



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 [7]
- [Kingston University's comprehensive MALA \(Masters Awards by Learning Agreement\) framework](#) [8]

## 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](#) (2009) includes guidance, activities and resource sheets on work-based learning and knowing your market [9]
- The [CFE 2008 report](#) on demand for higher level skills from businesses [10]

“Knowing our market helped us design an appropriate programme”

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 [6]

“Northumbria University found it useful to use its employer liaison boards to sound employers out, and made use of local branches of professional bodies and research from the university’s marketing people”

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](#) [11]
- [Northumbria University](#) followed standard university process and costing model: [Form PA](#). [12]
- Other information on costing models: [HE Academy: Costing Work Based Learning](#) and [HEFCE: Employer Engagement](#) [13] [14]

## 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](#) [15]
- The [University of Derby's mini case study](#) of the early stages of development [16]
- [List of participating PEIs](#) [17]

“Kingston University’s staff felt that industry links are a real positive, with the participants typically being more mature engineers, and their managers or mentors typically at a senior level.”

Kingston University

## STEP

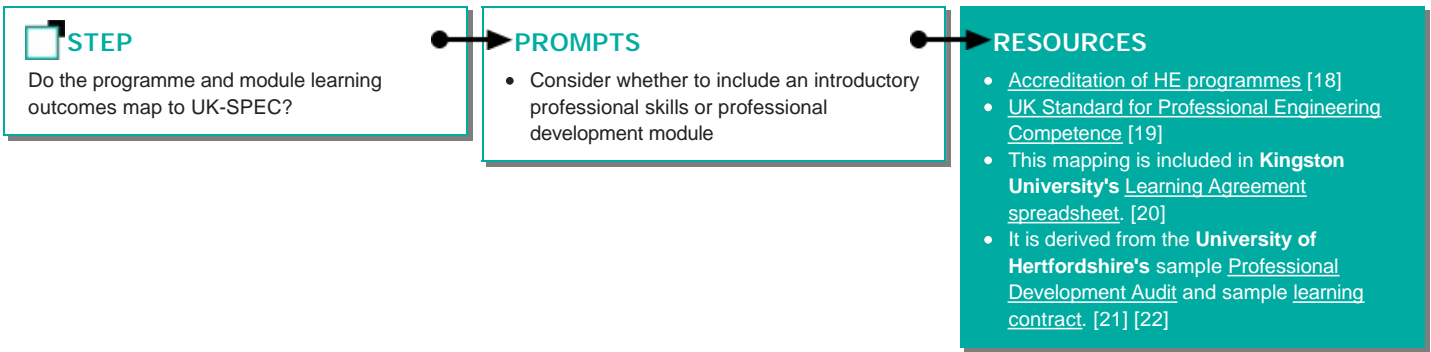
Programme specifications are completed and programme validation is achieved

## 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

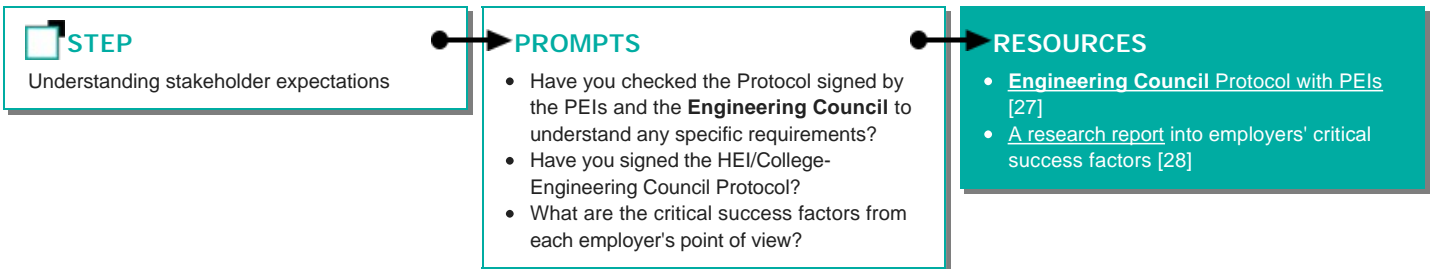
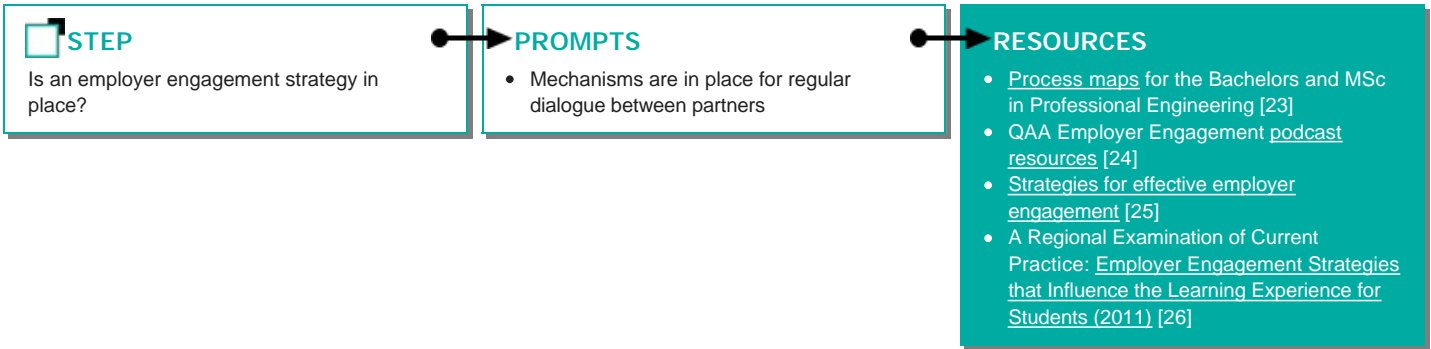
## RESOURCES

- [Guide to the Bachelors and MSc Degree in Professional Engineering](#) [2]
- [Section 3, Programme Design](#), of the [WBL Maturity Toolkit](#) [6]



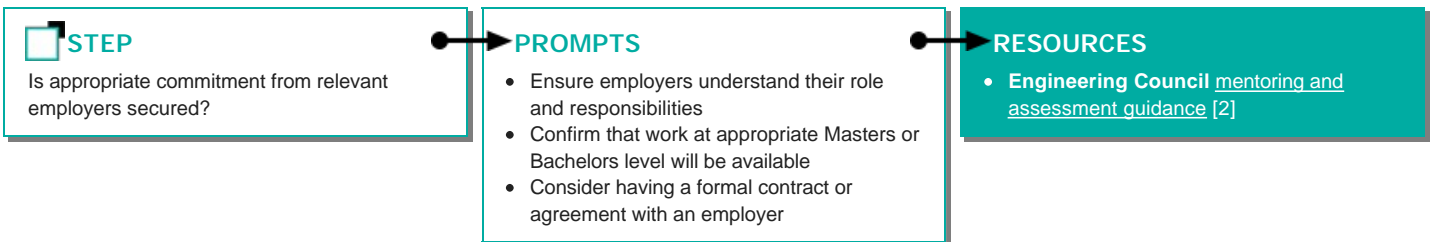
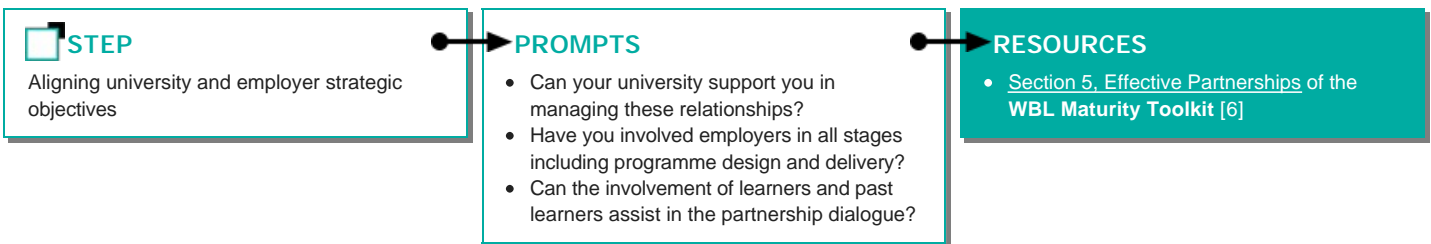
"A key benefit to employers is that they can be involved on their terms."

University of Greenwich



"Advice and input from the relevant professional body was useful, particularly at the learning contract stage."

Staffordshire University



## STEP

Marketing to employers

### PROMPTS

- Are your approaches to marketing and communications properly coordinated?
- Ensure that appropriate time and resources are allocated for staff to support employer partnerships
- Marketing to employers may be as fruitful as to students!
- Consider developing materials aimed at employers

### RESOURCES

- [A summary of the Engineering Gateways pathway and benefits](#) [2]
- [Section 5, Effective Partnerships](#) of the [WBL Maturity Toolkit](#) (5-5, 5-6) [6]

“We also have this programme as a standing item on the industrial liaison boards that happen usually twice a year”

Northumbria University

## STEP

Marketing to students

### PROMPTS

- Consider developing a programme brochure and specific webpage; placing adverts in engineering journals; promoting via your industrial liaison boards
- Can your alumni networks help with promoting the programme?
- Rolling recruitment might be attractive

### RESOURCES

- [Examples of university webpages promoting the degrees](#) [29]
- [Kingston University Prospectus](#) [30]
- [Section 6-1, Pre-entry](#) of the [WBL Maturity Toolkit](#) [6]

“Advice and input from the relevant professional body was useful, particularly at the learning contract stage.”

Staffordshire University

## STEP

Marketing via the PEI has been explored

### PROMPTS

- Early contact with the relevant PEI is recommended
- Have you alerted the PEIs that you have degrees available?
- Local or regional PEI groups may be able to assist

### RESOURCES

- [List of participating professional engineering institutions](#) [31]
- [Staff contacts](#) are available from the [Engineering Council](#) [32]

## D Student Recruitment

## STEP

Have the basic checks been completed?

### PROMPTS

- Define entry requirements
- Before recruiting students based outside the UK, think carefully about whether you can support them
- Substantiate any claims for previous degrees
- Check that the potential student actually needs this degree as graduates from some time ago may not
- APEL is undertaken in line with university guidance

### RESOURCES

- [Engineering Council Academic Courses Accreditation Database \(ACAD\)](#) [33]
- [Engineering Council](#) requirements for registration: [CEng](#) and [IEng](#) [34] [35]
- Individual may wish to double-check requirements with their chosen [Professional Engineering Institution](#) [36]

“We could recruit many more but we don’t as we want to ensure quality of participant.”

Staffordshire University

## STEP

Critical selection of students

## PROMPTS

- Ensure that the student fully understands the commitment required for such a programme
- Ensure that a student handbook is available
- Are you able to support those returning to learning?
- International students will require additional support
- Student must be a PEI member

## RESOURCES

- [Section 1-11 of the WBL Maturity Toolkit](#) may be useful [6]
- [Aston University's Student Handbook](#) and [Kingston University's paper](#) provide helpful advice [37] [38]

"Many participants found critical reflection and evaluation a challenging skill to develop."

Kingston University

# E Professional Development

## STEP

Are the university staff experienced training in this WBL approach?

## PROMPTS

- Consider whether to provide training

## RESOURCES

- [Section 1-6 and 1-7 of the WBL Maturity Toolkit](#) cover staffing and staff development [6]

"We have used experienced staff to support this programme and the modules."

Northumbria University

## STEP

Are appropriate mentors available to support your students?

## PROMPTS

- Check the company will provide appropriate mentoring
- Mentors must be able to advise students about UK-SPEC competence requirements for IEng or CEng and support them in their professional development
- The relevant PEI may be able to assist with finding a mentor
- Appropriate work-based mentors may be from the same or another company

## RESOURCES

- [Section 2-4 of the WBL Maturity Toolkit](#) covers training and support for external staff and employers [6]
- [Engineering Council mentoring and assessment guidance](#) [2]

# F Legal and Ethical Considerations

## STEP

Are the necessary agreements and contracts in place?

## PROMPTS

- These may include having an agreement with each employer outlining both parties' expectations
- Are you and the student covered if the company fails?
- Is the programme content compatible with the university's expectations and codes?

## RESOURCES

- Refer back to the [Engineering Council Protocol with the PEIs](#) [39]
- Refer back to the [Engineering Council Protocol with HEIs](#) that covers issues arising with the provision of workplace activity [40]

## STEP

Data protection issues

## PROMPTS

- Ensure that you have permission to share your students' data with employers and with PEIs so that progress can be tracked
- Is the in-company activity commercially sensitive?
- Might the confidential nature of the employees' work affect their ability to submit this for assessment?

"Students' current role and employment must enable access to live projects that they could use for this programme."

Northumbria University

## STEP

Have IPR matters been agreed and documented?

## PROMPTS

- Seek advice about your university's requirements

# G Delivery

## STEP

Are the individual's learning and development plans in place?

## PROMPTS

- Agree who will undertake the initial audit
- Appoint an academic supervisor and mentor
- Forward the completed plans to the relevant PEI for review

The alignment of the learning outcomes to the UK-SPEC requirements was recognised as fundamental to these programmes. [Report](#) on providers' critical success factors includes steps taken.

## RESOURCES

- Learning Contract: [Brief Overview](#) [41]
- See the **University of Hertfordshire's** sample [Professional Development Audit](#) and sample [learning contract](#) [21] [22]
- Refer to [process map for the pathway](#) [23]

"Flexibility includes e-learning, distance learning, workplace projects but although there can be some face-to-face meetings between students and staff, this is not insisted on"

Northumbria University

## STEP

Systems for ensuring on-going mentoring and other student support are in place

## PROMPTS

- The mentoring aspect may require you to develop new systems and approaches
- Agree arrangements with the company, including reporting
- Can the student register on a PEI's professional development recording system?
- Ensure the student knows who they can turn to, for what
- Consider cohort identity and the establishment of networks

## RESOURCES

- Engineering Gateways [guidance on mentoring and assessment](#) [42]
- You may find the [section about mentoring in this paper](#) by **Aston University** staff particularly helpful [43]
- [This paper](#) describes measures taken by **Kingston University** to enhance learner progress [38]

## STEP

PEIs links

## PROMPTS

- Their requirements are understood
- Refer back to initial contact with the PEI
- Make use of local/regional PEI representatives
- Keep in mind students' progression to professional registration

## RESOURCES

- Examples of PEI guidance: [IMechE](#) and [IET](#) [44] [45]

## STEP

Method of delivery in place

## PROMPTS

- Existing learning pedagogy may require some refinement
- Consider individual needs
- Consider including an initial professional skills and/or research skills module

## RESOURCES

- [This document](#) by **Aston University** staff explains how their programme was designed to meet learners' needs [43]
- [This document](#) describes how **Kingston University** struck the right balance between flexibility and deadlines to meet learner needs [38]

"The rate of progress in completing MSc module submissions is often slow initially, speeding up considerably towards completion."

Kingston University

## STEP

Consider assessment responsibilities and arrangements

## PROMPTS

- The university is responsible for assessing the individual's assignments leading to the award of the degree
- Consider whether you also require reports from the employer
- Seek External Examiners with relevant experience
- **Report** into providers' critical success factors

## RESOURCES

- Engineering Gateways [guidance on mentoring and assessment](#) [42]
- **Kingston University** use an [MSc Supervision Record Form](#) [46]
- [Section 4-3 of the WBL Maturity Toolkit](#) may be useful [6]

"Build on current employer links for repeat business."

Northumbria University

## STEP

Is internal support and input agreed?

## PROMPTS

- Is sufficient and flexible administrative support available?
- Do you need help with developing distance or e-learning approaches?
- Can the enterprise department help with employer links?

"For university staff, there is a clear and welcome benefit from interaction with engineers on current engineering projects. The opportunities for development of the relationships are considerable."

Kingston University

## H Where Next?

## STEP

Where Next?

## PROMPTS

- Track progression of Engineering Gateways alumni
- Programme review and evaluation

## RESOURCES

- [Section 2-5 of the WBL Maturity Toolkit](#) covers evaluation and review of programme and pedagogic research [6]
- **Northumbria University's** [annual monitoring form](#) may be helpful in developing your own approach to this [47]

## STEP

Sustainability?

## PROMPTS

- Develop further employer links
- Plan for future cohorts
- Build on successes and don't be afraid to publicise them!
- Make use of Engineering Gateways alumni

## RESOURCES

- [New masters course engineers a bright future for first graduate](#) [48]
- [Gateway to success for first chartered engineer](#) [49]

## 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] <http://www.northumbria.ac.uk/static/worddocuments/ardocs/wblf.doc>
- [6] <http://wbltoolkit.pbworks.com>
- [7] <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/il/>
- [8] <http://gatewaystoolkit.engc.org.uk/resources/kingstonmala.pdf>
- [9] <http://www.cebe.heacademy.ac.uk/employerengagement/pdf/EEpack2.pdf>
- [10] <http://gatewaystoolkit.engc.org.uk/resources/knownunknowns.pdf>
- [11] <http://gatewaystoolkit.engc.org.uk/resources/hertsbuscaseheadings.pdf>
- [12] <http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/approval/forms/?view=Standard>
- [13] [http://www.heacademy.ac.uk/assets/documents/costing\\_work\\_based\\_learning.pdf](http://www.heacademy.ac.uk/assets/documents/costing_work_based_learning.pdf)
- [14] [http://www.hefce.ac.uk/media/hefce/content/pubs/2010/rd2210/rd22\\_10.pdf](http://www.hefce.ac.uk/media/hefce/content/pubs/2010/rd2210/rd22_10.pdf)
- [15] <http://www.engc.org.uk/engineering-gateways/case-studies>
- [16] <http://gatewaystoolkit.engc.org.uk/resources/derbycs.pdf>

- [17] <http://www.engc.org.uk/engineering-gateways/engineering-institutions.aspx>
- [18] <http://www.engc.org.uk/ecukdocuments/internet/document%20library/AHEP%20Brochure.pdf>
- [19] <http://www.engc.org.uk/professional-qualifications/standards/uk-spec>
- [20] <http://gatewaystoolkit.engc.org.uk/resources/kingstonexamplela.xlsx>
- [21] [http://gatewaystoolkit.engc.org.uk/resources/hertsexample\\_pda.pdf](http://gatewaystoolkit.engc.org.uk/resources/hertsexample_pda.pdf)
- [22] <http://gatewaystoolkit.engc.org.uk/resources/hertsexamplewbl.pdf>
- [23] <http://www.engc.org.uk/engineering-gateways/learning-framework/process-map>
- [24] <http://www.qaa.ac.uk/Publications/Podcasts/Pages/PodcastsSearchResults.aspx?k=employer+engagement>
- [25] <http://gatewaystoolkit.engc.org.uk/resources/empengage.pdf>
- [26] <http://gatewaystoolkit.engc.org.uk/resources/regempengage.pdf>
- [27] <http://www.engc.org.uk/engineering-gateways/learning-framework/registration-protocol>
- [28] <http://gatewaystoolkit.engc.org.uk/resources/employerresearch.pdf>
- [29] <http://www.engc.org.uk/engineering-gateways/universities>
- [30] <http://gatewaystoolkit.engc.org.uk/resources/kingstonprospectus.pdf>
- [31] <http://www.engc.org.uk/engineering-gateways/engineering-institutions.aspx>
- [32] <http://www.engc.org.uk/contact-us>
- [33] <http://www.engc.org.uk/education--skills/accreditation/accredited-course-search>
- [34] <http://www.engc.org.uk/ceng>
- [35] <http://www.engc.org.uk/ieng>
- [36] <http://www.engc.org.uk/about-us/our-partners/professional-engineering-institutions>
- [37] <http://gatewaystoolkit.engc.org.uk/resources/astonstudenthandbook.docx>
- [38] <http://gatewaystoolkit.engc.org.uk/resources/kingstonheastem2012.pdf>
- [39] <http://www.engc.org.uk/media/49369/registration%20protocol%20for%20peis.pdf>
- [40] <http://www.engc.org.uk/media/49342/protocol%20for%20participating%20heis%20and%20fe%20colleges.pdf>
- [41] <http://www.engc.org.uk/engineering-gateways/learning-framework/learning-contract>
- [42] <http://www.engc.org.uk/media/48077/120404mentoringassessmentguidancerevised.pdf>
- [43] <http://gatewaystoolkit.engc.org.uk/resources/astonee2010.pdf>
- [44] <http://gatewaystoolkit.engc.org.uk/resources/imecheinformation.pdf>
- [45] <http://gatewaystoolkit.engc.org.uk/resources/ietguidance.pdf>
- [46] <http://gatewaystoolkit.engc.org.uk/resources/kingstonsupervisionrecord.doc>
- [47] <http://gatewaystoolkit.engc.org.uk/resources/northumbriaapm.doc>
- [48] <http://www.engc.org.uk/news-list/new-masters-course-engineers-a-bright-future-for-first-graduate>
- [49] <http://www.engc.org.uk/news-list/gateway-to-success-for-first-chartered-engineer>

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.

