

CONCO>E TŪHURA

The Next Generation Of Construction
& Infrastructure Vocational Education



The background of the slide is a composite image. The top half shows a dark, textured wooden surface. The bottom half is divided into two sections: the left shows a red brick, and the right shows a yellow spirit level resting on a textured, reddish-brown surface. An orange hard hat is visible in the upper right corner, partially overlapping the wooden background.

Degree apprenticeships

Activating the opportunity

A thank you to everyone involved

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Definition

Degree apprenticeships fuse the lecture theatre with the workplace

Degree apprentices are employees first and foremost. They earn a salary while working towards a degree, with much of their learning embedded in their day job.

The key thing about degree apprenticeships isn't the name. It's the characteristics, which are:

- Where the learning takes place (mainly in the workplace)
- What the learning involves (a mix of technical, professional and research skills)
- What the learner is doing (being in paid employment in their relevant profession or a related field).

What they are not

These programmes aren't made up of traditional lecture-based learning that might have a small component in the workplace. Often, for those types of programmes, learners might be working on an internship for free or for a token amount, while trying to balance work, family and community commitments.

Why now?



Lift productivity & retention. Accelerate time-to-productivity and help firms keep talent.

Expand equitable access. Paid, work-embedded study fits adult learners' realities and lifts completion.

The system is ready. Providers and employers have the platforms, partnerships, and demand to scale now.

Degree apprenticeships deliver real benefits

Surveying in the UK shows exceptional benefits for learners and employers

Employers

99%

say that degree apprenticeships positively influence the performance of their businesses

89%

credit degree apprenticeships with improving staff retention

84%

say that degree apprenticeships contribute to diversifying their workforce

Learners

82%

say that degree apprenticeships facilitate their career progression

80%

say that they are able to bring academic knowledge and skills into their workplace

78%

say that degree apprenticeships have been helpful in giving them the knowledge they need to excel at work

We are a global leader in adult education

You should pat yourselves on the back once in a while

Top 8

In the rate at which employers participate in tertiary education (7-9%)

1st

With the lowest probability that parental education impacts on participation in adult education, 10% (one-third the OECD average)

3rd

Highest rate of employer-supported tertiary education (65%)

1st

Highest rate of people with no formal qualifications engaging in adult education (30%)

2nd

Highest rate of adults participating in job-related education (45%)

1st

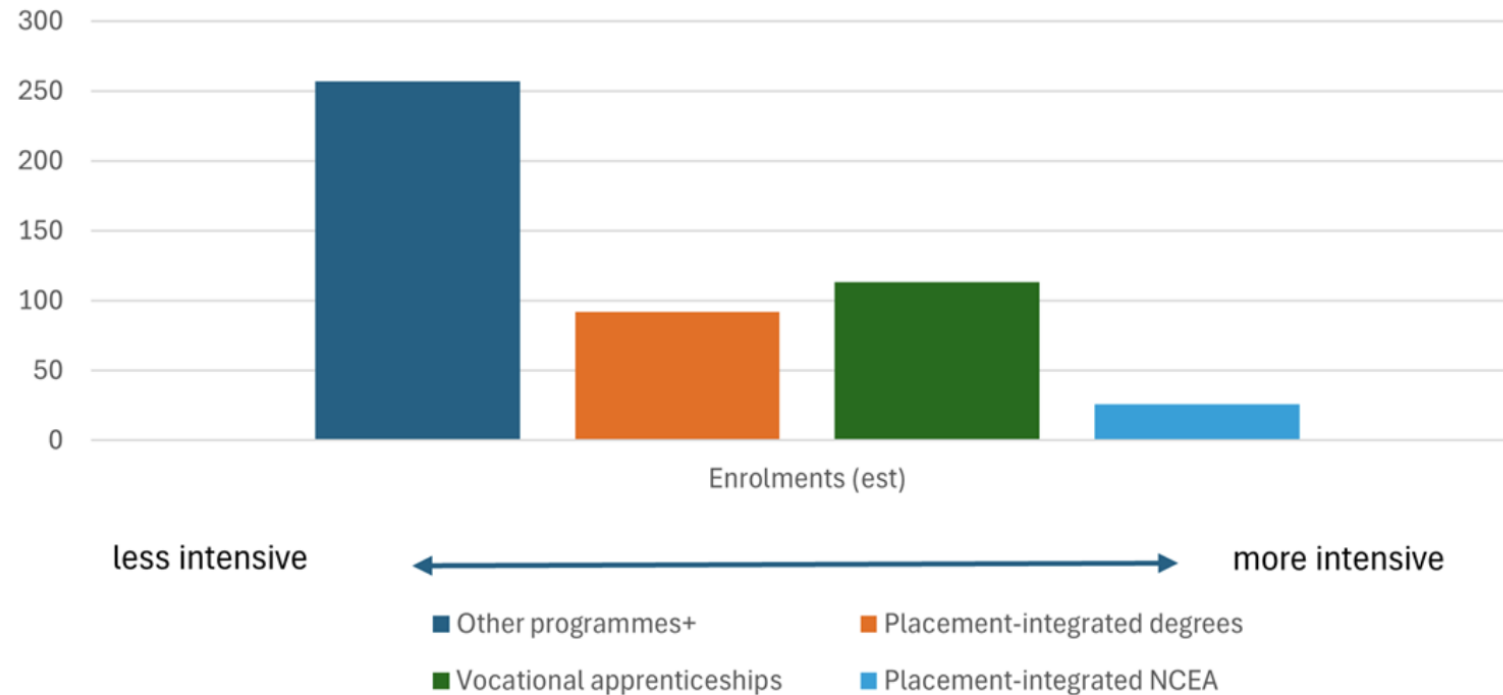
Highest rate of late career adults (55-65 years) engaging in adult education

You have built a firm foundation for growth

Around 140,000 people participate in the more intensive forms of work-integrated learning, but what about the other 350,000?

Some way to go

Learners by work-integrated learning type, (thousands)



Source: Adapted from Ministry of Education data

Note: + May include industry and capstone projects

There is a huge unmet market

The number of people in the workforce without a Bachelor's degree is 23 times higher than the number of school leavers each year, and 1 million adults in New Zealand say they want more education

Working age adults without a Bachelor's degree

1.5 million people

60% of the working-age population

21% are Maori

11% are Pacific

37% of adults aged 25+ want more education

Older learners pursuing a Bachelor's degree

30% of undergraduate enrolments by those aged 25+

38% attend part-time

Half as likely to complete (38% vs 73%) as full-time older learners

26% with dependent children[^]

69% in paid employment[^]

Degree apprenticeships respond to common challenges

Surveying and workshops with construction sector employers highlight familiar issues

“Most of the graduates know very little about dealing with real-world projects in any office. So they need to be trained for about 3-6 months before they can become productive in any office”

“We are really struggling to recruit skilled people in the regions”

“We have cadets tell us that they learnt more in a week on site than they did in a year in the classroom”

Structural change and market maturity present real opportunities



Flexibility

- Changes for WBL divisions



Competition

- Government expectations of more work-based learning



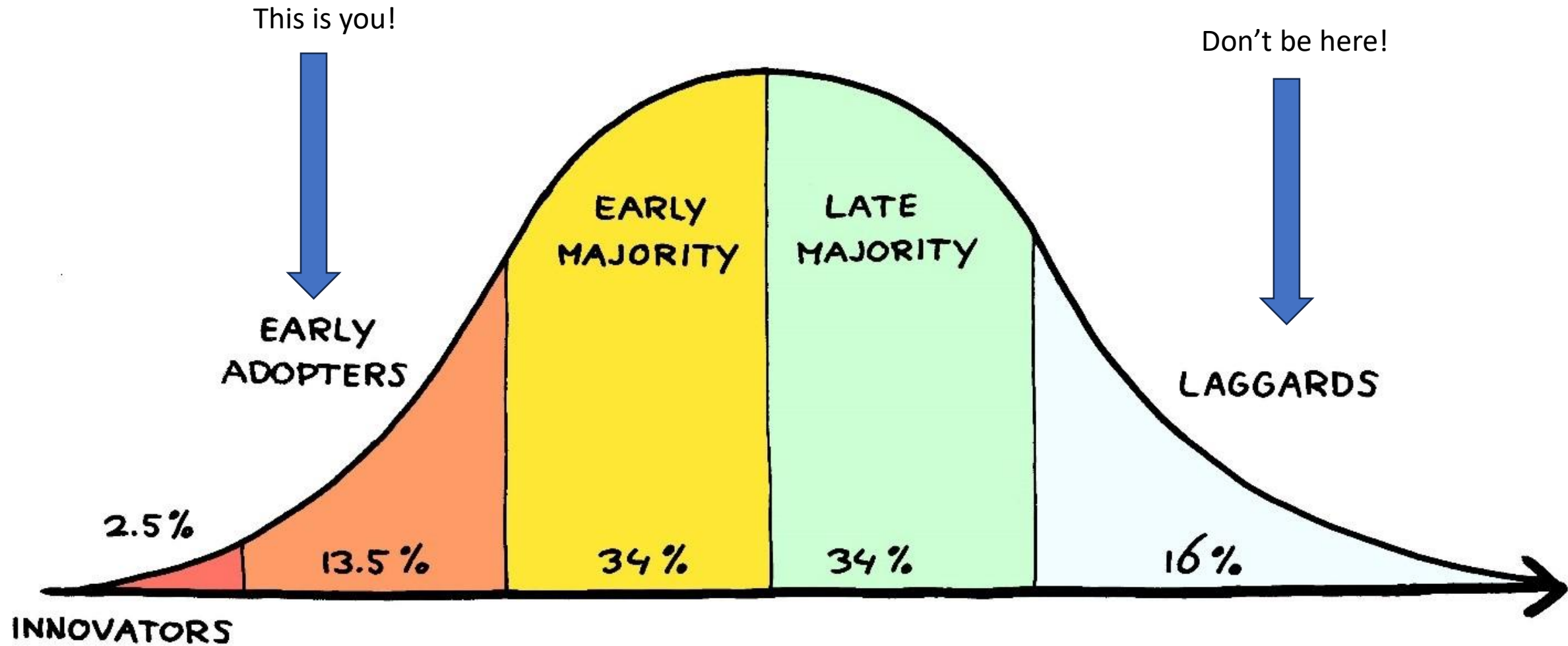
Gaps in the market

- Degree apprenticeships have a tiny market share

What we learnt



Where are we in the adoption curve











An aerial photograph of a coastline. The top half shows a dark blue sea meeting a sandy beach. To the right of the beach, there is a line of green trees and some small buildings. The bottom half of the image shows a dense forest of green trees. A large, dark purple, semi-transparent banner is overlaid across the middle of the image, containing the text "What can you do".

What can you do

The provider checklist



Get informed: Read the guidelines, use the self-assessment checklists



Test the fit: Convene stakeholders to confirm fit.



Understand your context: Analyse demand and needs



Design and align: Delivery-model, roles and responsibilities, assessment and support.



Measure and advocate: Track outcomes, support employers, and advocate

The employer checklist



Get started: Read guidelines and complete the 90-second checklist



Assess readiness: Understand your capabilities, skill needs, and alignment.



Plan and set up: Recruitment, assessment responsibilities, and learner support.



Track value: Identify benefits and impacts.



Measure and advocate: Support others to do the same, and advocate for system change.



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