BRIGHTON COLLEGE ABU DHABI

University Careers Guidance Policy

Date
September 2026

Version 5

Policy Rationale

At Brighton College Abu Dhabi we aim to develop young men and women who are confident, curious and kind and who are qualified and equipped to make a positive difference in their world. We believe that all Senior School pupils should have access to high-quality careers education and information, advice and guidance so they can make informed choices about learning, work and lifestyles. Through careers encounters and personal discovery it is our aim for our pupils throughout Years 7-13 that they develop a clear line of sight into their next steps beyond Brighton so that they flourish in further education and the workplace and manage their own fulfilling careers throughout their lives.

1.0 Policy Statement

Brighton College is committed to providing a planned programme of careers education for all pupils from Y7 to Y13 with information, advice and guidance so they make the right choice of career path for themselves by developing an appreciation of a range of careers and of the world of work, and an understanding of themselves. The Universities, Careers and Futures Counsellors at Brighton College Abu Dhabi endeavour to actively support the school's aims to turn out well-educated, tolerant and intellectually curious men and women in an international community in the UAE, who are ready to take a full, active and positive role in the life of our country and of our world. We are committed to providing an effective and accessible careers information resource to the whole school community through various initiatives and encounters to engage and motivate young people to take ownership of their own choices and develop a clear line of sight to take their own best next steps beyond Brighton.

1.0 Policy Aims

The careers programme is designed to meet the needs of pupils at Brighton College Abu Dhabi. It is differentiated and personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development. Pupils are entitled to careers information, advice and guidance that meet professional standards of practice and are person-centred, impartial and confidential. It will be integrated into their experience of the whole curriculum and based on a partnership with pupils and their parents. The programme will promote equality of opportunity and inclusion, and aims.

To actively turn out well-educated, tolerant and intellectually curious men and women in our international community in Abu Dhabi the capital of the UAE, who are ready to take a full, active and positive role in whichever society they are or find themselves in future and our world. To be at the heart of the school learning community by providing an effective and accessible careers information resource to the college community through various initiatives. To engage and motivate young people to take ownership of their own choices towards careers and further education.

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Policy Objectives

The objectives of this policy are to ensure that every pupil from Year 7 to Year 13 receives personalised and impartial careers education, information, advice and guidance; to offer a range of pathways and qualifications that meets the needs and aspirations of our pupils; to develop strong links with alumni, employers, universities and partner organisations; to give pupils opportunities to develop their innovation and entrepreneurship skills; to communicate the guidance, activities and impact of the careers service clearly to the school community; and to support Tutors and Heads of Year in promoting careers discovery. Specific annual targets are set through the College's development planning process rather than within this policy.

Who does this policy affect?
The policy affects all stakeholders in the Senior School.

1.1 Roles and Responsibilities

This policy applies to all pupils in Years 7 to 13, their parents, and all Senior School staff who contribute to careers education, information, advice and guidance. Our Careers, Universities and Futures service is central to the development and implementation of this policy. Our Careers Guidance Counsellors develop and oversee our curriculum and service delivery to ensure the best possible outcomes for our pupils. In doing so, the Careers team works proactively with departments, colleagues and stakeholders. The following is an illustrative description of the key relationships which ensures the quality of our effective and pupil-centred careers service, though it should not be considered exhaustive:

SLT (Academic) – so that the provision of careers encounters within the written and lived curriculum are relevant, up-to-date and happen for all pupils and that staff understand their role/our collective role in delivering this aspect of a Brighton College Abu Dhabi education, and so that pupils' progress and attainment data informs the guidance they receive regarding their best-fit pathways;

SLT (Pastoral) – so that the wider pastoral team (HMMs and DHMMs) is aware of the calendar of activities and can reflect this in their planning of House Activity and pastoral conversations, and pass any relevant information concerning the pupils in their care to the Careers Counsellor as appropriate;

Heads of Year – so that a calendar of events and deadlines is implemented to ensure all pupils have full access to timely and relevant encounters and guidance and that all colleagues with responsibility for university applications and equivalency matters understand the deadlines and have the time and resources to meet them, and so that the links between the Diploma and Advanced Diploma are fully maximised;

Tutors – so that tutees are supported in developing their understanding of themselves, are curious about

the opportunities available to them to learn about the workplace and how to develop skills, and are supported in accessing those opportunities and in reflecting upon them, and so that tutees' journeys (breakthroughs, re-thinks and next steps) are documented and encouraged in reports for parents;

TiP Mentors – so that support interventions consider the pupil's aspirations and plans;

Heads of Department – so that opportunities for subject-related opportunities (including innovations, innovators and entrepreneurs) and links are fully explored at the level of scheme of work planning, in lessons, and in enrichment opportunities;

Parents (and Parent Ambassadors)– so that parents are aware of the range of careers activities on offer at Brighton College Abu Dhabi and beyond and how to support their sons and daughters in their career's discovery and planning;

Inclusion – so that all pupils have equality of opportunity and are aware of the support available to them in further and higher education and in the workplace;

EAL Coordinator and Team – so that all pupils have equality of opportunity and are aware of any specific entrance requirements associated with their identified preferred pathways and the support available to them in further and higher education and in the workplace;

Counsellors – so that all pupils have equality of opportunity and are aware of the support available to them in further and higher education and in the workplace;

Pupil Voice – so that pupils contribute their perspectives, experience and ideas to inform continual development, improvement, innovation and diversification which meets their needs;

Pupil Leaders – so that all pupils see role models taking proactive control of their careers discovery;

Parent Ambassadors – so that representatives of the wider school body are aware of developments in provision and offer feedback which informs future practice and provision;

Marketing and Admissions – so that all opportunities are taken to celebrate and promote the activities and impact of our careers discovery service amongst our community and beyond ensuring that current and prospective families are aware and to encourage and promote contact and connections to actively maintain our network for the benefit of pupils;

Brighton College UK, Brighton College International and Bloom – so that all opportunities for shared best practice with our partners are fully accessed and that we contribute the same for the collective benefit of the group(s).

Exception: occasionally, for example, in certain exceptional circumstances, pupils may prefer that their

learning journey not be recorded in their school report. Any and all exceptions which may present themselves will be considered with care on an individual basis.

1.2 Definitions

Please refer to Appendix A: Glossary of Terms.

2.0 Policy Details

2.1 Staffing and Resources

In addition to the key relationships set out in section 1.1 (Scope and Key Relationships) and the responsibilities set out in section 3.0 (Responsibilities), the following staffing and resources support the implementation of this policy.

The Careers, Universities and Futures team comprises three full-time Counsellors, who between them bring expertise in UCAS and UK university applications, universities in the Middle East, US and North American application processes, and pupil-centred guidance.

- The College will maintain its accreditation with IACAC and support Counsellors in the completion of at least 25 hours of CPD each year to ensure that our service remains future inspired and informed;
- Budgeting supports the implementation of the policy, including travel, CPD and conference attendance for relevant colleagues and the Careers, University and Futures Counsellors;
- An 'Internal Review Committee' has been established to audit, monitor and evaluate the impact of our Careers Discovery provision against the BCAD Careers Measures;
- The school is committed to maintaining and developing links with employers, organisations and parents to promote connections with the world of work;
- All staff contribute to careers information, advice and guidance through their roles as tutors and subject teachers.

The Careers, Universities and Futures Counsellors are line managed by the Head of Sixth Form and meet formally on a fortnightly basis, and at any other time as required. All Year 13 pupils have the opportunity to join Brighton College Connect, a global network of Alumni https://brightoncollegeconnect.com/

2.2 Curriculum

Pupils at Brighton College Abu Dhabi have access to careers information, advice and guidance through initiatives, events and a tailored Careers Discovery curriculum which is age and stage appropriate offering pupils encounters, discovery and careers concepts and leading to personal planning, decision making and action. The careers programme at Brighton College Abu Dhabi includes activities which involve careers education sessions, information and research activities, information sessions on Work Experience and talks by professional speakers.

Our programme is designed around a five-step developmental approach which includes Assessment, Exploration, Preparation, Implementation, and Decision-Making. This ensures that the curriculum is age and stage appropriate, leading pupils to personal planning, decision-making, and action.

Examples of activities include:

Assessment

- Pupils are introduced to UniFrog in Year 9 so that they begin to understand the importance of their professional profile, and complete tests and questionnaires to further their understanding of themselves.
- One-to-one tutorial meetings with SLT and the Careers team take place after Year 11 pupils sit their mock I/GCSEs to support pupils in their learning strategies and reviewing their post-16 options choices as needed.

Exploration

- Pupils have access to a wide range of internal and external competition opportunities through which they explore their existing and emerging interests. These include: the Brighton College International Schools suite of competitions – Germain Mathematics; Leonardo (creative arts); Elements (Science); Young Musician of the Year; Sixth Form Essay Competition –; and Olympiads.
- Guest speakers representing a diverse range of industries and workplaces inform and inspire pupils.
- All pupils in Year 9 complete the Brighton Diploma.

Preparation

- Pupils in Years 10 and 12 attend work shadowing and this includes preparation and reflection sessions before and after.

- Options Evenings ‘at 14’ and ‘post-16’ for pupils (and their parents) are an important

opportunity for exploration and preparation for choosing non-compulsory subjects.
- Specialist sessions are delivered by external education consultants such as Carfax and Hale Education.
- Year 12 'Universities Week' supports pupils in researching and decision making.

Implementation
- Full guidance and administrative support is provided for pupils making applications to colleges, universities, or the work place, or in designing a Gap Year.
- Tailored support is offered to pupils depending on the admissions and selection process for their chosen institutions including mock interviews for pupils pursuing places at Oxford or Cambridge, or for Medicine.

Decision-Making
- In addition to induction *into* the Sixth Form, Year 13 pupils are supported in preparing for life 'Beyond Brighton'.
- All pupils have a Tutor who supports and guides them in their study, enrichment activities and planning.

2.3 Thought Leadership and Contribution to Best Practice

Brighton College Abu Dhabi will continue to identify and capitalise on opportunities to offer thought leadership in careers discovery; our Careers, Universities and Futures Counsellor have contributed to the programme of ADEK workshops, and members of our staff including Careers Counsellors were keynote speakers at The YOUth Connect Hub event.

3.0 Responsibilities

Universities, Careers and Futures Counsellor (with SLT) for the effective implementation of this policy, including maintaining accurate and relevant records regarding training, offer rates, pupil and parent access to guidance and reviewing this to inform strategic development drawing on relevant research and metrics to measure our effectiveness including the percentage of pupils receiving offers from at least one of their top three university choices or other postsecondary institutions, the percentage of Emirati students applying for government scholarships and obtaining an offer to study abroad, the percentage of students with additional learning needs who received a postsecondary placement, the percentage of gifted and/or talented students receiving offers from top-ranked universities; and, for the administration of university and college applications throughout Year 12 and Year 13 (and for former pupils as require it);

Head of Senior School for the resourcing and staffing of the careers curriculum and service;

Deputy Head Academic, and **Director of Studies** for the review of academic curriculum provision, pathways and options;

EPQ Coordinator for the delivery and monitoring of the programme of guided tuition, coordination of team of supervisors to ensure pupils complete their project work to the best of their potential and are able to reflect meaningfully on its impact;

Head of Sixth Form for delivering an outstanding Sixth Form experience, including access for all to careers opportunities and, with relevant staff, arranging individualised support and intervention as required; line managing the EPQ Coordinator, overseeing the Advanced Diploma, and promoting and facilitating alumni engagement; ensuring all equivalency information is shared and pupils' progress is monitored;

Heads of Years for delivering an outstanding experience for pupils including supporting the Careers, Universities and Futures Counsellors in the implementation of work experience in Year 10; arranging individualised support and intervention as required;

Assistant Head Whole College Co-Curricular for supporting the planning and calendaring for fieldtrips, visits and events to deliver on the aims of this policy.

4.0 Procedures

Examples of documented procedures through which the school will ensure the effective implementation of this policy include, but are not limited to:

- Safeguarding
- Calendar Planning
- Curriculum Policy
- Options Process
- Co-curricular Activities Planning
- Approval Process for visiting speakers and trips
- Staff Appraisal Process
- CPD planning
- Complaints and Concerns
- Reporting and Parents Meetings
- University applications calendar
- Admissions Process
- Handbook Review Process
- Results Day, Remark and Appeals Process

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5.0 Policy Review and Revision

5.1 Review Frequency

This policy will be reviewed annually, in August, according to the school's established policy review cycle. If there is any concern that the policy is ineffective in any aspect or would benefit from interim revision, policy strategy will be reviewed outside of this cycle.

5.2 Revision Procedure

A consultative review meeting will take into account feedback from the range of stakeholders identified in this policy and suggest, discuss and agree revisions. ADEK guidance and policy requirements will be addressed in this meeting as required. The Careers, Universities and Futures Councilor will re-draft the policy for approval by Head of Senior School, and final sign-off by Head of College.

6.0 Related Documents and References

ADEK School Careers and Universities Guidance Policy v. 1.2 (September 2024) ADEK Careers and Universities Guidance Policy Guide v. 1.1 (April 2025)

'Ministerial Decree No. (883) where Brighton College Abu Dhabi is considered a British School under Article 6

Ministerial Resolution No. (40) of 2023: Concerning the equivalence of vocational secondary certificates issued by private schools

Irtiqa Inspection Framework

National Identity Mark Framework (ADEK)

Private Schools Policy and Guidance Manual 2014-2015 (ADEK) Gatsby Benchmarks

BSO Revised Standards for British Schools Overseas (14 August 2023)

Brighton College Abu Dhabi Policies:

Safeguarding Policy

Curriculum Policy

Teaching and Learning Policy EAL Policy

SEND Policy

More Able Pupils Policy

Co-Curricular Activities Policy

PSHME
Brighton College Diploma Guide
Brighton College Advanced Diploma Guide 'Options at 14' Brochure
'Options post-16' Brochure
BCI Academic Competitions Brochure EPQ Guide
BTEC Pupil Handbook
Educational Trips and School Journeys Policy Pupil Code of Conduct
Staff Appraisal and Procedures
Data Protection Policy
Staff Handbook
Parent Handbook
Pupil Planner (Years 7-9)

7.0 Approval and Sign-Off

Colleagues involved in the drafting and review of this policy: principally, Nicholas Crafts (Head of Senior School) and Mohamed Chaer (University, Careers and Futures Counsellor), with Malcolm Brown (University, Careers and Futures Counsellor), and SLT.

Policy to be reviewed and checked annually by the Head Master.

Head Master on behalf of the College:



On behalf of the board of Governors:



8.0 Appendix

APPENDIX A: Glossary of Terms

Term	Definition
Sixth Form	The top two years of the school, Year 12 and Years 13 are collectively and commonly known as the Sixth Form, in British Curriculum schools
Year 12	Grade 11 equivalent
Year 13	Grade 12 equivalent and so on
Brighton Diploma	Year 9 year-long project promoting engagement with co-curricular and experiential learning and reflection.

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Brighton Advanced Diploma	Year 12 year-long project promoting engagement with co-curricular and experiential learning and reflection, particularly to promote engagement with the supra-curriculum.
BCI	Brighton College International
EPQ	Extended Project Qualification
TiP	Targeted Intervention Process (academic intervention)
Options	The process by which pupils are supported in selecting non-core I/GCSE subjects and A level/BTEC subjects
Separate Sciences	The pathway whereby pupils study separate sciences (Biology, Chemistry and Physics) and are awarded a GCSE in each, so 3 GCSEs.
Trilogy	The pathway whereby pupils study combined sciences and are awarded 2 GCSEs.
BSO	British Schools Overseas

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Initiation of Policy due to ADEK Guidance	**JW**	**September 2023**
2.0	Reviewed Policy following the appointment of University and Careers Counsellor	**JW**	**January 2024**
3.0	Full review of policy on publication of ADEK School Career and University Guidance Policy Guide v. 1.1 (April 2025): policy objectives updated; scope and responsibilities updated to reflect newly created school positions, curriculum developments, and so on.	**JW**	**October 2025**
4.0	Policy annual review reflected changes in personnel and policy aims, and additional curriculum pathways/qualifications being offered.	**JW**	**June 2026**
5.0	Change in Head of Senior School	**Career Counsellors**	**September 2026**

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Brighton College Abu Dhabi Policies and Guidelines
Policy Statement

Brighton College Abu Dhabi policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.
At the time of writing, policies aligned with the following:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set