ليـــوا للتعليم
Liwa Education

مدرســـة لـــيـــوا الـــدولـــيـــة
Liwa International School
الـقـطـارة Al Qattara

2026-2027

Career and University Guidance Policy

Policy Document

AY 26/27

Effective Date: Aug 2026
Review Date: Yearly

Liwa Education
Career and University Guidance Policy

A. Rationale

At Liwa Education, we are committed to preparing our students for successful transitions into postsecondary education and careers. Career and University (CU) guidance is an essential component of this preparation, ensuring that students are equipped with the knowledge, skills, and opportunities to make informed decisions about their futures. By aligning our approach with the Abu Dhabi Department of Education and Knowledge (ADEK) policy, we aim to provide comprehensive support that nurtures lifelong learning and career readiness.

B. Purpose

The Liwa Education Career and University Guidance Policy aims to:

1. **Ensure High-Quality Guidance**: Provide a structured and high-quality CU guidance program tailored to meet the diverse needs of students.
2. **Develop Aspirations**: Foster early aspirations for postsecondary education and lifelong learning.
3. **Support Decision-Making**: Equip students with the tools to explore career pathways and make informed decisions.
4. **Promote Parental and Community Engagement**: Engage parents, alumni, and the broader community to support students in their CU guidance journey.
5. **Monitor Program Effectiveness**: Evaluate the CU guidance program annually to ensure its effectiveness and alignment with ADEK standards.

Definitions

1. Career and University (CU) Guidance: The process of guiding students in exploring the world of work, making informed decisions about their careers,

discovering alternative learning pathways, and providing support in preparing applications for postsecondary education and careers.

2. CU Guidance Counselor: An individual responsible for implementing the school's CU guidance program by providing advisory and administrative CU guidance counseling services to students.

3. Additional Learning Needs: Individual requirements for additional support, modifications, or accommodations in response to specific contexts. This applies to students of determination and those with special educational needs or barriers to learning.

4. Postsecondary Education: Educational pathways following the completion of secondary school, including higher education, technical and vocational education and training (TVET), military service, and employment.

C. Policy

1. Career and University Guidance Program

1.1 Program Requirements

LISQ shall implement a CU guidance program with the following features:

1.1.1 A **philosophy** of fostering aspiration and lifelong learning beginning in Cycle 2 (Grades 6–8) and continuing through Cycle 3 (Grades 9–12).

1.1.2 Introduction of **broad career concepts** during Cycle 2, with detailed exploration of pathways in Cycle 3.

1.1.3 Development of **workplace-relevant soft skills** through school-based activities, enrichment programs, and seminars.

1.1.4 Regular **engagement with alumni and community members** to provide mentorship and networking opportunities.

1.1.5 Guidance on **local and international postsecondary options**, including universities, technical and vocational education (TVET), military service, and direct employment.

1.1.6 Availability of at least one **full-time equivalent (FTE)** CU Guidance Counselor.

1.2 Early Career Exploration and Awareness

In Cycle 2, students begin their journey with the CU guidance program by:

1.2.1 Participating in **career awareness activities**, including career days, industry visits, and guest speaker engagements.
1.2.2 Using **self-discovery tools** to identify strengths, interests, and values that influence career choices.
1.2.3 Developing **essential soft skills** such as communication, teamwork, and problem-solving through integrated classroom activities.

1.3 Transition to Cycle 3 and Detailed Career Exploration

As students advance to Cycle 3, the program provides:

1.3.1 **Personalized career planning** through one-on-one sessions to explore specific career interests and align academic plans with goals.
1.3.2 **Subject and course selection** guidance to ensure alignment with career aspirations and postsecondary entry requirements.
1.3.3 **Career exploration workshops** that include in-depth discussions of various career fields and insights from industry professionals.
1.3.4 Opportunities for **internships and job shadowing** to gain firsthand exposure to professional environments.

2. Career and University Guidance Counselor

2.1 Appointment and Qualifications

LISQ appoints at least one FTE CU Guidance Counselor who:

2.1.1 Holds a bachelor's degree (QFE 7) in a relevant field such as education, psychology, or career counseling.
2.1.2 Meets ADEK's Continuous Professional Development (CPD) requirements and complete at least 25 hours of relevant CPD annually.
2.1.3 Has experience in educational settings, preferably with a background in career counseling or university admissions.

2.2 Responsibilities

The CU Guidance Counselor shall:

2.2.1 Understand and support students' career aspirations, beginning in Grade 9/Year 10.
2.2.2 Guide students toward their best-fit postsecondary options.
2.2.3 Ensure that students meet graduation and Ministry of Education (MoE) equivalency requirements.
2.2.4 Provide administrative support for applications, including recommendation letters and document preparation.
2.2.5 Collaborate with parents while promoting student agency in decision-making.
2.2.6 Organize CU guidance events and maintain a comprehensive guidance calendar.
2.2.7 Establish partnerships with local and international postsecondary institutions.
2.2.8 Facilitate internships, job shadowing opportunities, and project-based learning experiences.
2.2.9 Conduct workshops on soft skills development, such as effective communication, leadership, and time management.
2.2.10 Provide tailored guidance for students with additional learning needs, ensuring equitable access to CU guidance resources.

3. Monitoring and Evaluation

3.1 Internal Monitoring

LISQ supported by Liwa Education:

3.1.1 Develops qualitative and quantitative indicators to measure the effectiveness of the CU guidance program.
3.1.2 Conducts annual evaluations to assess program delivery and impact.
3.1.3 Collects feedback from students, parents, and teachers to inform continuous improvement efforts.

3.1.4 Reports Grade 12 entry into first choice Universities as part of the Principal's annual Key Performance Indicators (KPIs).

3.2 ADEK Reporting

The school will submit annual reports to ADEK, including:

3.2.1 The percentage of students receiving CU guidance.
3.2.2 Counselor-to-student ratios.
3.2.3 Graduate destinations, including higher education, TVET, and employment.
3.2.4 The percentage of students accepted into their top three post-secondary choices.

4. Compliance and Continuous Improvement

LISQ is committed to:

4.1 Full compliance with ADEK regulations by the academic year 2026/27.
4.2 Continuous improvement of the CU guidance program through professional development, stakeholder feedback, and adherence to best practices.
4.3 Promoting inclusivity, ensuring accommodations for gifted students and those with additional learning needs.
4.4 Building strong relationships with local and international postsecondary institutions to facilitate admissions partnerships and career opportunities.
4.5 Leveraging the school's alumni network to provide mentorship opportunities and real-world insights for current students.
4.6 Organizing career networking events to connect students with professionals and industry leaders.

Policy Owner Department

Education Department

Key Stakeholders		
Policy Owner:	School Principal	LISQ Principal
Reviewed by:	Margaret Haynes	Director of Schools
	Kevin Wallis	Deputy CEO
Approved by:	Dr. Shereen Gobran	Chief Executive Officer