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## FROM THE CHAIR . . .

*The Tertiary Education Commission's Executive Leadership Team recently agreed to continue Engineering eze's operational support for another year. We're very pleased with this vote of confidence in the work we're doing to find ways to attract more students into NZDE and BEngTech programmes.*

*The Steering Group will continue to inform and guide the programme over the next 6-12 months. Our work is shifting from the identification of initiatives to more of a monitoring and support role. We're excited to see initiatives that began with research 2-3 years ago result in pilot projects.*

*We will be able to continue to recommend funding of a small number of initiatives under our employer engagement work stream. We hope to see our educational hub research result in a collaboration between tertiary institutions and micro-credentials feasibility studies turn into pilots.*

*You'll find updates on current initiatives in this newsletter and on our website. Please get in touch if you have any questions or feedback.*

**Sir Neville Jordan**  
*Chair, Engineering eze Steering Group*



## EEA : "Industry validation of micro-credentials is critical"

The Electricity Engineers Association (EEA), which represents the New Zealand electricity supply industry, is keen to incorporate micro-credentials into the professional development it provides for members.

EEA industry analyst Marion Sorez says the micro-credentials model enables employers to more easily lead development of courses offering industry-specific knowledge and skills. It also allows for flexibility in delivering courses and the provision of online learning.

In addition to providing opportunities for members to upskill, EEA also aims to raise the profile of careers in the electricity industry. This year, it signed a memorandum of understanding with Engineering eze to collaborate on initiatives to help increase the number of engineering graduates.

"There's a strong appetite from members for training to accompany our guidelines," Marion says. "For many years we offered professional development through Queensland University of Technology (QUT). In response to member feedback, we recently started commissioning several organisations to provide courses covering employers' specific needs. We're also looking at how micro-credentials can fit in."

The New Zealand Qualifications Authority (NZQA) is currently considering a proposal for ten-credit micro-credentials. However, Marion says the QUT micro-credentials could be much smaller than the NZQA standard – some may offer only two credits – so may not fit into their framework.

Regardless of whether these short courses have NZQA approval, they would still be acknowledged and valued, she says. "Even though NZQA validation would be welcome, it's not as important as quality assurance and flexibility, and EEA would certify that someone has attended one of the courses we are providing."

"Industry validation of micro-credentials is critical to their success," Marion says. "EEA's Executive Committee has approved setting up a committee of professional development quality assessors comprised of industry representatives to ensure anything we do on micro-credentials is relevant to industry."

EEA has already worked with New Zealand Asset Management Support (NAMS), a subsidiary of the Institution of Public Works Engineering Australasia (IPWEA), to tailor its existing Asset Management courses to the electricity infrastructure sector. It is also having discussions with Otago Polytechnic around potentially using its Edubits initiative as a tool to provide professional development opportunities. (Edubits offers online micro-credentials as an alternative to formal qualifications.)

See: [Engineering e2e's micro-credentials info sheet](#).

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## THE ITP ROADMAP 2020 AND THE VET REVIEW

Two new major initiatives will have a big impact on tertiary education in New Zealand. Engineering e2e encourages you to find out about them and get involved in the consultation.

### Regional engagement on ITP Roadmap 2020

TEC's ITP Roadmap 2020 project is working with the ITP sector to secure its sustainable future. To inform its work the Roadmap team is planning a programme of regional engagement, visiting the 16 ITPs from late June to August.

At each ITP, the team plans to meet ITP management, staff and learners to hear what each group considers important. The team also plans to meet with community representatives in each ITP's region to hear about what their local ITP does for them now, and what it could do over the next decade or so to meet the region's changing needs. The community meetings will include representatives from local government, regional economic development agencies, iwi and Pasifika communities, business and employers.

To find out more, see [www.tec.govt.nz/focus/our-focus/itp-roadmap-2020](http://www.tec.govt.nz/focus/our-focus/itp-roadmap-2020) or email [ITPRoadmap@tec.govt.nz](mailto:ITPRoadmap@tec.govt.nz)

### The VET Review

In April, the Ministry of Education set out the scope of its vocational education and training (VET) system review, proposing a definition of VET that focuses on learners' aims: "[VET is] education that has a special emphasis on the skills and attributes required to perform a specific role, or work in a specific industry".

Employers have a greater role in VET than other forms of learning, which can take place in a wide variety of settings. VET develops the skills required for a specific role but the Ministry wants to ensure they include transferable skills which will have positive labour market outcomes.

The review also involves exploring perceptions of the VET sector. It will consider changes to the VET funding and planning system that support the reforms that arise from the ITP Roadmap 2020.

This month, the Ministry plans to report on preliminary findings of the review and its proposed next steps. From June to August they will work on policy responses and possibly a discussion document.

See: [R-VET-system-review-proactive-release.pdf](#)

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## NEW CASE STUDIES OF ENGINEERING E2E'S SECONDARY-TERTIARY PATHWAYS PROJECTS

Over the next few months, case studies of each of the Secondary-Tertiary Pathways Projects will be published on the Engineering e2e website. Project managers reflect on their progress to date and discuss their plans for 2018 and beyond.

Case studies from Ara and NorthTec are already online:

- **Ara: Reaching more students through block courses**  
Project manager Pete Wilson has introduced block courses to reach more students, made changes to the existing electrotechnology course, grown relationships with Te Kura Kaupapa schools, and is looking at shared teaching options with local high schools.
- **NorthTec: Growing relationships with schools and industry**  
This year, NorthTec has launched a Year 13 Engineering Fundamentals programme, and new project manager, Jac Moge, continues NorthTec's work growing relationships with schools to highlight engineering and the diploma pathway into an engineering career.

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## MAKE THE WORLD UPDATE

Over the past month, we've seen a 14% increase in visitors to the [Make the World website](#) and they're younger (18-24). The most visited pages are 'Where to study' and 'Useful links'.

The Make the World team reports that Auckland schools have identified an increase in student interest in engineering, and have also noted quite a bit of press coverage of engineering related topics lately. The numbers of visitors to the website from Auckland and Christchurch are higher than other from other parts of the country.

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## DEGREE APPRENTICESHIP PILOT UPDATE

Throughout May, the Pilot's project manager met with employers, who were asked to contribute to the review of the degree standard.

Next steps include taking suggestions from employers to develop an end-point assessment plan, an initial 'apprenticeship journey' and a draft set of entrance and recruitment criteria.

See: [Degree Apprenticeships info sheet](#)