



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 and resources 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.

2.0 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 careers 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:



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- To actively support the school's aims to 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.

3.0 Policy Objectives

Specific objectives for the year ahead include, but are not limited to: the re-establishment of workplace encounters & work shadowing for Year 10 and Year 12; promotion of an enhanced careers discovery service; introduction and development of an expanded full time Careers, Universities and Futures Advisor team; implement Oxbridge and Elite Universities action plan; develop a dedicated Careers Discovery strand within the Brighton Diploma; revise all schemes of work to make further explicit links with workplace skills; and, provide enhanced opportunities for pupils to participate in projects to develop their innovation and entrepreneurship skills.

Who does this policy affect?

The policy affects all stakeholders in the Senior School.

3.1 Scope

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 all pupil, parent and community 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



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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 Counsellors as appropriate;

Assistant Heads – 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;

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

Parents – 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 careers 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 and ELL – 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;



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Pupil Leaders – (especially new Deputy Head Pupils with Careers remit) so that pupils to see role models taking proactive control of their careers discovery;

Parent Forum and College Development Group – 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).

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.

3.2 Definitions

Please refer to Appendix A: Glossary of Terms.

4.0 Policy Details

4.1 Staffing and Resources

In addition to the detail in the first component of the policy:

Two new full time Careers, Universities and Futures Counsellors commenced in August 2023; Identification and appointment of Medicine and Related Careers Lead and Oxbridge, Elite and Scholarship Opportunities Lead are planned;

An additional role – Deputy Head of Sixth Form: Enrichment and Futures – has been created and will be appointed academic year 2024-2025;

The College will explore the options for accreditation with a globally recognised Careers Advisory organisation so that our service remains future inspired and informed;

Strategic budgeting supports the implementation of the policy, including travel, CPD and conference attendance for relevant colleagues and the Careers, University and Futures Counsellors;

The Sixth Form Common Room, collaborative working and study areas, including the Universities, Careers and Futures Counsellor office were refurbished in the last academic year to further



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opportunity for study groups, and collaborate working, and supporting pupils in making decisions about how and where they study and use their time, and supporting open access to Careers Counsellors;

A new Prep School Library will be created in the academic year 2024-2025, creating an opportunity to review and re-define the Senior Library environment, purpose and collections;

The careers programme is planned, monitored and reviewed by the Universities, Careers and Futures Counsellor. Careers information, advice and guidance are available in the Sixth Form Centre. Pupils (and parents) have access to the resources available and can ask for careers advice at various times in the school day and at designated times after school;

The College provides ongoing opportunities for Careers Sessions, workshops, visits and is reintroducing Workplace Shadowing for Year 10 and 12;

Particular colleagues with specific interest/experience are used, as are outside speakers, to address pupils and assist them in course choices, interview practice and other career-related aspects;

Specialist sessions are delivered by Carfax and Hale Education, for example, to offer more specific information on University requirements;

Further developing our network of speakers and contacts is a key ongoing aim for academic year 2024-2025 and thereafter;

The Senior School restructured Sixth Form tutor groups in the academic year 2023-2024 so that University admissions and application guidance could be more tailored for pupils, and this academic year 2024-2025 all years have moved to horizontal tutoring.

The Head of Sixth Form meets every half term (at least) with Heads of Sixth Form in the Brighton College Family of Schools to share best practice and to respond collectively to changes in university application processes;

All Year 13 leavers have the opportunity to join Brighton Connect a global platform and professional network for Alumni which gives Alumni from across the Brighton College family of schools opportunities to connect, give back, and expand their network.

Senior School pupils are encouraged to enter one or more of the Brighton College International suite of competitions: Sixth Form Essay competition, the Leonardo competition, the Elements Science competition, Germain Mathematics competition and YMOTY.

The College draws on its network of educators to offer specific support to pupils when very specialised guidance is required.

4.2 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



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includes activities which involve careers education sessions, information and research activities, information sessions on Work Experience and talks by professional speakers.

Pupils from Year 7 have access to information, advice and guidance regarding universities and other Post 16 courses. They also have access to UniFrog which aims to give them further guidance on universities and help them build a successful application.

All pupils in Year 9 upwards are offered the opportunity to subscribe to the Unifrog programme and complete tests and questionnaires to build a professional profile. This programme aims to guide pupils to make informed choices in Year 9 and Year 11. Pupils will therefore have an individual profile of their suitability for particular careers and access and advice before they make their GCSE and/or A-Level subject choices. The Universities and Careers Counsellors and the Head of Sixth Form support and advise pupils specifically on university entrance as well as the various application systems, mainly UCAS and the Common App. Specific milestone calendar events include:

- 4.2 i Brighton College Diploma (Year 9)
- 4.2 ii Brighton College Advanced Diploma (Year 12)
- 4.2 iii Year 10 Work Shadowing
- 4.2 iv Year 11 Trial Examinations, Options, One-to-one Tutorial Meetings
- 4.2 v Year 9 Options
- 4.2 vi Year 12 Universities Week
- 4.2 vii Year 13 Mock Interviews
- 4.2 viii Year 13 Preparing for life 'Beyond Brighton'
- 4.2 ix Academic Competitions (all year groups)

4.3 Thought Leadership and Contribution to Best Practice

In the current academic year and building on the work of the last academic year, Brighton College Abu Dhabi will develop a strategy to identify and capitalise on opportunities for thought leadership in careers discovery, and our Careers, Universities and Futures Counsellors will continue seek opportunities to contribute to the comprehensive programme of ADEK workshops.

5.0 Responsibilities

Universities, Careers and Futures Counsellors (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 internal qualitative and quantitative indicators to measure our effectiveness;



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Head of Senior School for the resourcing and staffing of the careers curriculum and service, line management of Careers Counsellors in the implementation of this policy, and the development and implementation of agreed quantitative and qualitative measures for quality assurance;

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

Deputy Head Pastoral and Housemasters and Housemistresses for the creation of opportunities within the House system to support the Careers Counsellors in promoting careers discovery and encounters with Careers concepts;

Careers, Universities and Futures Counsellors for the administration of university and college applications throughout Year 12 and Year 13 (and for former pupils as required);

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;

Assistant Head (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, promoting and facilitating alumni engagement; ensuring pupils are fully equipped to take their next steps beyond Brighton both intellectually and socially; ensuring all equivalency information is shared and pupils' progress is monitored;

Assistant Head (Head of Years 10-11) for delivering an outstanding experience for pupils in Years 10-11, including supporting the Careers, Universities and Futures Counsellor in the implementation of work experience in Year 10; arranging individualised support and intervention as required;

Assistant Head (Head of Years 7-9) for delivering an outstanding experience for pupils in Years 7-9; arranging individualised support and intervention as required; overseeing the Brighton Diploma;

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

Subject teachers and Sixth Form tutors for contributing to the presentation of high-quality pupil references.



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Deputy Head of Sixth Form: Enrichment and Futures for identifying and overseeing the provision of specialist support and guidance to pupils who have the potential to apply to elite universities and colleges (for example, Ivy League and Oxbridge), and for developing and implementing enrichment including the Advanced Diploma, working with the Assistant Head Co-Curricular in ensuring a suitably relevant and ambitious enrichment offering for Senior School pupils, and for supporting the Head of Sixth Form in providing pupils with an appropriate, effective and rigorous induction programme to ensure all pupils make a purposeful transition into Sixth Form life.

6.0 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
- 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.

7.0 Policy Review and Revision

7.1 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.



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7.2 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 Councillor will re-draft the policy for approval by Head of Senior School, and final sign-off by Head of College.

8.0 Related Documents and References

ADEK Careers and Universities Guidance Policy
ADEK Careers and Universities Guidance Policy Implementation Guide
Brighton College Abu Dhabi Internal Indicators for quality Careers and Universities Guidance
'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
PHSME
Brighton College Diploma Guide
Brighton College Advanced Diploma Guide
Options Guides
BCI Academic Competitions Brochure
EPQ Guide
Educational Trips and School Journeys Policy
Pupil Code of Conduct
Staff Appraisal and Procedures



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Data Protection Policy
Staff Handbook
Parent Handbook
Pupil Planner (Years 7-9)

9.0 Approval and Sign-Off

Colleagues involved in the drafting and review of this policy: Jennifer Walters, Head of Senior School; Simon Finnigan and Mohamed Chaer, Careers, Universities and Futures Counsellors; Dan McNulty, Deputy Head Academic and Head of Years 10-11; Emma Sims Assistant Head (Head of Years 7-9); Steven Quinnell, Assistant Head (Head of Sixth Form); Simon Baker (Deputy Head Pastoral).

Mr Craig Lamshed, Acting Head of Brighton College Abu Dhabi

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

Head Master on behalf of the College:

On behalf of the Governors:

10.0 Appendices

APPENDIX A: Glossary of Terms

| Term | Definition |
|------------|--|
| Sixth Form | The top two years of the school, Year 12 and Years 13 are collectively known as the Sixth Form |
| Year 12 | Grade 11 equivalent |
| Year 13 | Grade 12 equivalent and so on |



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| Brighton Diploma | Year 9 year-long project promoting engagement with co-curricular and experiential learning and reflection. |
| 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 subjects and A level 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 | Sept 2023 |
| 2.0 | Reviewed Policy following the appointment of University and Careers Counsellor | JW | Jan 2024 |
| 3.0 | Reviewed and updated to reflect aims for academic year 2024-25 and new personnel | JW | Sept 2024 |

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.



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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.