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.