



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

## 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](#) [1]
- See the [University of Hertfordshire's](#) sample [Professional Development Audit](#) and [sample learning contract](#) [2] [3]
- Refer to [process map for the pathway](#) [4]

“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](#) [5]
- You may find the [section about mentoring in this paper](#) by [Aston University](#) staff particularly helpful [6]
- [This paper](#) describes measures taken by [Kingston University](#) to enhance learner progress [7]

### 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](#) [8] [9]

### 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 [6]
- [This document](#) describes how [Kingston University](#) struck the right balance between flexibility and deadlines to meet learner needs [7]

“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](#) [5]
- **Kingston University** use an [MSc Supervision Record Form](#) [10]
- [Section 4-3 of the WBL Maturity Toolkit](#) may be useful [11]

“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

## Resource Links

- [1] <http://www.engc.org.uk/engineering-gateways/learning-framework/learning-contract>
- [2] [http://gatewaystoolkit.engc.org.uk/resources/hertsexample\\_pda.pdf](http://gatewaystoolkit.engc.org.uk/resources/hertsexample_pda.pdf)
- [3] <http://gatewaystoolkit.engc.org.uk/resources/hertsexamplewbl.pdf>
- [4] <http://www.engc.org.uk/engineering-gateways/learning-framework/process-map>
- [5] <http://www.engc.org.uk/media/48077/120404mentoringassessmentguidancerevised.pdf>
- [6] <http://gatewaystoolkit.engc.org.uk/resources/astonee2010.pdf>
- [7] <http://gatewaystoolkit.engc.org.uk/resources/kingstonheastem2012.pdf>
- [8] <http://gatewaystoolkit.engc.org.uk/resources/imecheinformation.pdf>
- [9] <http://gatewaystoolkit.engc.org.uk/resources/ietguidance.pdf>
- [10] <http://gatewaystoolkit.engc.org.uk/resources/kingstonsupervisionrecord.doc>
- [11] <http://wblltoolkit.pbworks.com>

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