



Careers & University Guidance Policy

Purpose and Scope of Policy

This policy outlines the framework for careers education, information, and guidance at Arcadia British School to provide a high-quality program to ensure all students can make informed decisions about their future education and career choices. This policy ensures compliance with KHDA and BSO inspection requirements in alignment with UAE and international career standards.

High-quality careers guidance is important for our students' futures, and our careers guidance framework aims to:

- Provide all students with up-to-date information on career pathways, university admissions and alternative educational or training opportunities
- Equip students with the skills, knowledge and confidence to plan and manage their career development
- Support students and families of students in achieving their career goals through a structured program of events, workshops and one-to-one sessions
- Promote a culture of high aspirations and equality of opportunity

Statutory Requirements

This policy is based on the Department for Education's statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008
- The Education (Careers Guidance in Schools) Act 2022

This policy also aligns with the [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023. It explains that schools must provide a minimum of 6 career-related encounters to all students in years 7 to 13.



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Roles and Responsibilities

Career and University Guidance Counsellors

Our Careers and University Guidance Counsellor will work closely with the senior leadership team to:

- Take responsibility for developing and running the school's career program
- Plan and manage career-related activities and events
- Support teachers to integrate careers education and guidance into subjects
- Establish and develop links with internship providers, educational institutions and relevant organisations
- Work closely with relevant staff, including the Head of Inclusion to identify the guidance needs of all our students, including those of special educational needs, determination and/or disabilities
- Regular professional development training to remain updated with the latest trends in industry needs and application processes

Senior Leadership Team

Our Senior Leadership Team will:

- Provide clear advice and guidance for the school can base a strategic careers plan
- Support the careers program and counsellors in developing their framework
- Ensure the careers team is allocated sufficient time and has the appropriate training to perform their duties to a high standard
- Allow relevant external providers access to engage with students in years 7 to 13 about education qualifications, industry insights and other relevant subject areas

Careers Program at Arcadia British School

Arcadia's careers program encourages students to consider career options, choices and pathways from Year 7 upwards and has been developed to meet the expectations outlined in the Gatsby Benchmarks. It is delivered through the following methods:

- Unifrog Access: Monthly lessons enabling students to explore university and career pathways globally, including career profiles and course-specific entry requirements
- Careers Events: Connecting students with universities and industry professionals
- Workshops: Sessions led by the career and university guidance counsellors or relevant external providers on developing skills relevant to career pathways



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- Internship Opportunities: Facilitated through external connections, internships can be organised to provide students with real-world experience
- 1:1 Support: Personalised future educational and career support for students. The following minimum number of sessions applies to those in Years 11-13:
 - Year 11 - Two 1:1 sessions
 - Year 12 - Three 1:1 sessions
 - Year 13 - Four 1:1 sessions
- Group Sessions: In a collaborative setting, students will have the opportunity to explore key topics such as country-specific university requirements and career-related information.
- Ministry of Education-specific guidance for Emirati students

This program does not show bias towards any particular career path and promotes a full range of academic options for students. It is structured in a way that builds upon previous years, and aims, objectives and activities are provided for each year group.

University Applications Process

At Arcadia British School, there is no limit to the number of universities a student can apply to. However, due to the heavy workload of the A-Level curriculum, we recommend a maximum of 12 applications.

- University Lists: Students are expected to finalise their choice of application countries by the end of Year 12, allowing the counsellor to guide them on relevant summer activities in preparation for applications. Changing countries of application in Year 13 is not recommended due to the limited time available to adapt to a different application process.
 - Students are also expected to submit their selected course of study and provisional university list by the end of Year 12, though adjustments to the university list can still be made in Year 13.
- Recommendation Letters: Most universities will require recommendation letters from the school; these will be from either a teacher and/or the school counsellor.
 - For UK universities, one combined recommendation letter will be written by the school counsellor, including comments from each of the student's teachers.
 - For all other countries of application, students must request two teacher recommendations by the end of Year 12. Students will also complete a brag sheet to highlight their achievements, which teachers may include in their recommendations.



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- Where external recommendations are required, students are responsible for sourcing these.
- Essay Support: The career and university guidance counsellors will lead workshops in Years 12 and 13 to guide students in writing these essays.
 - During application periods, it is recommended that students submit essay drafts early to ensure the counsellor can provide feedback ahead of deadlines.
 - Use of AI: If AI platforms are used to write essays, students will be required to rewrite the essay before receiving feedback.
- Profile Building Support: Through 1:1 sessions, the counsellor will provide recommendations for the student to enhance their profile through in-school and outside-of-school activities. These can be listed on student resumes and, where required, activity lists within applications.
 - The final draft of resumes should be submitted to counsellors in March of Year 12 to ensure relevant information can be included in recommendation letters. The student may then update the resume with any additional activities before application submission.
- Policies regarding predicted grades will be provided to students by the Head of Sixth Form.

Alternative Pathways Career Provision

At Arcadia British School, we are committed to ensuring that all students, including students of determination and those on alternative learning pathways, receive personalised, meaningful careers and university guidance. Our inclusive approach recognises the diverse strengths, aspirations and support needs of every young person.

For students enrolled in the Arcadia Creative Avenues Programme (ACAP), careers education is embedded in the bespoke curriculum through a differentiated and student-centred model that supports transitions into meaningful employment, further education or vocational training. Careers guidance activities are tailored to promote independence, practical life skills and pathways aligned with individual interests. The inclusion team works closely with the careers and university counsellors to ensure that students benefit from work-related learning experiences, internships, community partnerships, and enterprise initiatives.



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These experiences are drawn from both internal school-led projects and external placements with local organisations.

Students who opt for a blended curriculum incorporating BTECs alongside traditional academic subjects such as English, Maths, and Science also receive targeted support. Guidance sessions reflect the applied nature of BTEC study, with emphasis on vocational routes, higher education options and employment pathways both locally and internationally. Our programme supports students in building competitive profiles for university, college, or industry, ensuring they are well-informed and confident in navigating their chosen career pathways.

In line with our commitment to equity and inclusion, the careers and university counsellors collaborate with parents, teachers and external agencies to provide each student with personalised support and access to opportunities. Students are actively encouraged to co-develop their career plans, engaging in goal-setting and reflection during one-to-one sessions. The effectiveness of this provision is monitored through regular reviews and personalised transition plans, enabling the school to track progress and adapt guidance as required. Careers provision is mapped to the Gatsby Benchmarks and adapted, where appropriate, to meet the diverse needs of all students.

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Date of review: May 2026

Responsibility: Careers Department

Board review: May 2025

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