
NCBIS COLLEGE AND CAREER GUIDANCE

Secondary School
Key Stage 4 - 5
2019/ 2020

Welcome to our College and Career Counselling Service. We like to think that our Careers support is all-encompassing here at NCBIS, as it goes way beyond helping with University applications and possible career routes. Education for Employability starts in Year 7, and it is our job to make sure that the curriculum provides the “hard” and “soft” skills required by Universities as well as the world of work; so that our graduates not only access the top world universities, but are both successful and happy, and gain a head start in the job market and their future careers.

The important soft skills of teamwork, communication, problem solving, critical thinking, entrepreneurship, leadership and adaptability are a fundamental part of our curriculum and are emphasized in our “Super Learning Days”, “Learning for Life” curriculum and PSHE programmes. Challenges Week (experiential learning) is the jewel in the crown of this programme, and offers opportunities at home and abroad to push oneself to the limit. *(Work Experience program is also offered during Challenges Week - pictured is a group of students on site with an engineering company)* A well rounded student hoping to gain scholarships at the world’s leading universities needs more than these skills, and careers education would not be very



logical without first having the curricular and extracurricular opportunities available to discover hidden talents and “risk taking” in new academic directions. In this sense, Student Council, Model United Nations, new sports, or “going for gold” in the prestigious International Award are equally important, and a requisite for many North American universities. Further information on these programmes can be found elsewhere on our webpage, with photographs and explanations.

There are many things to consider: from course funding to academic options, scholarships, visas, career prospects, as well as university application procedures. Here at NCBIS, we can help you with personalized information and we prefer to sit down with families on an individual basis, as all children have specific requirements and there is no “one fit for all”.

North American Universities in particular, look at the student profile over “High School”, which is considered to be the last 4 years of study. We can help identify strategies to make each student “more rounded” based on course selection, holiday summer courses and Challenges’ week activities, and so more likely to gain admission to elite universities, as well as possibly gain scholarship funding.

Our Careers service therefore permeates all aspects of school life, as it should, and treats every student as an individual offering personalized guidance to every family, at the times most suited. Our aim is to help all our students model the important attributes of the IB Learner Profile, help them choose the correct courses following academic strengths, personality traits and recognized interests; monitor their progress socially, academically (CEM data) as well as extra curricular interests; help guide them to

sound university destinations across the globe, supporting them in a pastoral sense along that journey, and finally keep in touch with their career successes as Alumni.

As a Careers Department, we would like to outline:

- 1. Use of CEM Data and academic monitoring of students**
- 2. Careers Information at Key Stage 3 and 4, and the Importance of “Education of the whole child”**
- 3. The Rationale for Challenges’ Week and its importance in “Education for Employability”**
- 4. Work Experience Programme - Y10**
- 5. The role of outside speakers/University Visits**
- 6. UK entrance testing (UKCAT, BMAT, PAT) and American SATs**
- 7. Scholarship Information**

1. Use of CEM Data

Every student at NCBIS sits an on-line examination testing English, Maths and non- verbal reasoning and this information is then analysed at the Centre for Educational Monitoring at the University of Durham, UK. Durham sends us predictions of each child’s achievement at the end of every key stage, and this allows us to set academic targets, monitor that all students are on track to meet targets, and so help them choose courses wisely and apply to appropriate universities. This data is crucial to checking optimal learning and so provides the first step in the Career guidance path.

2. Careers Information in Key Stages 3 and 4

During Key stage 3, students are introduced to future employment areas through the normal curriculum, in the sense that each subject area and topic will highlight career areas linked to that subject. In the main Secondary Teaching Block, “Maths TV” also highlights all career areas based on Mathematics, and many of the Mathematics topics have a “real world slant”. As we follow the National Curriculum of England and Wales, Education for Employability” has great importance, as seen by the recent changes in computing, Design and Science, all promoting the skills needed in our wealth-generation industries.

Further guidance is provided by the PSHE programme (Personal, Social, and Health Education) and our NCBIS “Learning for Life” Programme.

Our philosophy is simple: “Learn to learn, learn to do, learn to be and learn to live together.” As such, “doing” is represented by an annual science Fair, “super learning days”, musical presentations, band evenings, House leadership events, rockfests, shows and Musicals. If we do not allow students to “risk-take”, communicate creatively and find their talents, then we could be following stereotypical patterns and pushing our students down the wrong career path. Yes Engineering, but perhaps a link to sound, acoustics and the music industry, or even lighting as this was also organized by students.

It is important to point out that we employ a “Director of Performance”, as well as Heads of Art, Music and Drama, and this leads to the opportunity for many students to both develop and perform their creative talents.

Our House system also has an important role to play in the development of personality, integrity, communication and leadership, and this can’t be divorced from the overall careers programme. We need to give our students every opportunity to develop their skills and talents, or else a traditional career orientation is worthless. It’s an organic, evolving process throughout a student’s career, not a one off decision making process of a university to fit the skills that a student has managed to develop.

No “one size fits all” at NCBIS, on the contrary, a personalized service linked to Personality traits, interviews, modified Myers-Briggs tests and more traditional vocational tracking. The photo shows one of our four houses competing for “The Battle of Broadway”, a student favourite of live music and choreography which takes place annually at Easter, led by the older students.

Our “Super-Learning Days” aim to bring real-world skills, problem resolution and team work to the curriculum. In this example, Art, Music and Drama linked in Year 8 to discuss and role play contemporary real world issues and set them to music and creative canvas designs. Others look at video production, mathematical code breaking, marketing, product design and even testing the quantity of sugar in fruit juices; stressing career links and giving an opportunity to explore important real world topics.

Field trips, educational excursions and residential study courses also have a dual purpose, meeting curriculum needs and more fundamental educational benefits. GCSE Geographers travel to Barcelona, for example, to complete controlled coursework on Hydrological studies of the River Tordera, but also examine the Geography and career aspects of national parks, Urban planning, Architecture, Waste Disposal, “smart” concepts to traffic management, energy and sustainable development, as well as tourism. Students also see the urban campuses of Barcelona Universities.

3. Challenges Week

The rationale, experiences and images of Challenges Week can be found elsewhere on the web page, but here we would like to reiterate that it is central to learning, and how the experiences gained can create life-changing decisions. Experiential Learning is about pushing yourself beyond your comfort zone, risk-taking, and finding out your personal strengths and opportunities for improvement. Students are involved in domestic and international travel, community service and where possible “Action”.

Not everybody wishes to, or is able to travel, and so there are many different options for students during this week, including domestic excursions, and work placement/internship options

4. Year 10 - Work Experience Programme

Work Experience is an opportunity to look into career areas from business to banking, security to software, hospitality, tourism and engineering options. It gives students the opportunity to link real world work practices to classroom discussions and textbook theory, while others gain real insight into the world of work, and offered new career options. Companies that have hosted our students in the past are: Premiere Food Services, Travco, Masria cards, Citibank, Haliburton, Coca Cola, Toyota, Sofitel, Rosetta Corporation (solar cells and panels), Andrew Thompson architecture studios, City Stars Mall (G4S), Town House Art Gallery, United Nations Cairo branch, Truman Electronics, Majestic Porcelain, Nestle, Four Seasons Hotel, EEC Group (Engineering Enterprises for Civil and Steel Constructions), local Architectural firms and in particular Architect Mrs. Claire de Groot, for the amazing opportunities they offered our students. We are grateful to all of you!

Starting the 2019/2020 Work experience will be mandatory for all Y10 students. However, all students are encouraged to get involved in work experience as it helps provide information a student’s all-important CV, and may lead to summer and extension work, as well it instills a sense of maturity and real-world skills in the marketplace.



5. Outside Speakers and Visiting Universities

Where possible, professionals come in to school to discuss their career experiences, often leading to inspirational talks and discussions. Past speakers such as: Juan Carlos Garrido Fernández, 2014-15 Manager of Al Ahly Football Club, in Zamalek, Mr. Koopman, general manager of the JW Marriot, and Mr. Tarek El Erian, Egyptian Olympian, pentathlete and businessman.

NCBIS runs an annual Careers Day, usually in conjunction with one of the major University fairs in the city, and so in March 2019 it was held at the Kempinski Hotel and Conference centre, where our students had the opportunity to meet with over 30 University representatives.

Visitors to NCBIS have included:

- *Universities from Canada at a mini NCBIS University Fair
- *Leading British Universities
- * Sciences Po University, Paris
- * International University, Bremen
- *American Universities with branches in Europe and the Middle East
- * Russel Group - UK
- *Leading American Art and Design as well as Business Colleges
- *Dutch Universities and their local representative
- * UCSI Malaysia
- *IAAC, Barcelona, Spain

Ms. Takawy regularly attends university tours and information sessions to collect information for the students regarding different options in different locations. These include:

- * A tour of Swiss University campuses specializing in the Hospitality Industry, including Glion and Les Roches.
- * Universities in Ontario - University of Toronto, University of Waterloo, University of Western Ontario, York University, University of Guelph, Wilfred Laurier University



- * University of Tulane and Loyola University in the US.
 - * Hong Kong University - Which offers a variety of courses taught in English
 - * NYU Abu Dhabi
 - * John Cabot University, American University of Rome, and Istituto Marangoni in Milan (which specialises in fashion and design.)
- ...and many others

6. Entrance Examinations

UK

A number of UK universities require entrance tests to be completed for a number of their courses. All students thinking of applying for medicine, dentistry and in some cases biomedical sciences must complete either the UK Clinical Aptitude Test (UKCAT) or the BMAT. The test required depends on the Universities the student is applying to, and in some cases students will have to take both entrance tests. The UKCAT focuses on cognitive powers whereas the BMAT tests problem solving, understanding argument and data analysis and inference.

Students wishing to study Law in the UK must take the Law National Aptitude Test (LNAT).

The LNAT assesses verbal reasoning, data interpretation, inductive and deductive reasoning and the ability to draw conclusions.

Universities such as Oxford have a number of other entrance tests, such as the Physics Aptitude Test (PAT), which is required for students applying for Engineering, Material Sciences and Physics. The Mathematics Admissions Test (MAT) is required for Computer Sciences and Mathematics courses and the Thinking Skills Assessment (TSA) is required for Humanities based courses, such as Economics and Management, Geography, Human Sciences and Psychology.

NCBIS is able to arrange for a number of these entrance tests to be carried out on the school premises, for example the BMAT and PAT, once the student has registered with the Examination Officer. Unfortunately we are unable to carry out the UKCAT at NCBIS.

By keeping in touch with, and occasionally visiting alumni, we also gain first hand knowledge of their universities and can “link students” as well as discuss options with actual examples.

SATs

Students in Y11, 12 and 13 who are thinking about applying to universities in the United States, should check to see if the SAT test is a requirement for application. The SAT is a North American university entrance test. The Scholastic Achievement Test is taken by over two million students each year and is the most widely used College Admission Test in the USA. The SAT covers core content deemed essential for success in College, namely: Reading, Mathematics, Writing and Language. For NCBIS students thinking of studying at AUC (American University of Cairo), or North American Colleges (though it is not generally required in Canada), we encourage them to take the SAT 1 here in Cairo in May of their 12th year, although a second session does exist in June. The SAT is offered five times a year.

7. Scholarship Information

Most families will probably be looking for Scholarship and or Financial Aid support in North America. There are far more sources of finance than you might have thought possible. The main scholarships are merit based, need based and based on athletics. The problem is finding the information! While we can certainly help, there are experts in this field and it could be useful to file the following information for

the future! Dan Rosenfield and his wife, formerly Professors at the University of Louisiana in Lafayette, have developed a webpage which they encourage schools to disseminate, or indeed for families to contact them directly for advice. <http://www.collegescholarships.com>

The page lists and links to more than 60 no-cost scholarship websites; virtually every such site that exists.

Elsewhere on the site, you'll find additional scholarship information and features of value to all visitors...information which includes an instant GPA calculator, contact information for every college in the United States, a list of colleges which offer comprehensive programs for students with learning disabilities, lists of religious-based and women's colleges, and links to more than 2,500 career schools and colleges.

Tens of thousands of sites now link directly to Dan Rosenfield's website, including those of colleges, universities, libraries, newspapers, U.S. Embassies, Fulbright websites, and educational and professional organizations and associations.