

IN THIS ISSUE ... *we announce the extension of Make the World campaign to focus on promotion of ITPs, discuss new research into micro-credentials and introduce the new Info Sheets page on our website.*

AT ITS MOST RECENT MEETING, *the Engineering e2e Steering Group recommended that TEC fund an employer resource portal.*

The resource portal will give employers a single access point for the latest tools to recruit, retain and grow engineering employees. The portal will include research findings, examples of good practice and other materials from a range of sources. Employers interviewed as part of the scoping project indicated a portal would be useful.

Setting up the portal will involve developing a marketing and communications approach, appointing a content manager, and establishing a user focus group to advise on development. The portal will be hosted on the Engineering e2e website and designed with scalability in mind.

As part of the employer resource portal scoping project, interviews were conducted with engineering employers. Their responses to our questions indicated that they were unfamiliar with the NZDE and BEngTech qualifications. The Steering Group discussed the possibility of a communications plan to address this lack of awareness.

If you're interested in participating in a user group, please contact us at engineeringe2e@tec.govt.nz

SIR NEVILLE JORDAN

CHAIR, ENGINEERING E2E STEERING GROUP

Initiatives undertaken through the Engineering e2e programme contribute directly to the achievement of the Government's Business Growth Agenda priority of building a more productive and competitive economy.



Make the World makes engineering a star – now we MUST promote our ITPs

In promoting engineering as a career, Make The World has delivered exceptional results. Now we need to make sure that these newly inspired students take the study path that is right for their future. To do this, we urgently need to help them understand what ITPs have to offer.

The final evaluation of our nine-month public awareness campaign Make The World revealed a strong connection with the target audience and highlighted how remarkably successful it was in promoting engineering as a career option for prospective tertiary students.

At the outset of the campaign, when asked to rank their perception of a career in engineering, only 31% of potential students gave it a positive ranking. Things have changed a lot in nine months; now 52% give engineering a positive ranking. Engineering as a career has skyrocketed, from the tenth most considered to third, with 34% of females now seeing it as a possible career, up from 11% before the campaign. The views of Māori and Pasifika students have also improved. Before the campaign, only a quarter of those interviewed had a positive perception of engineering as a career, now it's over half at 55%.

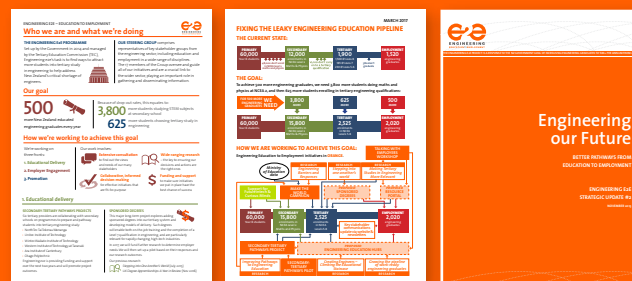
While this positive performance has seen many more students choose to study engineering, it is most often at a university not at an ITP. Enrolment data provided to the Tertiary Education Commission (TEC) by tertiary institutions shows engineering numbers increasing significantly at universities while flat-lining at ITPs.

For Engineering e2e and the engineering profession this is a major concern. Make the World has clearly raised the profile of engineering but hasn't yet encouraged more students to choose to study at an ITP. The Make the World campaign evaluation reflects how significant the problem is in two key observations:

- Understanding of BEngTech and NZDE qualifications remains low amongst all potential students – including those who have contacted an ITP about engineering studies.
- Only 29% of those who have contacted a university about studying engineering intend to contact an ITP.

Changing perceptions takes time so what can we do for engineering in the short-term? The Engineering e2e Steering Group has suggested that NZDE, BEngTech and BE(Hons) qualifications be promoted independent of the institutions that offer them. The qualifications come first.

So the question the Steering Group examined was: how can we adapt the Make The World campaign to support this approach? Their answer is a new campaign extension, where engineering educators are directly involved, specifically by featuring key lecturers and students in their promotional activities. The aim is to create a human connection between ITPs and potential students by using the passionate and the achievers as role models – the approach that has made the Make The World campaign such a success.



NEW INFO SHEETS

Engineering e2e has initiated a number of projects over the past two years and to help you keep track we've recently published info sheets about each. These documents provide an overview of the project and highlight progress to date. All info sheets are available on a new web page: www.engineeringe2e.org.nz/our-info-sheets

To help fund this, Engineering e2e has committed the remainder of its public awareness budget to extend the campaign into this vital area of need. But without additional funding this won't be enough and additional support is being sought, particularly from those who have the most to gain from the campaign – the ITPs and the professions themselves.

If you would like a copy of the proposal to extend Make the World, please contact engineeringe2e@tec.govt.nz

CAN MICRO-CREDENTIALS HELP FIX A MACRO PROBLEM?

The Engineering e2e Steering Group commissioned a report exploring how micro-credentials might be used to improve the uptake of engineering education at Levels 4-6, and in particular the New Zealand Diploma in Engineering (NZDE).

The report author Brenden Mischewski identifies several issues that affect the pipeline into advanced engineering education. These issues often reflect systemic problems within the tertiary education system – a system that prioritises on-campus, full-time students, doesn't cater well to the needs of Māori and Pasifika, and makes it difficult for students to change direction in their studies.

Micro-credentials provide many interesting opportunities to address these issues. Implemented well, they could provide students and employers with more targeted information, help students mix-and-match courses to their specific needs, and encourage innovation within tertiary education organisations (TEOs) by giving them more flexibility.

New Zealand already has an infrastructure to support a healthy micro-credential ecosystem, but any approach needs to be designed carefully to manage the inevitable risks – and that would require changes to investment and regulatory settings.

The report includes a possible model to guide the implementation of engineering micro-credentials. This model involves offering these credentials across the engineering education pipeline to promote awareness of engineering as a career, provide prospective learners with bridging skills, simplify pathways and credit transfer arrangements, and support professional development.

The report sets out several actions leading to one or more pilots of micro-credentials during 2018. The Steering Group has recommended to TEC that a pilot be funded.

See: www.engineeringe2e.org.nz/Documents/Micro-credentials-a-model-for-engineering-education.pdf