



'Working together to take learning to new heights'

Values-based Education at Heathrow UTC

(Our unique approach to delivering SMSC and PSHCE education)

Our Vision

Heathrow Aviation Engineering UTC will meet the educational requirements of students aged 14-19 who seek a curriculum designed to prepare them for fulfilling careers in engineering, through a focus on aviation. We offer an experience that equips our students to meet the industry-wide need for technically competent, employable young people with the right skills and attitude.

Our Mission

- To deliver an aviation and engineering focused curriculum
- To enable students with a wide ability range and from all backgrounds to develop knowledge, practical proficiency and business skills
- To support all students to achieve their full potential
- To provide all students with the best possible career opportunities
- To offer a curriculum that fully prepares our students to enter employment and further training in industry or academic settings

Our Core Values

The UTC has a core set of values underpinning all its work. We have adopted these from one of our key sponsors, one of the United Kingdom's greatest institutions, the Royal Air Force (RAF):

Respect, Integrity, Service and Excellence.

- **Respect:** Mutual and Self Respect
- **Integrity:** Moral Courage - Honesty - Responsibility - Justice
- **Service:** Commitment – Teamwork
- **Excellence:** Personal Excellence - Discipline - Pride

- **Respect:** Mutual and Self Respect
 - Respect involves the respect for others and a sense of pride. It means there is no place for prejudice or discrimination
 - **Self Respect :** Self-respect means to have a proper sense of your own dignity and integrity. To have self-respect is to value yourself as a professional and as a human being, and underpins our attitudes to sexual behaviour, drugs and alcohol. People with self-respect have high personal standards of social behaviour and do not behave in ways that bring discredit upon themselves or other members of their team and community.
 - **Mutual Respect :** Genuine respect involves viewing other people as individuals of genuine worth, regardless of their race, ethnic origin, religion, gender, sexual orientation or social background. We believe that all people are different and learn in different ways and at different rates. It is our task to work together to meet this challenge.



- **Integrity:** Moral Courage - Honesty - Responsibility – Justice
 - Integrity is the courage to do what is right in all circumstances. Integrity is vital in establishing trust and confidence between individuals who may face hardship and danger. Integrity is based on several other moral principles:
 - **Moral Courage.** Moral courage is the conviction to do what you believe to be right, even though it might be unpopular. Courage to refuse to compromise personal values in the face of opposition, and to sustain the highest standards of decency and behaviour, will earn the respect of others and will build trust. Courage, the willingness to take responsible risks and learn from one's mistakes, forms the bedrock upon which success depends.
 - **Honesty.** Deceit, dishonesty or breaches of trust or confidence show a lack of integrity, and call into question an individual's reliability. Examples are committing a criminal offence or behaving in a way that raises doubts about an individual's character. If an individual is found to be dishonest or disloyal, trust will be damaged and the tension created within a team will reduce its effectiveness.
 - **Responsibility.** Truly responsible people acknowledge their duty and act accordingly. Responsibility demands that all people in positions of authority are fair and consistent at all times. Only then will they earn the respect and loyalty that are essential to good leadership. Responsibility is all-pervasive and is not something that individuals can pick and choose in part.
 - **Justice.** A person of integrity practices just behaviour and treatment. It is vital at the UTC that there is fairness of treatment for all and that justice is done and is seen to be done without favour.
- **Service:** Commitment – Teamwork
 - Service is about the willingness to serve other people before ourselves - '*Service before self*'. Service incorporates the values of commitment and teamwork:
 - **Commitment.** For individuals, it means a wholehearted dedication to do their best at all times. It means being a good neighbour concerned for the community and environment.
 - **Teamwork.** Teamwork is essential in every area of our activity. Teamwork means working in harmony with every member of our community.
- **Excellence:** Personal Excellence - Discipline – Pride
 - By striving for excellence we show a sustained desire for continuous improvement and innovation that will ensure the UTC remains second to none. Professional excellence is more than the trade or operational skills that we develop through training and during our time at the UTC. It is about the way we tackle tasks, take responsibility and ensure a job is well done, no matter how difficult the circumstances. Professional excellence requires us to exercise care in leadership and fulfil our welfare responsibilities. We must manage risk and understand consequence and effect. We must also have the courage to take calculated risk. Excellence also includes an obligation to ensure the most efficient and effective use of resources, including our people.
 - **Personal Excellence.** Every member of our community must strive to achieve and maintain the highest professional and personal standards, thereby enhancing both the competence and cohesion of their team. We



must make every effort to stay in good physical, mental and spiritual condition for our own health and well-being and also as a personal responsibility to those with whom we work.

- **Discipline.** The most effective discipline is self-discipline, which comes from within and is not imposed. Good discipline enables us to achieve more than we would normally expect of ourselves. Because discipline is vital to success, teachers will work with students to develop their own self-discipline and must be able to enforce it when necessary. This requires clearly understood rules and a rewards and sanctions policy. Everyone in positions of authority must therefore, rigorously but fairly uphold discipline. Self-discipline must be embraced by all of us.
- **Pride.** Pride is justifiable confidence in oneself and in the UTC, based on our vision, successes and achievements, our attitude to life and team spirit.

Our approach to education

At Heathrow UTC, the values articulated above will underpin all that is said and done and will be articulated through a programme we have called the Rise up! approach. By adopting this approach, we are confident that the aims of our SMSC and PSHCE policies will be met. We believe that this is the best way for us to achieve our mission and realise our vision, which goes well beyond ensuring that students get good qualifications.

We will embed our core values in all that is taught and learnt across the curriculum, and throughout College life. By doing so, we will promote effective learning and underpin the continuous improvement of personal, social, moral and economic well-being of all students and staff. We will ensure that all members of our community develop the spiritual and cultural awareness needed for us to coexist in harmony.

Rise up! will create a strong learning environment that enhances academic attainment, and develops in students the social and relationship skills that last throughout their lives.

A positive learning environment will be achieved through the positive values modelled by staff throughout the College. It will liberate teachers and students from the stress of confrontational relationships, and free up substantial teaching and learning time. Our approach will also develop students' social capacity, equipping them with social and relationship skills, intelligences and attitudes to succeed at school and throughout their lives.

We are extremely proud of our special relationship with the RAF and our other aviation sponsors. We believe that our shared values represent the gold standard of what it truly means to be British. As we seek to develop the next generation of outstanding engineers we see it as our duty to ensure that all the experiences our staff and students have at the UTC, are underpinned by these values – British values. In a world where extremism still represents the biggest threat to global security, we do not underestimate the importance of this aspect of our curriculum.

We firmly believe that our-values based approach will give us the best chance possible to develop the young people who will be role models for their communities and sought after by employers.



How we will design and deliver our values-based approach

As we will work together to take learning to new heights, we will draw from three nationally renowned frameworks, to develop our RISE up! programme. RISE up! will permeate our entire curriculum. The programme will be led by our KS4 Co-ordinator for Years 10 and 11, and our KS5 Co-ordinator for Years 12 and 13. RISE up! will be delivered during tutor time, dedicated personal development and enterprise education time, enrichment time and via all subject areas. It will underpin all that we do at the UTC.

We will draw from:

- (1) ASDAN CoPE Level 1-3
- (2) GCSE and A-level Citizenship
- (3) Cambridge IGCSE Enterprise
- (4) The Combined Cadet Force (CCF) public service curriculum

By using these frameworks we will be able to draw from a range of ready-made high quality schemes of work and resources to meet our goals. Where possible we will embed process and content in other subject areas. All students will work toward, and have the option to formally achieve the related qualifications.

How we will evidence our success

We will draw upon a range of accreditation and assessment frameworks to evidence the development of students' achievements under the Rise up! programme. These will include:

ASDAN CoPE

The Certificate of Personal Effectiveness is a nationally recognised qualification outcome of the ASDAN programmes. This framework will allow the UTC to record a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges. The programme is made up of a range of 10 hour (1 credit) modules that include:

- Healthy Eating and Living
- Conflict Resolution
- Drugs Awareness
- Personal Wellbeing
- Economic Wellbeing
- Sex and Relationships Education
- Becoming a Parent
- Health and Safety in the workplace
- Communication
- Citizenship and Community
- The Environment
- Beliefs and Values
- Vocational and Diploma Preparation
- Work Related Learning and Enterprise

ASDAN provides a series of challenges that students will have to complete in order to achieve credits. By building a portfolio of evidence as they complete challenges, students will demonstrate competences and values.



AQA Citizenship (GCSE and ALevel)

GCSE Citizenship Studies helps students develop skills such as critical thinking, decision making and collaborative working. The course helps students to develop as active citizens of our democracy. The course meets the compulsory requirement for Citizenship to be studied in the National Curriculum and is suitable for all students. Themes include:

- Identity, Rights and Responsibilities (Including: What does it mean to be British?)
- Community Action and Active Citizenship
- Fairness and Justice
- Global Issues and Making a Difference

Cambridge IGCSE Enterprise

The Cambridge IGCSE Enterprise framework equips learners with a range of vital life skills for use in planning and organisation, communication and financial management. Learners will gain a clear insight into what it means to think like an entrepreneur. The course will challenge learners to adopt the thoughts and actions of entrepreneurs, developing their knowledge and understanding of the practicalities of setting up and running their own new enterprise. We intend to draw from our own experiences of starting up the UTC to support course delivery.

- Introduction to enterprise
- Setting up a new enterprise
- The skills and personal attributes needed to run an enterprise
- Business opportunities, responsibilities and risk
- Negotiation
- Understanding finance
- Business planning
- Markets and customers
- Help and support for enterprise
- Communicating with other people

The Duke of York (DoY) Technical Award

The award:

- acknowledges the success of young people choosing technical education - offered at three levels: Bronze, Silver and Gold
- recognises a combination of qualifications, work experience and wider abilities (which we call “competencies”) such as communication skills, problem solving and taking responsibility.
- is based on competencies mapped against a framework developed by the Engineering Council and Science Council
- is the first step towards becoming registered professionals and therefore embodies the values of respect, integrity, service and excellence.

To achieve the award students need to show that they –

- have achieved the competencies to the required level
- have kept a record of at least two team or individual projects
- have acted as team leader in at least one team project lasting a minimum of three weeks (Gold only)
- are able to describe at interview



- what they have learned as a result of taking part in team projects
- how they came up with and tested ideas for solving a problem during a team project
- have made a relevant formal presentation to an audience which includes people from outside their institution
- have accumulated first-hand experience of the work place amounting to at least two weeks
- have clear plans for what they will do next and can describe at interview the options and careers open to them in future

Some of the competency statements include:

SILVER	GOLD
Take responsibility for completing tasks and procedures.	Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.
Exercise autonomy and judgement subject to overall direction or guidance.	Exercise autonomy and judgement within limited parameters.
Work reliably and effectively without close supervision and, where applicable, to the appropriate codes of practice.	As per SILVER
Accept responsibility for the quality of work of self and others.	As per SILVER
Communicate technical and other information appropriately and effectively.	As per SILVER
Work effectively and appropriately with staff, other students and external clients.	Work effectively and appropriately with colleagues, clients, suppliers and the public.
Comply with relevant codes of conduct and practice.	As per SILVER
Understand how people become members of professional institutions.	Know which professional institutions might consider you as a member, if you pursue studies in higher education or via an Apprenticeship.
Undertake your work in a way that contributes to sustainable development.	As per SILVER

We believe that by achieving the DoY Award at a minimum of a Silver level, our young people will show that we have prepared them to RISE (demonstrate **R**espect, **I**ntegrity, and a **e**ngagement to **S**ervice and **E**xcellence in all that they do) up and make a positive contribution to society.



How we will audit our curriculum to ensure that it develops the whole child:

We will use the SMSC grid to track and audit our provision. The online package is a simple and effective way to audit or track our SMSC, PSCHE and citizenship provision, mapped to national criteria. Key features include:

- Quick and easy-to-use for all members of staff
- Capture SMSC delivered in any lesson or activity
- Use criteria based on the latest Ofsted Framework
- Build interactive maps, graphs and printable reports
- Identify strengths, weaknesses or gaps in provision
- Measure impact and evaluate the effectiveness of SMSC
- Generate evidence for self-evaluation, planning and CPD

We will track and evaluate provision in all aspects of College life including:

- After school clubs
- Assemblies
- Charity work
- Competitions
- Cross curricular projects and activities
- Sporting events
- Staff training/CPD
- Themed days/weeks
- Trips and excursions
- All subject areas
- CCF

We will monitor provision on a half-termly basis and plan actions accordingly.

Monitoring and Evaluation

The Board of Governors and Principal will monitor the operation and effectiveness of the UTC's Values-based Education Policy.

Date created: July 2014

Date agreed:

Date of Review: 2015



HEATHROW AVIATION ENGINEERING
UTC