



**Our partner  
schools.**

# Our partner schools.

We're working with specific schools in our area to support the development of future talent to work at Thames Water. The UK faces a skills shortage and, for a company like us, the shortage of people studying and working in the Science, Technology, Engineering and Maths (STEM) fields is really challenging when we want to secure a well-qualified future workforce.

## Background.

We've developed strong partnerships with several University Technical Colleges (UTCs) in our area, including Swindon, Oxfordshire, Reading and London.

Our partner UTCs include:

- London Design and Engineering UTC
- The Leigh UTC
- Oxon UTC
- Reading UTC
- Swindon UTC

UTCs partner with business and universities to provide a more technical education for 14 - 19 year olds, focused on providing skills that will be more appropriate for the workplace.

## Industry led activity.

Last year, with support from volunteers from across the business, our education team delivered a programme of activities, including STEM challenges, mentoring and careers talks, to showcase Thames Water as a future employer at all our partner UTCs across the South East.

- Working with schools in our area to support the development of future talent and address the skills shortage.
- Working with teaching staff and students to develop and deliver real-world curriculum-based projects.



**School visit of Slough sewage treatment works**

## Developing their skills.

Over 600 students from the five UTCs were all involved in careers talks, presentations, work experience opportunities and mentoring programmes - alongside The Network Challenge, our flagship engineering activity which helps budding engineers understand how a water network operates.

We've also worked with teaching staff and students to develop and deliver real-world curriculum-based projects which replicate project management techniques and technical innovation found in the workplace.

## Industry led curriculum projects.

Working with Reading UTC, we've been involved in delivering an industry-led project with other partners including Fujitsu and National Grid.

Students had the opportunity to use virtual reality headsets to visualise and address some of the challenges faced by the engineering industry. Our project involved using augmented reality, with a technical specialist remotely guiding a technician through a complex task in the field. This ten-week project formed a core part of the students' practical BTEC course requirements.