

» Engineering Education Scheme (England)

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department for
education and skills
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Get in touch...

Engineering Education Scheme (England)

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» Engineering Development Trust

Engineering Education Scheme (England) is an activity of the Engineering Development Trust, together with Headstart and The Year in Industry. Registered Charity number 1002459. The schemes are members of the Royal Academy of Engineering's Best Programme.

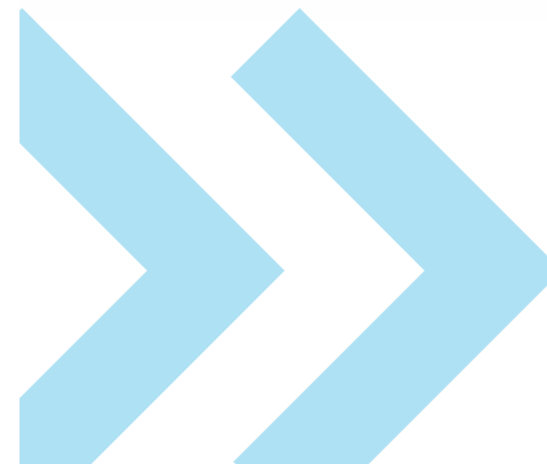


» Engineering Education Scheme (England)

an EDT Programme



Information for Schools/Colleges



» Engineering Education Scheme (England)

Every year, the EESE provides young people with an insight into the world of engineering. This invaluable experience enables students to make a more informed career decision through a better understanding of engineering as a profession.

Benefits to the Schools and Colleges within the local community

- » Enhanced industrial enterprise links
- » Raised profile of School/College within local community
- » Improved higher education links
- » Individual teacher professional development and accreditation with the College of Teachers
- » Specific input into the Careers Department
- » Facilitation of all Key Skills requirements

Benefits to the student

- » Opportunity to apply post 16 studies to a real life practical context
- » Work related learning focussed on innovation and enterprise
- » Experience university life and gain a greater awareness of possible career opportunities
- » Opportunity to meet students from a variety of schools/colleges and backgrounds
- » Gain exposure to a variety of engineering projects, highlighting the multi-disciplinary nature of engineering
- » Interview, teamwork and project management experience
- » Contribution to the Duke of Edinburgh Award skills section

Student Profile

- Talented with a proven track record at GCSE level
- Ideally studying AS level Maths, preferably with a science and/or Technology or alternatively an appropriate vocational course. Other subjects such as Business Studies, Economics, ICT and particularly a foreign language are also desirable
- Students should show a genuine interest in engineering as a possible career
- Ability to work in a team and also take on individual responsibility

As well as gaining confidence from the presentation and public speaking aspects of the scheme, I was able to transfer the skills I developed during the experience to my A levels and engineering degree course at Aston University.

Robin Sharphouse (former EESE student)
Electronics Systems Engineer, System Technologies Ltd



How does it work?

A professional engineer from a link company/organisation, working with a team of 4 students and their teacher on a real engineering problem, over a period of 6 months. The EESE provides a launch, a regional residential university workshop and a Celebration and Assessment Day.

Following my EESE project, I worked for the same company during my school holidays and when the time came to go to university, they offered me sponsorship. I started my first job as Production Engineer a week before graduation with my EESE/sponsor company.

Elena Sharp (former EESE student)
Production Engineer

What do the Students think?

Surveys of participating students show that the vast majority value the experience very highly, in particular the opportunity for teamwork, engineering insight and the university residential workshop. Over 90% of students say the scheme meets or exceeds their expectations, and would encourage their friends to take part.

The Engineering Education Scheme (England) offered me an insight into all areas of the engineering development process, not just the design process as is traditionally taught in schools.

Mark Fish (former EESE student)

30% of EESE students are female

70% of students go on to read engineering or associated science degrees

» **88% of EESE students achieve 9 or more GCSEs grade A*-C**

» **National Average is 46%**

Interested?

To find out how your school or college could take part in the EESE, contact our National Office now (see details overleaf).

