



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

B Setting up an Engineering Gateways Programme

STEP

Has the market been assessed?

PROMPTS

- Who is your target audience?
- Is this a student or employer-focused marketing campaign?
- Are you aiming for company cohorts?

RESOURCES

- The HEA CEBE Employer Engagement series [Work-based learning: Working the Curriculum: Approval, Delivery and Assessment](#) [1]
- The [CFE 2008 report](#) on demand for higher level skills from businesses [2]
- The HEA CEBE Employer Engagement series [Engaging Employers - Knowing your Market: Strategy, Communication and Relationships](#) [1]

Northumbria University

STEP

Do you have employer interest?

PROMPTS

- Consider using existing employer contacts
- Have the right people in the company been targeted?
- Have the appropriate benefits been made clear?
- Have you jointly explored what's needed?
- Is the driving interest for engagement clear?
- Different employers will have different needs

RESOURCES

- Section 5, Partnership Engagement, of the [WBL Maturity Toolkit](#) may be useful, in particular 5-1, 5-2, 5-3 [3]

Northumbria University

STEP

The business case has been developed and approved.

PROMPTS

- Does your university have a template?
- Consider including: target student profile, benefits to the institution, cohort size, discipline area(s), other spin-off opportunities (e.g. KTP), sustainability, costing models, employer engagement

RESOURCES

- [Exemplar headings](#) provided by the [University of Hertfordshire](#) [4]
- [Employer engagement the costs of the development and delivery of work-based learning experiences](#). Report to HEFCE by the South West Higher Level Skills Pathfinder Project [5]
- [Work-based learning costing study](#) HEA [6]

STEP

Will academic staff support the programme?

PROMPTS

- Aim for buy-in at an early stage
- The Engineering Council's lead role lends status and credibility
- The broad range of support across PEIs can attract wide disciplinary interest
- The positive experience of others is a powerful tool

RESOURCES

- [Engineering Gateways case studies](#) [7]
- The [University of Derby's mini case study](#) of the early stages of development [8]
- [List of participating PEIs](#) [9]

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Kingston University

STEP

Programme specifications are completed and programme validation is achieved

PROMPTS

- Consider including employers in your validation meeting
- Bear in mind impact of different methods of delivery, WBL elements, flexibility about credits, timetabling, entry and exit paths

RESOURCES

- [Guide to the Bachelors and MSc Degree in Professional Engineering](#) [10]
- [Section 3, Programme Design](#), of the [WBL Maturity Toolkit](#) [3]

STEP

Do the programme and module learning outcomes map to UK-SPEC?

PROMPTS

- Consider whether to include an introductory professional skills or professional development module

RESOURCES

- [Accreditation of HE programmes](#) [11]
- [UK Standard for Professional Engineering Competence](#) [12]
- This mapping is included in [Kingston University's Learning Agreement spreadsheet](#). [13]
- It is derived from the [University of Hertfordshire's sample Professional Development Audit](#) and sample [learning contract](#). [14] [15]

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University of Greenwich

STEP

Is an employer engagement strategy in place?

PROMPTS

- Mechanisms are in place for regular dialogue between partners

RESOURCES

- [Process maps](#) for the Bachelors and MSc in Professional Engineering [16]
- [Strategies for effective employer engagement](#) [17]
- [A Regional Examination of Current Practice: Employer Engagement Strategies that Influence the Learning Experience for Students \(2011\)](#) [18]

STEP

Understanding stakeholder expectations

PROMPTS

- Have you checked the Protocol signed by the PEIs and the **Engineering Council** to understand any specific requirements?
- Have you signed the HEI/College-Engineering Council Protocol?
- What are the critical success factors from each employer's point of view?

RESOURCES

- [Engineering Council Protocol with PEIs](#) [19]
- [A research report](#) into employers' critical success factors [20]

«Acuhbd `mc hmots eqnl sgd qdkdu`ms oqnedrrnm`k ancx v`r trdetk, o`qshbtk`qkx `s sgd kd`qmhmfm bnmsq`bs rs`fd.»

Staffordshire University

STEP

Aligning university and employer strategic objectives

PROMPTS

- Can your university support you in managing these relationships?
- Have you involved employers in all stages including programme design and delivery?
- Can the involvement of learners and past learners assist in the partnership dialogue?

RESOURCES

- [Section 5, Effective Partnerships of the WBL Maturity Toolkit](#) [3]

STEP

Is appropriate commitment from relevant employers secured?

PROMPTS

- Ensure employers understand their role and responsibilities
- Confirm that work at appropriate Masters or Bachelors level will be available
- Consider having a formal contract or agreement with an employer

RESOURCES

- [Engineering Council mentoring and assessment guidance](#) [10]

Resource Links

- [1] https://www.heacademy.ac.uk/sites/default/files/employer_engagement_1_cebe.pdf
- [2] <http://gatewaystoolkit.engc.org.uk/resources/knownunknowns.pdf>
- [3] <http://wbltoolkit.pbworks.com>
- [4] <http://gatewaystoolkit.engc.org.uk/resources/hertsbuscaseheadings.pdf>
- [5] http://www.hefce.ac.uk/media/hefce/content/pubs/2010/rd2210/rd22_10.pdf
- [6] www.heacademy.ac.uk/sites/default/files/costing_work_based_learning.pdf
- [7] <http://www.engc.org.uk/engineering-gateways/case-studies>
- [8] <http://gatewaystoolkit.engc.org.uk/resources/derbycs.pdf>
- [9] <http://www.engc.org.uk/engineering-gateways/engineering-institutions.aspx>
- [10] <http://www.engc.org.uk/engineering-gateways/publications.aspx>
- [11] <http://www.engc.org.uk/ecukdocuments/internet/document%20library/AHEP%20Brochure.pdf>
- [12] <http://www.engc.org.uk/professional-qualifications/standards/uk-spec>
- [13] <http://gatewaystoolkit.engc.org.uk/resources/kingstonexamplela.xlsx>
- [14] http://gatewaystoolkit.engc.org.uk/resources/hertsexample_pda.pdf
- [15] <http://gatewaystoolkit.engc.org.uk/resources/hertsexamplewbl.pdf>
- [16] <http://www.engc.org.uk/engineering-gateways/learning-framework/process-map>
- [17] <http://gatewaystoolkit.engc.org.uk/resources/empengage.pdf>
- [18] <http://gatewaystoolkit.engc.org.uk/resources/regempengage.pdf>
- [19] <http://www.engc.org.uk/engineering-gateways/learning-framework/registration-protocol>

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