



This section is an extract from the [Engineering Gateways Toolkit for Universities](#)

A Background Research and Institutional Context

STEP

Are the principles and aims of the Engineering Gateways framework understood?

RESOURCES

- [Information for universities](#) [1]
- [Guide to the Bachelors and MSc Degree in Professional Engineering](#) [2]

STEP

Is the department aware of the IEng and/or CEng requirement related to the programmes it intends to offer?

PROMPTS

- Are there IEng and/or CEng qualified staff who can help?
- Are there any Professional Engineering Institution (PEI) nominated liaison officers on staff or in the region who could help?

RESOURCES

- [Benefits of registration with the Engineering Council](#) [3]

STEP

Does the Engineering Gateways programme provide a strategic and operational fit with the university's aims and objectives?

PROMPTS

- Understand the benefits of the Engineering Gateways programme
- Map to university and departmental strategic aims and objectives
- [Check this list](#) of participating PEIs to confirm which disciplines can be supported

RESOURCES

- A summary of the [Engineering Gateways pathway and benefits](#) [2]
- [Interim Review](#) of the Engineering Gateways Development Fund Project (with feedback from all stakeholders) [4]
- [Northumbria University's Work-Based Learning Framework Section 1. Strategic Context](#) [5]

STEP

Does the university have the capability to deliver such a programme?

PROMPTS

- Does your university offer similar programmes that you can learn from?
- What might be the critical success factors? Consider some of those put forward in the report about [existing providers' views](#)
- Have you identified possible challenges? The report into [challenges perceived by new adopters](#) might be useful background

RESOURCES

- Section 1, Institutional Readiness, of the [WBL Maturity Toolkit](#) (especially 1-1, 1-2, 1-10) may be useful e.g. to determine how prepared your department is to offer a WBL degree and what strategies and plans might need to be put in place. This toolkit is diagnostic and does not provide answers; the criteria should be used selectively [6]
- [Northumbria University's Work-Based Learning Framework](#), Section 6, Management and Quality Assurance [5]
- [Kingston University's comprehensive MALA \(Masters Awards by Learning Agreement\) framework](#) [7]

Resource Links

- [1] <http://www.engc.org.uk/engineering-gateways/Information-For/universities.aspx>
- [2] <http://www.engc.org.uk/engineering-gateways/publications.aspx>
- [3] <http://www.engc.org.uk/benefits.aspx>
- [4] <http://www.engc.org.uk/education--skills/engineering-gateways>
- [5] <https://www.northumbria.ac.uk/static/worddocuments/ardocs/436647.doc>
- [6] <http://wbltoolkit.pbworks.com>
- [7] <http://gatewaytoolkit.engc.org.uk/resources/kingstonmala.pdf>

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