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# The Geothermal Postgraduate Course at the University of Auckland: A Ten Years Retrospective

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# Problem Addressed



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- Geothermal energy training is very specialised with only a few established courses running around the world.
- History has witnessed the demise of several geothermal training programmes around the world (New Zealand, Japan, USA and Italy) as their funding has been withdrawn.
- Diverse technical skills needed to teach this course, which are not all available within the University.
- The course is expensive to run due to the high cost of the two-week long field studies. At the same time student numbers have to be limited (25-30) for H&S reasons and for this level of applied teaching.
- The students are mostly (> 85%) international with different academic backgrounds, ages and ethnicities.

# Actions Taken



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- In 2007 the one-semester (60 points) PGCert course was started
- The course was reduced to a one-semester (19 week) course, which made it easier and cheaper for employers to send their staff to New Zealand.
- The course was divided into separate blocks of about six weeks. This meant that students can do the PGCert over two years in six week long blocks plus a one month short project. This was very attractive to some company-sponsored students.
- The PGCert combines both field-based and class-based teaching. The field trips (20 % of the course time) are integrated with the academic teaching to build student confidence in understanding the framework of geothermal fields: assessment, development, and utilization.
- The main teaching philosophy, which I feel to be unique to the course, is the crosslink and overlap between the two main disciplines in the geothermal industry: engineering and earth science.



# Geothermal Energy Training : Worldwide



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Institution	Country	Year Started	Year Stopped	Duration (months)	Funding support
Pisa	Italy	1970	1985	8	United Nations Development Program (UNDP).
		1985	1992	9	UNESCO
Kyushu	Japan	1970	2001	2 – 4	UNDP
		2016	Continuing	6	The government of Japan (JICA)
Auckland	New Zealand	1978	2002	9	UNDP and MFAT Scholarships (varying number over the years)
		2007	Continuing	4.5	Employer-funded students Self-supported students
Reykjavik	Iceland	1979	Continuing	6	UNDP and the Icelandic geothermal industry (UNU-GDP) Employer-funded students
Reno (NV)	USA	2011	2012	2	Department of Energy, US Government
		2013	2013	1	
		2014	Continuing	1-2 (weeks)	Employer-funded students Self-supported students



# Geothermal Energy Training : Worldwide



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Institution	Country	Year Started	Year Stopped	Duration	Funding support
Bicol	Philippine	2001-2002	2007-2008	BSc	Chevron and EDC
ITB	Indonesia	1985	Continuing	2 years MSc	Self-supported students Employer-funded students
Tianjin	China	2008	Continuing	2 years MSc	Natural Science Foundation of Tianjin. National High-tech R&D Program. of China National Natural Science Foundation of China.
Reykjavik	Iceland (Juliet's course)	2010	Continuing	18 months MSc	Self-supported students (50% from US) Employer-funded students
Stanford	USA	1975	Continuing	2 years MSc	Self-supported students Employer-funded students. DoE Scholarships

# Geothermal Energy Training : Worldwide

Institution	Country	Year Started	Year Stopped	Duration	Funding support
El Salvador	El Salvador	2010	Continuing	5 month Diploma	Nordic Development Fund (NDF) and the Inter-American development bank (IDB). <b>The United Nations University-Geothermal Training Programme (UNU-GTP) from 2016</b>
Dedan Kimathi	Kenya	2015	Continuing	2 years MSc)	The Local Geothermal Industry . <b>The United Nations University-Geothermal Training Programme (UNU-GTP)?</b>

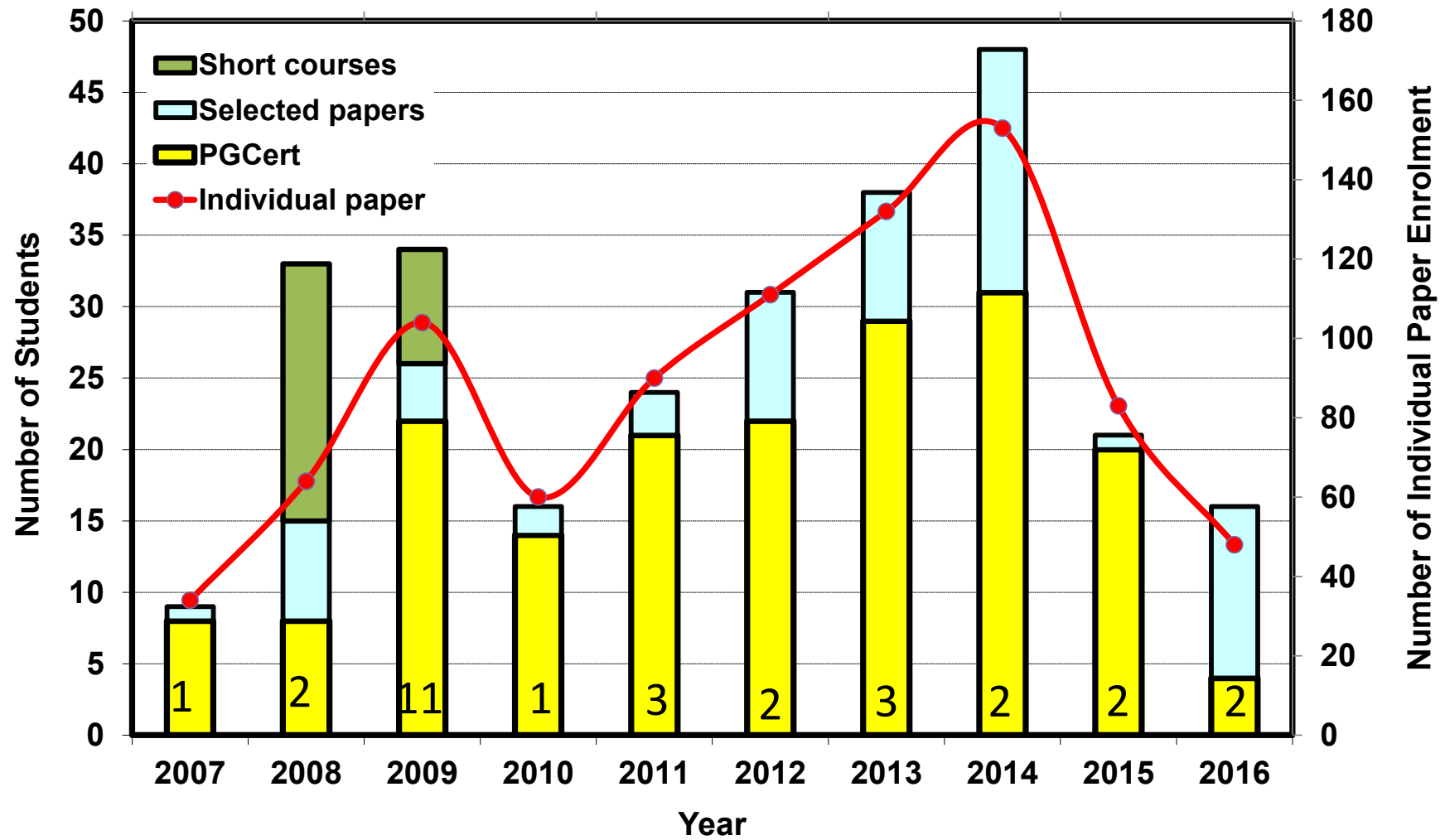


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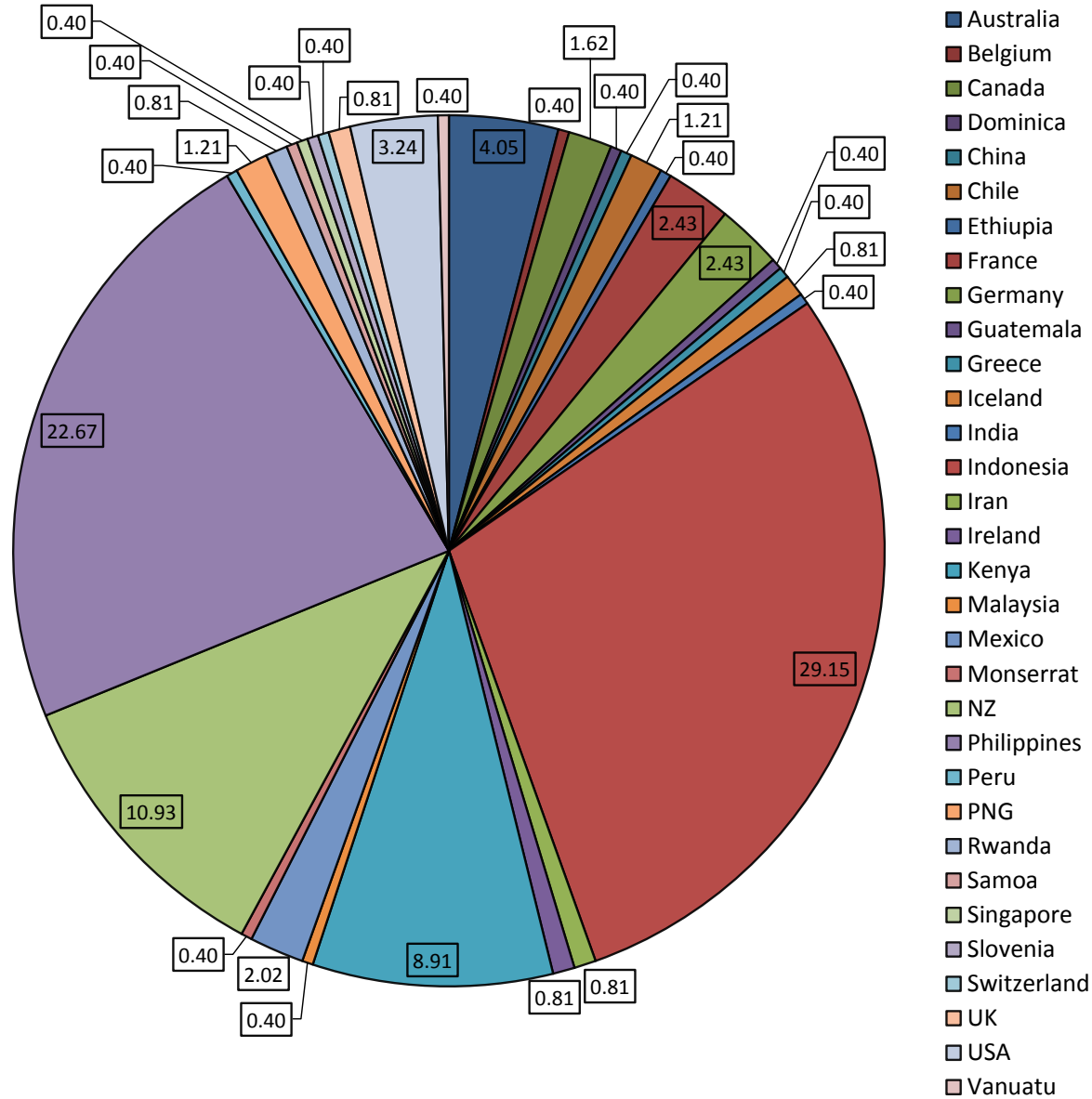
# Enrolment



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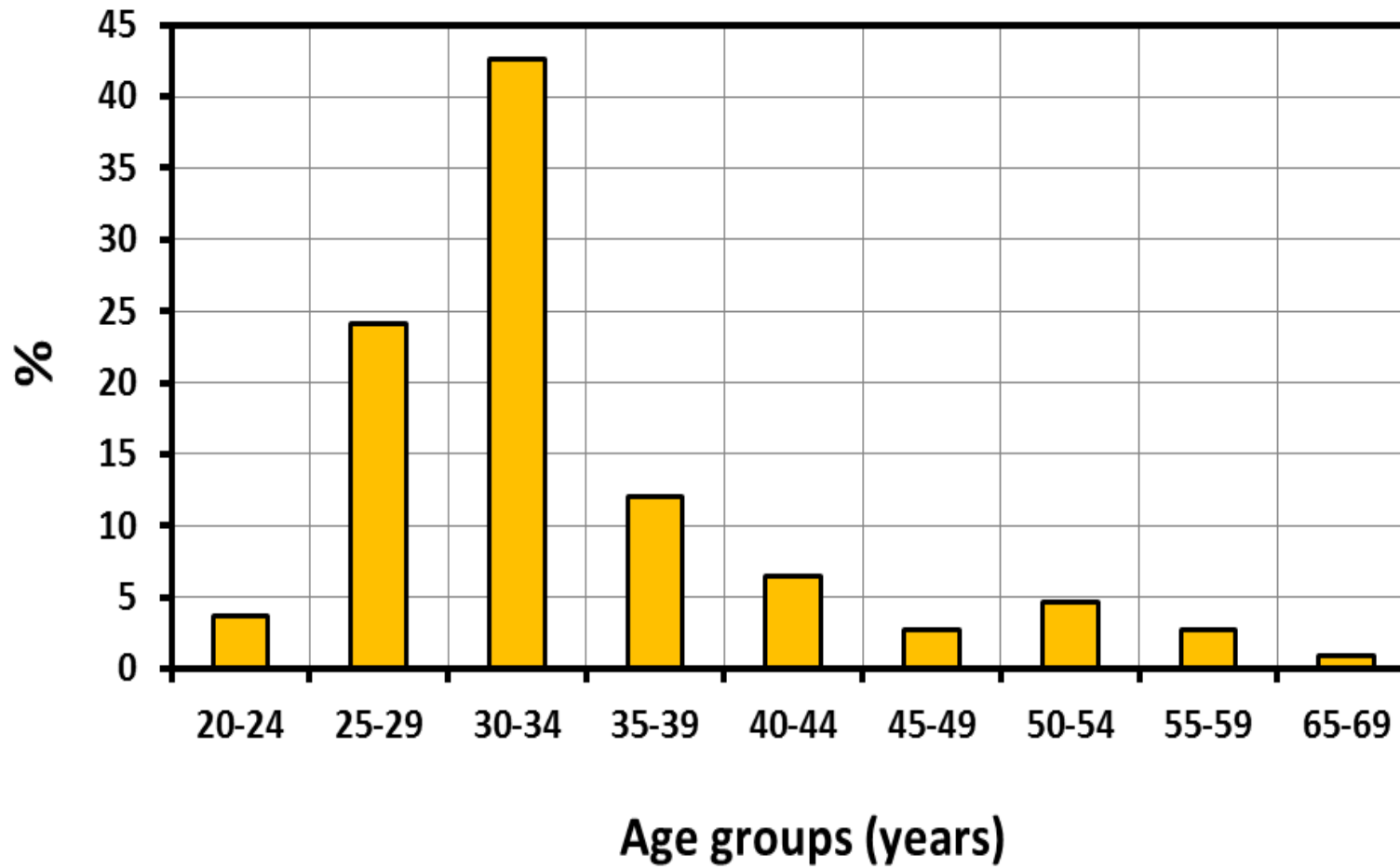


# ~85 % International Students

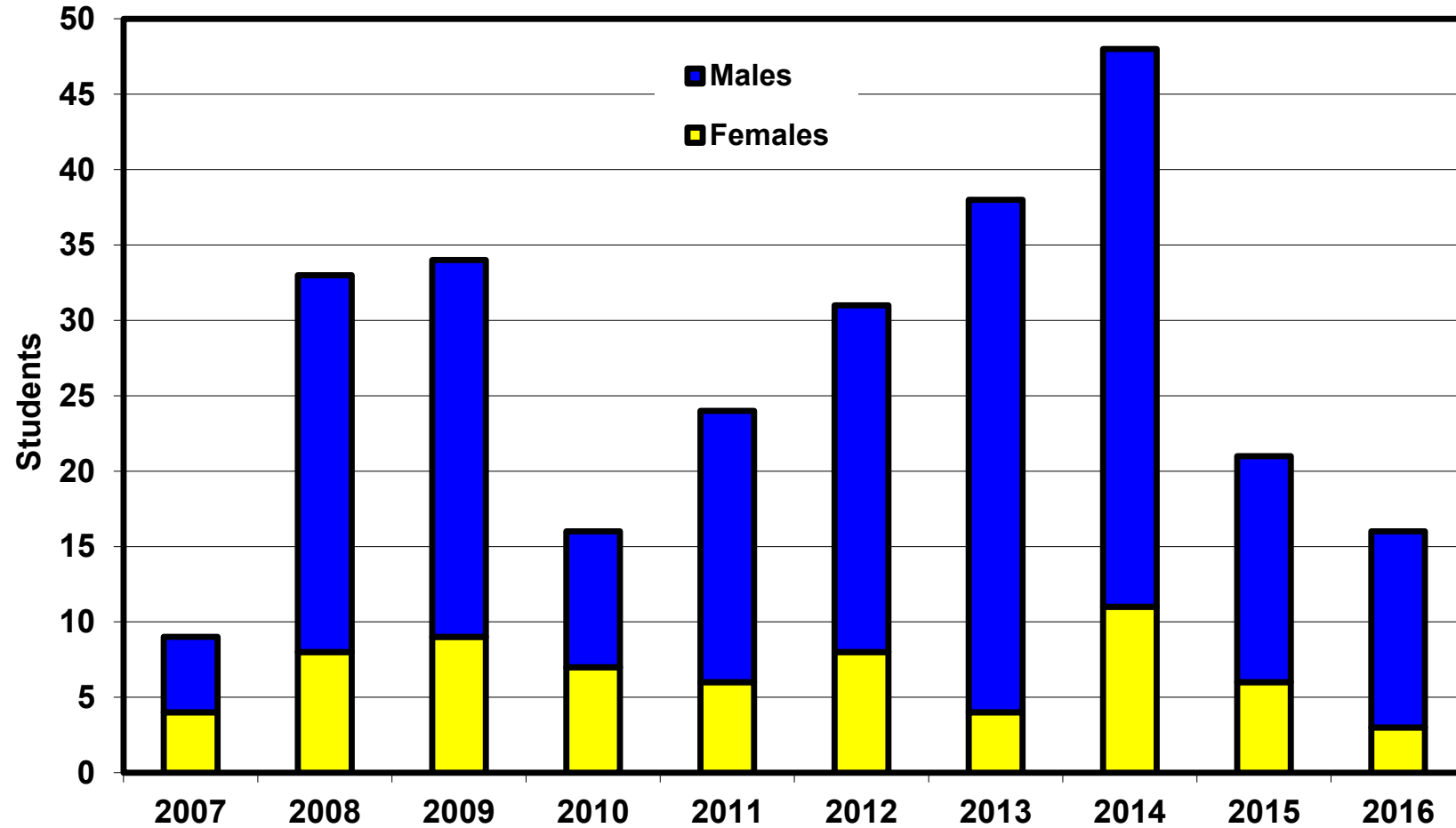


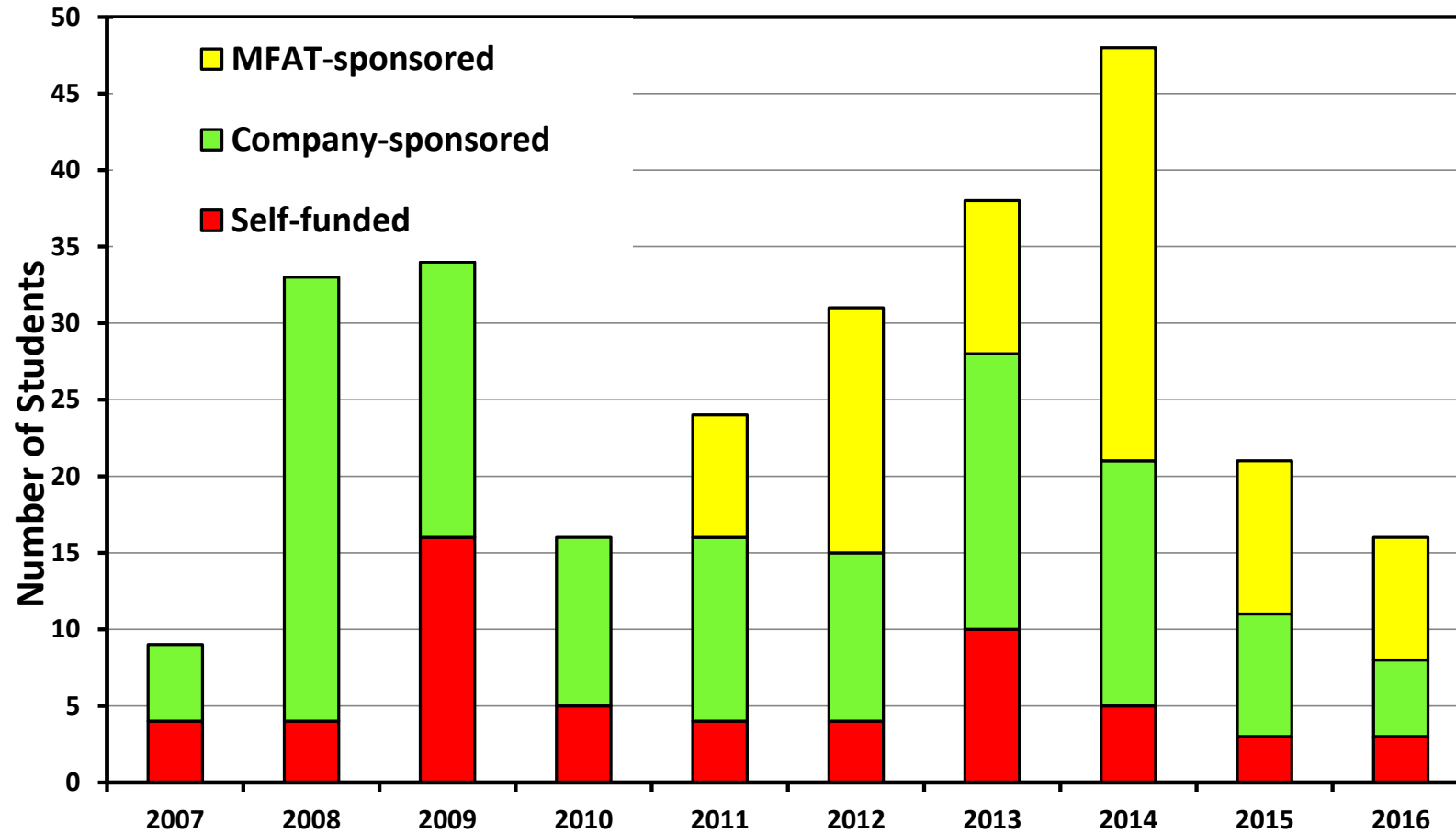


# Age Groups



# Gender Distribution



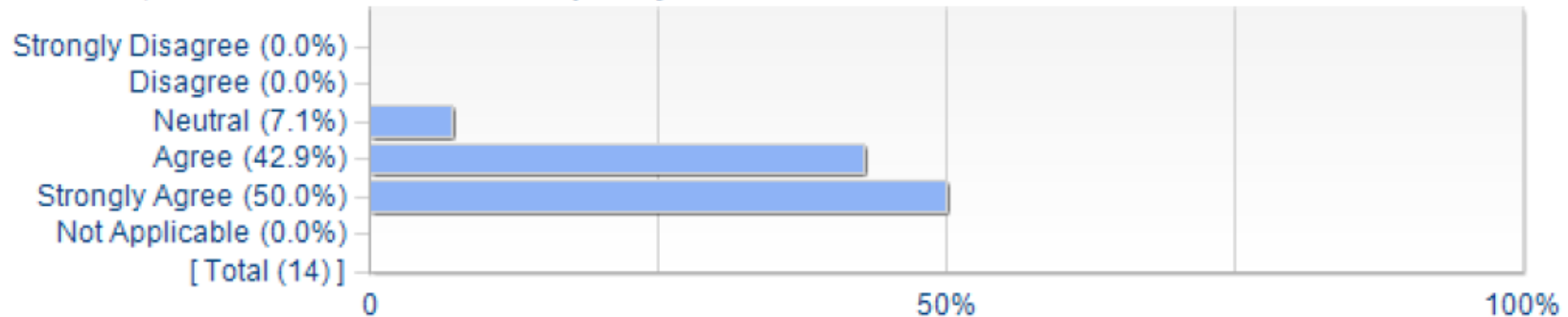


# Students Surveys



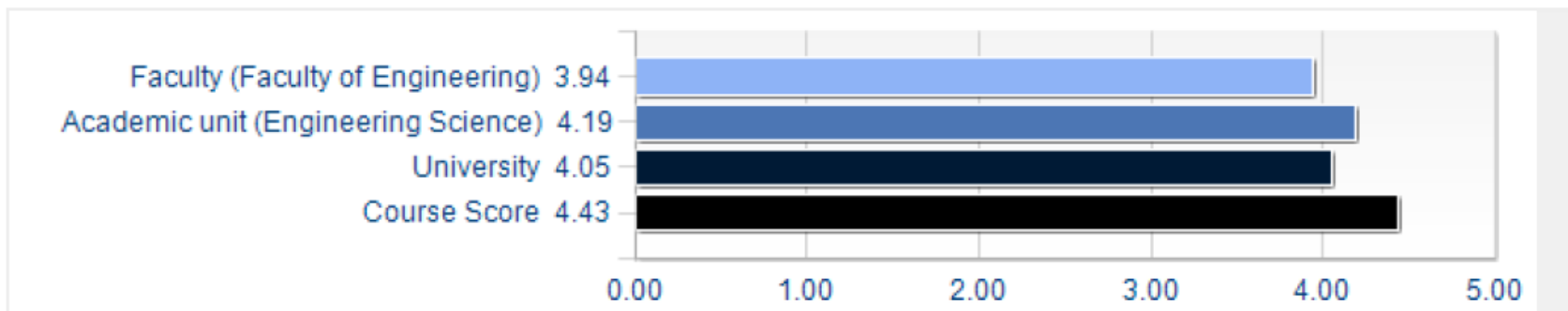
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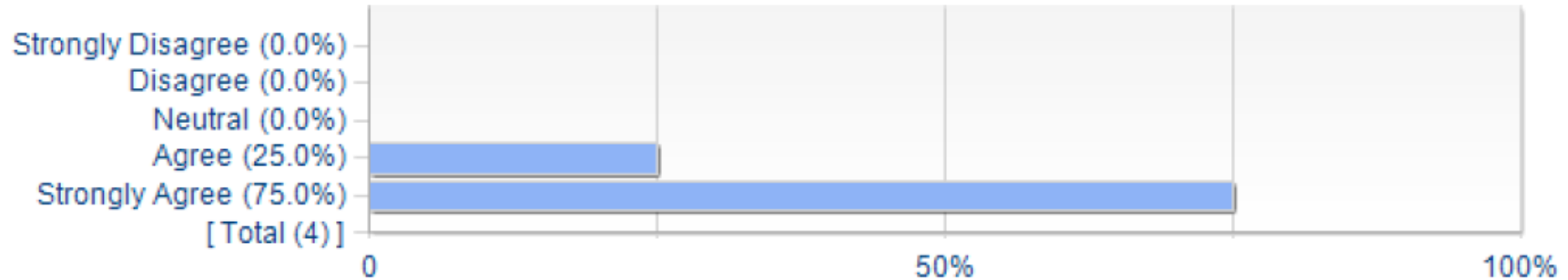
## 10. Overall, I was satisfied with the quality of this course



Statistics	Value
Mean	4.43
Standard Deviation	+/-0.65
% GA	92.9%

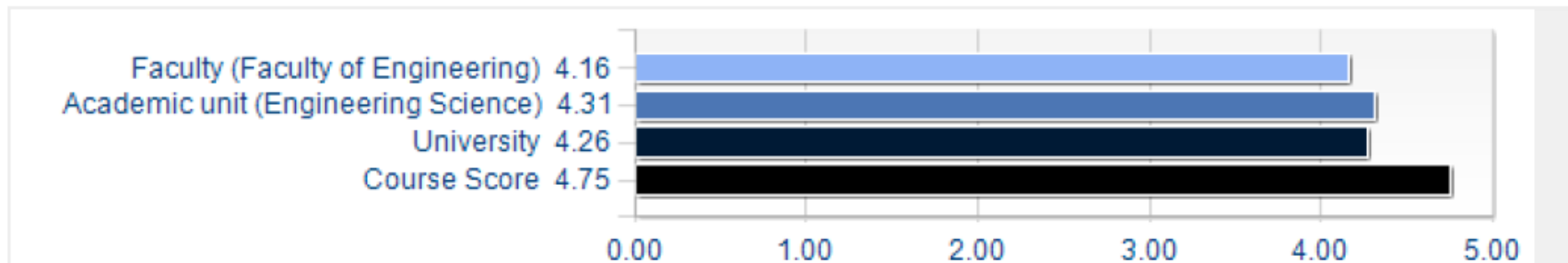
## Overall, I was satisfied with the quality of the course - comparative





Statistics	Value
Mean	4.75
Standard Deviation	+/-0.50
% GA	100.0%

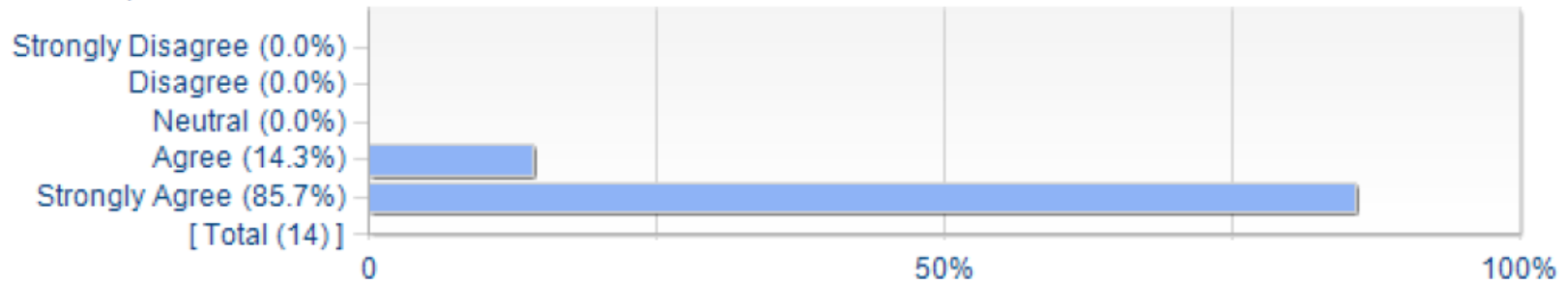
### Overall, I was satisfied with the quality of the teacher - comparative



# Students Surveys

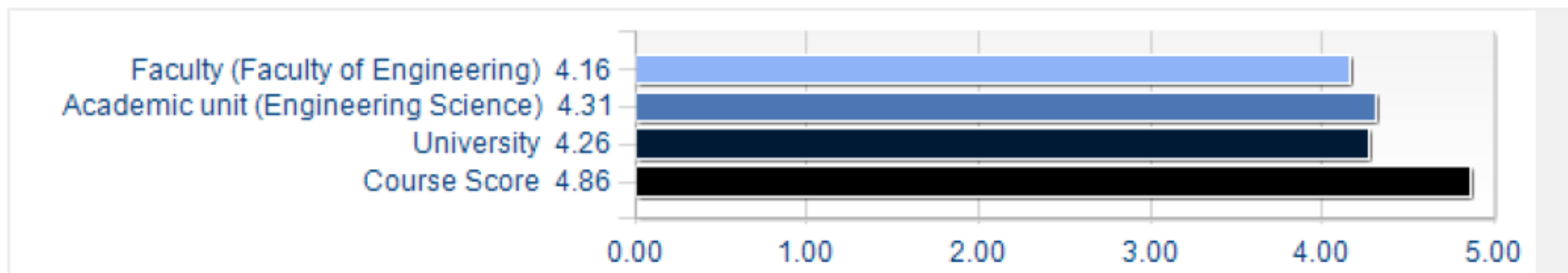
## Teacher questions - detailed results (continued)

### 7. Overall, the teacher was an effective teacher



Statistics	Value
Mean	4.86
Standard Deviation	+/-0.36
% GA	100.0%

### Overall, I was satisfied with the quality of the teacher - comparative



# Findings, impacts and outstanding issue



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- A sustainable geothermal PGCert training course was designed with a strong cross-disciplinary focus and a balance between class work and field work.
- Learning from past experience, the new geothermal PGCert course is structured in a way to ensure its sustainability, by reducing the number of full-time academic staff while contracting most of the remaining lecturers and experts from the industry. However, to ensure a consistent and structured delivery of the different courses, a strong cross-disciplinary understanding together with research and field experience, is needed when organising such a course.
- The PGCert provides training for engineers and scientists involved in geothermal development and at the same time, delivers a constant stream of Masters and PhD research students.
- Insuring there are ~25-30 students a year is an on going challenge.
- It is not possible to run a self sustained geothermal course without (partial or full external funding).

# Thank you



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Andy Bloomer

