

A BRIEF INTRODUCTION TO A SCHOOL THAT CHALLENGES CONVENTION

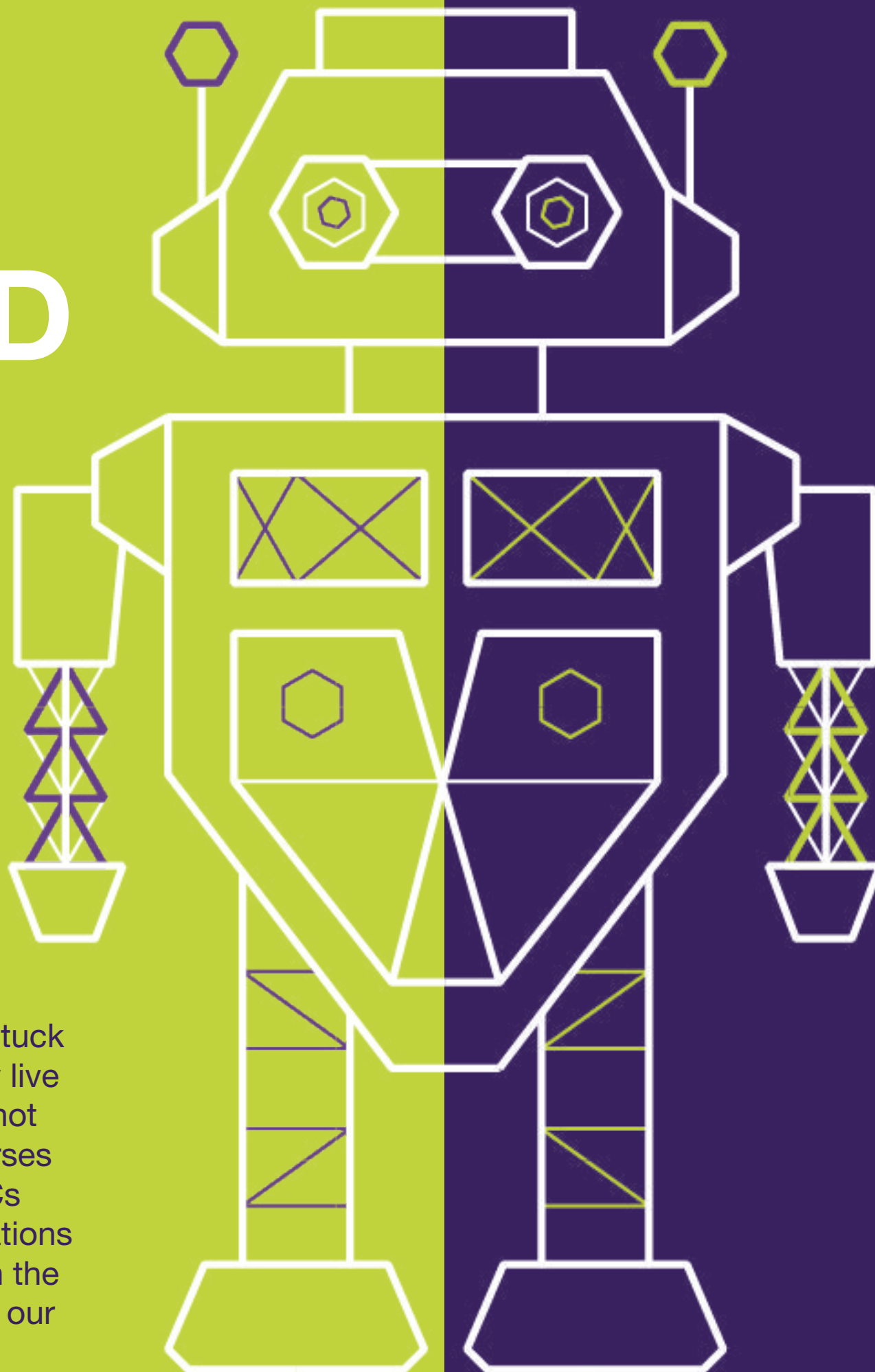
P R O S P E C T U S
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THE WATFORD UTC. IT'S A PLACE FOR

The world has changed and so has education

Traditional forms of education seem stuck in the past for the pace of life we now live in. The Watford UTC is a school that not only teaches standard academic courses where you can do your GCSEs, BTECs and A-Levels but also obtain qualifications in specialist fields like computing with the opportunity for work placements with our industry partners.



THOSE WITH A TALENT FOR TECH!

Do you want your child to learn this?

If you want your child to work with the latest technology, in an environment that promotes accountability and opportunity, then look no further than the Watford UTC. It is a place that offers a distinct focus and preparation for the real world.

A photograph of three students, two young men and one young woman, standing in a school hallway. They are all wearing black long-sleeved shirts and aprons. The student on the left is holding a wooden tray with a row of small appetizers, a white bowl of olives, and a metal bucket with brown paper. The student in the middle is also holding a wooden tray with similar food items. The student on the right is holding a green bowl with brown paper. In the background, other students and a brightly lit hallway are visible.

WELCOME MESSAGE

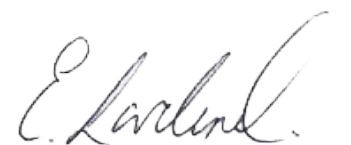
It is my honour and privilege to be writing as Principal of the Watford University Technical College (WUTC).

Our students are our biggest asset, greatest advertisement and a tremendous source of pride. They, in collaboration with an outstanding staff, immensely supportive and committed parents, and a highly inspirational Governing Body, result in a school that is vibrant, dynamic and innovative.

We are a place of learning that is centred on maximum fulfillment of individual potential in the traditional key subjects of Mathematics, English and Science as well as our specialisms – Computer Science and TTEM (Travel & Tourism and Event Management).

Our aim is that each student leaves us academically prepared, technically able, with sound employability skills and the mental wellbeing to embrace life and all its wonderful opportunities.

It is a source of great pride to be Principal of the WUTC. I extend a warm welcome and an invitation to visit our school to meet our staff and students at one of our Information Events. I am certain you will thoroughly enjoy this experience and see first-hand how unique our learning environment and opportunities are.

A handwritten signature in black ink, appearing to read 'E. Lovell'.

UNCON- VENTIONAL

WHERE THE TRADITIONS AND NORMS IN
EDUCATION ARE CHALLENGED. TO MOTIVATE AND
INSPIRE A NEW BREED OF STUDENTS. WHERE THE
APPROACH MATCHES THE FRENZIED PACE OF
TECHNOLOGY, PERSONAL DEVELOPMENT AND
SOCIETY.



WE CHALLENGE THE NORM

Adolescence is both an exciting and a challenging time. The demands on young people are wide-ranging: the pressure to grow up too soon, the challenging and potentially life-altering examinations that have to be taken, and of course, the social pressures. Our task as a school is to help our young people meet these demands and, where we can, preserve the innocence and freedom that being a teenager should involve.


We are responsible for forging their futures and inspiring students to make their dreams come true. Our mission is to enhance our students' capacities to lead happy, well balanced lives. In our pastoral care, we seek to work with our students to come to have a greater understanding of themselves. All of our staff seek to ensure that students have a place to turn for help, guidance and support – in particular, our Tutor Team Leaders and Student Relationship Manager.

Students are nurtured in learning family tutor groups. This structure provides natural mentoring among students. Our students are warm and accepting of diversity and each other's right to be different.

Our campus represents our desire to create learning spaces which reflect our mission to develop well-rounded young people who flourish in an inclusive and adult-like learning environment, in turn becoming inspired and well prepared for working life. At the heart of our mission is to remove the decades-old fears associated with a more traditional school setting.

While our offering is strong, so are our demands. We expect attendance to be excellent – any absence is a problem. We also expect students to dress professionally and be proud to demonstrate courtesy and respect to people both within and outside our learning family.

We recognise all faiths, but religious practice is for beyond the school environment. In school, all are equal; all are secular. However, our assemblies, which use music, film and image, seek to assist students in discovering and embracing their deeper selves – to listen to the still, small voice. Our assemblies deal with the great and enduring themes of life: love, loss, pain, joy and friendship, as well as more contemporary issues specific to the 21st century. Our assemblies also open young minds to great writers, philosophers, thinkers and politicians.



A PARENT'S VIEW OF THE WATFORD UTC

When a leaflet advertising a 'new education opportunity' landed on the Lish family's doormat, little did they know the positive impact that it would have on their son Tom.

Tom Lish, who lives near St Albans, joined Watford UTC in Year 10, aged 14, and was part of the first cohort for the new college opening in September 2014. He is studying Computer Science, one of the UTC's specialisms. Tom's mum, Claire, tells us how her son has changed:

"The UTC experience for Tom has been phenomenal. Tom has always been mature for his age, and even at age 14 had grown out of the secondary school environment. Even minor things like wearing business dress instead of school uniform made a psychological change. What we see now is a more self-assured person whose confidence has grown hugely.

Although Tom was doing well at secondary school, the option choices were narrow and couldn't offer him the specialism he was seeking. Despite being a severe dyslexic, he would have to take a foreign language, and would probably have achieved a low grade and somewhat wasted a GCSE. This is in contrast to studying a subject that is more fitting to his future career aspirations and that he really enjoys, and is therefore likely to excel in.

My husband and I were also worried about Tom's English, as a key GCSE for the next level of study. We were warmly invited in to meet the staff

at the UTC and discuss our concerns. We were provided with a full English curriculum, an explanation of the course and how he would be helped, and all the information we needed to assist him. I'm now eating my words – I said if he managed to get a B in his GCSE English exams, I would buy him a car when he was 17... and he achieved that B!"

Tom is an all-round student, and judo plays a big part in his life. He was selected for the UK national squad recently, and Claire approached the school about the fact that he would need to travel to Holland to represent his country. Rather than the usual school response about 'time off' for other activities, the UTC team encouraged Tom to enjoy the cultural experience the trip would bring. Claire referred to the UTC Principal talking about the 'UTC family' and says that, indeed, this family were right behind him. Tom has since gone on to win several international medals and most recently brought home Gold at the 2017 Youth Commonwealth Games in the Bahamas.

This overall supportive learning environment is what Claire feels makes the UTC experience so unique! There is an absolutely genuine interest in each student's education journey, and students feel they 'belong' and share something very special. This bond earns a fantastic mutual respect – it's an outstanding opportunity. Tom comes home every bit as excited about other students' achievements as he does his own, and that's a great culture to build from scratch.

“He has really taken ownership of his education, coming to his own conclusions on some important decisions.

“It is an adult learning environment where young people feel in control of their own destiny.

ABOUT UTCs

A UTC is different from the average school because it has support and backing from employer partners who are involved in the development of the curriculum. Each UTC also has academic partners who help make sure that it really can offer students the best of both worlds.

UTCs are for students aged 14 to 19, as this is the age when you'll have a better idea of what you are really interested in and whether you would enjoy learning in high-tech surroundings.

The UK needs advanced technical skills at all levels if we are to prosper. We need a workforce that can meet the challenges of the future. UTCs are meeting the needs of the skills gap, and by 2016 more than 30,000 students will be able to follow this new technical education pathway.

This means you can take advantage of real-world based study of a UTC's specialist subjects while still taking the GCSEs and A-Levels that you would at a traditional school.



ACCOUNT- ABILITY

WE DON'T TREAT STUDENTS LIKE LITTLE KIDS. THEY COME TO SCHOOL LIKE IT'S A NORMAL WORK-ING DAY. WE DRIVE THEM TO SUCCEED, AND TREAT THEM WITH THE RESPECT THAT ONE WOULD SHOW AN ADULT AND THE ACCOUNTABILITY THAT COMES WITH THAT.

MASTERCLASS PROGRAMME

The purpose of the Masterclass Programme is to enrich the learning experience of our school community. The programme is delivered by people who have an area of expertise that they want to share with the students in an engaging and interactive way, adding a depth to the curriculum offer. Most Masterclasses are between 45 and 60 minutes in duration. Some of our speakers so far include:

- Grant LeBoff Marketing Masterclass for Business students
- Fix-up Seimnars Exam Preparedness Masterclass, Years 11, 12 and 13 with Action Jackson
- Entrepreneurship Masterclass with James Ohene-Djan of Goldsmiths University, for Year 12 Computing and Business students
- Travel & Touirm Masterclass with B Away Travel founder Jeremy Scott, Year 10 and 12 THEM students

- Professor Greg Woolf, "Human Mobility in the Long Term" Lecture for Year 12 and 13
- Romeo and Juliet Live Lesson with the Royal Shakespeare Company for GCSE English Literature Students
- Sky Sports Living Masterclass and Athletics Session with Athlete Mentor Leslie Owusu, 200m British and World Masters Champion
- Karma Cola Marketing and Business Masterclass with Albert Tucker (Founder, Karma Cola)
- Jury's Inn Customer Service Improvement Programme with Year 10 THEM
- Fortnum & Mason Business Masterclass for Year 12 Business students at their store and offices in London
- Warner Brother Studio Tour camera techniques Masterclass, Year 10 and 12 Media students





KEY INFORMATION

Curriculum content is determined and shaped through our employer and university partners, and developed in line with Government requirements.

The school year follows a pattern similar to that of other local secondary schools. The school day typically runs from 9am to 5pm, except on Wednesdays and Fridays when students earn the right to finish earlier.

There are no tests required for students to be accepted into the Watford UTC.

The technology that students use is to industry standard.

Students study well-known qualifications that are recognised by employers.

WOMEN IN TECHNOLOGY

The Watford UTC is an inclusive learning environment, and this includes girls who want to build a career in STEM (Science, Technology, Engineering and Maths) industries.

We are committed to supporting girls who choose to study STEM subjects and build a career in technical industries.

Computer Science is for all...

Myth: Boys are better at Mathematics and Science than girls.

Reality: Boys and girls are both capable of excelling in Mathematics and Science. Research has found that girls achieve better or equal grades than boys at GCSE in most STEM subjects, and those that choose STEM at A-Levels achieve higher A*-C grades.

Myth: Women can't succeed professionally in Engineering careers.

Reality: Computer Science is still a male-dominated profession, but women can and do build successful careers in this field. This sector is actively recruiting women to secure their engagement within this sector.

Myth: Girls don't like technology.

Reality: Girls are very interested in technology, but cultural differences in the way boys and girls are raised typically limit the experiences girls have with different technologies.

WELLBEING



Wellbeing is defined as 'the state of feeling good and functioning well'.

It has been proved that enhanced wellbeing can lead to better physical health, a healthier lifestyle, higher educational attainment and an improved quality of life.

There is abundant evidence to demonstrate that the skills and attributes associated with wellbeing are a core asset, protecting and strengthening the lives of individuals and communities.

Here at the Watford UTC we feel it is essential that our students feel comfortable, healthy and happy within our school community. In order to facilitate this, we offer a fantastic range of activities to suit everyone.

Every Wednesday afternoon, our professional and qualified instructors offer football, dance, yoga, table tennis, Pilates, fitness and boxercise. Over the course of the academic year, students have the opportunity to participate in these thoroughly engaging recreational pursuits.

BELONG- **ING**

BEYOND THE ACADEMIA, THE WELLBEING AND THE BUSINESS LINKS THAT WE OFFER, THE WATFORD UTC IS FUNDAMENTALLY ABOUT CREATING AN ENVIRONMENT WHERE A CHILD FEELS THAT THEY BELONG, THAT THEY ARE PART OF A LARGER FAMILY, A COMMUNITY THAT CARES AND HAS A BOND DEEPER THAN A TYPICAL SCHOOL.

CURRICULUM

Level 2

Year 10
Year 11

All Key Stage 4 (Year 10 and 11 students) will study GCSE English Language, GCSE English Literature, GCSE Mathematics, and GCSE Core and Additional Science. In addition, all students will follow a Computing-based qualification. All Computing Specialism students will study GCSE Computing alongside the BTEC First ICT. Event Management Specialism students can opt to study this OR the Microsoft Office Certification Qualification.

All students will select a specialism to follow – either Computing (BTEC ICT) OR BTEC Travel and Tourism.

As well as this, students have the option of taking an additional TWO GCSE subjects.

Year 10 Curriculum Framework Options:

CORE

GCSE English Language & English Literature
GCSE Maths
GCSE Science

GCSE Computing

Microsoft Office Certification

SPECIALISM

BTEC IT

BTEC TTEM
(Travel & Tourism and Events Management)

ADDITIONAL OPTIONS

Business/Enterprise, Smart Product Design (Electronics), Media, Photography, French, Spanish

Level 3

Year 12
Year 13

All Key Stage 5 (Year 12 and 13 students) will choose at least one of the Specialism Qualifications: BTEC IT, BTEC Travel and Tourism, BTEC Media, or BTEC Business.

In addition to this, there are a number of A-Level subjects on offer. Students who wish to follow an A-Level-only pathway need to have the appropriate level of qualification before being enrolled onto this programme. These students MUST opt for A-Level Computing as one of their options.

We will also offer "Vendor" Qualifications to complement the academic qualifications above, e.g. Cisco CCNA and Virgin Ticketing Qualifications, as appropriate.

Year 12 Curriculum Framework Options:

CORE

AQA Extended Project Qualification (EPQ)
Student Support Programme
Industry Links/Work Placements via Access Aspiration

SPECIALISM

BTEC IT

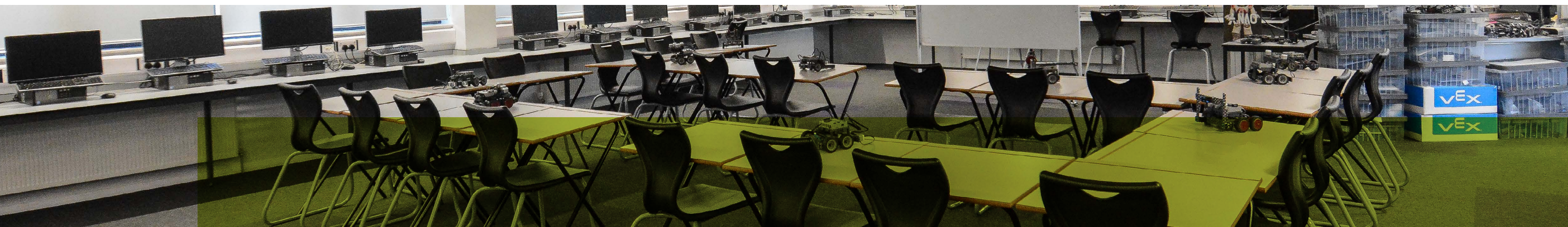
BTEC TRAVEL & TOURISM

BTEC BUSINESS

BTEC MEDIA

A LEVEL OPTIONS

English, Maths, Further Maths, Computing, Physics, French, Spanish, Photography



HOW TO APPLY

Applications for next year are open and you can register your interest by attending an Information Event.

[Click here to book yourself in now.](#)

If your child wishes to join us in Year 10 or Year 12, you should apply directly to The Watford UTC by completing the relevant Application Form found on our website.

60% of places will be allocated to applicants who live within 9 miles of the school in Watford; the remaining 40% will go to applicants who live between 9 and 15 miles of the site.

[Click here for more information and to apply.](#)



A SCHOOL THAT CHALLENGES CONVENTIONS

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