0:0:0.0 --> 0:0:4.420  
Adeel, Usman  
Sometimes we also think in isolation towards an are kind of a whole.

0:0:4.950 --> 0:0:5.110  
CHAUDHURI, ATANU  
Yeah.

0:0:4.430 --> 0:0:5.200  
Adeel, Usman  
They're OK.

0:0:10.770 --> 0:0:11.170  
CHAUDHURI, ATANU  
Yeah.

0:0:5.260 --> 0:0:12.60  
Adeel, Usman  
How it will work as from the engineering point of view, but not from the social and from the societal point of view.

0:0:11.180 --> 0:0:14.160  
CHAUDHURI, ATANU  
When, when, particularly you as an educator, you might.

0:0:14.170 --> 0:0:16.720  
CHAUDHURI, ATANU  
So we don't know exactly the what is the current state, right?

0:0:18.730 --> 0:0:18.960  
XX  
Yeah.

0:0:16.730 --> 0:0:21.620  
CHAUDHURI, ATANU  
What you are already providing what is the interest of the younger generation?

0:0:26.50 --> 0:0:26.290  
XX  
Yeah.

0:0:21.630 --> 0:0:29.130  
CHAUDHURI, ATANU  
Do they really see a career in in these kind of roles in manufacturing at the same time you're talking to companies, they need lot.

0:0:29.140 --> 0:0:32.370  
CHAUDHURI, ATANU  
When we talk, we always see that we are not getting the right people.

0:0:32.380 --> 0:0:36.430  
CHAUDHURI, ATANU  
People are not trained that that's a common thing, but you must be doing a lot of things.

0:0:36.800 --> 0:0:42.250  
CHAUDHURI, ATANU  
There's a lot of things already happening through these internships, and the T levels, as you had mentioned.

0:0:42.820 --> 0:0:43.150  
XX  
No.

0:0:45.110 --> 0:0:45.500  
XX  
Umm.

0:0:42.340 --> 0:0:51.550  
CHAUDHURI, ATANU  
So you want to see what is the current state and then and looking at the needs and the demands from the companies as well as the interest of the younger generation.

0:0:51.940 --> 0:0:53.490  
CHAUDHURI, ATANU  
What else needs to be done right?

0:0:53.800 --> 0:0:54.20  
XX  
Yeah.

0:0:53.500 --> 0:0:57.580  
CHAUDHURI, ATANU  
And we is the kind of a platform what we are saying is it going to help or not?

0:0:57.590 --> 0:1:14.80  
CHAUDHURI, ATANU  
I mean, there is no point in replicating things if it's already done reasonably well and if we think that is already helping the company as it's already helping the younger generation, maybe that that's already working fine and maybe it's already working fine, but what is missing is the connection with other people.

0:1:14.90 --> 0:1:19.370  
CHAUDHURI, ATANU  
So maybe that the network only focuses on that, but not really developed so much on skill development.

0:1:19.380 --> 0:1:21.300  
CHAUDHURI, ATANU  
So you want to understand what is the current state.

0:1:21.880 --> 0:1:22.520  
XX  
Yeah, no problem.

0:1:21.690 --> 0:1:23.280  
CHAUDHURI, ATANU  
So can you see my screen?

0:1:23.800 --> 0:1:24.520  
XX  
Yep, I can. Yeah.

0:1:24.900 --> 0:1:28.470  
CHAUDHURI, ATANU  
OK, so there is a few questions here.

0:1:32.160 --> 0:1:32.400  
XX  
Yep.

0:1:28.480 --> 0:1:35.370  
CHAUDHURI, ATANU  
I've already we have explained the the the project about so I will ask these few sort of consent questions before we go ahead.

0:1:36.80 --> 0:1:40.0  
CHAUDHURI, ATANU  
So can I confirm that you have read and understood the information related to this project?

0:1:40.630 --> 0:1:40.840  
XX  
Yeah.

0:1:40.10 --> 0:1:42.940  
CHAUDHURI, ATANU  
You have not read, but in this case I have explained right?

0:1:42.580 --> 0:1:43.230  
XX  
Yeah, that's fine.

0:1:44.730 --> 0:1:47.760  
CHAUDHURI, ATANU  
Uh, so you have sufficient time to consider the information.

0:1:47.770 --> 0:1:51.370  
CHAUDHURI, ATANU  
Ask any questions you might have and are you satisfied with the answers you have been given?

0:1:52.70 --> 0:1:52.260  
XX  
Yes.

0:1:54.970 --> 0:1:58.0  
CHAUDHURI, ATANU  
Uh, you understand that you will have access to the information?

0:1:59.610 --> 0:2:3.240  
CHAUDHURI, ATANU  
About our sales and you how the information will be used.

0:2:3.690 --> 0:2:4.40  
XX  
Yep.

0:2:3.310 --> 0:2:13.500  
CHAUDHURI, ATANU  
So this will be used as I said, as part of the the project we might come out with the report and if we write some academic papers, we might use some of your course without naming you.

0:2:13.890 --> 0:2:19.700  
CHAUDHURI, ATANU  
But all of these will be again shared with you before, before we submit it for a public publication.

0:2:19.710 --> 0:2:20.890  
CHAUDHURI, ATANU  
That's a normal process.

0:2:31.370 --> 0:2:32.30  
XX  
Yeah, that's fine.

0:2:21.170 --> 0:2:32.740  
CHAUDHURI, ATANU  
We will transcribe this interview and some of those specific points we might it might get into a report or an academic paper, but we will run this through you before we actually send out, yeah.

0:2:34.600 --> 0:2:37.180  
CHAUDHURI, ATANU  
Uh, and you agree to take part in the above project?

0:2:38.30 --> 0:2:38.190  
XX  
Yes.

0:2:39.840 --> 0:2:46.20  
CHAUDHURI, ATANU  
And you understand that your participation is voluntary and that you are free to withdraw at any time without giving any reason.

0:2:46.710 --> 0:2:47.330  
XX  
Yeah, that's a.

0:2:48.110 --> 0:2:48.500  
CHAUDHURI, ATANU  
Right.

0:2:48.830 --> 0:2:50.920  
CHAUDHURI, ATANU  
OK, so you have we have a few questions.

0:2:50.930 --> 0:2:52.900  
CHAUDHURI, ATANU  
So maybe you can talk.

0:2:52.910 --> 0:2:59.40  
CHAUDHURI, ATANU  
You already talked a little bit, but explain a little bit about your organization and its role in educating people.

0:2:59.130 --> 0:3:6.40  
CHAUDHURI, ATANU  
In your case, it's mostly younger people in particularly technology and technology relevant for manufacturing industries.

0:3:7.470 --> 0:3:8.800  
XX  
Yeah, that's my problem.

0:3:6.50 --> 0:3:9.510  
CHAUDHURI, ATANU  
If you can talk a little bit about that, umm.

0:3:9.210 --> 0:3:12.520  
XX  
So I've mentioned before and so where UTC self Durham.

0:3:12.530 --> 0:3:20.680  
XX  
So we are a school under six form providing a technical education for young people from the ages of 14 to 19. The technical curriculum that our young people access is at GCSE level and then when they move into sixth form it's at level T level and we also offer a course called a PEO performing engineering operations and that's and not very kind of practical pathway and the two courses that we offer there are engineering practices and welding and fabrication.

**Digitalisation related training needs of manufacturers**

**But interestingly, from September, we've seen a real need that industry are wanting young people with electronic and robotic and automation skills. So we're actually going to be introducing a PEO in robotics from September 24 and our remit is explicitly to educate young people and technical pathways.**

And so from a GCSE perspective, we have to obviously deliver on a national curriculum. So all of our young people do math. English and Sciences are just like any other young person in the country would do, but one of our core subjects is engineering manufacture. So everybody comes to us in year 10, does engineering and manufacture as a GCSE qualification because of our technical specialism and they then can choose to pick two GCSE options subjects.

But again, they're very focused technically and so they can pick design and technology, which is more kind of traditional GCS that you could find in a school and that then can choose design engineering. And I know the question about CAD, but we do use solid works. Again, an industry standard package that our students are educated in and use, it can choose systems and control, which is the GCSE kind of robotics, automation, electronics kind of pathway.

We then do offer a GCC in geography as a humanities and business, and that's simply because of our linkage with business. There's a lot of young people who come here to aspire to go into that second.

We've got a lot of entrepreneurs and people who are quite innovative in their thinking, so they choose businesses are pathway as well and we do not do things like and music, art, drama, history.

We don't offer GCSE in PE, although we do obviously keep our young people fit and healthy with PE, but they can't do a GCSE so you can hear from our GCSE pathway.

It's all technical, so those young people are coming here very specifically to choose that pathway and the A levels refined even further. So we do maths, further maths, core maths, all of the sciences, we do an engineering B.Tech we were offering a single tech level, which is a different to at level and engineering, but the government are defunding these, which is a bit of a concern.

We had a conversation about this yesterday in favour of the T level.

We do offer a product design at A level and we offer computer science as we do offer computer science at GCSE as well. So it's kind of bit music to my ears that you kind of thinking about that digital pathway software. We have a lot of software engineers in the building and so again, so I will, I will, I will offer A level becomes even further refined and we then offer the T level and the T level that we deliver is engineering.

So it's mechanical engineering that we offer with the two occupational specialisms of tool making and design. We are to launch that last year, but it's been a very popular course and as I mentioned before, the PEO. So that's so I hope that kind of explains a little bit about us and it's our linkage with industry really.

**Linkage with industry/feedback from industry**

So we have over 150 industry in business who work collaboratively with us. So they're involved in every level of our organization from Member level, which is the three founding partners to our trustees. We also have an employer advisory Group, so that's about 12 organizations who work meet with us every four to six weeks and they're like our critical friends.

So when we're saying we've come up with this amazing idea, they'll they'll kind of critique it and go hang on. But we don't do that in industry. This is the skills that we need in industry and etcetera, etcetera. So they're really they're very much a core part of our team and our curriculum delivery here. So we have a whole curriculum around professional and career experiences that our students access, and that's that career pathway focus to really enable our students to see what is out there in terms of their future careers in the broader STEM sector.

This is a very useful so this this this is a very good overview of what you are doing and we are very happy that so many of the education we we have seen are not very well aligned with the industry needs.

But in your case it's very well embedded as I can see you have the companies involved in multiple capacities the the the courses you are mentioning is all practically very relevant, but maybe there is still a little bit of an application.

0:8:32.150 --> 0:8:41.870  
CHAUDHURI, ATANU  
Things which comes through obviously not the courses, but through the projects and internships, which is perfectly fine that you already answered a lot of the things in in the second question too.

0:8:41.880 --> 0:9:7.250  
CHAUDHURI, ATANU  
So I'll skip, but what do you think are gaps in in sort of technology skills training in this area in Northeast or UK as a whole given that you also talk to your industry partners a lot and given the kind of things they are telling you, do you think that there are certain things which are missing in, in the curriculum which I really should have been included or you are planning to do this in the near future and so on to to address those gaps?

0:9:7.960 --> 0:9:8.530  
XX  
Yeah.

0:9:8.540 --> 0:9:13.70  
XX

**Emphasis on employability skills**So I think there's 2 interesting, and there's 2 interesting things here. What the feedback that we get from employers and kind of comes in two halves and we we did a lot of realignment strategically within the UTC about three years ago because the feedback that we were getting from employers was one about employability skill and that's a huge gap.

So it's what schools are not teaching young people. So we worked with over 100 of our business and industry partners, parents, trustees, students, staff and we created a vision of what we define as the student leaver profile, but a part of the profile, it's called skills and I'll talk about the technical skills

But what we decided as an organization is that we couldn't educate our young people and technical skill unless we had our culture right. And so we've worked really hard and our culture as an organization, but the six core skills that are clearly defined, they'll be things that you go ohh yeah, because you'll hear it from industry all the time**. It's communicate, organise, persevere, reflect, collaborate and respect**. So we work really hard with our young people on developing those skills to enable them to be ready simply for the world of work before they can even get to the technical bit.

Our students recessed in a bit of an appraisal model with how they are performing against those core skills and then we do obviously the technical piece. Now the technical skills that we are hearing at the minute from industry is very much **around automation. It's robotics. It's programming.**

**It's a lot of our manufacturing companies locally small and and bigger are wanting to automate their processes and systems** and now we deliver a systems and control GCSE.

**Need for teacher skill development**

Can I find a teacher who was going to be able to deliver me electronics? No, there isn't even a skill set from a teaching member of staff, so we haven't to up skill and we've actually decided to train our own teachers and grow our own because we just can't find any in the sector to be able to deliver on that.

So there's this real there's a real disconnect. So our national curriculum over here is asking us to do one thing and industry is asking us to do another and the ETC's kind of sat in the middle of we're trying to pull the two worlds together and go and yeah department and yeah Ofsted and yeah, we're performing there but actually in this regard.

But Catherine, these young people, we need this skill set and they don't have them up.

Can you do so? There are very few and far between courses from a national curriculum perspective that we can access that will enable that gap of skill to be filled, but it is very much.

Pragmatic is there? That's what I'm hearing at the minute from our partners is automation and we we you know in the North East, we've got a lot of companies and but and

**Co-creating and co-teaching with businesses**

I can't remember the name of the company and there are big semiconductor company opening up what mattered, yeah. So they were sent to me the other week. They were like, we need 30 people per month. Catherine, how are we gonna find?

And how are we gonna find all of these people? We need to work with you to create a talent pipeline and This is why a lot of companies work with us because we listened and we respond and we're going write, then we need to find a cost.

So the robotics course, the PEO that was talking about, it's only a level 2, it's not a high level academic course that'll fill in need to appoint, but I've had to say to the company. So this is tridonic that we're working with on this. **They are willing to give us their staff to to call deliver with our teaching staff to fulfill the need that they need to be able to then recruit our students into their technical pathway. So we're having to try and really think creatively about the desire that our young people want because they there is a desire there.**

They can see the labour market has jobs for them available.

They are we, your people.

They're destinations are outstanding. It's very bespoke.

Yeah, we are not an institution that demands young people go to Russell Group universities, not just expected error, but we're not that we're not that institution.

If they want to, we'll support them wholeheartedly to go down that pathway, but a lot of our young people wanna go into an apprenticeship pathway.

That's great.

**Industry providing equipment for training**

Fantastic, but our industry is saying what you given us. One thing Catherine, with the core skills they employability skills, but we're missing this. So can you support us with the delivery of what they're willing to invest in their own staff?

They're willing to they're willing to give us and donate US equipment and machinery so our young people can be taught on it. So when they get into the sector, they know how to use it.

Now, if you, you're very welcome to come for a visit.

By the way, at any time we have a big engineering hall full of engineering equipment that's industry standard.

It's not school.

A type of equipment it, you know, from a health and safety point if you.

0:14:3.900 --> 0:14:6.530  
XX  
But are we young people are being educated and trained on?

0:14:6.540 --> 0:14:7.860  
XX  
That's when they get into industry.

0:14:7.920 --> 0:14:9.590  
XX  
They're ready for that next step.

0:14:18.50 --> 0:14:18.170  
CHAUDHURI, ATANU  
Yes.

0:14:9.660 --> 0:14:22.300  
XX

**Specific skills needed  
So that's where technically my feedback at this very moment in time is around that electronics, robotics, automation and CNC, you know, programming, it's all of that hardware.**

That's where the gaps seems to be. There's boots on the ground in terms of manufacturing, so I've got loads of young people in here who absolutely know, but they want to be.

0:14:33.990 --> 0:14:35.720  
XX  
They want to be in front of a layer of all day.

0:14:35.890 --> 0:14:38.320  
XX  
That's brilliant if that's what they want to do, great.

But I've got a lot of young people who are quite aspirational and quite highly academic who are quite keen to be able to develop and deploy their skills in that sector.

This this is really also music tours years, and Usman is also an expert on many of these things you talked about.

So they this is one one question I have is. So you are little bit bound by the national curriculum at the same time, the industries are asking this, they sort of need to bridge this gap and currently how you're doing is sort of in a collaborative manner with the industry helping you to to also quote each these modules with your, with your staff there in the college.

0:15:17.900 --> 0:15:20.950  
CHAUDHURI, ATANU  
But what what happens to this particular course?

0:15:20.960 --> 0:15:27.890  
CHAUDHURI, ATANU  
Let's say you did you design a course on a PLC controller programmable logic control with electronics and CNC machine controls.

0:15:28.160 --> 0:15:32.210  
CHAUDHURI, ATANU  
This is not a course currently in the national curriculum, but there is a need to do this.

0:15:32.470 --> 0:15:36.80  
CHAUDHURI, ATANU  
So how in this overall curriculum you are able to offer this course?

0:15:36.90 --> 0:15:46.260  
CHAUDHURI, ATANU  
This is purely bespoke, but it's not in the curriculum so I'm not able to fully understand whether it's still gazing gets into the T level curriculum or level curriculum, or this is completely different.

0:15:46.630 --> 0:15:50.790  
CHAUDHURI, ATANU  
You run almost like a separate elective kind of thing which help.

0:15:53.780 --> 0:15:54.210  
XX  
Yeah.

0:15:50.800 --> 0:15:55.140  
CHAUDHURI, ATANU  
So how how are you able to actually practically administer this course?

0:15:55.690 --> 0:15:56.0  
XX  
Yeah.

0:15:58.650 --> 0:15:58.890  
CHAUDHURI, ATANU  
Umm.

0:15:56.10 --> 0:15:59.240  
XX  
So the robotics one is an actual course, so it is a PEO. So to perform an engineer and engineering operations, of course that we found. But what we're doing is having to enhance it.

So again, I've sent that specification to our industry partners and said these are the modules that we can pick. We can pick six modules which ones are going to fill your industry need and they're still the ones that are aligned to us would be 1235 and seven, whatever it may be.

And then we so then we're going, right.

But then they said. But there's still a gap. So what we do is, because we have a longer working weekly, that's one of the things I should have said. So our students do 30 hours of education a week here, so it's not like a normal school, which is 24-25 hours. They were days more education, which is how we fit all of this and additional enrichment in so some of our students, for example, are being trained on one of our robotic arms and a couple of weeks time by one of our industry partners.

And it's within their independent study time, but they're doing is A level.

So we have a big enrichment program that our students access, but the PR is an actual qualification.

It's just not at the level at the minute in which I would like to be able to offer some of our more academically focused young people. And so we we do, you know, we've got a lot of mathematicians here, a lot of computer scientists.

It would be lovely to be able to offer something alongside, but it's you're right, it's not.

t's not going to get them a qualification. It's going to get them an awesome set of experiences and on an awesome set of skills, but it will not hold any value in terms of a qualification have unfortunately at that higher level and and it's you know, it's really interesting, this is really timely because I'm speaking to our senior team yesterday because we're doing a curriculum review of ourselves. And I was saying we need to put out a questionnaire to our employer partners to find out kind of what their gaps are.

And as I said, I think I know what the gaps are and then I'm saying to my curriculum lead right, find me a qualification.

Find me qualification. Gotta fill that need in the resent the government at the minute.

Defunding skills.

They're defunding qualifications in STEM, which is highly concerning, and I think it's in favour to push us down as educationalists toward the T level because they invested so much money.

Now we could offer an electronics and electrical pathway in the T level.

It is a part of in that mechanical engineering pathway we can offer that as an occupational specialism, but we're not allowed because we don't have anybody from industry that will be can teach that program.

It's just really frustrating because there's nobody out there from a teaching perspective that can deliver it. So we can't offer it. And so I'm really frustrated because then we've had to say I'm really sorry, but we just don't have the knowledge or acumen in the building to be able to deliver it.

So we can't offer it as pathway. So they see this, this, this connect all of the time.

So we're kind of trying to patchwork quilted together.

And I did say yesterday to one of the team I said, which which tree can we shake?

I was like, there's gotta be somebody in government.

XX  
We've gotta be able to shake a tree somewhere like the people are just. It's.

Well, we'll see what happens next year in terms of a general election, but yeah, you can see it's it's mighty frustrating because we can see the need on both sides.

0:19:5.240 --> 0:19:18.590  
CHAUDHURI, ATANU  
In some cases, industry is ready as, as you said, pragmatic or somebody's coming up and say that we will help you and in doing this some cases you don't need we you don't have the industry support who can actually deliver this because you don't have the in-house skills.

0:19:18.600 --> 0:19:22.910  
CHAUDHURI, ATANU  
So clearly there is there is some kind of gap, there is a gap between the national curriculum.

0:19:22.920 --> 0:19:24.210  
CHAUDHURI, ATANU  
What is even allowed to do?

0:19:24.220 --> 0:19:33.290  
CHAUDHURI, ATANU  
What the industry needs, and there is also how much the those practical things which you don't have internal capabilities and if the industry is willing to help you.

0:19:33.300 --> 0:19:44.460  
CHAUDHURI, ATANU  
But there is also a bit of commitment and they will possibly commit if they clearly see when they need to hire this many 101520 people, they might be willing to invest the time, but otherwise maybe not right.

0:19:44.810 --> 0:19:45.850  
XX  
Yeah, yeah.

0:19:44.470 --> 0:19:46.520  
CHAUDHURI, ATANU  
So there is a there's a fine.

0:19:46.530 --> 0:19:47.90  
CHAUDHURI, ATANU  
That's very good.

0:19:47.210 --> 0:19:48.360  
Adeel, Usman  
It's a kind of challenge.

0:19:48.370 --> 0:19:49.460  
Adeel, Usman  
Yeah, I guess here.

0:19:49.10 --> 0:19:49.640  
CHAUDHURI, ATANU  
Yeah.

0:19:50.290 --> 0:19:51.240  
CHAUDHURI, ATANU  
Yeah, choose one.

0:19:51.250 --> 0:19:54.930  
CHAUDHURI, ATANU  
You have any question or shall we proceed with the questions we have, yeah.

0:19:53.990 --> 0:19:57.290  
Adeel, Usman  
Uh, yes, you can proceed with the next one, yeah.

0:19:57.330 --> 0:19:58.0  
CHAUDHURI, ATANU  
Yeah.

0:19:58.190 --> 0:20:4.360  
CHAUDHURI, ATANU  
So what skills do you see as lacking in your target target student base?

0:20:4.720 --> 0:20:6.540  
CHAUDHURI, ATANU  
And this is you have already covered.

0:20:6.550 --> 0:20:9.430  
CHAUDHURI, ATANU  
So some of the things and students may not know right.

0:20:9.440 --> 0:20:9.790  
CHAUDHURI, ATANU  
So what?

0:20:9.800 --> 0:20:11.310  
CHAUDHURI, ATANU  
What they really need to know.

0:20:11.400 --> 0:20:12.710  
CHAUDHURI, ATANU  
What I'm I'm talking about.

0:20:12.720 --> 0:20:15.830  
CHAUDHURI, ATANU  
Also, their aspiration, as you said, some are very aspirational.

0:20:15.840 --> 0:20:19.430  
CHAUDHURI, ATANU  
They were really want to know the more difficult and more advanced stuff.

0:20:25.450 --> 0:20:25.600  
XX  
Yeah.

0:20:32.220 --> 0:20:32.390  
XX  
Yeah.

0:20:20.920 --> 0:20:44.580  
CHAUDHURI, ATANU  
So regarding their aspiration, what they want to do and then is there a match and you see, So what is lacking, you already mentioned something about employability is it is it only the technical hard skills, but is it also soft skills in general, how to manage difficult a lot of uncertainties there in our business almost every day is different.

0:20:44.830 --> 0:20:49.190  
CHAUDHURI, ATANU  
So do you see those kind of skills also as a as a challenge?

0:20:56.100 --> 0:20:56.260  
CHAUDHURI, ATANU  
Yeah.

0:21:1.960 --> 0:21:2.240  
CHAUDHURI, ATANU  
Umm.

0:20:50.390 --> 0:21:5.320  
XX  
We do, but I think as I said before, we've really strategically aligned ourselves as an organization and I can send you the, the stuff that I was talking about before that we defined as I was student liberal file and those those softer skills that we were talking about there before.

0:21:5.640 --> 0:21:5.820  
CHAUDHURI, ATANU  
Yeah.

0:21:9.370 --> 0:21:10.460  
CHAUDHURI, ATANU  
Yeah, yes.

0:21:5.450 --> 0:21:13.180  
XX  
**And I think you kind of answers Question 5 as well about how did we tackle some of those deficiencies in terms of skill and because it's embedded within our curriculum.**

0:21:11.380 --> 0:21:13.560  
CHAUDHURI, ATANU  
Yeah, yes.

0:21:19.230 --> 0:21:19.440  
CHAUDHURI, ATANU  
Umm.

0:21:13.250 --> 0:21:23.110  
XX  
So our students access the pace curriculum, which is professional and query experiences, because as you're right, it's there young people, anybody in fact, not just young people.

0:21:24.820 --> 0:21:24.980  
CHAUDHURI, ATANU  
Yeah.

0:21:23.120 --> 0:21:30.310  
XX  
**Linkage with industry**

**You don't know what you don't know, so we have a very careers focused curriculum and that's done in partnership again with our industry partners.**

**So they're extremely generous in terms of offering their time and A visits, and we have a whole curriculum that's geared around industry projects as a 12 week industry project that was students have to complete with live briefs from industry and you know we do the traditional things like mock interviews and what we do mentoring like there's a it's just vast.**

So we do industry and community projects. It's just a vast, vast, vast array of things that we do, but we've intentionally embedded it within our curriculum delivery and give it time in the in the timetable as well, which is really important.

0:22:5.70 --> 0:22:5.330  
CHAUDHURI, ATANU  
Umm.

0:22:4.830 --> 0:22:14.90  
XX  
So we don't just say piece meal, well, this is taking a box to achieve Gatsby benchmarks for careers where saying actually well, we really believe in this.

0:22:17.540 --> 0:22:17.890  
CHAUDHURI, ATANU  
Umm.

0:22:14.100 --> 0:22:23.480  
XX  
So we'll have a head of professional career experiences to somebody from a leadership perspective who's delivering on that because we believe in it and how do we how do we target this?

0:22:23.490 --> 0:22:33.880  
XX  
Well, as I say, it's in our curriculum, but I was students as I alluded to before, have to be able to do a lot of reflection and action planning against those core skills.

0:22:34.230 --> 0:22:34.490  
CHAUDHURI, ATANU  
Umm.

0:22:34.260 --> 0:22:35.800  
XX  
And it's a bit like an appraisal.

0:22:43.800 --> 0:22:44.170  
CHAUDHURI, ATANU  
Umm.

0:22:35.810 --> 0:22:45.800  
XX  
So they have to be able to evidence and it is evidence whether they are highly efficient, whether they're still developing in those core skills.

And the other thing that we do is we hold them accountable to that.

So they do something called a student LED conference.

0:22:52.130 --> 0:22:57.350  
XX  
So they have to stand up in front of their crew leader, which is like their mentor and and their parents.

0:22:57.360 --> 0:23:4.610  
XX  
And they have to do a presentation about how are they achieving those core skills and if they're not, what are they gonna do about them?

0:23:5.80 --> 0:23:8.150  
XX  
So that's this is how we kind of target some of this.

0:23:8.160 --> 0:23:11.770  
XX  
And as I said before, I'm a really big, strong advocate of culture.

0:23:11.880 --> 0:23:13.130  
XX  
Culture is massive.

0:23:13.220 --> 0:23:17.370  
XX  
If you come into our school, you must come down for a visit, because it's you'll you'll not.

0:23:17.110 --> 0:23:17.420  
Adeel, Usman  
Well.

0:23:15.840 --> 0:23:17.820  
CHAUDHURI, ATANU  
Yes, we should come.

0:23:17.380 --> 0:23:19.110  
XX  
It's like walking into an industry.

0:23:19.120 --> 0:23:23.970  
XX  
It's somebody said to me of the day, it's like I'm in a university, but with smaller people.

0:23:24.520 --> 0:23:24.790  
CHAUDHURI, ATANU  
And for.

0:23:24.220 --> 0:23:30.510  
XX  
It's just got that vibe about it, but again, that's because we've created that culture, so they call us all by our first names.

0:23:30.860 --> 0:23:31.250  
CHAUDHURI, ATANU  
Umm.

0:23:30.520 --> 0:23:35.200  
XX  
There's no else to tell you to get to lessons, and it's really all open plan.

0:23:35.550 --> 0:23:39.500  
XX  
We work with our young people in a really mutually respectful ways.

0:23:44.890 --> 0:23:45.240  
CHAUDHURI, ATANU  
Umm.

0:23:39.510 --> 0:23:46.760  
XX  
We have over and they have nearly 450 predominantly male teenagers here and there's no issues.

0:23:46.770 --> 0:23:48.720  
XX  
There's no behavioral problems.

0:23:48.920 --> 0:23:49.130  
CHAUDHURI, ATANU  
Umm.

0:23:48.730 --> 0:23:51.20  
XX  
We don't have anybody permanently excluded.

0:23:53.820 --> 0:23:54.200  
CHAUDHURI, ATANU  
Umm.

0:23:51.30 --> 0:23:57.660  
XX  
We don't, you know, all of the kind of traditional things, but it's the culture we've created that's that's kind of fostered that.

0:23:58.90 --> 0:23:58.360  
CHAUDHURI, ATANU  
Umm.

0:23:57.830 --> 0:24:0.370  
XX  
So when you send it, how do we tackle some of those skills?

0:24:0.980 --> 0:24:1.770  
XX  
Will communicate.

0:24:1.780 --> 0:24:5.490  
XX  
For example, are we young people are invited to do all of our.

0:24:5.740 --> 0:24:8.550  
XX  
So when you come for a visit, it'll be the students will give you a tour.

0:24:8.560 --> 0:24:9.150  
XX  
Not me.

0:24:9.220 --> 0:24:15.680  
XX  
They'll tell you how it is, so that's developing their communications skill, for example, and their respects.

0:24:15.690 --> 0:24:18.630  
XX  
I've respect for them and trust them that they're going to do a great job.

0:24:20.170 --> 0:24:20.360  
CHAUDHURI, ATANU  
And.

0:24:23.40 --> 0:24:23.310  
CHAUDHURI, ATANU  
Umm.

0:24:18.680 --> 0:24:24.470  
XX  
We don't train them, by the way, in doing to us, they just get on with it and do it because we trust them to.

0:24:24.740 --> 0:24:24.930  
Adeel, Usman  
Yeah.

0:24:24.510 --> 0:24:38.100  
XX  
**We believe that we embed our vision and who we are and what we are really early on in their educational experience at the UTC that they bought into the vision and they are and that's just that's that cultural piece.**

**So there's lots of different things that we do to target some of that, but very much around our professional and career experiences as how we deliver on that.**

And as I said, we put that in structurally and then we've given it time and money in terms of leadership to be able to do that.

0:25:0.920 --> 0:25:4.780  
CHAUDHURI, ATANU  
So the 6th one is also what do you see?

0:25:4.790 --> 0:25:6.440  
CHAUDHURI, ATANU  
I think you have covered already.

0:25:18.40 --> 0:25:18.230  
XX  
Yeah.

0:25:6.500 --> 0:25:18.760  
CHAUDHURI, ATANU  
So you when you when you talked about the current challenges in the curriculum and also sort of lack of internal capabilities, sometimes everything is not possible to have those internal skills.

0:25:24.170 --> 0:25:24.350  
XX  
Yeah.

0:25:19.130 --> 0:25:27.170  
CHAUDHURI, ATANU  
So you have already talked about you have already talked about how you have addressed and you have talked about how industry and and government.

0:25:27.560 --> 0:25:33.460  
CHAUDHURI, ATANU  
But maybe do you have any aspirations in terms of what we should you should be doing next?

0:25:33.680 --> 0:25:36.50  
CHAUDHURI, ATANU  
Well, in terms of working with industry, yeah.

0:25:36.60 --> 0:25:41.310  
CHAUDHURI, ATANU  
And the government, do you work with the the local, your local MP S or or others?

0:25:41.320 --> 0:25:43.370  
CHAUDHURI, ATANU  
And are they aware of what is happening?

0:25:49.480 --> 0:25:49.760  
XX  
Yeah.

0:25:43.380 --> 0:25:50.430  
CHAUDHURI, ATANU  
Similarly with your Industry Advisory Board and all the companies are already partnering with you, what do you think?

0:25:54.640 --> 0:25:56.600  
XX  
Yeah, yeah.

0:25:50.700 --> 0:25:57.540  
CHAUDHURI, ATANU  
What are some of the next steps you will like to do from an aspiration point of view of your submitted?

0:25:56.810 --> 0:25:58.40  
XX  
I mean, we're very we're.

0:26:1.670 --> 0:26:1.950  
CHAUDHURI, ATANU  
Umm.

0:25:58.50 --> 0:26:3.300  
XX  
Yeah, we're very good as an organization at making sure that we are heard at a national level.

0:26:3.790 --> 0:26:4.0  
CHAUDHURI, ATANU  
Umm.

0:26:9.350 --> 0:26:9.590  
CHAUDHURI, ATANU  
Umm.

0:26:3.310 --> 0:26:12.180  
XX  
So the UTC movement is supported by an organization called the Baker Deering Trust, so that was set up by Lord Baker and Lord Ring many years ago.

0:26:12.490 --> 0:26:12.800  
CHAUDHURI, ATANU  
Well done.

0:26:16.680 --> 0:26:16.950  
CHAUDHURI, ATANU  
Umm.

0:26:12.190 --> 0:26:18.60  
XX  
And that's kind of the UTC movements as 46 of us across the country where one of two of the North East.

0:26:18.570 --> 0:26:40.310  
XX  
**So we get support and they they politically are a part of that kind of broader landscape in terms of government practices and we are a sub regional UTC, we call ourselves, we have our young people coming from 47 different schools from across the region, which means we work with over 14 different constituencies.**

Our local MPs are incredibly supportive. We had Bridget Phillipson, the shadow Secretary of State for education here over half term.

Why did we have here?

Well, politically, we're aligning ourselves to be able to see and hear our voice issues local to us.

0:26:57.260 --> 0:26:58.160  
XX  
So it was right to do that.

They're probably gonna be the new government and the New Year etcetera, etcetera.

XX  
So we do really align ourselves politically.

We've had the now national Director of Education of Ofsted has come to visit here before as well, because he's never been to UTC.

XX  
**Vision and Leadership as differentiation**

And again, you've gotta remember the UTC model is funded just like any other state school.

We are states funded, we do not get any additional funding.

We get a tiny uplift because we're engineering, but I mean a tiny uplift business by materials because we're working metal and to be able to support our young people's curriculum delivery.

But the school down the road could choose to do exactly what we're doing with industry like we are funded exactly the same.

**We just cut our cloth differently and where I would really like to think as leaders and this is where I really would like to get into kind of educational leadership more broadly across the country is to really empower leaders to go well.**

Yes, we do have to deliver on a national curriculum.

Yes, we are gonna be in league tables performance measures, but I know that my young people out there are all really happy being in school and I know their parents are really happy that they're happy being at school because as a parent, that's what I want my children to be.

And there may not be the A stars. That's OK, but they've got all this other skill set and technical capability that employers are looking for.

So actually we're doing, we're doing something right.

So that kind of and it's about being brave and having some courage to do that.

XX  
So we don't, we don't adhere to, we play the game of OFSTED of course we do.

But you know we abide by that because it's the right thing to do for our students.

0:28:34.170 --> 0:28:41.550  
XX  
**But there's a whole subset of things that these young people need to be made aware of and be developed with and done with.**

**And two, to enable them to be work ready.**

**So there's A and I said I think industry could do a massive, massive job here, industry of the powerhouse and our country industry are economy industry, you know.**

**Role of industry in lobbying**

**And I said to a couple of industry partners in the day, I was just like you guys need to help us lobby here because education such a clunky old massive oil tanker that we're trying to turn around and we're one of a handful in the country who are trying to do that.**

**It's just like industry needs the powerhouse behind it to kind of really back us up in this and go actually, right.**

0:29:19.250 --> 0:29:21.280  
XX  
Let's let's let's do something different.

So and we'll, continue to do what we did because it's the right thing for our community and it's the right thing for our young people in our area.

But it will be wonderful to think about. There could be a more, a more broad and movement in terms of those industries kind of backing and saying with industry have said for years is a problem with skills.

Of course they have. This is why we're UTC's were created.

**Need for revision in curriculum**

**But the curriculum isn't reflective of the skill set that we need, and it needs to be dynamic because there's an industry, it's constantly evolving depending upon technology or you know what the big thing in the sector is at the time.**

You know, it's few years ago the pandemic it was face masks.

You know the next week will be something different, but it's got.

Maybe 10 years, when even five years.

0:30:34.100 --> 0:30:42.570  
CHAUDHURI, ATANU  
So the question 9 again, you have talked about maybe the second part, how you're already doing this in, in practical training, apprenticeships, et cetera.

0:30:42.680 --> 0:30:45.570  
CHAUDHURI, ATANU  
How do you think such activities can be scaled up?

0:30:45.580 --> 0:30:54.650  
CHAUDHURI, ATANU  
And do you think what can be done to offer these again to a larger pool of students or maybe more variety of such apprenticeship opportunities?

0:30:54.960 --> 0:30:55.550  
CHAUDHURI, ATANU  
Well, how?

0:30:55.560 --> 0:31:2.420  
CHAUDHURI, ATANU  
What do you think needs to be done in in future to more aligned with the needs of the business and how these can be scaled up?

0:31:31.80 --> 0:31:31.310  
CHAUDHURI, ATANU  
Umm.

0:31:3.190 --> 0:31:34.90  
XX  
Yeah, I mean I think it's, I think like I'm again, again, I wonder whether it is about that kind of educational leadership and it's about that, that bravery in terms of delivering an educational model, uh, within a culture that actually as I said, we're funded the same you could any school could do what we're doing and I would take the way we created our vision and ethos of the organization is we took everybody in the journey with us and that's hard to do an education because people have got heads down.

It's, you know, capacities tight. There's no money in education and you know we literally, as I say, choose to provide this because we believe in it. Other schools just can't have that.

They don't have that headspace, and I think that's and I think that's a real credit to us as a leadership team.

That we've been brave enough and there's the right people around the table who really believe in this vision, along with our parents and partners, to create this.

XX  
So how could this be done?

Any school could do what we're doing.

They just have to define it for them and be be, but believe in it and embed it.

So everything that we do is real with real intentionality.

0:32:14.730 --> 0:32:21.690  
XX  
So I'm very unapologetic when we get a new business in, they get on boarded into the UTC.

So I tell them exactly what it is that they're going to be doing. What our vision and values are, what our call skills that if it doesn't align then thank you so much for your interest, but that's that's it off you go. So we're very assembly unapologetic in terms of making sure that this is what we are and it's done with real intentionality.

So if something pops along and say we can do this for you and I'm like ohh does it fit?

XX  
Our student leave a profile.

0:32:45.720 --> 0:32:46.450  
XX  
No, it doesn't.

0:32:46.240 --> 0:32:46.550  
CHAUDHURI, ATANU  
Umm.

0:32:46.500 --> 0:32:54.0  
XX  
Thank you so much for the opportunity, but it's just not gonna work for us and it's that kind of conviction and and that real drive.

0:32:54.10 --> 0:32:56.260  
XX  
And as I say, yeah, it's just intentional.

0:32:57.30 --> 0:33:1.660  
XX  
That's kind of created the success that we've got through that.

0:33:1.670 --> 0:33:3.720  
XX  
So how could it be scaled up by anybody could do it.

0:33:5.700 --> 0:33:6.70  
CHAUDHURI, ATANU  
From.

0:33:13.260 --> 0:33:13.580  
CHAUDHURI, ATANU  
Umm.

0:33:3.770 --> 0:33:22.60  
XX  
**Anybody could do it if they've got the willingness and the right people around them, I guess to be able to challenge and question each of those we did as a leadership team, we have a lot of active debates around the table about you know, how do we fulfill with a technical and academic curriculum.**

Then I'm go over here.

XX  
But we need to fulfill business need and then my teaching learn and vice principals gone.

But Catherine, we need to deliver English.

So we have this kind of run around the table, but we have a team in which we feel comfortable to do that, which is really good to have as well.

0:33:42.850 --> 0:33:53.860  
CHAUDHURI, ATANU  
Maybe the 10 question is you have also answered a little bit who, who do you think are the right people to make a difference in these kind of skill development, digital technologies related skill development area.

0:33:53.870 --> 0:33:57.160  
CHAUDHURI, ATANU  
So obviously you are playing and there are other colleges playing role.

0:33:58.710 --> 0:33:58.940  
XX  
Yeah.

0:33:57.170 --> 0:33:59.620  
CHAUDHURI, ATANU  
The industries have a key role to play.

0:33:59.630 --> 0:34:0.680  
CHAUDHURI, ATANU  
Do you think they are there?

0:34:0.690 --> 0:34:10.310  
CHAUDHURI, ATANU  
Any other stakeholders we are missing who can make this difference when there are a lot of individual experts, either they work in a company or their own business like Gary.

0:34:11.190 --> 0:34:14.790  
CHAUDHURI, ATANU  
How do we identify those right people? Right.

0:34:14.800 --> 0:34:16.230  
CHAUDHURI, ATANU  
And people are willing to help.

0:34:14.970 --> 0:34:17.640  
XX  
And then yeah, yeah.

0:34:16.300 --> 0:34:21.230  
CHAUDHURI, ATANU  
So do you have any ideas beyond the institutions beyond the companies?

0:34:21.320 --> 0:34:25.900  
CHAUDHURI, ATANU  
Do we need to tap into some individuals in the community who can actually help?

0:34:27.860 --> 0:34:28.770  
XX  
I think you're right.

0:34:31.950 --> 0:34:32.180  
CHAUDHURI, ATANU  
You.

0:34:28.780 --> 0:34:35.250  
XX  
I think there are individual people, so I'm thinking about a chap called Ian Brown who were I don't ever heard of him.

0:34:38.720 --> 0:34:39.30  
CHAUDHURI, ATANU  
Umm.

0:34:35.260 --> 0:34:41.810  
XX  
He owns Excel Point, which is a software development software kind of computer engineer company.

But they use non core technology and as we'll have more of an idea about what I'm talking about, our don't understand that.

0:34:49.570 --> 0:34:49.940  
Adeel, Usman  
Yeah.

0:34:48.100 --> 0:34:55.390  
XX  
**I just hear the words and repeat them, but he's very passionate and he's a he's created that business from the get go. He's really passionate about this, so again, he's somebody I would tap into in terms of making that difference, but he's an individual, but it's probably connected with the stakeholders that are are really would ensure you don't forget and it's not necessarily because they've got a skill set and digital and technology, but it's one of our biggest stakeholders, our parents, parents have an absolutely huge, huge influence.**

Whether young people believe it or not, in helping young people make a choice in terms of their career pathway and obviously they're influenced at home by and family histories and, you know, parents, I do a massive role in going, I think you should do this.

I think you should do that.

And as I say, young people don't think that's the case, but it it's not.

**Engagement with parents**

**It's a 50-50 decision, but parents are are definitely a group of stakeholders and you know if you give them the knowledge about the, I don't know, we do a lot of labour market information with our parents as well. So to say, you know, this is when your child has aspirations to do this job, they really need to manage your expectations that actually in the North East, there's there isn't the labour market for it. So this is the areas and sectors that your child going to digital and technologies huge and it's growing in our area, there's no doubt about it in terms of you know of a city and like all of that type shenanigans.** But once the parents have that knowledge, they can then start and dripfeed with the students to say with digital you've always been good at that.

You know, we need to be able to build that.

So probably parents and there are difficult very difficult group of people to get into I guess.

But some of our parents will be really happy to speak to you about that.

0:36:39.740 --> 0:36:42.180  
CHAUDHURI, ATANU  
Yes, we are all very involved parents.

0:36:42.190 --> 0:36:43.60  
CHAUDHURI, ATANU  
So so we know.

0:36:43.70 --> 0:36:47.50  
CHAUDHURI, ATANU  
And yesterday I was in in my son's school and we were also talking.

0:36:52.140 --> 0:36:52.300  
XX  
Yeah.

0:36:47.260 --> 0:36:53.520  
CHAUDHURI, ATANU  
And so at the middle school level, how we can help us parents in the community and if we can connect some companies exactly.

0:36:53.570 --> 0:37:6.340  
CHAUDHURI, ATANU  
So there are a lot of involved parents and and sometimes parents will have a different perception about certain companies or certain industries, and maybe you are doing a great job, you involving them and those Caracas sort of careers information.

0:37:6.710 --> 0:37:7.160  
XX  
Umm.

0:37:6.710 --> 0:37:16.130  
CHAUDHURI, ATANU  
But to also the so they must know that there's also a lot of opportunities in not these are a lot of exciting companies, possibly a lot of parents may not know and they might some of them may know.

0:37:13.170 --> 0:37:17.640  
XX  
Yeah, yeah, absolutely.

0:37:16.140 --> 0:37:17.860  
CHAUDHURI, ATANU  
So this is using what?

0:37:30.510 --> 0:37:30.760  
CHAUDHURI, ATANU  
Umm.

0:37:34.220 --> 0:37:34.520  
CHAUDHURI, ATANU  
Umm.

0:37:36.210 --> 0:37:36.530  
CHAUDHURI, ATANU  
Umm.

0:37:17.510 --> 0:37:37.960  
Adeel, Usman  
Yeah, I guess that there's kind of very, very important point where to actually consider the parents as also a kind of a mean stakeholder to because when right, we always focus on, OK, the students or the instructors or the industry who are actually training them and what kind of skills the students need.

0:37:37.970 --> 0:37:52.910  
Adeel, Usman  
Right, but sometimes it is more effectively effective to involve the parents in the whole process so that the there can be a little long term vision of the skill approvement in the community, right? Yeah.

0:37:52.980 --> 0:37:53.920  
XX  
Yeah, yeah.

0:37:52.800 --> 0:37:56.910  
CHAUDHURI, ATANU  
Umm yeah, parents are there with the with their children all the time.

0:37:56.920 --> 0:37:59.920  
CHAUDHURI, ATANU  
So if they they talk about this, this has a huge impact.

0:37:59.930 --> 0:38:0.350  
CHAUDHURI, ATANU  
We know.

0:38:0.420 --> 0:38:9.510  
CHAUDHURI, ATANU  
So maybe one thing we will surely like to visit you and our colleagues from Derby and Loughborough, they will be visiting mid December, December 11th and 12.

0:38:9.560 --> 0:38:14.790  
CHAUDHURI, ATANU  
So we will like to come and meet you that time we can, Usman and you, we can come anytime.

0:38:14.800 --> 0:38:18.170  
CHAUDHURI, ATANU  
But maybe, since all of us will be there, we can come at that time.

0:38:17.530 --> 0:38:19.140  
XX  
Yeah, that's good.

0:38:28.450 --> 0:38:28.710  
XX  
OK.

0:38:18.280 --> 0:38:31.270  
CHAUDHURI, ATANU  
And I was thinking if they if there is a do you already bring in parents I guess to for the different events if we can attend all of those or have a chat with some of the parents because we don't, that will also be very good for us then.

0:38:32.990 --> 0:38:33.350  
XX  
Yeah.

0:38:33.360 --> 0:38:34.260  
XX  
Yeah, that's not a problem.

0:38:34.270 --> 0:38:41.980  
XX  
I mean, you'll have a little bit of a thing and send you some dates about when our parents are engaging with us or they get involved in a whole different capacity.

0:38:42.650 --> 0:38:42.810  
CHAUDHURI, ATANU  
Yeah.

0:38:41.990 --> 0:38:48.440  
XX  
And we also send out a parental communication every Friday evening.

0:38:50.80 --> 0:38:50.320  
CHAUDHURI, ATANU  
Umm.

0:38:48.450 --> 0:38:55.20  
XX  
Every week we send out what's been happening in our community type of thing, and parents absolutely love that. And because we tell them anything and everything, we're very open and honest with our parents.

XX  
And actually I'm. I've been invited with my vice principal. We're doing a national a national kind of talk about our parental engagement because I I absolutely took it as granted that a parental engagement in schools was really good.

And I knew it wasn't brilliant, but I thought it was better than actually what it was.

So when we did our student LED conferences, 85% of our parents attended those.

So I was at a conference now was morning.

I can't believe only 85% of parents attended and this lady sat next to me and she went. Yeah.

0:39:34.650 --> 0:39:36.300  
XX  
Do you know how many we had at our last parents?

0:39:36.310 --> 0:39:36.590  
XX  
Evening.

0:39:39.650 --> 0:39:39.900  
Adeel, Usman  
There's.

0:39:36.600 --> 0:39:45.720  
XX  
She like 36% and I was like, OK, I was like, I'm just gonna sit quiet and but but that's because against the culture we've created.

0:39:45.810 --> 0:39:47.560  
XX  
So and I'll give you the dates of those.

0:39:54.440 --> 0:39:54.560  
CHAUDHURI, ATANU  
Yes.

0:39:57.260 --> 0:39:57.380  
CHAUDHURI, ATANU  
Yeah.

0:39:47.570 --> 0:39:59.460  
XX  
But absolutely, I'll have a look at my diary on the 11th and 12th, and if I can give you kind of some slots and if that can fit into your overall program, do absolutely feel free to come down and meet our principal Tom.

0:39:59.630 --> 0:40:2.80  
XX  
We'll get you one or two with some students.

0:40:2.490 --> 0:40:2.680  
CHAUDHURI, ATANU  
Yeah.

0:40:6.260 --> 0:40:6.400  
CHAUDHURI, ATANU  
Yeah.

0:40:9.130 --> 0:40:9.240  
CHAUDHURI, ATANU  
Yes.

0:40:9.310 --> 0:40:9.430  
CHAUDHURI, ATANU  
This.

0:40:12.170 --> 0:40:12.430  
CHAUDHURI, ATANU  
Of.

0:40:16.70 --> 0:40:16.390  
CHAUDHURI, ATANU  
Brilliant.

0:40:9.300 --> 0:40:16.480  
XX  
Is that the ones that the coal fest deliver in that and and any other questions that you might have obviously were really happy to support and answer.

0:40:16.610 --> 0:40:18.100  
CHAUDHURI, ATANU  
So we will surely do that.

0:40:18.110 --> 0:40:22.80  
CHAUDHURI, ATANU  
And then regarding the parents, if you are having some future events, let us know.

0:40:21.100 --> 0:40:22.850  
XX  
Yeah, yeah.

0:40:22.190 --> 0:40:26.580  
CHAUDHURI, ATANU  
But one thing was you can say you already communicate, you have your regular newsletter communication.

0:40:27.150 --> 0:40:27.350  
XX  
Yeah.

0:40:30.810 --> 0:40:30.970  
XX  
Yeah.

0:40:34.250 --> 0:40:34.540  
XX  
That's what.

0:40:26.790 --> 0:40:34.980  
CHAUDHURI, ATANU  
We can mention a brief give a brief about our project and maybe we can provide a link with a few set of questions.

0:40:39.380 --> 0:40:39.700  
XX  
Lately.

0:40:34.990 --> 0:40:41.540  
CHAUDHURI, ATANU  
So whichever parents are willing to sort of answer those through a the online system, we can do that, right?

0:40:41.820 --> 0:40:42.810  
XX  
Yeah, yeah, absolutely.

0:40:42.820 --> 0:40:44.500  
XX  
Of course you can not a problem, not a problem at all.

0:40:44.30 --> 0:40:45.880  
CHAUDHURI, ATANU  
OK, sure, that's fine.

0:40:46.250 --> 0:40:46.880  
Adeel, Usman  
Misket.

0:40:46.70 --> 0:41:14.580  
CHAUDHURI, ATANU  
So I think uh, given the interest of time, so the last two question, maybe the second were the last one is we will organize at least two more workshops and we will very much like to invite you particularly to the design workshop where once we get all of these inputs, we synthesize Usman and I particularly will play a role in sort of designing that initial idea of that common platform which will connect all the stakeholders and then we will organize our design workshop.

0:41:14.900 --> 0:41:21.710  
CHAUDHURI, ATANU  
So we will bring in multiple stakeholders, maybe we we bring in all the education providers separately, we will, we will have to decide.

0:41:21.870 --> 0:41:22.150  
XX  
Yeah.

0:41:22.20 --> 0:41:26.670  
CHAUDHURI, ATANU  
So we will get your inputs to that particular idea for more concrete idea of the platform.

0:41:29.30 --> 0:41:29.170  
XX  
Yes.

0:41:33.0 --> 0:41:33.740  
XX  
Yeah, absolutely.

0:41:26.900 --> 0:41:34.360  
CHAUDHURI, ATANU  
Will you like to participate in that so that that is likely to be likely to be, say, February, March kind of time, yeah.

0:41:34.60 --> 0:41:34.430  
XX  
Yeah.

0:41:34.440 --> 0:41:34.970  
XX  
Just absolutely.

0:41:34.980 --> 0:41:36.870  
XX  
Just send me the information, I'll make sure it's in my diary.

0:41:36.450 --> 0:41:37.520  
CHAUDHURI, ATANU  
Sure, sure.

0:41:39.180 --> 0:41:40.10  
CHAUDHURI, ATANU  
Thank you so much.

0:41:40.20 --> 0:41:49.650  
CHAUDHURI, ATANU  
I think this has been very helpful and we will learn a lot once we come there and and visit you and and talk to the people and and we really want to make it a success.

0:41:49.960 --> 0:41:50.240  
CHAUDHURI, ATANU  
Right.

0:41:50.250 --> 0:42:3.970  
CHAUDHURI, ATANU  
So at the end of the day, lot of the discussion is about individual companies, but we rarely bringing all of these stakeholders together and you are a very key stakeholder in this and this cannot happen without the involvement of the colleges, I guess.

0:42:4.430 --> 0:42:4.710  
XX  
Yeah.

0:42:4.240 --> 0:42:11.140  
CHAUDHURI, ATANU  
And so our role is is not just to go to another research project and write a few papers, but we really want to see things happening on the ground.

0:42:16.870 --> 0:42:17.140  
XX  
William.

0:42:11.150 --> 0:42:18.860  
CHAUDHURI, ATANU  
That's why we are very keen that that we are able to do a good job with this and then possibly scale it at a national level.

0:42:19.410 --> 0:42:20.400  
XX  
Yeah, I mean absolutely.

0:42:25.150 --> 0:42:25.420  
CHAUDHURI, ATANU  
Umm.

0:42:20.410 --> 0:42:27.440  
XX  
And as I said, I think we as a UTC have got a really valuable role to play in that educational landscape because of our technical focus.

0:42:32.160 --> 0:42:32.440  
CHAUDHURI, ATANU  
So.

0:42:27.450 --> 0:42:38.920  
XX  
And as I say, our culture and our linkage with industry, so anything we can do that can support your agenda but also raise our profile as well would be really welcome because as you can tell, I'm really passionate about this.

0:42:38.930 --> 0:42:40.780  
XX  
And I believe in it is the thing.

0:42:39.320 --> 0:42:41.170  
CHAUDHURI, ATANU  
Yeah, with the.

0:42:40.790 --> 0:42:44.90  
XX  
So it's has it's having and it's had lots of success.

0:42:44.720 --> 0:42:44.860  
CHAUDHURI, ATANU  
Yeah.

0:42:44.100 --> 0:42:46.90  
XX  
So wonderful, right?

0:42:46.100 --> 0:42:47.740  
XX  
I'm going to dash to my next meeting.

0:42:47.750 --> 0:42:49.430  
XX  
And it's been wonderful to meet you both.

0:42:49.440 --> 0:42:53.870  
XX  
I'll look forward to and meeting you in person as a sales sentence.

0:42:56.80 --> 0:42:56.240  
CHAUDHURI, ATANU  
Yeah.

0:42:53.880 --> 0:42:59.830  
XX  
Times of that 11th and 12th and our rental and engagement as well.

0:43:0.370 --> 0:43:0.550  
CHAUDHURI, ATANU  
Yeah.

0:42:59.840 --> 0:43:2.370  
XX  
And then, yeah, well, looks forward to seeing you couple of weeks time.

0:43:2.790 --> 0:43:3.180  
CHAUDHURI, ATANU  
OK.

0:43:3.190 --> 0:43:4.70  
CHAUDHURI, ATANU  
Thank you so much.

0:43:3.860 --> 0:43:4.360  
Adeel, Usman  
Great.

0:43:4.80 --> 0:43:4.540  
CHAUDHURI, ATANU  
Thank you.

0:43:4.550 --> 0:43:5.320  
CHAUDHURI, ATANU  
Bye bye.

0:43:4.420 --> 0:43:5.390  
Adeel, Usman  
Thank you very much.

0:43:5.530 --> 0:43:5.900  
CHAUDHURI, ATANU  
Thank you.

0:43:5.520 --> 0:43:6.120  
Adeel, Usman  
Thank you.

0:43:3.920 --> 0:43:6.420  
XX  
But The thing is your profile.

0:43:6.180 --> 0:43:7.140  
Adeel, Usman  
Bye bye.

0:43:5.910 --> 0:43:7.540  
CHAUDHURI, ATANU  
Bye. Bye bye.

0:43:15.120 --> 0:43:15.380  
Adeel, Usman  
Yeah.

0:43:18.640 --> 0:43:19.50  
Adeel, Usman  
OK.

0:43:7.850 --> 0:43:19.570  
CHAUDHURI, ATANU  
So yeah, that's one I will join maybe 10 minutes late if you can already join Jayce, call and then I just have to respond to a couple of urgent emails and then I will get, yeah.

0:43:19.60 --> 0:43:19.850  
Adeel, Usman  
OK, that's fine.

0:43:19.860 --> 0:43:20.210  
Adeel, Usman  
I can.

0:43:20.220 --> 0:43:22.320  
Adeel, Usman  
I can ask Jay to start at 10:15.

0:43:22.850 --> 0:43:23.300  
CHAUDHURI, ATANU  
Yeah, yeah.

0:43:23.310 --> 0:43:24.570  
CHAUDHURI, ATANU  
If if possible, that's fine.

0:43:24.580 --> 0:43:24.880  
CHAUDHURI, ATANU  
Yes.

0:43:24.910 --> 0:43:25.160  
Adeel, Usman  
Yeah.

0:43:25.360 --> 0:43:25.740  
CHAUDHURI, ATANU  
OK.

0:43:25.450 --> 0:43:25.950  
Adeel, Usman  
OK, good.

0:43:25.750 --> 0:43:26.130  
CHAUDHURI, ATANU  
Thank you.

0:43:26.20 --> 0:43:26.430  
Adeel, Usman  
Thank you.

0:43:26.440 --> 0:43:26.780  
Adeel, Usman  
Thank you.