

Career Discovery Programme

Riverbend International, Dubai

Academic Year 2025–2026 · Term 2 · Generated 1 May 2026

1 • Programme overview

Riverbend International has implemented the Pave career discovery programme across every year group from KG (Foundation Stage) to Grade 12 for the 2025–2026 academic year. The programme delivers **195 sessions**, 15 per year group, across six developmental bands from Foundation (KG) and Awareness (Grades 1–2) to Decision (Grades 11–12). The KG year was added in September 2026 to meet FutuReady indicator 1.1, which requires the programme to run “from KG (Foundation Stage (FS)) through Grade 12 (Year 13)”.

1.1 • Curriculum scope

Band	Grades	Theme	Sessions	Year-end output
Foundation	KG	Grown-ups have jobs, and I like things	15	“My book of jobs and likes”
Awareness	1–2	The world has many jobs	30	“Jobs I've heard of” journal
Exploration	3–5	What do people actually do?	45	Annual interest profile
Self-Discovery	6–8	Who am I and what am I drawn to?	45	Top 3 career clusters with reasoning
Direction	9–10	Narrow and test hypotheses	30	3–5 hypotheses + 2-year action plan

Band	Grades	Theme	Sessions	Year-end output
Decision	11–12	Execute. University. Beyond.	30	University acceptance + post- graduation plan

1.2 • Research grounding

Every session in the curriculum is grounded in established career development research. Primary frameworks include:

Holland's RIASEC (Holland, 1997) — used in formal interest inventories

Super's Life-Span, Life-Space Theory (Super, 1953/1990) — establishes the K–12 developmental arc

Gottfredson's Circumscription (Gottfredson, 1981) — informs the deliberate counter-stereotyping in primary grades

Social Cognitive Career Theory (Lent, Brown & Hackett, 1994) — underpins the side-project sprint and informational interview design

VIA Character Strengths (Peterson & Seligman, 2004) — used in Grade 6

Gatsby Benchmarks (Holman, 2014) — eight benchmarks for good career guidance, all addressed

16 Career Clusters Framework — provides industry territory mapping in Grade 7

2 • FutuReady standards

Evidence is presented against the nine standards in the **FutuReady Framework for Schools** (KHDA, 2026), the Dubai standards for academic guidance and career readiness. Indicator wording throughout is quoted from the framework, which governs. Schools have a three-year window to implement.

Two categories are used deliberately. **System evidence** is produced by the platform from live delivery data and can be re-generated at any time. **School artefact** is a document, a signature or a decision that no software can produce and that the school owns. Nothing in the second category is reported as met by the system.

Standard	What the framework requires	Status
1 • Formal programme	Structured programme across all grades from KG (FS) through Grade 12, embedded across subjects and co-curricular activity, with measurable outcomes	195 sessions across 13 year groups. Measurable outcome defined per grade. Subject embedding is a school artefact.
2 • Future skills	Life skills, soft skills and six named literacies embedded, connected to careers, and tracked	All 195 sessions tagged against the framework's thirteen skills and literacies. Tracking live. Seven of thirteen thinly covered, listed below.
3 • Leadership and staff	Designated leader, qualified staff, defined roles and continuing professional development	School artefact. Staffing ratios and the qualification requirement are the school's to evidence.
4 • University, TVET and career pathways	Guidance across university, TVET and apprenticeships; student profiles and destination tracking from Grade 10	Pathway content and destination data present. TVET and apprenticeship coverage is a known gap.
5 • Experiential learning	Workplace exposure from Grade 6, reflection, employer partnerships, full access for students of determination	Shadow day, informational interview and side-project sprint in place. Accessible alternatives not yet designed.

Standard	What the framework requires	Status
6 · Labour market insights	Current labour market information in the curriculum and available to students through a school platform	Trend content present at four points. No live labour market data feed.
7 · Family and community	Structured family engagement, alumni and employer involvement	Family sessions in every year group, KG to Grade 12. Parent portal live.
8 · Digital and future-ready	Digital and AI literacy, safe and ethical technology use, digital portfolios	Portfolio and AI literacy live, including a session on critiquing AI output. Safe and ethical use is not taught.
9 · Youth-centred and inclusive	Equitable access, a multidisciplinary team including SEN specialists, personalised support plans, inclusive mentoring	Not yet addressed. See section 7.

2.1 · A defect in the published framework

The text of indicator **2.1** is a word-for-word copy of indicator **1.1**. The two are 99.7% identical and the only difference is the insertion of the word “to”. Nothing in 2.1’s sentence mentions skills or literacies, which is plainly what Standard 2 is about.

This school therefore evidences 2.1 against the standard’s *overview* and *practices*, both of which are unambiguous, rather than filing its 1.1 evidence a second time. The discrepancy has been raised with KHDA.

2.2 · Skills coverage, measured

Every session is tagged against the thirteen skills and literacies the framework names. Coverage is uneven and the thin areas are reported rather than averaged away:

Skill or literacy	Sessions	Note
Negotiation	2	Named in the framework’s practices as a target of co-curricular activity
Resilience	3	Concentrated in Grade 12, where it is least teachable

Skill or literacy	Sessions	Note
Media literacy	7	One of the six named literacies
Leadership	7	Named in the practices
Digital literacy	8	Present in most sessions, named in few learning outcomes
Innovation	8	Named in the practices
Numeracy	10	One of the six named literacies
Career literacy	106	Strongest coverage

Leadership, negotiation and innovation are named together in the framework's practices as what co-curricular activity should build. Three of the school's four thinnest areas. This is an improvement action in section 7, not a claim of compliance.

3 • Delivery this term (2025–2026, Term 2)

The school is on track across all bands. Aggregate metrics:

Sessions delivered: 152 of 180 scheduled (84%)

Certified teachers: 43 across the three certification tiers

Average student NPS: 4.2 / 5 (across 1,247 students)

Parent engagement: 78% of families attended at least one showcase or family conversation evening

Teacher satisfaction with Pave platform: 4.4 / 5

3.1 • Per-band breakdown

Band	Students	Sessions delivered	Certified teachers	Engagement
Awareness (G1–2)	218	28 / 30 (93%)	8	High
Exploration (G3–5)	312	41 / 45 (91%)	12	High
Self-Discovery (G6–8)	287	38 / 45 (84%)	9	High
Direction (G9–10)	194	22 / 30 (73%)	6	Mid (action being taken)
Decision (G11–12)	236	23 / 30 (77%)	8	High

4 • Evidence of student progress

Earlier versions of this report carried a named sample portfolio, including a student's verbatim reflection. That has been removed. A pseudonym attached to a real reflection, a real RIASEC code and a real parent attendance record does not anonymise a child in a school where one Grade 6 cohort exists, and a reflection given to a counselor was not given to an inspection panel.

The platform enforces this rather than relying on whoever assembles the report. An inspector account cannot open a student portfolio at all, and any payload leaving the system has names, identifiers and contact fields stripped in code. What is presented instead is distribution:

Measure	Grade 6 cohort	Note
Sessions completed, median	7 of 15	Mid-year, on track
Students with a recorded reflection	91%	2.3 requires students to reflect regularly
Students with at least one skill event	100%	Automatic on session completion
Students with a self-set goal	64%	2.3 requires goal setting. Improvement action in section 7
Students with no skill events	0	The most useful number here. These are the students a programme loses

Individual portfolios remain available to the student, their parent and their counselor under the permissions set out in section 5. They are not an inspection artefact.

5 • Compliance and data protection

5.1 • UAE PDPL alignment

Pave maintains technical and organisational safeguards appropriate to the personal data it processes: access control enforced on the server and covered by automated tests, access codes stored hashed, and export of a school's own record and portfolios at any time, so a school holds its evidence without depending on Pave.

For school deployments, the school generally acts as Data Controller and Pave as Data Processor on the school's documented instructions; the agreement records where the data sits and who may reach it. Detailed security documentation is provided as part of a school's due-diligence review.

5.2 • Child safeguarding

Designated Safeguarding Lead nominated at school level

All informational interview hosts vetted under school safeguarding policy

Shadow-day placements documented with consent and risk assessment

Incident response plan in place; tested annually

5.3 • Parental consent

Granular consent captured at student enrolment, refreshable annually

Per-feature consent (AI use, data sharing, photographs, etc.)

Revocable at any time via the parent portal

Audit log of consent changes preserved for 7 years

6 • Outcomes (mid-year indicators)

Full outcome data will be available at year-end and from the longitudinal pilot study currently underway. Mid-year indicators:

Career hypothesis confidence: Grade 9 students report mean confidence of 6.4/10 in their career hypotheses, up from 4.1/10 at the start of the year

Cross-cluster skill self-rating: Grade 4–5 students show 23% improvement in self-assessed problem-solving and communication skills

Stereotype-narrowing index: Grade 5 students show measurably broader career imagination than the baseline cohort (compared to schools without the programme)

University application readiness: Grade 11 students report 34% reduction in essay-anxiety scores compared to last year's cohort, attributed to the portfolio-mining approach

7 • Outstanding items

Reported against the framework rather than against internal targets. Items are listed with an owner because an improvement plan without one does not happen.

Standard	Gap	Owner	By
9	Standard 9 is not yet addressed. No provision designed for students of determination: no accessible assessment route, no transition planning, no inclusive mentoring. The career professional is not currently on the Inclusion Support Team.	Inclusion Lead with Careers Lead	Term 1, 2026-27
4.1	TVET and apprenticeship pathways are not covered. Destination data is university degrees only, and the framework names the three together.	Careers Lead	Term 2, 2026-27
8.2	Safe, responsible and ethical technology use, including personal data and digital footprint, is not taught in any session.	Careers Lead with ICT	Term 2, 2026-27
6.2	No live labour market data available to students. Trend content is narrative and dates.	Careers Lead	Term 2, 2026-27
2.1	Seven of thirteen skills thinly covered. Leadership, negotiation and innovation are named in the framework's practices and are three of the four thinnest.	Careers Lead with Activities Lead	Term 3, 2026-27
1.1	Subject embedding evidenced in two departments only. The framework asks for all subjects.	Careers Lead with Heads of Department	Rolling
5.3	No accessible alternative designed for workplace exposure. The framework names virtual job shadowing and in-school simulations.	Careers Lead with Inclusion Lead	Term 1, 2026-27
2.3	Goal setting at 64% of the cohort. Skills tagging is 40 of 195 human-confirmed; the rest were inferred from session titles and are labelled draft.	Careers Lead	Term 2, 2026-27

Eight open items across five standards. The school judges Standard 9 the most serious and has sequenced it first.

8 • Inspector access

The KHDA inspection team has on-demand read-only access to:

Aggregate engagement and completion data (anonymised, school-level)

The FutuReady evidence dashboard, regenerated live from delivery data

Skills coverage across the curriculum, by standard and by year group

Teacher certification records

Parent communication archive (newsletters, showcases, conversation guides)

Curriculum-to-framework mapping documentation (full traceability)

Access can be provisioned via the Pave admin dashboard. Contact **Dr. Hala Awad, Head of School** at *head@riverbend.school*.

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For questions: rahul@pavetheway.ai