



# EC<sup>UK</sup> Gateways to Engineering Project Evaluation: A Brief Overview

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# Evaluation Strategy

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- ▶ Context
  - ▶ EC<sup>UK</sup> Gateways Project
  - ▶ Methodology
  - ▶ Results to date - Student
  - ▶ Next steps
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# Context

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- ▶ 2005 – Gateways to the Professions” report published
  - ▶ Establishment of a £6M development fund to tackle issues and barriers faced by people entering the profession through H.E.
  - ▶
  - ▶ 2006 – EC<sup>UK</sup> and the Universities of Hertfordshire, Kingston, Northumbria and Stafford embarked on a 5 year project to create and roll-out a flexible pathway to become a professionally qualified engineer
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# EC<sup>UK</sup> Gateways project

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## ▶ Aims

- ▶ Create an affordable, flexible learning ‘escalator’ that integrates education with supervised professional development in the workplace;
  - ▶ Minimise student debt whilst maximising employment and earning prospects;
  - ▶ Attract engineers who would not aspire to professional status; and
  - ▶ Engage employers in the development of the profession.
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# Methodology

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- ▶ Evaluation Task Group
  - ▶ Multi-method approach
    - ▶ Context, Impact, Outputs
  - ▶ Key tools
    - ▶ Questionnaires, follow-up interviews and case-studies
  - ▶ Sample
    - ▶ ECUK, PEIs, HEIs, Students, Employers
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# Time scales

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Year	Sample 1	Sample 2	Sample 3	Sample 4
2009	<b>Student Survey</b> [Expectations]	Employer Survey [Expectations]	<b>P.E.I. Survey</b> [Expectations]	H.E.I. Survey [Expectations]
2010	4-6 Case Studies [drawing on data from all stakeholders]			
2011	Student Satisfaction & Destination Survey  [Expectations vs. Experiences ]	Employer Survey  [Expectations vs. Experiences ]	Employer Survey  [Expectations vs. Experiences ]	H.E.I.  [Expectations vs. Experiences ]

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# Key Student Messages

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- ▶ 46.5% response rate

Reasons for enrolling on the programme	
Ability to work and gain a professional qualification	90%
Better career prospects	55%
Financial incentives	25%
More responsibility	20%
Requirement of my employer	15%
Personal & professional development [self selecting]	15%

- ▶ Other reasons
    - ▶ Increased credibility in the engineering sector
    - ▶ Desire to do a combined Masters / Chartered programme
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# Key Student Messages

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<b>Reasons for not pursuing MSc /Chartered status earlier</b>	
Could not take the time away from work	45%
Prospect of debt	25%
Lack of opportunity at place of employment	20%
Too early in my career	20%
Family commitments	10%
Did not know how to go about it	15%
Was not pursuing a career in engineering until now	15%

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# Comments

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*Prior to the MSc option, it was unclear how I could become CEng through the professional institute. Each time I enquired it seen that the requirement and routes to CEng would change. Now with a clear route through an MSc, I believe it is a good time for me to work towards CEng status*

*I have been trying to work towards CEng status for 12 years. However there is difficulty.... in providing a clear route. Hopefully this MSc Professional Engineering will solve this problem*

*I have been pursuing CEng status but require additional academic qualifications to meet UK SPEC criteria*

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# General

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- ▶ 90% of students were aware of CEng competency standards, of which 85% had seen details
- ▶ 55% considered that their current workplace offered sufficient opportunities to gain evidence towards the required standards

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Quality of the company mentoring	50	25	10	Nil	5	10
Programme meeting competency requirements	25	30	10	5	Nil	20

- ▶ 9 students thought that once they had gained CEng status they would stay within their current company [but in a higher position], 3 felt they would move on to a higher position
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# Next steps

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- ▶ Employer & HEI survey just about to be launched
  - ▶ Interim Evaluation Report to be completed by December - ready for distribution January 2010
  - ▶ Spring 2010 identification of case-studies, with data collection beginning May
  - ▶ Incorporation of new stakeholder into the evaluation
    - ▶ PEI / HEI expectations
    - ▶ For further information about participating in the study, please contact Deborah Lock – [D.Lock@kingston.ac.uk](mailto:D.Lock@kingston.ac.uk)
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