

The UTC Charter (November 2025)

1. Introduction

The UTC Charter seeks to define the unique character and educational contribution of UTCs. It is presented as a practical guide to meeting Baker Dearing's expectations under its Licence.

Compliance with the Charter ensures that the UTC curriculum provides a blend of academic and technical learning, with balance appropriate to each Key Stage. The curriculum will build the vital employability skills and professional behaviours required by UTC leavers for rapid progression into the UTC's target technical sector. Students' learning will be enriched and stretched by regular exposure to the work of target sector companies and the partner university.

The overall quality of a UTC education is substantiated by the ambitious progression and destinations secured by its leavers.

2. Essential characteristics of the UTC curriculum

***Aim:** UTCs have unique character and educational contribution. Their aim is to invest in young people's enthusiasm and aptitude for the UTC specialism, and in doing so accelerate their progression to a career in a technical field. Such progression will feed the talent pipeline into UTCs' target technical sectors.*

UTCs have curricula which share distinctive elements. These distinctive UTC elements are **secure** (protected by governance), **observable** (monitored jointly by governance, executive) and show **impact** (demonstrated by executive and reviewed by governance).

The distinctive UTC curriculum will:

2.1. Provide a balanced curriculum which remains as broad as possible whilst meeting, in an age-appropriate manner, its over-arching technical intent. Programmes of study will demonstrate high academic and technical ambition for all students. A mastery of mathematics, English language and digital skills are central to curriculum intent. In particular, the curriculum will, at the earliest stage, secure those levels of literacy and numerical fluency essential to excel in Level 2 and subsequently Level 3 and higher studies.

2.2. Develop the interests and aptitudes of students in the STEM disciplines by implementing a curriculum balance which:

At KS3: allocates at least **40%** of teaching time to the STEM suite of subjects, which includes maths, science, design technology, computing and digital skills.

At KS4: allocates at least **40%** of curriculum time to technical learning and its application

At KS5: allocates at least **60%** of curriculum time to technical learning and its application*

*Where a UTC offers a curriculum pathway at KS5 which comprises solely A Level qualifications then those A Levels should support progression to a pathway consistent with the UTC's technical specialisms. The overall study programme should meet all other elements prescribed within the Charter for the distinctive UTC curriculum (2.1 to 2.8).

2.3. Accelerate the development of technical knowledge and skills through training on, and regular access to, specialist technical equipment.

2.4. Develop the employability skills of students so that they can progress in the workplace. Eg. Skills such as: communication, problem solving, self-management and collaboration.

2.5. Provide all students with regular and meaningful opportunities to learn from partner employers and university through:

- relevant employer and university projects, which require students to apply and extend their technical knowledge;
- significant partner contribution to the curriculum design, content and delivery.

The Baker Award has been designed as a means to recognise these experiences. Therefore, participation in the Baker Award for as many students as possible is strongly encouraged.

2.6. Provide regular access to extra-curricular STEM and specialism-based activities, and frequent opportunities to participate in national research, design and development challenges.

2.7. Aim to provide a greater number of contact hours than mainstream schools to better prepare students for working life and to allow them to experience the full breadth of a UTC curriculum.

2.8. Support students to secure ambitious destinations given their respective starting points. Such ambition applies to all students in the UTC, including those with SEND and disadvantaged groups, and will be evident in the UTC's annual destinations profile.

3. Leadership and Governance

3.1a. All single academy trusts which operate a UTC, or multi-academy trusts which operate only UTCs, should be incorporated under the DfE **Model Two** 'Articles of Association for use by University Technical Colleges'.

3.1b. All multi-academy trusts which contain one or more UTCs alongside other academies, should be incorporated under the DfE **Model Three** 'Articles of Association for use by mainstream multi-academy trusts with one or more university technical college'

3.2. All UTCs within a MAT have a dedicated Local Governing Body with delegated powers identified through a Scheme of Delegation. The Scheme of Delegation to a Local Governing

Body of a UTC may only be amended following consultation with the CEO of Baker Dearing¹.

3.3. The trust board governing a single academy trust has a majority of its trustees nominated by the UTC's partner employers and university. In the case of a UTC within a multi-academy trust, its local governing body has a majority of its governors nominated by the UTC's partner employers and university.

3.4. The governing body of a UTC protects its unique character and educational contribution as defined by the licence and commits to the principles contained within the UTC Charter. In doing so it:

- ensures and contributes to regular review of curriculum intent;
- monitors the contribution of partner employers and university in implementing the curriculum;
- evaluates curriculum impact in terms of both the qualifications students achieve and the progression that they secure.

3.5. The destinations secured annually by students leaving a Key Stage are reviewed by the governing body and evaluated in terms of the strategic aims of the UTC. Such review informs subsequent curriculum planning and its findings are reported in the relevant governing body minutes. In particular, governors assess both the extent to which, at the end of KS4 and KS5, students progress to appropriately high-quality destinations.

3.6. Baker Dearing will be consulted on arrangements for the appointment of a new Principal (or Head of School) for the UTC, and in the assessment of candidates. Furthermore, Baker Dearing should be invited to provide an appropriately qualified representative to sit on the Principal appointment panel.

4. UTC brand requirements

4.1 UTCs should comply with all requirements as set out in the Baker Dearing UTC Brand Guidelines.

4.2 The Baker Dearing UTC logo should be prominent on all UTC websites, in all UTC prospectuses, and feature in UTC publications, promotional materials, videos and social networking sites.

¹ Para 137: DfE Model Three 'Articles of Association for use by mainstream multi-academy trusts with one or more university technical colleges