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**Orig.: EN**

**Careers Guidance**

**BOARD OF GOVERNORS**

Meeting on 5-7 December 2017 – Brussels

**Preamble**

Document **2011–09–D–36-fr–6**, as currently used, defines and sets out the organisation of **university and careers advice** in the European Schools.

Since its publication six years ago, this document has undergone a number of necessary modifications and clarifications. The reasons for these changes are threefold; firstly, to help colleagues use it correctly; secondly, to create a uniform experience of careers and university advice across the system and thirdly, as an aid to its efficient application.

The modifications mentioned above are as follows:

**1-**

In order to avoid any misunderstandings and confusion, it should be borne in mind that remuneration for activities should be per class (cf. points 4 and 5 in the document).

**2-**

Regarding payment for various types of student applications: it is clear that some universities are more selective than others and applications to these more demanding institutions create additional and significant work for supervising colleagues.

As a result of the above and with a view to likely future developments in this area, the classification of different university applications will be expanded to include the following (cf. point 8 in the document).

- Those applications which involve no extra work-load for staff.

- Shorter applications: those that involve an average extra workload of approximately two periods. An annex of possible tasks for this is included by way of example.

- Longer applications: those that require a minimum of four periods’ worth of extra work. An annex of possible tasks for this is included by way of example.

**3-**

Adaptation and updating of the document dating from 2011 (2011-09-D-36), the reference number of which is now 2017-09-D-27.

**Careers Guidance**

1. **Introduction**

The Secretary-General received a mandate to prepare a document concerning careers guidance (i.e. in general, in S5, and in S6 & S7). The objective is to:

* + clarify the current set of rules and decisions;
	+ allocate careers guidance resources amongst the schools in a duly justified way;
	+ give instructions to the schools concerning the remuneration of careers guidance teachers
	+ present guidelines concerning the processing of higher education applications.
1. **Background**

Careers guidance is an essential part of education, particularly so in the European Schools given the complexity of the choices available and the fact that a significant number of pupils are not educated in their country of origin. European School pupils have considerable educational mobility. Pupils and their families need advice and support when making subject choices in S3 and S5, and S6 and S7 pupils need to receive accurate and up-to-date information about Higher Education opportunities. In many cases careers guidance teachers have to process pupils’ applications for higher education.

Every European School has its own pupil population with specific needs. This is the reason why it is essential that the schools should be able to decide at local level how careers guidance is organised.

1. **General duties undertaken in careers guidance**
* Organise the delivery of careers guidance programmes.
* Provide careers-related advice to individual pupils, groups and classes in all years, especially S2 & S3.
* Provide careers-related advice and information for parents.
* Collate, filter and pass on information from institutions and employers to pupils and parents.
* Raise awareness of the European Schools and European Baccalaureate amongst relevant institutions and employers.
* Maintain contact with national careers advisers and help pupils use available resources in the teacher’s country.
* Organise and update careers information and resources.
* Liaise with colleagues and school management.

Schools will be entitled to **a one-period timetable reduction per language section in the secondary. The Director can then decide how timetable reduction periods are allocated in their school** according to needs and individual careers guidance teachers’ work assignments.

1. **Duties in S5**

The Director of the school should ensure that all S5 pupils receive careers guidance according to the official careers guidance programme. The careers guidance teachers should:

* Deliver the S5 programme up to a maximum of 16 periods[[1]](#footnote-1) **per class**.
* Explain subject choices available in S6 & S7 in the European Schools.
* Explain the consequences of subject choices for the European Baccalaureate.
* Explain the consequences of subject choices for higher education and subsequent careers.
* Develop pupils’ ability to engage in decision-making, self-assessment and reflection.
* Provide individual guidance to pupils in S5 in making their subject choices.
* Explain all of the above to parents at a parents’ evening meeting and provide follow-up information and guidance.
* Make pupils aware of the world of work through activities such as Work Experience programmes.

Careers guidance teachers delivering the programme according to the plan approved by the Director of the school are paid overtime for their extra work, up to a maximum of 16 periods **per class.**

1. **Duties in S6 & S7**

The Director of the school should ensure that all S6 & S7 pupils receive careers guidance according to the official careers guidance programme. Careers guidance teachers should:

* Deliver the S6 & S7 programmes up to a maximum of 8+8 periods[[2]](#footnote-2) **per class.**
* Explain the European Baccalaureate – structure and assessment.
* Develop study skills – planning for study / time management, revision and preparation for examinations.
* Provide information on higher education in Europe – options and trends.
* Raise awareness of the world of work.
* Facilitate information retrieval.
* Advise pupils on how to prepare a curriculum vitae and letters in support of applications.
* Prepare pupils for interviews.
* Liaise with parents about higher education.
* Liaise with external careers experts from EU member states.
* Develop contacts with higher education institutions.
* Develop personal reflection through careers awareness activities.

Careers guidance teachers delivering the programme according to the plan approved by the Director of the school are paid overtime for their extra work, up to a maximum of 8+8 periods **per class.**

1. **Higher Education applications**

The European Baccalaureate enables pupils to gain access to higher education in the EU member states and beyond. Pupils who go on to higher education need individual advice and documentation for their applications. The school is responsible for this task and in many cases, careers guidance teachers organise and supervise applications for the pupils.

Higher education applications – often to more than one country and institution – are frequently complex and time-consuming. They require one-to-one interaction with pupils and their parents, involving extensive support. As a result, careers guidance teachers need to devote considerable time and energy, in addition to their normal teaching duties, to providing the necessary level of support.

In practice, in every language section, career guidance teachers

* Provide help with higher education applications.
* Organise and supervise the application processes, giving advice on courses and higher education institutions, deadlines, tests, submission of applications, and liaise with national careers advisers.
* Provide pupils with guidance and information about entry-level requirements for these institutions, including tests, interviews and specific work experience.
* Deal – often directly – with institutions, providing any necessary interpretation of the European Baccalaureate for higher education entry.
* Where references are required, oversee the process of
	+ collecting information about pupils through coordination with colleagues,
	+ writing, editing and approving references.

According to the April 2011 decision of the Board of Governors, all European Baccalaureate candidates should pay a fee to cover the cost of processing higher education applications.

The fee collected is used to grant annual timetable reductions or remuneration in the form of overtime pay to careers guidance teachers processing higher education applications according to the Annual School Plan.

1. **Financial management**

According to the April 2011 decision of the Board of Governors, the cost of processing higher education applications should be paid by European Baccalaureate candidates.

It emerges from the information collected in December 2011 that there are clearly three different groups of cases.

1) University applications without any additional workload for careers guidance teachers. No fee is required to be paid for these candidates.

2) **Shorter applications**: Applications to those Universities that require individual applicants to submit special application files which must be processed through application platforms. The average additional time spent handling these applications averages out to 2 periods per application, giving rise to an additional cost of €130. (**See Annex I**)

3) **Longer applications**: Applications **requiring at least 4 periods to process**, giving rise to an additional cost of €260 **(See Annex II).**

It is proposed that from the 2013 Baccalaureate, candidates applying to Universities requiring special files should pay an administrative fee of €130 or €260 depending on the type of application.

A single fee per candidate should be paid before applications are processed. The additional revenue should be used to pay careers guidance teachers processing higher education applications according to the Annual School Plan.

1. **Opinions of the Preparatory Committees**

**Opinion of the Board of Inspectors (Secondary):**

The Board of Inspectors (Secondary) expressed a favourable opinion on the proposals for clarification made in points 4, 5 and 7.

The Working Group was also looking into the consequences of Brexit in terms of applications for admission to Anglophone Universities.

The document would be sent forward to the Joint Teaching Committee for an opinion, then to the Board of Governors for decision-making.

**Opinion of the Joint Teaching Committee:**

The Joint Teaching Committee expressed a favourable opinion on the Careers Guidance document. In that context, it was simply requested that a clarification be added on the difference between timetable reductions and paid overtime. The JTC recommended that the Board of Governors should approve the document, cancelling and replacing document 2011-09-D-36, with entry into force on 1 September 2018.

1. **Proposal**

Whilst taking account of the recommendations set out above, the Board of Inspectors (Secondary) and the Joint Teaching Committee invite the Board of Governors to approve the proposals, with entry into force on 1 September 2018. This version takes account of the request for clarification made above.

Once the proposal has been approved, document 2017-09-D-27 will cancel and replace document 2011-09-D-36-en-6. A Memorandum will be sent to the Schools and Annex 1 to document 2011-01-D-33, entitled ‘Internal structures in the nursery, primary and secondary cycles’, will be updated.

**Annex I**

Example of a shorter application: non-selective French university

Tasks associated with this could include:

* Advising and guiding the student throughout the application process;
* Informing parents and students of relevant meetings
* Answering emails
* Organising individual interviews, to include parents where necessary to discuss their child’s application and choice of course and offer guidance for filing an online application.
* Preparing a guidance document on the European system for those who request it.
* Being aware of university deadlines and ensuring that students meet them, if necessary by reminding teachers and pupils by email.
* Being able to use APB, the online platform for French university applications
* Registering the student in the ECB system, enabling her/him to log-on as appropriate
* Ensuring that s/he completes the forms correctly bearing in mind the specific nature of the European schools.
* As head of the school, informing about the level of the class concerned
* Checking that the applicant is on schedule with the application and has confirmed her/his desired destinations.

**Annex II**

Example of a longer application: UCAS Coordination

Administration of applications to UK universities through UCAS for individual students will include the following, taking into account local and individual requirements:

* Register school on Apply
* Monitor all applications
* Organise, check and approve references
* Complete, approve and send applications by the appropriate closing date
* Provide advice on UCAS applications on website and in orientation sessions
* Individual advice on university courses by appointment
* Provide support, advice and guidance on choices
* Supervise and check personal statements
* Supervise choices
* Thoroughly check applications for errors
* Organise parents’ evenings
* Liaise with university representatives
* Support Oxford and Cambridge applicants (general and subject specific)
* Support applicants for medicine
* Support for applications requiring specific entrance tests
* Delivery of tests in November
* Organise practice interviews for Oxford and Cambridge applicants
* Organise practice interviews for Medicine applicants
* Follow-up to applications (advice on choices and offers, problems with level of English etc.)
* Contact universities about post application queries
* Advice and guidance post application on level of offer, choice of firm and insurance offer
* Arranging the sending of results after proclamation
* Advise those who have narrowly missed their offer after results are published
* Liaise with other UCAS coordinators in the other European Schools to ensure best common practice
* Attend CPD (Continuing Professional Development: UCAS courses, and others)
1. The 16 periods are a maximum payment for all the periods used to deliver the programme. It is not a question of an annual timetable reduction. [↑](#footnote-ref-1)
2. The 8+8 periods are a maximum payment for all the periods used to deliver the programme (8 in S6 and 8 in S7). It is not a question of an annual timetable reduction: they will be paid as overtime. [↑](#footnote-ref-2)