



1. PURPOSE

This policy establishes the framework for implementing a comprehensive **Career and University (CU) Guidance Program** that equips students with the knowledge, skills, and confidence to make informed decisions about their postsecondary education and career pathways. The program is designed to inspire lifelong learning, support academic and personal growth, and prepare students for successful transitions beyond school.

2. SCOPE

This policy applies to all students in **Cycle 2 and Cycle 3**, their parents or guardians, and all school personnel involved in the planning, delivery, and evaluation of CU guidance services.

3. POLICY COMMITMENT

The school is committed to providing equitable access to quality guidance services that address the diverse aspirations and abilities of all students. To ensure consistent delivery, the school maintains the continuous presence of **at least one (1) full-time equivalent (FTE) CU Guidance Counselor** responsible for leading and coordinating CU guidance initiatives.

4. PROGRAM FRAMEWORK

4.1 Philosophy and Approach

The CU Guidance Program are built on a philosophy that promotes early aspiration for postsecondary education and lifelong learning. The approach will emphasize inclusivity, empowerment, and individualized support.

4.2 Career Awareness and Transitions

- During **Cycle 2**, students will be introduced to broad career fields and workplace concepts.
- During **Cycle 3**, students will engage in structured exploration of career pathways, aligning their academic plans with potential postsecondary opportunities.

4.3 Soft Skills Development

The program integrates opportunities to build workplace-relevant competencies such as communication, problem-solving, adaptability, and leadership through curricular and extracurricular activities, internships, and community-based experiences.



4.4 Community and Alumni Engagement

The school strengthen collaboration with alumni, local organizations, and higher education institutions to provide mentoring, networking, and experiential learning opportunities. These partnerships reinforce a culture of community engagement and postsecondary readiness.

4.5 Orientation for Students and Parents

Students and parents shall be regularly oriented on available **local and international postsecondary pathways**, including:

- Universities and community colleges
- Foundation and bridging programs
- Voluntary service options
- Employment and entrepreneurship pathways

4.6 Flexible Access to Guidance

To ensure continuous support, CU guidance services are accessible during key academic transition periods, including school breaks, through flexible scheduling or virtual appointments.

5. CU GUIDANCE COUNSELOR

5.1 Appointment

The school has appointed two half-time equivalent CU Guidance Counselors.

5.2 Qualifications and Experience

In accordance with the **ADEK School Staff Eligibility Policy**, the CU Guidance Counselors meets the following minimum criteria:

1. Hold a QFE Level 9 qualification (M.Sc; B.Ed) in Biochemistry and satisfy ongoing Continuous Professional Development (CPD) requirements;
2. Hold a QFE Level 7 qualification (B.A; B.Ed) in Economics and possess current experience as a teacher.



6. ROLES AND RESPONSIBILITIES

The CU Guidance Counselor:

- **Program Planning and Delivery** – Design, implement, and periodically review the CU Guidance Plan in alignment with school and ADEK objectives.
- **Student Advising** – Provide personalized and group counseling to support academic planning, college selection, application processes, and scholarship opportunities.
- **Career Development** – Facilitate student awareness of career pathways through assessments, workshops, and experiential learning.
- **Parent and Community Engagement** – Conduct information sessions and collaborate with parents, alumni, and community partners to strengthen student support systems.
- **Recordkeeping and Reporting** – Maintain confidential student guidance records and provide periodic data on student outcomes and program effectiveness.
- **Professional Growth** – Engage in regular professional learning and share knowledge to promote a whole-school approach to postsecondary guidance.
- **Collaboration with Leadership** – Coordinate with the senior leadership team to ensure CU guidance is embedded within the school's strategic and curricular planning.

7. PERFORMANCE EVALUATION AND ACCOUNTABILITY

The CU Guidance Counselor's performance are evaluated annually based on:

- Achievement of program goals and outcomes
- Student and parent satisfaction
- Data accuracy and reporting standards
- Adherence to ADEK and school policies
- Commitment to ongoing professional learning

Evaluation results shall inform professional development planning and continuous program improvement.

8. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

All CU Guidance Counselors will:

- Have Annual membership in at least one professional organization for CU Guidance Counselors, with recommended accountability measures to benefit from the membership.
- Complete ADEK-approved induction and initial training programs;



- Undertake at least **25 hours of CPD annually** in relevant areas such as career counseling, higher education advising, or labor market trends; and
- Maintain documentation of completed CPD activities for monitoring and accreditation purposes.

9. Policy Review

This policy shall be reviewed **annually** by the school's leadership team to ensure ongoing relevance, alignment with ADEK regulations, and responsiveness to evolving educational and labor market contexts.

Saji Oommen
Principal

Date of Next Review: 10/03/2027

