



University and Career Guidance Policy

Academic Year 2026 – 2027

1. Purpose

The purpose of this policy is to provide a framework and guidelines for students, departments, and staff to ensure effective and comprehensive support for university and career planning within Belvedere British School. This policy aims to empower students to make informed decisions about their educational and career pathways.

The policy applies to Year 7 to 13 students and is aligned with the ADEK Career Policy and Belvedere British School values.

2. Definitions

University Guidance	This refers to the process of assisting students in exploring and selecting appropriate higher education institutions that align with their academic, career, and personal goals.
Career Guidance	This refers to the support provided to students in exploring and planning for future career pathways, including understanding various occupations, industries, and the skills required for specific career choices.
Counselling	Counselling refers to the professional guidance and support provided by qualified counsellors to help students in making informed decisions about their university and career choices. It may involve individual or group sessions.
Experiential Learning	Experiential learning refers to educational activities that provide students with hands-on experiences, such as internships, job shadowing, or practical training, to gain real-world insights into their chosen fields of interest.
Confidentiality	Confidentiality refers to the ethical obligation of university and career guidance professionals to protect the privacy and maintain the confidentiality of personal information shared by students during counselling sessions.
Ethical Standards	Ethical standards in university and career guidance encompass the principles, guidelines, and codes of conduct that professionals adhere to in their interactions with students, ensuring integrity, fairness, and respect.
Continuous Improvement	Continuous improvement refers to the ongoing process of assessing the effectiveness of university and career guidance services and making necessary adjustments or enhancements to better meet the evolving needs of students.
Partnerships	Partnerships refer to collaborative relationships established between the school and external entities such as universities, industry professionals, alumni, or community organisations to provide additional resources, support, and opportunities for students' university and career exploration.

Evaluation	Evaluation involves the systematic assessment and analysis of university and career guidance programs, activities, and outcomes to determine their effectiveness, identify areas for improvement, and inform decision-making processes.
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3. Objectives:

At Belvedere British School (BBS), our mission is to empower our students with a solid foundation as they navigate the journey from youth to becoming active and successful members of society. We believe that facilitating successful transitions for every student is a transformative experience that enriches their lives.

The objectives of this policy are as follows:

- To provide students with the required information on university application requirements.
- To support students in their academic journey, including subject choices.
- To assist students in identifying their interests, strengths, and goals.
- To create partnerships between universities, employers, and members of the community.
- To support students in the skills needed for their futures, including university applications, job applications and career pathways.
- To establish stakeholder roles and responsibilities.
- To align the careers program with the BBS curriculum.

4. Scope:

- **All Students:**
The university and career guidance services and support are available to all students enrolled at Belvedere British School
- **Grade-Specific:**
The university and career guidance services and support are tailored to specific year levels within the school. These year levels include Year 7 to Year 13 to ensure age-appropriate guidance and support.
- **Transition Years:**
The university and career guidance services and support are particularly emphasised during key transition years, such as the transition from key stage 3 to key stage 4 and during the final years of high school. This ensures that students receive the necessary guidance and resources during critical phases of their educational journey.

5. Responsibilities:

- **Students:**
Students are the primary stakeholders of the university and the career guidance program. They are encouraged to actively engage in the services, resources, and activities provided to support their university and career exploration. Students are responsible for seeking guidance, utilising resources, and participating in workshops and counselling sessions to make informed decisions about their educational and career pathways.
- **Parents:**
Parents play a vital role in supporting their children's university and career aspirations. They are encouraged to stay informed about the university and career guidance program, attend informational sessions, and collaborate with school personnel to help their children navigate the university application process and make informed career choices. Parental involvement

and communication are crucial for students' successful transition to higher education and the workforce.

- **Faculty and Staff:**

Faculty members and staff have an important role in supporting the university and the career guidance program. They collaborate with the University and Career Guidance Department to integrate guidance activities into the curriculum, identify students' strengths and interests, and recommend students for specialised programs, scholarships, and competitions. They also provide guidance and mentorship to students in their respective subject areas and assist with developing students' skills relevant to university applications and future careers.

- **School Administration:**

The school administration provides leadership and support to ensure the effective implementation of the university and career guidance program. They allocate resources, establish policies and procedures, facilitate professional development opportunities for staff, and monitor the overall progress and impact of the program. The administration also fosters collaborations with external partners, such as universities, industry professionals, and alumni, to enhance opportunities for students' university and career exploration.

- **External Partners:**

External partners, including universities, industry professionals, alumni, and community organisations, play a significant role in expanding students' understanding of various career fields, offering internships, job shadowing, networking opportunities, and providing insights into industry trends. Collaborations with these stakeholders enhance students' exposure and help them make informed decisions about their educational and career pathways.

6. Procedures:

6.1 Student Engagement and Assessment:

- **Informational Sessions:**

Students will have access to informational sessions that provide an overview of the university and career guidance program. These sessions will cover topics such as the importance of higher education, career exploration, university admission requirements, and available resources within the school.

- **Workshops and Seminars:**

Students will participate in workshops and seminars designed to enhance their understanding of university and career options. These interactive sessions may cover subjects like resume writing, interview skills, study skills, and exploring different academic disciplines and career pathways. These workshops and seminars are provided by external providers, Unifrog and different universities.

- **Individual Counselling:**

The UCGC at BBS provides one-on-one counselling sessions with students. These sessions will focus on addressing individual concerns, clarifying career goals, exploring university options, and developing personalised plans for academic and career success. Students will have the opportunity to discuss their aspirations, receive guidance on university applications, and seek support for overcoming challenges.

- **Career Fairs and Guest Speakers:**

The university and career guidance program will organise career fairs and invite guest speakers from various industries to provide students with firsthand insights into different career paths. These events will enable students to interact with professionals, ask questions, and gain a realistic understanding of potential career opportunities. Moreover, the first Career Day will be hosted at BBS in 2023 – 2024, which will allow students from BBS and students

from other schools to live interactions with representatives from different industries and go through different workshops.

- **University Visits and Campus Tours:**

Students will have the opportunity to visit universities and experience campus life firsthand. Organised visits and tours will allow students to explore different campuses, attend information sessions, interact with faculty and students, and get a sense of the academic environment. These visits will help students make informed decisions when selecting universities for further studies.

- **Online Resources and Platforms:**

All students from Year 7 to Year 13 have access to Unifrog. Unifrog is an online platform that assists students in their university and career exploration journey. It provides a comprehensive range of tools, resources, and information to support students in making informed decisions about their future.

- **Peer Support and Mentoring:**

The university and career guidance program may establish peer support networks or mentoring programs where senior students or alumni can provide guidance and support to their younger peers. Peer mentors can share their personal experiences, offer advice, and assist with the university application process.

6.2 Individual and Group Counselling Sessions:

- **Individual Counselling Sessions:**

Students have access to individual counselling sessions with the CU Guidance counsellor. These sessions are to be scheduled ahead of time to ensure enough time is allocated to students during these sessions. During these sessions, students address personal concerns, explore career interests, discuss university options and develop personalised plans for academic and career success.

- **Group Counselling Sessions:**

Year 7 to 13 students have access to group counselling sessions. The CU Guidance counsellor meets students as per the below:

Year 10,11, 12 and 13: once per week

Year 7,8, and 9: Once per term, starting from Term 2.

For more information on what topics are covered during the group counselling sessions, kindly refer to Appendix A.

6.3 Workshops and Seminars:

Students have access to a lot of workshops and seminars throughout the year. Main providers of these workshops:

- Rize and ADEK
- Unifrog
- Universities
- Others

Any other workshop that is communicated to the CU Guidance counsellor is shared with the students. It is very important to ensure that students have access to interactive and informative sessions that broaden their understanding of university and career options.

6.4 Resources and Tools:

As mentioned previously, all students from Year 7 have access to Unifrog. Through Unifrog, students can do the below:

- **Account Setup:**
 - Create a personal account on Unifrog using the school-provided login credentials.
 - Complete the profile setup by entering personal information, academic details, and interests.
- **University Research:**
 - Explore the extensive database of universities and courses available on Unifrog.
 - Utilise search filters to narrow down options based on location, subject, entry requirements, and other preferences.
 - Review detailed university profiles, including information on rankings, campus facilities, student satisfaction, and alumni outcomes.
 - Compare universities side by side to make informed decisions.
- **Course Exploration:**
 - Access information about various academic disciplines and courses offered by universities.
 - Explore course modules, assessment methods, and career opportunities associated with different subjects.
 - Consider the alignment between personal interests, strengths, and the course curriculum.
- **Personal Statement and Application Support:**
 - Utilise Unifrog's resources and guides to craft compelling personal statements.
 - Seek guidance on structuring statements, highlighting strengths, and showcasing experiences and achievements.
 - Review sample personal statements and receive feedback from teachers or counsellors through the platform.
- **Career Pathways:**
 - Engage with the career exploration tools available on Unifrog.
 - Discover different industries, job roles, and associated qualifications.
 - Assess personal strengths and interests to align with potential career paths.
 - Access information on work experience opportunities, internships, and apprenticeships related to specific careers.
- **Skills Development:**
 - Utilise Unifrog's resources to enhance essential skills required for university and career success.
 - Access interactive exercises, workshops, and guides to develop communication, teamwork, and problem-solving abilities.
 - Engage in self-assessment tools to identify areas for improvement and track skill development progress.
- **Application Management:**
 - Use Unifrog's application management tools to track university applications and deadlines.
 - Receive reminders for important milestones, such as submission dates and interview invitations.
 - Maintain an organised record of submitted applications and their progress.

- **Financial Aid and Scholarships:**
 - Explore Unifrog's resources on financial aid options, scholarships, grants, and bursaries.
 - Access information about eligibility criteria, application processes, and deadlines.
 - Utilise tools and guidance to increase the chances of securing financial support for higher education.
- **Collaboration and Communication:**
 - Engage with teachers, counsellors, and peers through the collaboration features available on Unifrog.
 - Seek advice, ask questions, and share resources within the platform's community.
 - Participate in online discussions or forums to gain insights and exchange information.
- **Progress Tracking:**
 - Continuously update personal profiles on Unifrog with academic achievements, work experience, and extracurricular activities.
 - Reflect on experiences and skills acquired, ensuring accurate representation for university applications.
 - Utilise Unifrog's progress tracking tools to monitor personal growth and development throughout the university and career exploration journey.

7. Inclusion: Students with Additional Learning Needs (ALN)

Belvedere British School is committed to ensuring equitable and inclusive university and career guidance services for all students, including Students with Additional Learning Needs (ALN). The school recognizes the diverse needs of learners and ensures that students with additional needs receive tailored support to explore and achieve their higher education and career aspirations.

Support Provided Includes:

- **Collaboration with the Inclusion Department:**

The University and Career Guidance Counsellor works closely with the Head of Inclusion and relevant staff to ensure that guidance strategies align with Individual Education Plans (IEPs) or Personal Learning Plans (PLPs).
- **Accessible Counselling:**

Students of Determination are provided with counselling sessions in formats that meet their individual communication and learning needs. This includes the use of visuals, simplified materials, or one-on-one discussions adapted to the student's pace.
- **Transition Planning:**

Specific attention is given to transition years, particularly for ALN students, with early and detailed planning for post-secondary pathways, whether that includes university, vocational education, or supported employment.
- **Inclusive Career Exploration Tools:**

ALN students have full access to Unifrog and are supported in using it to explore pathways that align with their strengths and interests. Where necessary, additional instruction or differentiated resources are provided.

- **Parental Engagement:**

Parents of ALN students are actively involved in discussions regarding future plans to ensure realistic, aspirational, and supported transitions.

- **Alternative Pathways:**

The policy acknowledges that the university may not be the desired or most appropriate path for all ALN students. The counselor provides guidance on alternative or inclusive post-secondary options such as foundation programs, skills-based certifications, and local or international institutions with tailored support services.

8. Curriculum Integration:

Academic tutors or subject teachers play a crucial role in integrating university and career guidance discussions within their tutoring sessions. They provide guidance on subject choices, offer insights into university entry requirements, and help students align their academic goals with their desired future careers. Academic tutors may also support students in developing research skills, critical thinking abilities, and effective study habits necessary for success in higher education.

BBS ensures that students undergo enrichment programs and extra-curricular activities that incorporate university and career guidance content. Some programs are externally provided.

9. Evaluation and Feedback:

The effectiveness of the university and career guidance program is evaluated through various methods to ensure its impact on students' academic and career development. Here are some common evaluation methods used in BBS:

- Surveys and Questionnaires
- Focus Groups and interviews
- Tracking University Placement and Career Outcomes
- Continuous Program Review

10. Confidentiality and Ethical Considerations:

Maintaining confidentiality and upholding ethical standards are of utmost importance during counselling sessions and when handling students' personal information.

Counsellors must adhere to professional ethical guidelines. These guidelines emphasise the counsellor's responsibility to protect students' privacy, maintain professional boundaries, and prioritise the well-being of the students. All data handling follows the relevant UAE data protection and ADEK safeguarding regulations to ensure student privacy.

11. Policy Communication and Awareness:

The University and Career Guidance Policy is available on the school's website for external stakeholders and on the school's Google Drive so that all teachers and members of the school can have access to it.

At the beginning of each academic year, the policy is introduced to parents, students and staff through informational sessions. These sessions are also used to address questions, concerns or clarifications related to the policy.

12. Policy Review and Revision

The university and career guidance policy will undergo regular review and revision to ensure its relevance, effectiveness, and alignment with changing educational and career landscapes. The following aspects will be considered during the policy review and revision process:

- **Review Frequency:**

The policy will be reviewed at least once every academic year to assess its efficacy and address any emerging needs or challenges.

Additional reviews may be conducted in response to significant changes in educational systems, career trends, or relevant regulations.

- **Stakeholder Involvement:**

The policy review and revision process will involve input from key stakeholders, including students, parents, faculty, staff, and external partners such as universities and employers.

- **Data Analysis:**

Relevant data, including student outcomes, program evaluations, and feedback from stakeholders, will be analysed to identify areas of strength and areas needing improvement.

- **Educational and Career Trends:**

The policy will be evaluated in light of the evolving educational and career landscape, considering emerging fields, skill requirements, and technological advancements.

Changes in university admission processes, scholarship opportunities, and career exploration resources will be considered during the review process.

- **Legal and Ethical Compliance:**

The policy will be assessed for compliance with relevant laws, regulations, and ethical guidelines related to student privacy, data protection, and counselling practices that are put and communicated by ADEK

Any necessary updates will be made to ensure adherence to legal and ethical standards.

13. Related Documents and References

This policy complies with ADEK Career and University Guidance Policy.

Effective Date: September 2023

Review and Approval

Review Date: June 2026

Next Review Date: June 2027

Approved by:

Principal

BBS Board of Governors

School Stamp

14. Appendices

Appendix A:

Terms		Year Groups			
Term 1		Y13	Y12	Y11	Y10
	Gatsby Bench mark	- Addressing needs of each student - Further Higher Education Encounter - Personal Guidance	- Addressing needs of each student - Personal Guidance	- Addressing needs of each student - Personal Guidance	Addressing needs of each Student
	September	- Students submitting final university options list - Working on the Personal Statement (feedback to students) - UCAS application starts - Teachers reference deadline Sep 15th for early applications - Common app application starts - Students visiting NYU – AD Sep 28th - EMSAT test registration - Transcript review for early applicants	- Welcoming student and introduction to Career Guidance during induction week - Introduce/ recap on Unifrog student's demo	- Introduce students to Unifrog! - Carry out an overview demo of the student side of Unifrog. - Use these career-focused lessons to help students connect their skills and interests with their future choices. Interest Profile Quiz	- Introduce students to Unifrog! - Carry out an overview demo of the student side of Unifrog. - Take the class on a treasure hunt around the Careers library on Unifrog.
	October	- Reviewing UCAS early applications - Personal Statements feedback - UCAS deadline Oct 15th - EMSAT testing (Check calendar for dates) - SAT test (not applicable for all students ONLY as per the US application requirement) - Deadline for SCO scholarship (UAE Nationals)	Self-Exploration: - Students will complete Interest test (Unifrog) - Students will reflect on their interest test and understand the different groups of skills Career Exploration: - Students will search careers that are related to their Interest test results and create their own career library on Unifrog	What are they interested in? How can they get work experience or internships in this area?	
	November	- Early decision deadline for US application Nov 1st - All personal statements should be finalised and submitted by students to UCAS by NOV 25th - Uploading UCAS references - Uploading students predicted grades to UCAS - EMSAT testing - NAPO application for UAE Nationals	Self-Exploration - Students will complete Personality test - Students will reflect on the personality test and understand different types of personalities Career Exploration: - Students will search careers that are related to their Interest test results	As students will start to connect their A-level choices with their future, take your pick from these university exploration lessons! University Systems around the world Making the most of university visits	Students discover the interests and skills that make them unique, and link them to potential careers.
	December	- Reviewing students UCAS application - Submitting UCAS application by Dec 7th - Submitting Common app application by Dec 7th - EMSAT testing - SAT testing - NAPO application (UAE Nationals)	Students will search and explore careers that are related to their personality test	- Choices, choices! Assisting students in making informed decisions about what subjects they want to study at A-level. - Top tip: While the school's deadline for choices may not be until the Spring term, run this lesson before Christmas so that students have a chance to think about their options before 1:1 meetings and final decisions take place in the spring term	Communication is an important skill! Explore what makes a great communicator in group and individual activities.

	Feb	- UCAS extras opens - Review students' university application to Netherlands NAPO application (UAE Nationals) - Introduce interview skills - Prepare students for College / University interviews	University application process - Introduce students to different type of university application - US application - UK application Introduce Standardized testing options	- What have you done so far?' - Walk students through the Activities Tool and get them to record any activities they've carried out that would be relevant to future post-school applications. - Examples of activities include: Independent work, Research projects, Extracurricular projects, Work experience, Volunteering, Club/Society.	- How do students recognise independence and demonstrate it so it's useful for applications in the future? - While applying for university is still a long way off, the US application process takes a bit more preparation. The spring term is a good time to see which students are interested in applying to the US and identify any potential athletic scholars!
	March	- Deadline for NAPO application - Understand Clearing (UCAS) and results day	- Unifrog Students Profile - Adding activities - Competences	- Following on from activities students have recorded, it's time to think about the skills they've gained! - These resources will help the students to talk about themselves and build outstanding applications regardless of where they're planning on going. Discover your competencies	

End of Term Comments:

		Y13	Y12	Y11	Y10
Term 3	Gatsby Benchmark	- Encounters with further Higher education - Personal Guidance	- Linking curriculum learning to careers - Encounters with further Higher education - Personal Guidance		
	April	A level exam starts	Personality & interest test on Unifrog - Explore University option within the chosen subject's area - Personal Statement writing - Common App personal Statement	- These sessions explore how to revise effectively and how to carry out good quality revision. - Students will be able to plan their revision time better, reducing stress throughout exam season.	Students learn to talk about the activities they have taken part in and the all-important competencies they've learned along the way.
	May		- Universities short list of UK and US - Personal Statement writing - Common App personal Statement	Top tip: You might want to remind students about sitting and booking ACT/SATs.	
	June		- Deadline to Submit University shortlist (added to Unifrog) - Deadline to submit Personal Statement for review (Added to Unifrog)		

Year Group		Y9	Y8	Y7
Term 2	Gatsby Benchmark	- Addressing needs of each pupil - Personal Guidance	Addressing needs of each pupil	Addressing needs of each pupil
	January	Self-Exploration - Who I am? - Things I like students will find out about their interests and talents and how to use that information in Careers exploration - Student will complete interest test on Unifrog - Things I am Good at: help students identify their interests and talents and how to use that information to guide	Self-Exploration - Things I believe in (Values): What's important to you? - Put it all together Interests, skills, and Values: help students understand the relationship between interests, skills, values, and abilities and how that informs their career options	Self-Exploration - Things I believe in (Values): What's important to you? - Put it all together Interests, skills, and Values: help students understand the relationship between interests, skills, values, and abilities and how that informs their career options
	Feb			

Year Group		Y9	Y8	Y7
Term 3	Gatsby Benchmark	- Addressing needs of each pupil - Personal Guidance	Addressing needs of each pupil	Addressing needs of each pupil
	March	Things I have Done: students will reflect on their Extracurricular activities, Hobbies Things I believe in (Values): What's important to you? students will become aware of how their values are an important part of determine what Career pathway would satisfy them and meet their needs Put it all together Interests, skills, and Values: help students understand the relationship between interests, skills, values, and abilities and how that informs their career options ** students will complete Personality test and Interest test on Unifrog and identify their personality type (teachers can do the test too and share their results with students)	** students will complete Personality test on Unifrog and identify their personality type (teachers can do the test too and share their results with students)	** students will complete Personality test on Unifrog and identify their personality type (teachers can do the test too and share their results with students) -

	April	Career Exploration How to decide on a Career Path What's your Dream Job? Students will explore what makes something a dream job GCSE's Choices, Choices Importance for my future pathway Understand How my Subjects options are linked to my Career /University Pathway		
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