

Academic and Career Guidance Policy

FS2 to Year 13 | Academic year 2026–27

Our approach

Arab Unity School (AUS) provides academic and career guidance that helps students make informed, ambitious and realistic decisions about their future. Guidance builds step by step, from early awareness to confident subject choices and a successful move beyond school, helping students connect their strengths, interests and values to further education, employment and their contribution to society. It draws on individual guidance, university fairs, digital research platforms, partnerships, our AUS For Life programme and our Global Skills programme with 8billionideas, which links academic learning to the changing world of work.

Principles

Guidance is impartial, accessible and centred on students' needs. Students explore university, vocational and technical education, apprenticeships where available, employment, entrepreneurship and other routes, with no assumptions based on attainment, gender, nationality or family circumstances. Provision reflects KHDA and UAE Ministry of Education requirements and draws on recognised practice, including the Gatsby Benchmarks, with Dubai Education 33 and the Dubai Economic Agenda D33 informing discussion of future opportunities. AUS provides at least one qualified, experienced full-time careers and university guidance professional, who coordinates the programme and offers individual counselling.

Careers education, step by step

Stage	Focus
FS2 to Year 6: Awareness and aspiration	The world of work is introduced through stories, play, curriculum links, visitors and practical activities, building curiosity, communication, teamwork and an understanding of how different roles contribute to communities.
Years 7 to 9: Discovery and self-awareness	Students explore their strengths, interests and values, meet a broad range of sectors and begin a digital record of skills and experiences. CAT4 information and interest tools support discussion but never prescribe a career or restrict opportunity. Preparation for IGCSE choices begins before option decisions are made.
Years 10 to 11: Pathways and informed choices	Students see how IGCSE subjects, attainment and skills connect to post-16 study and future destinations, through individual review, professional encounters and practical experiences. Before Sixth Form, families receive clear information on A Level combinations, entry requirements and suitable alternative routes.
Years 12 to 13: Applications and transition	Individual support covers course and institution research, application schedules, personal statements, CVs, portfolios, interviews and scholarship research. Preparation for admissions tests such as IELTS, SAT or UCAT is offered or signposted. Students build an ambitious main plan with realistic alternatives.

Subject choices and academic guidance

Subject Marketplace Evenings and parent workshops take place before key IGCSE and post-16 choices, explaining course content, assessment, available combinations and progression requirements, with individual follow-up for families who cannot attend. Subject recommendations and predicted grades draw on assessment, demonstrated performance, teacher judgement and standardised information. CAT4 supports professional discussion but does not decide grades or access on its own. Students whose preferred route is unavailable, or whose results do not meet entry requirements, receive timely advice on alternatives, including foundation, vocational or technical routes. Staff check admission, qualification recognition, UAE equivalency and Arabic or Islamic Education requirements with official sources, and no test is presented as a universal requirement without verification.

Information, digital tools and portfolios

The careers team reviews guidance materials at least annually and checks entry requirements before important decisions. Students explore established and emerging sectors, including artificial intelligence, green technologies, FinTech and entrepreneurship, in the UAE and internationally. Unifrog is the central record for research, reflection, experiences and pathway planning, supported by BridgeU and application services such as UCAS, Common App and OUAC. Students check course information directly with institutions, and rankings and automated recommendations are treated only as starting points. Every secondary student keeps a secure digital skills portfolio of selected work, achievements, leadership, volunteering and reflection, reviewed at least annually. Approved AI-enabled tools may support exploration but never determine subject access or career routes, and students submit their own authentic work.

Experiences, partnerships and AUS For Life

AUS holds two careers and university fairs each year, covering UAE and international opportunities, alongside industry masterclasses, guest speakers and skills workshops. Every secondary year group has at least one meaningful employer encounter each year, and Years 10 to 13 have at least one university or training provider encounter. Senior students are offered job shadowing, short placements or micro-internships where feasible, and a suitable alternative such as a supervised employer project or virtual experience if a placement cannot be found. All school-arranged placements require partner checks, risk assessment, parental consent, supervision, emergency contacts and clear reporting. AUS For Life connects higher education collaboration, career support, work experience and alumni engagement, and alumni take part voluntarily, with consent and safeguarding checks.

Personalised support

Students of Determination receive individual guidance developed with the Inclusion Support Team, the student and family, covering strengths, aspirations, access arrangements and transition needs, including technical and vocational education, supported study or specialist workplace opportunities, without lowering ambition. Emirati students receive personalised guidance that considers national priorities, higher education sponsorship, eligible government scholarships and National Service obligations, reviewed at least annually and before key transitions. Students facing financial, language or personal barriers receive additional help with research, applications and access to experiences, so that opportunities do not depend on family contacts or resources.

Families, safeguarding and review

Families receive information through orientation, options events, workshops, individual meetings and regular communication, with the student's interests, informed preferences and wellbeing at the centre. All guidance and external partnerships meet safeguarding, inclusion, data protection and visit procedures. Guidance records are accessible only to authorised users, advice stays free from inappropriate commercial influence, staff and partners declare relevant interests and explain costs openly, and no institution or pathway is presented as the only acceptable choice. Visa and immigration information is signposted to official sources and not treated as guaranteed. The careers team records guidance, participation, applications, offers and confirmed destinations, and leaders review impact and access for different groups. The policy is reviewed annually.