



St. Joseph's School

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Career & University (CU) Guidance Policy

Policy Reference: SJS/CUGP/2025

Approved By: School Leadership Team

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Next Review Date: 31st March, 2026

1. Policy Purpose and Scope

This policy establishes the framework for Career and University (CU) Guidance at St. Joseph's School, Abu Dhabi, in alignment with the Abu Dhabi Department of Education and Knowledge (ADEK) School CU Guidance Policy. It aims to equip students from Cycle 2 (Grades 5–8) and Cycle 3 (Grades 9–12) with the knowledge, skills, and support necessary to make informed decisions about their academic and career pathways, including postsecondary and technical-vocational education options.

2. Philosophy, Mission, and Vision

Philosophy: St. Joseph's School believes that career guidance is an integral part of holistic education. Every student deserves equitable access to personalized guidance that empowers them to discover their full potential, pursue meaningful careers, and contribute positively to society.

Mission: To provide a structured, inclusive, and data-driven CU guidance program that supports students' academic, social, and emotional development while preparing them for lifelong learning and meaningful careers.

Vision: To cultivate confident, informed, and goal-oriented students who make wise educational and career decisions based on self-awareness, exploration, and opportunity.

3. Key Definitions

- **Additional Learning Needs:** Individual requirements for extra support or modifications for students with learning, access, or interaction needs (e.g., dyslexia, visual/hearing impairments, gifted and talented students).
- **Career:** The lifelong journey of learning and work experiences an individual undertakes.
- **Career and University (CU) Guidance:** A structured process that supports students in exploring career options, understanding educational pathways, and preparing applications for postsecondary opportunities.
- **CU Guidance Counselor:** A trained professional responsible for implementing the CU guidance program, offering advisory and administrative support to students.

- **Postsecondary Education:** Educational opportunities following secondary school, including higher education and Technical and Vocational Education and Training (TVET).
- **STEAM University Majors:** Programs focusing on Science, Technology, Engineering, Arts, and Mathematics.

4. CU Guidance Program Framework

The CU guidance program at St. Joseph's School follows a five-step development approach adapted to each educational cycle.

4.1. Step 1: Assessment

- Utilize tools to identify students' interests, strengths, personality traits, and academic levels.
- Incorporate feedback from teachers and parents.
- Recognize family, social, and emotional factors that may influence career decisions.
- Support students with **Additional Learning Needs** through individualized assessments.

4.2. Step 2: Exploration

- Introduce students to the world of work, university options, and alternative learning pathways.
- Organize career awareness activities, guest lectures, and subject-career linkage sessions.
- Highlight scholarship opportunities and support for students with mobility or accessibility needs.

4.3. Step 3: Preparation

- Offer workshops on time management, communication, and study skills.
- Advise students on subject selection aligned with future university or TVET entry requirements.
- Conduct career fairs, campus visits, and parent-student-counselor meetings.
- Develop students' CVs, personal statements, and university application portfolios.
- Insight into Admission from University Perspective and Information about UCAS, OUAC, CAO, Common App, etc.

4.4. Step 4: Implementation

- Integrate CU activities into the curriculum across relevant subjects.
- Facilitate mock interviews, standardized test preparation, and mentorship programs.
- Maintain partnerships with higher education institutions, training centers, and employers.
- Support Grade 12 students in submitting university applications and tracking outcomes.

- Students are assisted if required in their application for UCAS, OUAC, Common Application, etc.

4.5. Step 5: Decision-Making

- Guide students in evaluating university and career options based on their interests, academic records, and financial considerations.
- Conduct one-on-one counseling for final decision support.
- Engage parents in reviewing and validating choices to ensure alignment with student aspirations.

5. CU Guidance for Cycle 2 and Cycle 3

Cycle 2 (Grades 5–8): Focus on Assessment, Exploration, and Preparation.

- Assessment: Identify strengths, interests, and talents through personality and aptitude tests.
- Exploration: Organize career awareness sessions, subject-to-career mapping, and motivational guest talks.
- Preparation: Introduce goal-setting and collaboration projects; assist with subject choices at the end of Cycle 2.

Cycle 3 (Grades 9–12): Focus on Preparation, Implementation, and Decision-Making.

- Preparation: Academic tracking, university readiness, and confidence building.
- Implementation: Administer aptitude tests, coordinate university fairs, and guide on scholarship applications.
- Decision-Making: Support with final university applications, document verification, and career choice reflection.

6. Alumni Engagement

To strengthen school-community partnerships and mentorship opportunities, St. Joseph’s School will implement a three-tier alumni engagement plan:

Tier	Activity
Tier 1	Maintain updated alumni database and network.
Tier 2	Host alumni talks, networking breakfasts, and industry panels.
Tier 3	Launch mentorship programs and collaborative research or internship projects.

7. Record and Data Management

Maintain secure, confidential records of student assessments, counseling sessions, and university applications. Use data for program evaluation, improvement, and ADEK compliance.

8. Inclusion and Support

Provide equitable CU guidance to all students, including those with Additional Learning Needs or exceptional abilities. Adapt materials and methods for accessibility, and offer enrichment programs for gifted students.

9. Skills Development

Students will have access to structured opportunities to develop employability and life skills through:

- Variety of activities like organising events, volunteering at special needs centres and teaching junior students' for example, peer tutoring that enables them to get an overview of working in a professional environment. Participation in extra-curricular activities such as the TEDx, Model United Nations, community service, internships, etc., are also highly encouraged, where they have the opportunity to hone their interpersonal skills and to put them to good use.
- Internships and job shadowing opportunities with partner organizations.
- Workshops on leadership, communication, entrepreneurship, and innovation.

10. Premises and Facilities

The school will make the Indoor Stadium, Activity Room (multi-purpose room), and Private Meeting Rooms available for discussions between the provider, career counsellor, career advisor, and students, as appropriate to the activity. The school will also make audio-visual (AV) and other specialist equipment available to support providers during presentations. This will all be discussed and agreed in advance of the visit with Senior Leaders and/or a member of the Career Guidance team. Providers are welcome to leave a copy of their prospectus or other relevant course literature for the students and the library, which is managed by the Career Guidance team.

11. Counselor Appointment and Professional Development

Qualified CU Guidance Counselors will lead the program and participate in continuous professional development on counseling ethics and admissions trends.

12. Links to Other Policies

- Safeguarding/child protection policy
- Health and Safety policy
- Curriculum policy

13. Monitoring and Evaluation

The effectiveness of the CU guidance program will be measured through:

- Quantitative indicators: Student participation rates, university acceptance rates, satisfaction surveys.
- Qualitative indicators: Feedback from students, parents, alumni, and higher education partners.

- Annual review reports to ensure ongoing improvement and ADEK compliance.

14. Implementation and Communication

The CU Guidance Department will hold regular information sessions, publish annual CU calendars, and maintain communication via careerguidance@stjosephsschool.ae.

15. Policy Review

This policy will be reviewed annually by the CU Guidance Department in consultation with the School Leadership Team and updated in line with ADEK's latest requirements and global best practices.

Approved by:

Prestina Rocha
Principal

St. Joseph's School
19th October, 2025

