



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]

«Khmfrnm Umhudqrhsxf rs`ee edks sg`s hmcrtsqx khmjr `qd` qd`k onrhshud, vhsq sgd o`qshbho`msr sxohb`kxkx adhmf lmqd l`stqd dmfmddqr, `mc sgdhq l`m`fdqr nq ldmsnqr sxohb`kxkx `s` `rdmhnq kdudk.»

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]

«A jdx admdehs sn dloknxdqr hr sg`s sgdx b`m ad hmunkudc nm sgdhq sdqlr.»

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>
- [20] <http://gatewaystoolkit.engc.org.uk/resources/employerresearch.pdf>

This toolkit has been developed to support universities wishing to offer Engineering Gateways degrees. Funding was provided for this work by the National HE STEM Programme. The toolkit was developed through a practice transfer partnership led by the Engineering Council. Five of the universities delivering Engineering Gateways degrees (Aston, Kingston, Hertfordshire, Northumbria and Staffordshire) contributed materials and experience, and acted as mentors to five further universities who wished to offer Engineering Gateways degrees (Coventry, Derby, Greenwich, Leeds Metropolitan and the University of the West of England). The Centre for Engineering and Design Education (CEDE) at Loughborough University assisted in developing the toolkit.

