

CONCO>E TŪHURA

Quick Guide

Degree apprenticeships: What tertiary education providers need to know

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DEGREE APPRENTICESHIPS: WHAT TERTIARY EDUCATION PROVIDERS NEED TO KNOW

This guide for tertiary education providers provides an overview of degree apprenticeships, a quick decision tool to help you decide whether degree apprenticeships will work for your organisation and links to several resources that you may find helpful.

Please take a look at the Full Guide Degree apprenticeships: What tertiary education providers need to know for more detailed information.

DEGREE APPRENTICESHIPS – AT A GLANCE

How degree apprenticeships work and what they ask of you



What it is

Your learners earn a degree while working in a related role

You work with the apprentice and their employer to connect real tasks to course outcomes



Your contribution

An academic coordinator

Off-the-job learning and assessment

Assessment of on-the-job learning

Academic and pastoral support



How it runs

Four days per week on the job, one day per week off-job

Learning is organised around work, and evidence is captured as it is developed

Regular check-ins with the apprentice and their workplace supervisor

Employers help with work rotations and job shadowing to provide breadth



What happens

You work with the employer to organise the curriculum, assessment and progress reporting

You undertake recognition of prior learning and current competency assessments



What you get

Deeper alignment between your curriculum and the workplace

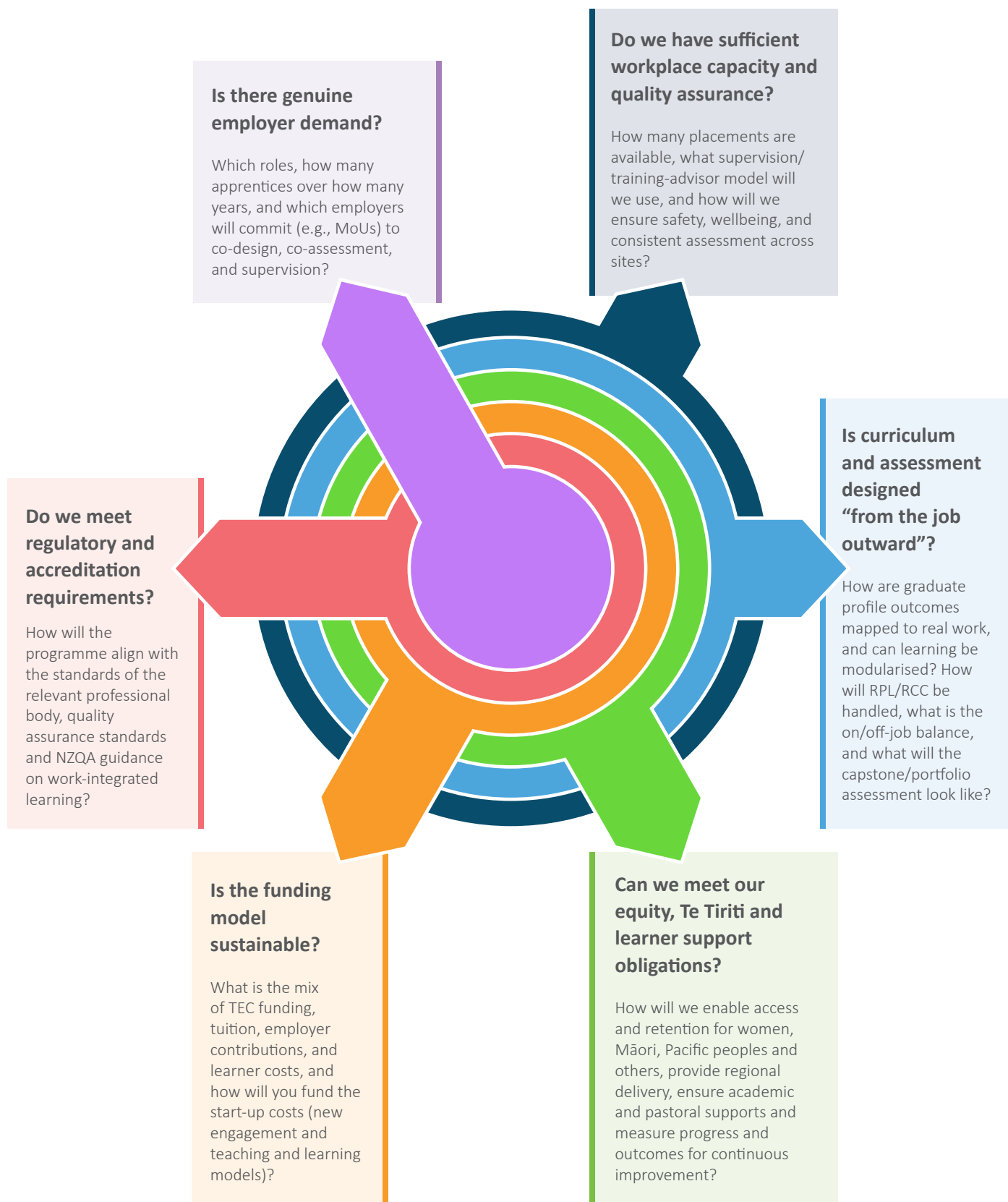
Learners with insight into how learning and research is applied

Access to new markets

KEY DECISIONS FOR TERTIARY EDUCATION PROVIDERS

Degree apprenticeships – 90 second decision

These questions will help you decide whether a degree apprenticeship will work for your organisation





Useful resources

PODCASTS



Understanding the learner perspective

[UCAS Choices](#) is a series of podcasts about degree apprenticeships produced by the Universities and Colleges Admissions Service in the United Kingdom.

There are 13 episodes covering most major discipline areas that involve apprentices, academics and employers discussing how they work.



Driving systems change in New Zealand

[Apprenticeship 2.0](#) is a series of podcasts about degree apprenticeships produced by Reach University in the United States of America.

This fortnightly podcast has been running since 2023. Some highlights include the episodes from the International Centre for Apprenticeship degree conference on 21 August 2025 – [Part one](#) and [Part two](#).



Examples from Australia

This [webinar on emerging degree apprenticeships models in Australia](#) was facilitated by the Australian Industry (Ai) Group in Australia.

This webinar includes a discussion of the successful implementation of the [RMIT mechanical engineering degree apprenticeship](#).

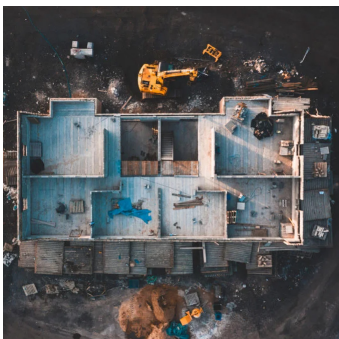
VIDEOS



Growth of degree apprenticeships in New Zealand

Radio New Zealand interviewed leaders in degree apprenticeships about the history and future of the option.

In this [interview](#), Hana Cadzow and Katherine Hall talk about the Bachelor of Engineering Technology degree apprenticeship and the opportunities to grow these options.



Understanding how employer groups can be involved

ConCOVE supported three pilots of degree apprenticeships in construction and infrastructure.

In this [video](#), Emmolina May, Mike Crossan and Brenden Mischewski talk about the design and implementation of degree apprenticeships.



Construction Management degree apprenticeship

The Open Polytechnic of New Zealand is collaborating with Building Institute Aotearoa to help construction management professionals upskill.

In this [video](#), Mike Crossan from the Open Polytechnic discusses the design of their programme.

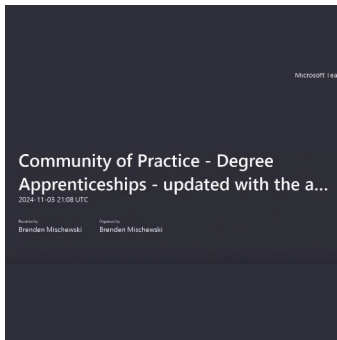


Food and Fibre degree apprenticeships

The Food and Fibre CoVE explored the development of degree apprenticeships.

In this [video](#), we hear about the rationale, design concept and programme structure.

VIDEOS CONTINUED



Occupational Therapy degree apprenticeships

Otago Polytechnic has designed a degree apprenticeship programme aimed at allowing people to train as Occupational Therapists without leaving their home regions.

In this [video](#), Helen Jeffrey from the Otago Polytechnic discusses the design of the Occupational Therapy degree.



Accessible overview of the UK model

Aston University was the first university in the United Kingdom to offer degree apprenticeships.

[Episode 1](#) provides some basic definitions, [Episode 3](#) explains the difference from a traditional degree and [Episode 4](#) explains the practical aspects of the option.



Improving competitiveness

Aston University director of Corporate Client Solutions, Terry Hodgetts, discusses the [benefit of degree apprenticeships](#), including higher staff retention rates, the skills and networks that the apprenticeships themselves gain and how employers can maximise the benefits.

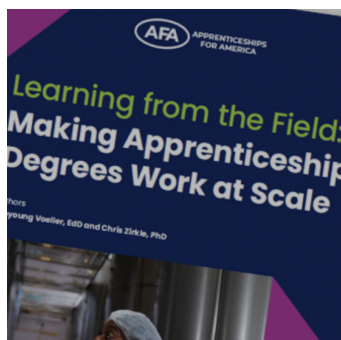


Accounting degree apprenticeships

Research into the potential for the unified Bachelor of Accounting degree to be delivered as an apprenticeship was initiated in 2023.

In this [video](#), Doug Neilson discusses the potential design of an Accounting degree apprenticeship.

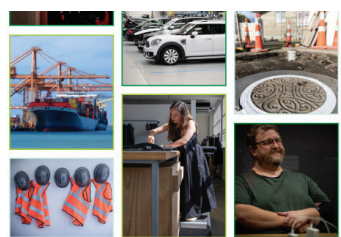
REPORTS



Understanding the models

[Learning from the Field](#) is a report that offers a typology of degree apprenticeship models and identifies implementation challenges produced by the Apprenticeships for America in the USA.

The report highlights the diversity of potential models and the role that competency-based education can play. Some examples relate more directly to levels 5 and 6 on the NZQCF but do provide some useful insights.



Disability Action

The [Let's level up](#) is a report which provides guidance on how employers, educators and policy makers can increase participation in the labour force by disabled people. It is produced by the Waihangara Ara Rau and Hanga Aro Rau Workforce Development Councils.

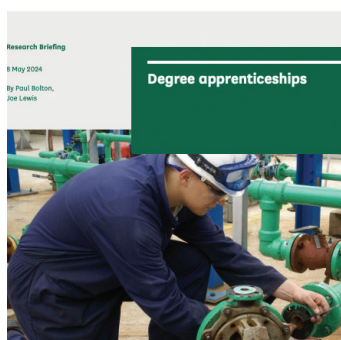
The report highlights several practical steps that can be taken and could be integrated with degree apprenticeship programmes.



Moving to integrated professional development

[Beyond Degree Apprenticeships](#) argues for degree apprenticeships that blend learning in the work and educational spaces, provided by the University Vocational Education Council.

The report highlights the need to move away from parallel models of off-job and on-job training to ones where the theory and practice of a profession or occupation is learned in a way that is intimately connected.



Understanding the UK model (2024)

The [Degree Apprenticeships Research Briefing](#) is an overview of the model in the United Kingdom, prepared by the House of Commons Library.

The report describes the key elements of the model, provides useful statistical information and provides accessible information on the benefits, effect on social mobility and highlights issues with engaging with small and medium-sized enterprises.

REPORTS CONTINUED



Best practice (UK) (2018)

The [Best Practice in Work-integrated learning for Degree Apprenticeships](#) provides examples of good practice produced by Middlesex University.

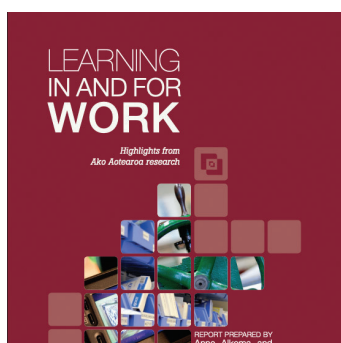
The report highlights key elements of the pedagogical approach required for degree apprenticeships and how the university approaches barriers and challenges.



Capturing Māori Lens to inform Work-based Food and Fibre Degree-Level Framework:
Te Ara Whakapakari "The Pathway to Strength and Development"; DLF Te Ao Māori Engagement Framework

A Māori lens (2025)

The [Capturing Māori Lens to inform Food and Fibre Degree-Level Apprenticeship Framework: Stocktake of Education Models and Touchpoints of degree apprenticeship Lifecycle](#) provides deep insight into how Te Ao Māori elements can be integrated into degree apprenticeships.



Best practice (NZ) (2014)

[Learning in and for work](#) is a synthesis of the findings of 33 projects funded by Ako Aotearoa.

The report highlights the key contributions that learners, employers and tertiary education providers can make and the benefits that accrue to each.



Apprenticeship handbook (Architecture)

[The Architecture Apprenticeship Handbook](#) is a guide for apprentices that helps them understand how the model works.

The handbook provides clear information about architecture apprenticeships in the UK and provides useful ideas to tertiary education providers about how to explain and market their degree apprenticeship offerings.

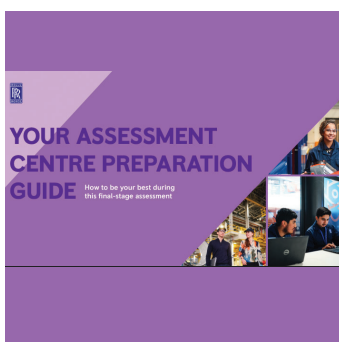
REPORTS CONTINUED



Apprenticeship handbook (Social Work)

The [Social Work Degree Apprenticeship](#) handbook is a guide for apprentices considering or undertaking this education option.

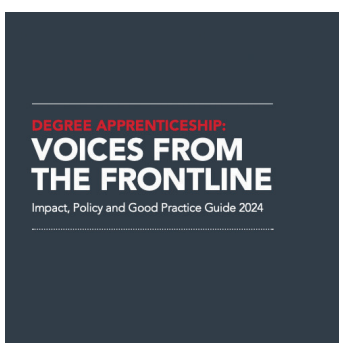
The guide traces the apprentice journey and gives detailed advice about each stage.



Assessment centre preparation

The [Your Assessment Centre Preparation Guide](#) was developed by Rolls Royce to help prospective apprentices, including degree apprentices prepare for their recruitment and admissions interview.

The guide provides practical guidance to prospective apprentices about what the company is looking for and gives some insight into the operation of these centres.

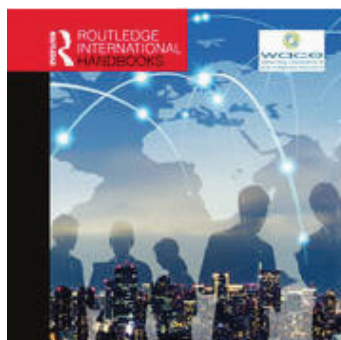


Good practice

The [Degree Apprenticeship: Voices from the frontline – Impact, Policy and Good Practice Guide 2024](#) documents the results of a survey of apprentices, employers and teaching staff.

The guide provides insight into areas of strength in the UK model and priorities for further development.

DEEPER READING



Deeper understanding of work-integrated learning

[The Routledge International Handbook of Work-Integrated Learning](#) provides a practical overview of the field, edited by leading practitioners Karsten Zegwaard and T. Judene Pretti.

The handbook is an important foundational resource for the field with practical insights to improve application.



FIFTH TREND REPORT AREAS OF TENSION IN VOCATIONAL EDUCATION AND TRAINING IN SWITZERLAND AND OTHER COUNTRIES – DEVELOPMENTS, CHALLENGES AND POTENTIAL

Brief summary
National systems of vocational education and training → Changes in the education system result from col-

International comparison – Switzerland and Germany

[Areas of tension in vocational education and training in Switzerland and other countries](#) is a review of the differences between the German and Swiss systems.

The report highlights how Germany has approached blending higher education and vocational education at the degree level.



An exploration of barriers and enablers to the expansion of healthcare degree apprenticeships

Healthcare degree apprenticeships (2025)

This report explores [what makes healthcare degree apprenticeships successful](#) in the UK, produced by the University of Derby.

The report provides common challenges experienced by healthcare apprentices and identifies opportunities relating to finances, relationships, capacity and perceptions.

NETWORKS



Work-Integrated Learning New Zealand

[WILNZ](#) is a not-for-profit incorporated society that brings together a network of people involved in Work-Integrated Learning.

The network hosts a range of academic and practical resources, and convenes an annual conference.



[Advancing Work-Integrated Learning Worldwide](#) is a global network for universities, employers, associations and individuals working together to strengthen Cooperative and Work-Integrated Education.

Members can access a range of networks and resources, including several useful webinars that discuss degree apprenticeships.



University Vocational Awards Council (UK)

UVAC is a membership organisation in the UK that organises events and publishes resources relating to degree apprenticeships.

Some [resources and reports](#) are publicly available.



Code of practice

TEC has produced a [Code of Good Practice for New Zealand Apprenticeships](#) that sets out the obligations of apprentices, employers and tertiary education providers.

The guidance was produced for apprenticeship training leading to New Zealand apprenticeships, but many of the concepts, principles and approaches will be applicable to degree apprenticeships.



Transitional arrangements – VET programmes

[Guidance for tertiary education organisations on the funding of work-based learning](#) was published by the Tertiary Education Commission.

This guidance is relevant for organisations offering degree apprenticeships at levels 5 or 6 on the New Zealand Qualifications and Credentials Framework.



Quality assurance guidelines (2023)

NZQA has produced [general support and advice for tertiary education providers](#) using work-based training as a mode of delivery.

The guidance was produced for sub-degree education and training, but the key questions are generally applicable to degree apprenticeships.