

# Implementing a Degree Apprenticeship Delivery Pathway for the Bachelor of Engineering Technology

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# Getting Started



EXISTING BACHELOR OF  
ENGINEERING  
TECHNOLOGY



ASSET MANAGEMENT  
INDUSTRY



INTERNATIONAL  
EXAMPLES

# The model

## Some examples of our learners



Apprentice – works in a job relevant to the BEngTech.



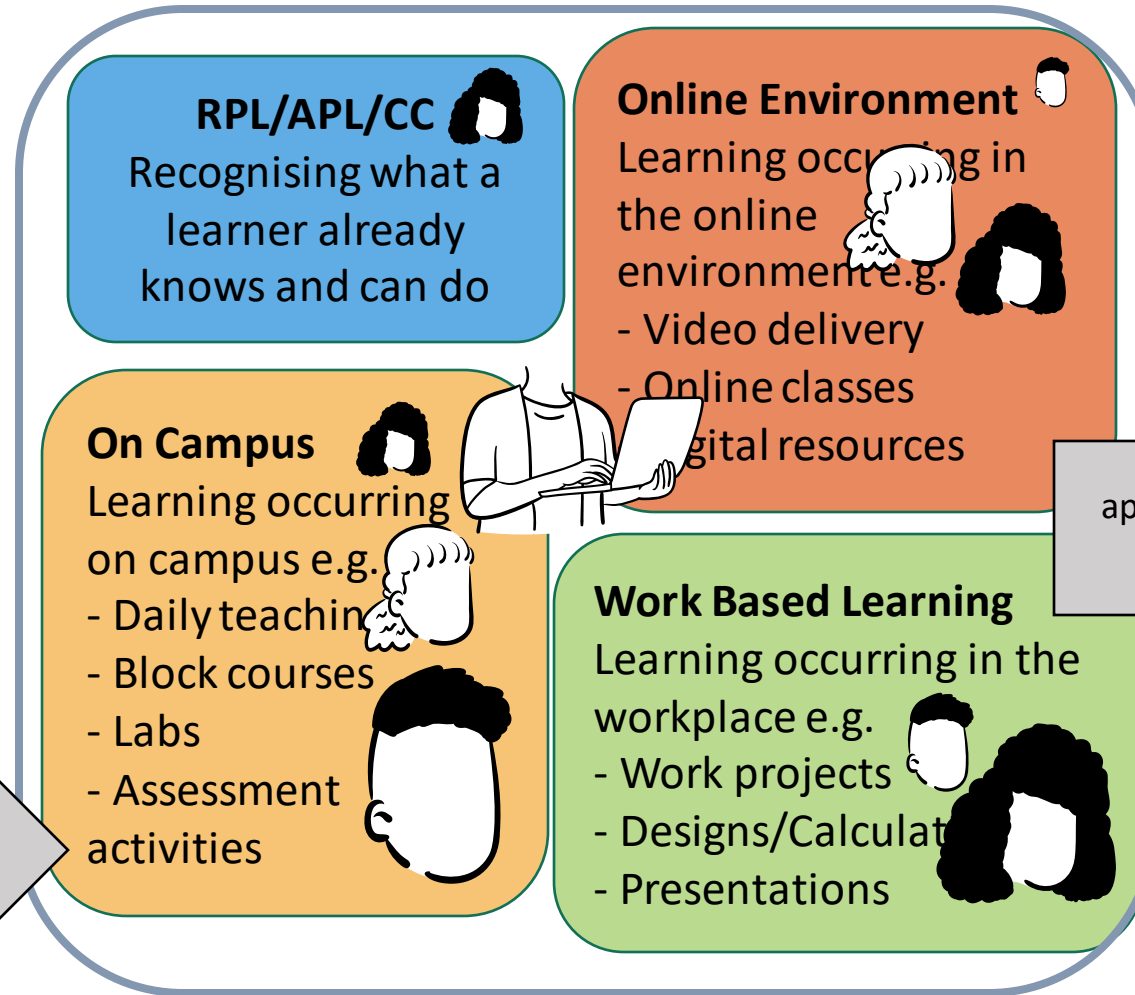
On campus – attending classes on campus as part of a cohort.



Part timer – studying part time but their job isn't engineering relevant yet.



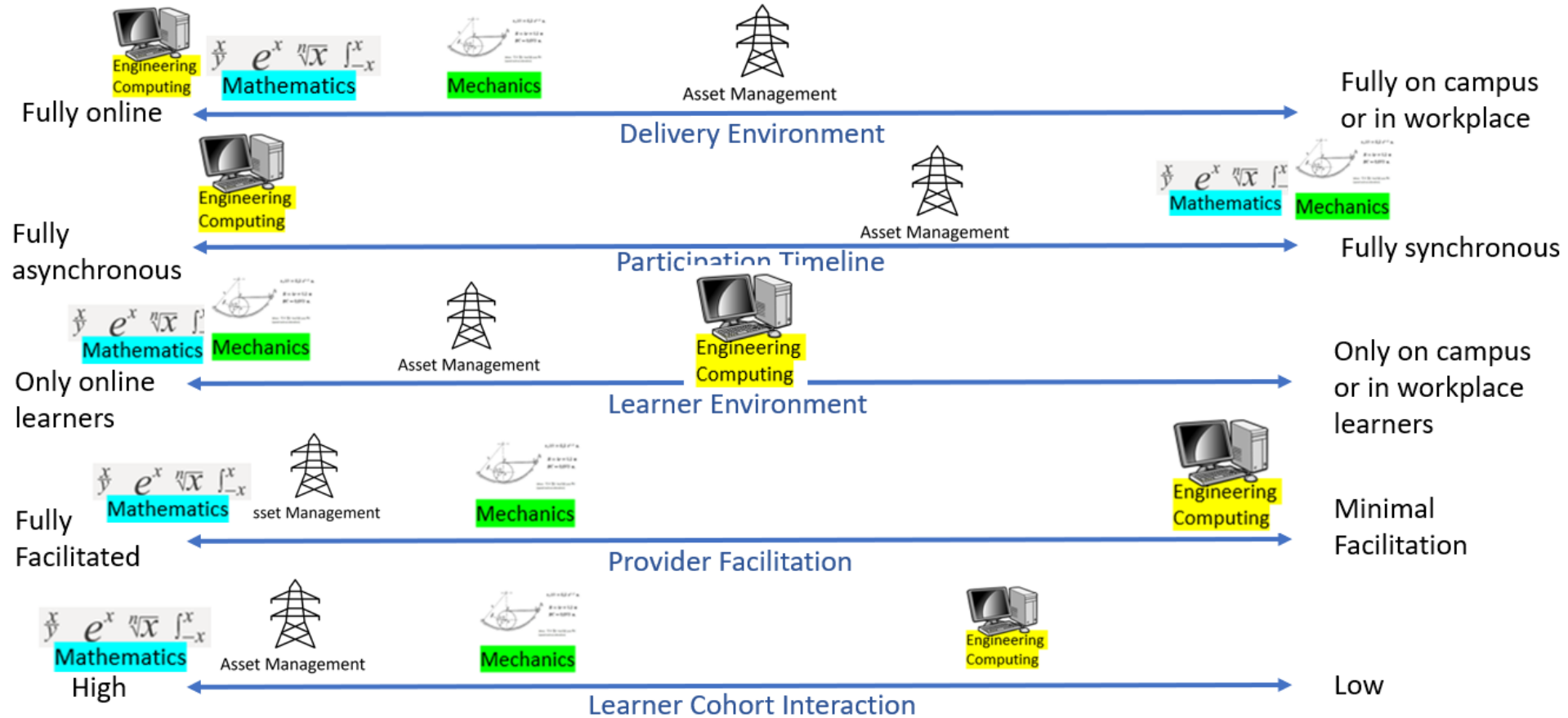
Learners are guided by an apprentice manager or learner leader, through the modes of delivery towards achieving a BEngTech



Learners gather appropriate learning and evidence to graduate

BEngTech delivery modes available across the network

# Delivery in the Online Environment



# Ākonga experiences

**76% of survey responses indicated a positive learning experience, with flexibility of the learning environment being mentioned most often as the reason.**

*“The flexibility around delivery of the material making it possible to have a full time job while studying”*

*“Flexibility of online study. Some courses strongly reflect workplace practices which is great. I get to meet other students (online) who are also in the workforce and many have a lot of experience so they can share their knowledge.” (Source: Apprentice Surveys, 2022)*

# Ākonga experiences

**78% of survey responses indicated a increase in confidence both in terms of learning and also in the workplace.**

*“After completing the Engineering Mechanics Paper, I can understand engineering standards much better and ask questions.”*

*“Now that I know how the apprenticeship works, I feel more comfortable about continuing with the programme.”*

*“My technical confidence has increased and I am enjoying the course” (Source: Apprentice Surveys, 2022)*

# Ākonga experiences

**After 2 years study, 36% of survey responses indicated some workplace mobility which they attributed to being on the programme**

*“Workplace colleagues and managers have been very supportive of my studies and actively looking for projects to help with/count towards studies”*

*“I have been given more responsibility specifically around the asset management space ..”*

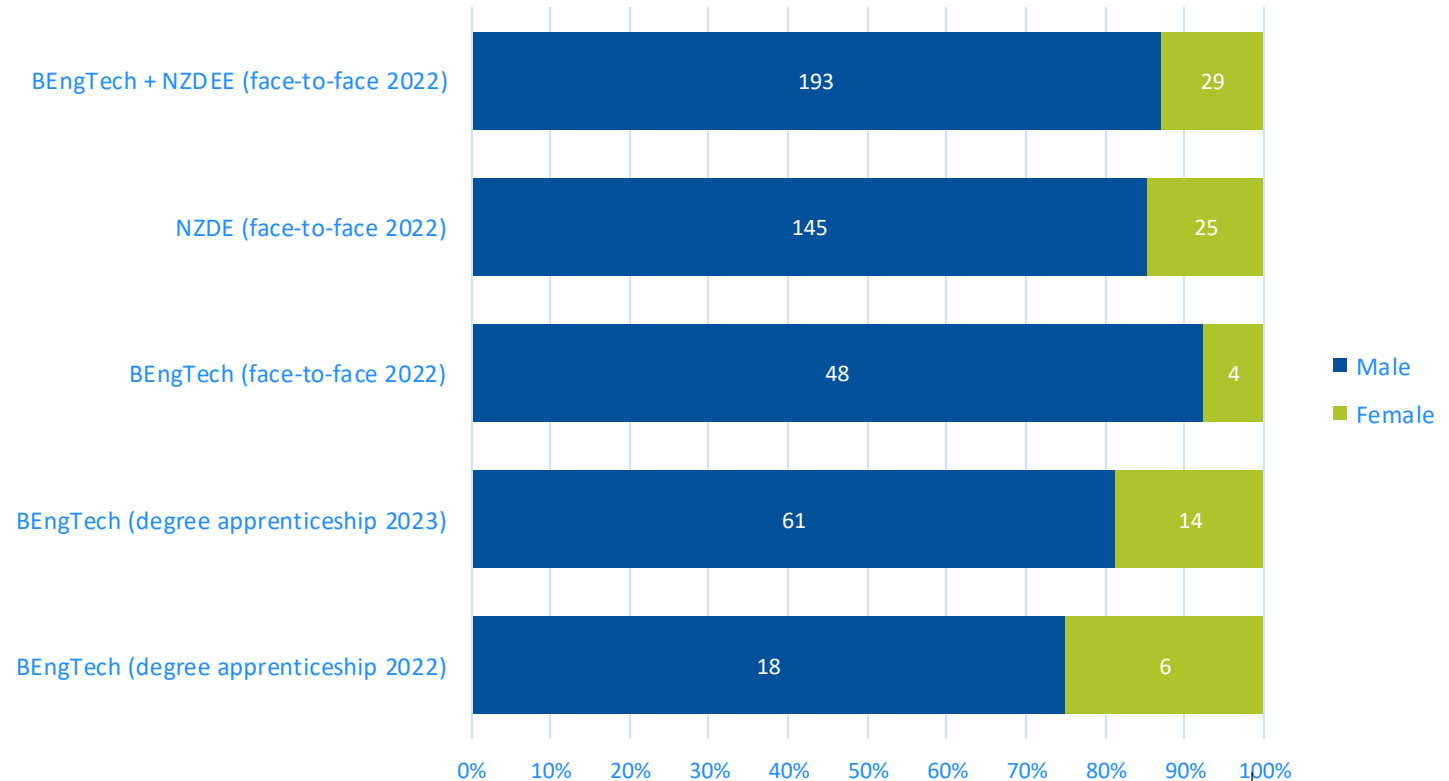
*“Yes I have received 2 pay rises” (Source: Apprentice Surveys, 2022)*

# Ākonga experiences

*“The names we have just given you [their apprentices]. They weren’t men... and we’re in a profession where one in six people in the profession is female. We’re in a very, very male dominated profession in NZ. I think this is providing a pathway for woman to have other responsibilities as well.”*

- Employer comment from external review carried out by Manchester Metropolitan University in 2022.

Enrolments in the NZDE and BEngTech 2022 and 2023 by gender



# Employer experiences

- Employers acknowledged they had hired more women during this process, in a profession that is predominantly male dominated.
- Stakeholders felt encouraged to be working together successfully towards a shared objective, expanding their networks and knowledge in the process.
- Employers agreed the direct positive impact the programme had had on their workforce.
- Employers spoke of the quality of employees they were gaining access to via the degree apprenticeship, but also the proficiency of the apprentices once on programme too.

- Findings from external review carried out by Manchester Metropolitan University in 2022.



# Challenges



New way of  
approaching  
teaching for  
staff



Time intensive  
relationship  
building for  
Apprentice  
Manager



Different  
levels of  
support from  
workplaces



Admin loading



Establishing  
genuine  
national  
delivery

# Questions?

