout the year, your subject teachers, Tutor, PSHME teachers and Sixth Form Leadership team will review your Advanced Diploma portfolio in your online ClassNotebook and sign off evidence in the relevant pages when the core skills are met. At the end of the year, your Tutor will meet with you to review your portfolio. After the meeting, your Tutor will recommend an Award: Pass/ Bronze/ Silver/ Gold. The Tutor recommendations will be moderated by the Sixth Form Leadership Team. Awards will be presented in the annual Prize-Giving Ceremony.

What help or support is available?

Throughout your Advanced Diploma journey, there will be support and advice available from your Tutor, subject teachers, PSHME teachers, Careers and Universities Counsellor and the Sixth Form Leadership Team. However, it is expected that pupils will work independently as far as possible.

Advanced Diploma Mark Scheme

| | SKILLS | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks |
|---|---|--|--|--|---|--|
| | | <i>Minimum engagement</i> | <i>Increasing engagement</i> | <i>Expected engagement</i> | <i>Above expected engagement</i> | <i>Exceptional engagement</i> |
| Be Aspirational | <i>Planning, organisation; Critical-thinking, problem-solving, innovation, responsibility communication, leadership, digital literacy, adaptability</i> | Engage with regular target-setting/reviewing | Complete Organisation training task in ClassNotebook. | Completion of Careers and University Guidance programme pages in ClassNotebook. | Evidence of aspirational planning: completed planning pages in ClassNotebook. | Broad range of evidence of development in key skills |
| Be engaged in your learning | <i>Independence, planning, confidence, motivation and commitment, digital literacy, critical-thinking, creativity</i> | Complete reflection & target-setting forms AND Effort grades | As 1, AND evidence of wider reading | As 2 AND : Plan and deliver the Advanced Diploma Independent Project presentation | As 3 plus extra evidence – e.g. Attend/ create academic CCA or regularly complete challenge tasks in class or participate in academic competitions (Olympiad) | As 3 plus: Plan and complete full EPQ |
| Be Healthy | <i>Resilience, adaptability, well-being, balance, communication</i> | Regular participation in at least 1 sport AND engage with PSHME Healthy Living lessons | As 1, plus Regular participation in at least 2 sports Or engage with stress-management or mindfulness practice | Ongoing involvement in sports and: Ongoing participation in some stress-management or mindfulness practice | Excellent commitment: As 3 AND Promoting awareness OR Complete Mental Health First aid or other relevant MOOC | Exceptional level of awareness demonstrated and shared with the community |
| Be an Active Member of our Community | <i>Collaboration; kindness, integrity, responsibility and leadership;</i> | Punctuality, attendance record AND Attend at least 2 House events | As 1, plus: Participate in a House event | As 2, plus: active regular involvement in service component AND Regularly participate in at least 1 CCA | As 3, plus: excellent commitment to service component | As 3, plus: exceptional commitment to service (mentoring, buddying, academic clinics, charity or gratitude project) |
| Be an Informed Global Citizen | <i>Curiosity, creativity, innovation, confidence, global-perspective</i> | Engaged in tutor time AND basic engagement in PSHME lessons | Present in tutor time on current affairs AND developed engagement in PSHME lessons | As 2 plus: Evidence of reading beyond A Level topics – present to tutor group? AND/OR attend and/or participate in TED and Careers talks | Excellent engagement: Regularly attend TED talks and deliver @least 2 talks AND/OR Deliver podcasts or create personal project | Exceptional engagement – pupil has gone above and beyond in demonstrating engagement with the wider world. |



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England's School of the Decade

The Sunday Times

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