


**RAHAINTERNATIONALSCHOOLKHALIFA
CITYCAMPUS**

POLICIES

Policy title	Career and University Guidance Policy
Policy number	KCC_POL_CUG_01
Policy Version	2
Effective date	June 2025
Scheduled review date	October 2027

Approving Committee	Name	Signature
Principal	Peter Taylor	

1. Purpose

Raha KCC is committed to 'opening doors' through nurturing an early sense of aspiration for post-secondary education and lifelong learning. Our Career and University Guidance philosophy aligns closely with this and is built on the understanding that every student's journey is unique.

We aim to empower students with the knowledge, skills and confidence to make informed decisions about their future by:

- Inspiring aspirations early: Embedding the importance of postsecondary education from the earliest school years.
- Promoting lifelong learning: Encouraging continuous academic and personal development.
- Fostering student agency: Supporting students in taking an active role in their career and educational planning.

2. Scope

This policy applies to:

- Cycle 2 students (Grade 8) with a focus on broad career concept awareness and transitions.
- Cycle 3 students (Grade 9 to 12) by providing detailed, individualised guidance for aligning academic and extracurricular profiles with career aspirations.
- Parents, school community and alumni through engaging key stakeholders to support and reinforce our guidance efforts.

3. Definitions of Terms

- **CU Guidance** (*Career and University Guidance*): The structured programme at Raha KCC supporting students in making informed academic and career decisions through personalised planning, exploration, and post-secondary preparation.
- **Cycle 2**: Students in Grades 6 to 8, focusing on early career awareness and foundational academic planning.
- **Cycle 3**: Students in Grades 9 to 12, receiving individualised guidance and support for post-secondary planning and applications.
- **TVET** (*Technical and Vocational Education and Training*): Post-secondary education programmes that offer practical training in technical or skilled trades, often as alternatives to university study.
- **Unifrog**: A digital platform used to support students in career research, university

exploration, skills development, and application management.

- **IEP** (*Individual Education Plan*): A document outlining targeted learning goals and specific support strategies for students requiring individualized academic support (Tier 2 and Tier 3).
- **CAP** (*Classroom Accommodation Plan*): A support document outlining instructional accommodations for students with mild additional learning needs (Tier 1).
- **ADEK** (*Abu Dhabi Department of Education and Knowledge*): The education authority that regulates and oversees private schools in Abu Dhabi, including staffing and programme compliance.
- **Best-fit Pathway**: A student's chosen post-secondary route (university, vocational programme, or employment) that aligns with their interests, strengths, and long-term goals.
- **Application Bootcamp**: A targeted programme in Grade 12 offering structured, intensive support for completing university applications and preparing key documents.

The Career Guidance Programme

At KCC, our Career and University Guidance Programme provides a structured, progressive pathway from Grades 6 to 12, ensuring students acquire the knowledge, skills, and competencies necessary to make informed academic and career decisions. The programme is developmentally aligned and delivered through mentor lessons, seminars, one-on-one counseling, and experiential learning opportunities. We integrate digital platforms such as Unifrog to support career exploration, university research, and skill development, ensuring students are well-prepared for post-secondary success.

Our programme focuses on career exposure, academic planning, post-secondary application preparation, and ongoing support for diverse pathways. Parent engagement, community partnerships and individualized support for all learners – including gifted and students with additional needs – are embedded throughout. Through this well-structured and student-centered programme, KCC ensures all students are confidently guided every step toward successful transition into post-secondary education and lifelong career development.

We ensure that career and university guidance is inclusive and flexible, providing additional support for gifted students and those with learning needs. We verify that destination institutions offer reasonable accommodations and maintain counselor availability, including during school holidays, to ensure students receive timely, personalized guidance.

Cycle 2 (Grade 6-8) - Early Career and Academic Awareness

In Grades 6 and 7, the students are introduced to career and university guidance through exploring interests and developing early goal-setting skills during their mentor lessons and career awareness sessions. In Grade 8, whole-grade seminars, university and career fairs and enrichment activities, including interview workshops and in-school internships, expand their exposure to post-secondary pathways. Parent engagement is supported through annual information sessions, ensuring a collaborative approach. This early guidance helps students develop the skills and knowledge needed to begin making informed decisions about their futures.

Cycle 3 (Grade 9-12) – Detailed Postsecondary Preparation

In Grades 9–12, the students are exposed to an individualised career and university guidance programme that prepares students for post-secondary success. Beginning in Grade 9, students engage in mentor-led lessons, complete a Career Exploration Project and develop a Four-Year Academic and Career Plan. As they progress, the programme deepens through university fairs, Open Lunch advisory sessions and personalised meetings focused on aligning academic choices with future goals. By Grade 11, students receive targeted support in developing university lists, personal statements, and application materials, with Grade 12 students participating in an intensive Application Bootcamp and ongoing individualized counseling.

Tools such as Unifrog, career inventories, and transition planning sessions help students explore “best-fit” pathways, while academic and administrative support ensures compliance with graduation and equivalency requirements. Parental involvement, alumni mentoring, and university partnerships enhance the experience, and inclusive provisions are in place for students with diverse learning needs. Flexible staffing and support are maintained throughout, including guidance for students pursuing alternative pathways such as TVET.

Additionally, continuous guidance is available for Cycle 3 students exploring alternative pathways, such as transitions to TVET programmes, ensuring all students are equipped to pursue the post-secondary route best suited to their individual aspirations.

For a sample calendar of events please see Appendix 1.

The Career and University Guidance Counselor Role

At KCC, we are committed to maintaining a high-quality counseling service for our students. To ensure this, all Careers and University Guidance Counselors are required to meet the qualification standards set out in the ADEK School Staff Eligibility Policy.

To ensure that our counseling services are consistently of the highest standard and that they support our students in their academic and personal growth, we require our Career and University Guidance Counselor to hold an annual membership with a professional organisation such as IACAC, CIS or BMI.

In addition, they are required to take part in at least 25 hours of professional development each year, which may include ADEK mandated training, school-based training sessions, PD linked to the CU Guidance Counsellor role, local and international network sessions, along with specific sessions focused on supporting both gifted students and those with additional learning needs. The professional development will be at no additional cost and includes dedicated time allocated in line with UAE Labor Law.

Please see Appendix 3 for the Career and University Guidance Counselor's responsibilities which should be read in conjunction with the job description.

Monitoring and Evaluation

Raha KCC use the below performance metrics to evaluate the effectiveness of our CU guidance programme. These are reviewed and monitored regularly.

- Student Coverage: 100% of Cycle 3 students and at least 33% of Cycle 2 students will receive CU guidance.
- Counselor-Student Ratio: Admissions numbers for 2024/25 sit at approximately 320 students for Grade 8-11. With the metrics mentioned above this creates a counsellor student ration of approximately 1:240.
- Graduate Destination: KCC first grade 12 graduation will take place in 2026. We will monitor the percentage of graduates entering higher education, TVET, or employment by the start of the subsequent academic year
- Top 3 Destination Acceptance: we aim for 100% of our graduates to be accepted to at least one of their top three postsecondary choices or employers.

Continuous Improvement

The university counseling policy will be reviewed annually to assess programme efficacy using the defined metrics, incorporate feedback from students, parents, counselors and community partners. This feedback will be used to adapt to changing postsecondary trends and labor market demands.

Revision Log

Date	Changes	Reviewed By
August 2025	Principal reviewed and signed	Peter Taylor

Appendix 1

A Sample Calendar of Events at KCC

Grade 6-7

- Career and guidance lessons during mentor lessons

Grade 8

- Career and guidance lessons during mentor
- Whole grade sessions with the University and Guidance Counselor
- Whole grade parent information sessions with UGC and Head of Year
- Career Fair

Grade 9

- Career and guidance lessons during mentor
- Whole grade sessions with the University and Guidance Counselor
- Four Year Plan Creation
- Whole grade parent information sessions with UGC and Head of Year
- Career Fair
- Career Exploration Project
- Weekly Open Lunches with the UGC during Term 2

Grade 10

- Career and guidance lessons during mentor
- Whole grade sessions with the University and Guidance Counselor
- Whole grade parent information sessions with UGC and Head of Year
- University Fairs
- Individual Student and Parent Meetings with UGC on Course Selection
- Post Secondary Plan Project

Grade 11

- Career and guidance lessons during mentor
- Whole grade sessions with the University and Guidance Counselor
- Whole grade parent information sessions with UGC and Head of Year
- University Fairs
- Individual Student and Parent Meetings with UGC on University Lists
- Individual Student Meetings on Applications and Essays

Grade 12

- Application Bootcamp
- Career and guidance lessons during mentor
- Whole grade sessions with the University and Guidance Counselor
- Whole grade parent information sessions with UGC and Head of Year
- University Fairs
- Individual Student and Parent Meetings with UGC on University Lists
- Individual Student Meetings on Applications and Essays

Appendix 2

Roles and Responsibilities of the Careers and University Guidance Counselor

1. Understanding the career aspirations of each student in Cycle 3, starting in Grade 9 and providing guidance on the planning and alignment of their student portfolios to meet these aspirations (e.g., choice of subjects, academic and extracurricular profile, etc.).
2. Guiding each student to the most suitable or “best-fit” local and international postsecondary options and institutions, based on their career aspirations. This includes ensuring that each student has submitted at least one application to a postsecondary destination.
3. Ensuring that each student meets all graduation requirements relevant to the student’s curriculum and in accordance with the MoE equivalency requirements, if applicable.
4. Engaging with parents throughout the entire CU guidance process, all the while emphasizing the importance of student agency in the decision-making process.
5. Providing full administrative support to students in preparation for their postsecondary applications and pathways. Examples include writing and compiling relevant documents (e.g., transcripts, portfolios, attestations, etc.) recommendation letters, reviewing personal statements,

and compiling relevant documents (e.g., transcripts, portfolios, attestations, etc.).

6.Establishing relationships with local postsecondary education institutions to facilitate local opportunities and support for students (e.g., admissions, visits, admissions, internships, partnerships, etc.).

7.Verifyingthat destination institutions have reasonable accommodations for any gifted students and students with additional learning needs.

8.Organizing CU guidance events and disseminating and maintaining an up-to-date CU guidance calendar of key dates and events as per the requirements in the ADEKCU Guidance Policy Guide.

9.ProvidingCU guidance support to any Cycle 2 student considering alternative pathways for Cycle 3 (e.g., transferring to TVET).