

UPSKILLING AND RE-TRAINING SCHOLARSHIPS – INFORMATION FOR APPLICANTS

Rationale

TEDI-London's Strategic Plan 2020-2025 provides that, to 'help address the global shortage of engineers and provide a diverse engineering workforce which will transform the discipline, we will attract capable students from non-traditional engineering backgrounds'. Our Access and Participation Plan has a target of 20% of our students being mature students.¹ Mature students bring experience and skills that can help reinvigorate the profession.

In 2019, the Royal Academy of Engineering revisited the [2013 Perkins Review](#) which had argued that 'substantially increasing the number of engineers would help the UK economy' and that there was an 'urgent need to upskill our engineering workforce.' The Perkins Review recommendations have been the backbone of government policy on engineering education ever since.

The Royal Academy of Engineering's 2019 report examined the progress made since the Perkins review and made several key observations on how to build on Perkins' findings. For the purpose of this scholarship, two stand out:

- Give the increasing digitalisation of all aspects of engineering requires the up-skilling and re-skilling of engineers and technicians, the Engineering Council and PEIs should develop a coherent approach to the professional development of engineers and technicians, both within and outside of membership, to maximise benefits of the new digital paradigm.
- To maximise productivity gains, the engineering workforce must be fully capable of exploiting technological advances. To this end, [the] remit should formally include workforce development and upskilling as a natural corollary to their role at the forefront of technology development.

The shortage of the right kinds of skills in the engineering workforce is compounded by a general shortage of engineers, reflected in [Engineering UK \(2018\)](#) statistics that identified 'an annual shortfall of up to 59,000 engineering graduates and technicians to fill core engineering roles.' Consequently, we need to upskill the existing workforce, and expand the pipeline of engineers entering the profession.

This engineering skills and labour shortage will be exacerbated as the UK will, in the coming years, need to '[build back better](#)' following the devastating impact Coronavirus has had on the UK economy.

At the same time, unemployment figures released in January 2021 show that unemployment has soared to 5% - the highest level in four years and 'up to 10 million' jobs are currently on hold via the Government's furlough scheme - with people aged 25-34 at the biggest risk of being made redundant. Many fear the worst is yet to come as organisations without the protection of furlough are forced to make significant numbers of redundancies.

Response

To help address the skills shortage within the profession, and make engineering an accessible and appealing career choice for workers seeking retraining, TEDI-London is putting in place several actions including:

- Championing non-traditional entry requirements so that attitude, aptitude and ability are not measured by an A-Level in Mathematics or Physics, but through an assessment of a person's capability - thereby removing barriers to participation in Level 4 Engineering study for many.
- Delivering education that is practical, hands-on and designed and delivered in partnership with industry. Students learn through real-life projects from day one - an educational approach that is inclusive for candidates coming from the workplace
- Active marketing to 'mature' audiences which has resulted in our most engaged audience being in the 25-34 age bracket (we market across ages 13-44).
- A commitment to providing learning opportunities and methods of learning that support both individuals and employers to upskill. This approach has been confirmed by employee and employer respondents to our recent market research report. The findings from this report will shape our response to the Lifetime Skills Guarantee to ensure we offer products that work for the economy
- Our Upskilling and Re-training Scholarships (see below)

¹ HESA define Mature Students as being 21 at the point of entry into HE [Definitions: Students | HESA](#)

Scholarship Proposal

The TEDI-London upskilling and retraining scholarships provide the following package of support to candidates both with an engineering background seeking to upskill, and those seeking to retrain. TEDI-London recognises that the economic burden and insecurity of taking time away from work to upskill or retrain is often a barrier to people wanting to undertake a degree after a period of employment so it is hoped this portfolio of financial support will encourage participation:

1. Scholarship recipients will receive a scholarship grant to the maximum value of £8,600 per year. It will be the applicant's choice as to how the money is used (e.g. to offset the money against their tuition fees or to use it for maintenance costs). The financial aspects of this scholarship aim to offer:
 - An added financial incentive to encourage candidates to consider engineering as an option for higher education study.
 - Support with any costs that might be prohibitive to entering Higher Education.
2. Scholarship recipients will be offered financial support to the minimum value of £1,200 (£400 for each year of their degree) to attend engineering or career events, with this money being used to cover the cost of entry, transport, accommodation, or any other costs incurred. By lifting a financial barrier and encouraging attendance at engineering or careers events, we aim to help ensure employability for these candidates.

Eligibility

A mature age applicant (at least 21 when commencing at TEDI-London) with a minimum of 3 years of employment history (full or part time) in any field.

Assessment Criteria

Merit Based

Where scholarships are marked as 'merit based', eligible applicants will be asked to complete either:

A 2-minute Vlog

or

A 300-word Blog

On the question:

'How will the role of engineers in 2040 be different to the role of engineers today?'

or

'What do you feel is the biggest global challenge we are facing today and how will engineers be involved in meeting that challenge?'

Vlogs or Blogs will be marked against the same assessment criteria below. The **Scholarships Committee** would score submissions.

Scholarship awards will be made on a sliding scale, with the highest-scoring eligible candidate being offered the highest monetary value award available. The second highest-scoring eligible candidate would be offered the second highest monetary value award available etc. Candidates must achieve at least a score of out 8 out of 9.

Skill area					Score	Comments
Score	0	1	2	3	Total	
Independent thinking (Aptitude)	No evidence of independent thinking and research	Some, but little evidence of independent thinking and research	Evidence of independent thinking and research	Clear evidence of significant independent thinking and research		
Engagement & motivation (Attitude)	Not engaged with the topic, showing no motivation or engagement	Minimal engagement with the topic, little evidence of motivation or engagement	Engaged with chosen topic	Highly engaged with their chosen topic		
Vlog or Blog Content (Ability)	Significantly under or over word count or allowed time. Superficial exploration of a single idea within their chosen topic or exploration of ideas outside the scope of chosen topic.	May be significantly under or over word count or allowed time. In-depth exploration of a single idea within their chosen topic	Within 10% of allowed word count or allowed time. In-depth exploration of a single idea within their chosen topic	Within 10% of allowed word count or allowed time. In-depth exploration of multiple ideas within their chosen topic		

To apply for this scholarship, please email admissions@tedi-london.ac.uk.