



ACADEMIC AND CAREER GUIDANCE POLICY 2027-2026

1. POLICY STATEMENT

Al Rashid Al Saleh Private School is committed to providing a comprehensive, inclusive and age-appropriate system of academic and career guidance that enables every student to make informed decisions about learning pathways, subject choices, further and higher education, training and future careers.

The school recognises academic and career guidance as an integral part of students' educational experience rather than an isolated service provided only at the point of graduation. Guidance therefore develops progressively throughout students' schooling, with increasing levels of individualised support as students approach key transition points.

The policy supports the school's commitment to developing confident, responsible and future-ready learners who understand their strengths, interests and aspirations and are equipped to make informed choices that contribute positively to the UAE and the wider global community.

2. PURPOSE

This policy aims to:

- establish a coherent whole-school approach to academic and career guidance;
- support students in identifying their strengths, interests, abilities and aspirations;
- ensure students understand available academic pathways and their implications for future study and employment;
- provide accurate and impartial information about universities, colleges, vocational pathways and careers;
- support informed subject selection and academic pathway decisions;
- strengthen students' career-management, employability and future-readiness skills;
- provide effective transition support at key stages of schooling;
- promote meaningful engagement with universities, employers and community organisations;
- ensure equitable access to guidance for all students;
- provide enhanced guidance for students requiring additional support;
- actively support Emirati students in understanding national higher-education and employment opportunities;

- engage parents as informed partners in academic and career decision-making; and
- monitor the effectiveness and impact of guidance on students' destinations and outcomes.

3. SCOPE

This policy applies to:

- all students from KG1 to Grade 12;
- teaching and support staff;
- school leaders;
- academic and career guidance staff;
- inclusion and wellbeing teams;
- parents and guardians; and
- external partners contributing to academic, university or career guidance.

The intensity and nature of guidance will vary according to students' age and stage of development.

4. GUIDING PRINCIPLES

The school's approach to academic and career guidance is based on the following principles.

4.1 Student-centred

Guidance will reflect each student's academic profile, interests, strengths, needs and aspirations.

4.2 Inclusive and equitable

Every student will have access to high-quality guidance regardless of gender, nationality, ability, background or additional educational need.

4.3 Aspirational

Students will be encouraged to set challenging but realistic academic and career goals.

4.4 Evidence-informed

Advice will draw upon academic achievement, assessment information, student interests, aptitude, progress and other relevant evidence.

4.5 Impartial

Students and families will receive balanced information about appropriate educational and career pathways without inappropriate promotion of a particular institution or provider.

4.6 Progressive

Career awareness will begin at an age-appropriate level in the early years and become increasingly structured and individualised through secondary education.

4.7 Future-focused

Guidance will prepare students for emerging labour-market requirements, technological developments and changing career pathways.

4.8 Partnership-based

Effective guidance requires collaboration among students, parents, teachers, counsellors, universities, employers and community organisations.

5. ACADEMIC GUIDANCE

Academic guidance will support students in understanding their learning profile and making informed decisions about their educational pathway.

The school will provide students with guidance relating to:

- academic strengths and areas requiring improvement;
- subject choices;
- academic pathways;
- assessment results and progress;
- graduation requirements;
- university entrance requirements;
- prerequisite subjects for particular programmes and careers;
- intervention and academic support;
- enrichment and extension opportunities; and
- transitions between phases of education.

Academic guidance should not focus solely on attainment. Progress, aptitude, interests, aspirations and individual circumstances should also inform recommendations.

6. CAREER GUIDANCE

Career guidance will enable students to develop an increasingly sophisticated understanding of the relationship between education, skills, qualifications and employment.

Students will have opportunities to:

- explore different professions and industries;
- identify their interests and potential career preferences;
- understand qualifications required for different professions;
- investigate labour-market trends;
- understand emerging and future careers;
- develop employability and transferable skills;
- engage with professionals and employers;
- participate in career-related activities;
- explore entrepreneurship and innovation;
- understand workplace expectations; and
- develop personal academic and career plans.

Particular attention will be given to future-oriented fields including artificial intelligence, technology, engineering, sustainability, healthcare,

entrepreneurship, digital industries and other sectors relevant to UAE economic development.

7. PROGRESSIVE GUIDANCE FRAMEWORK

KG–Grade 4: Awareness and Aspiration

At this stage, guidance focuses on developing curiosity and positive attitudes towards learning and work.

Students will:

- explore different occupations through classroom activities;
- recognise that people undertake different roles within society;
- identify personal strengths and interests;
- develop communication, collaboration and responsibility;
- encounter careers through stories, projects, visitors and community activities.

Formal career decisions are neither expected nor encouraged at this stage.

Grades 5–8: Exploration

Students begin to explore the relationship between subjects, interests, skills and possible future pathways.

Activities may include:

- career-interest activities;
- introduction to career clusters;
- discussions with professionals;
- university and workplace awareness;
- STEM and future-skills activities;
- entrepreneurship projects;
- reflection on strengths and interests; and
- initial academic pathway discussions.

Grades 9–10: Pathway Planning

Guidance becomes more structured and increasingly personalised.

Students receive support in:

- subject selection;
- understanding academic pathways;
- identifying possible university programmes;
- exploring career requirements;
- interpreting academic and aptitude information;
- developing individual academic targets;
- career-interest and aptitude assessments where appropriate;
- university and career research; and
- developing an initial Individual Academic and Career Plan.

Grades 11–12: Transition and Destination Planning

Students receive individualised academic, university and career guidance.

This includes:

- individual counselling;
- university programme research;
- entry-requirement guidance;
- application planning;
- scholarship information;
- career exploration;
- CV and résumé preparation;
- interview skills;
- personal statements where required;
- university fairs and presentations;
- employer engagement;
- work-related learning opportunities where available;
- alternative pathways and vocational options; and
- transition planning after Grade 12.

Every Grade 12 student should leave the school with a clearly identified intended destination or transition pathway.

8. INDIVIDUAL ACADEMIC AND CAREER PLAN

Students in the secondary phase will progressively develop an Individual Academic and Career Plan (IACP).

The plan may include:

- student strengths and interests;
- academic performance profile;
- preferred subjects;
- career interests;
- possible career pathways;
- university/course preferences;
- required qualifications;
- personal development goals;
- extracurricular achievements;
- guidance meetings;
- agreed actions;
- parent consultation;
- application progress; and
- intended post-school destination.

Plans will be reviewed at appropriate transition points.

9. USE OF DATA IN GUIDANCE

Academic and career guidance will be informed by appropriate evidence, which may include:

- internal assessment;
- external assessment;
- baseline and diagnostic information;
- academic progress;
- subject performance;
- aptitude information;
- student interests;
- attendance and engagement;
- teacher recommendations;
- student self-evaluation; and
- identified career aspirations.

No single assessment result should determine a student's academic or career pathway.

Guidance decisions should be based on a holistic understanding of the student.

10. UNIVERSITY GUIDANCE

The school will provide students and parents with accurate information regarding higher-education pathways within the UAE and internationally.

Guidance may include:

- university entry requirements;
- programme prerequisites;
- recognised qualifications;
- application timelines;
- admission testing;
- language proficiency requirements;
- scholarships;
- financial considerations;
- application procedures; and
- alternative higher-education pathways.

Students will be encouraged to research multiple appropriate options rather than relying on a single institution or destination.

11. CAREER AND UNIVERSITY EVENTS

The school will provide opportunities, where appropriate, for students to interact with external organisations through:

- university fairs;
- university presentations;
- career fairs;
- career talks;
- alumni presentations;
- workplace visits;
- professional speakers;
- career workshops;
- mentoring;
- job-shadowing opportunities;
- work experience or internships where appropriate; and
- entrepreneurship and innovation activities.

External providers must comply with school safeguarding and visitor procedures.

12. WORK EXPERIENCE AND CAREER-RELATED LEARNING

Where feasible and age appropriate, the school will facilitate opportunities for students to experience authentic workplace environments.

Career-related learning may include:

- workplace visits;
- internships;
- job shadowing;
- enterprise projects;
- volunteering;
- community service;
- mentoring; and
- project-based partnerships with external organisations.

All placements must comply with applicable UAE requirements and the school's safeguarding and risk-management procedures.

13. EMIRATI STUDENTS

The school recognises the importance of providing targeted academic and career guidance for Emirati students aligned with national priorities.

Guidance will include awareness of:

- UAE higher-education institutions;
- scholarships and sponsorship opportunities;
- national employment priorities;
- emerging strategic sectors;
- public and private sector career opportunities;
- entrepreneurship;

- STEM and technology pathways; and
- opportunities contributing to the UAE's future development.

The school will monitor the participation, aspirations and post-school destinations of Emirati students to ensure they receive appropriate and ambitious guidance.

14. STUDENTS OF DETERMINATION AND INCLUSIVE GUIDANCE

Academic and career guidance will be inclusive and accessible.

Students of Determination will receive personalised guidance appropriate to their:

- strengths;
- abilities;
- interests;
- individual education plans;
- support requirements;
- transition needs; and
- future aspirations.

The Inclusion Team, counsellor, teachers, parents and external specialists, where appropriate, will collaborate in transition planning.

The aim is to maximise independence, participation, aspiration and successful transition into further education, training or employment.

15. PARENTAL ENGAGEMENT

Parents are key partners in academic and career planning.

The school will engage parents through:

- information sessions;
- individual meetings;
- subject-selection guidance;
- university guidance sessions;
- career events;
- written resources;
- digital communication; and
- transition meetings.

Parents will be encouraged to support their children's aspirations while recognising students' individual strengths, interests and emerging independence in decision-making.

16. STUDENT VOICE

Student feedback will contribute to evaluating and improving academic and career guidance.

The school may gather student views through:

- surveys;
- interviews;

- focus groups;
- student council;
- post-event evaluations; and
- individual guidance reviews.

Student feedback will be analysed to identify gaps in provision and emerging guidance needs.

17. ROLES AND RESPONSIBILITIES

School Principal

The Principal will:

- ensure the policy is implemented effectively;
- allocate appropriate resources;
- ensure alignment with school strategic priorities;
- monitor the quality and impact of provision; and
- report significant outcomes to school governance.

Senior Leadership Team

The SLT will:

- integrate academic and career guidance within school improvement planning;
- ensure effective coordination between departments;
- monitor provision and outcomes;
- support external partnerships; and
- evaluate the impact of guidance.

Academic/Career Guidance Lead or Counsellor

The designated lead will:

- coordinate the guidance programme;
- provide individual and group counselling;
- maintain appropriate student guidance records;
- support university applications;
- organise university and career events;
- maintain current guidance resources;
- develop external partnerships;
- support transition planning;
- track student destinations; and
- report programme outcomes to leadership.

Heads of Department and Teachers

Teachers will:

- provide accurate subject-specific academic guidance;
- identify student strengths and areas for development;
- connect curriculum learning to real-world applications and careers;

- contribute to subject-selection guidance; and
- refer students requiring specialised guidance.

Inclusion Team

The Inclusion Team will ensure that guidance and transition planning are accessible and appropriately personalised for Students of Determination and other students requiring additional support.

Students

Students are expected to:

- participate actively in guidance activities;
- reflect on their strengths and interests;
- research possible pathways;
- attend scheduled counselling sessions;
- maintain relevant planning documentation;
- meet agreed application deadlines; and
- take increasing responsibility for academic and career decisions.

Parents

Parents are expected to:

- participate in relevant guidance meetings;
- support students in exploring realistic and ambitious options;
- provide necessary documentation in a timely manner; and
- work collaboratively with the school during key transition periods.

18. CONFIDENTIALITY AND RECORD KEEPING

Academic and career guidance records will be handled appropriately and confidentially.

Records may include:

- counselling notes;
- academic pathway decisions;
- career assessments;
- Individual Academic and Career Plans;
- university applications;
- offers and acceptances;
- scholarship outcomes; and
- student destination information.

Information will only be shared with relevant parties when necessary and in accordance with school procedures and applicable UAE requirements.

19. QUALITY ASSURANCE

The quality of academic and career guidance will be monitored through:

- student participation data;
- student and parent feedback;
- counselling records;
- completion of Individual Academic and Career Plans;
- subject-selection outcomes;
- university applications;
- university offers and acceptances;
- scholarship outcomes;
- participation in career activities;
- destination data;
- stakeholder feedback; and
- annual review of programme effectiveness.

Findings will inform the School Development Plan and future guidance provision.

20. KEY PERFORMANCE INDICATORS

The school will establish annual targets. Indicative KPIs include:

Area	Expected Indicator
Individual Guidance	100% of Grade 11–12 students receive documented individual academic/career guidance
Career Planning	100% of targeted secondary students maintain an Academic and Career Plan
Grade 12 Transition	100% of Grade 12 students have a documented intended destination before graduation
Parent Engagement	High participation in key pathway/university guidance sessions
Career Exposure	Students participate in planned career/university engagement opportunities annually
Student Satisfaction	At least 90% of surveyed students report that guidance supports informed decision-making
University Applications	Application and offer outcomes are systematically tracked
Emirati Students	100% of Emirati students in relevant grades receive documented pathway/career guidance
Inclusion	100% of identified Students of Determination receive appropriate transition planning
Destination Tracking	Grade 12 destinations are recorded and analysed annually

21. EVIDENCE OF IMPLEMENTATION

Evidence may include:

- annual academic and career guidance plan;
- counselling schedules;
- student Academic and Career Plans;
- university application trackers;
- destination data;
- student and parent surveys;
- university and career fair records;
- photographs and event reports;
- career workshop records;
- employer/university partnerships;
- parent meeting records;
- student portfolios;
- career assessment records;
- subject-selection documentation;
- transition plans;
- alumni destination information; and
- annual evaluation reports.

22. MONITORING AND EVALUATION

- The Academic and Career Guidance Lead will provide periodic reports to the Senior Leadership Team covering:
- Provision → Participation → Quality → Outcomes → Impact
- The school will evaluate not merely whether activities have taken place, but whether they have resulted in students:
- developing greater awareness of available pathways;
- making better-informed subject choices;
- setting appropriate academic and career goals;
- demonstrating increased understanding of university requirements;
- developing career-readiness skills;
- successfully completing university applications;
- securing appropriate post-school destinations; and
- reporting confidence in their future educational and career decisions.
- Areas requiring improvement will be incorporated into subsequent action planning.

23. POLICY REVIEW

- This policy will be reviewed annually, or earlier where necessary, in response to:
- changes in UAE educational requirements;
- KHDA requirements or guidance;
- changes to the school's curriculum;
- developments in higher-education admissions;
- labour-market developments;
- student destination data;
- stakeholder feedback; or
- findings from school self-evaluation.

Date: 14/09/2026