



Exploring Careers in Surveying

This is a lesson plan linked to the Personal, Social and Health Education (PSHE) curriculum and to CEIAG

Age group: Key Stage 3, ages 11-14

Timing options:

- 2 hour PSHE / Careers lesson
- Split into two 1 hour PSHE / Careers lessons
- Deliver as a half-day Careers Workshop



Exploring Careers in Surveying

Essential resources:

- Images of surveyors in a variety of settings (See Appendix)
- Access to the RICS website
- RICS Mega City game (link within the plan)
- Activity Sheet 1 - Skills Sheet (See Appendix)
- Activity Sheet 3 - SWOT Analysis (See Appendix)
- IT room needed

Further resources to help you customise this lesson plan:

[What is surveying? \(rics.org\)](https://www.rics.org/what-is-surveying/)

[Articles Archive - icould](#)

[surveying | Search | Explore careers \(nationalcareers.service.gov.uk\)](https://nationalcareers.service.gov.uk/surveying)

[What can I do with a quantity surveying degree? | Prospects.ac.uk](https://prospects.ac.uk/what-can-i-do-with-a-quantity-surveying-degree/)

[The Academy of Real Assets \(acadrealassets.com\)](https://acadrealassets.com/)

[About Us • Property Needs You](#)

[How to become an apprentice quantity surveyor: Josh's story - BBC Bitesize](#)

<https://www.getkidsintosurvey.com/resources/>

Lesson summary:

Chartered Surveyors design, build, value, and manage everything around us. From hospitals to parks, cinemas to the tallest skyscrapers in the world, surveyors use state of the art technology to make a real difference to the world we live in today. This lesson package is a curriculum linked careers resource, focussed on inspiring your students to learn about roles and responsibilities of Chartered Surveyors. Ideally, this resource can be delivered as a secondary PSHE/Careers KS3 lesson, but it is fully adaptable for a range of learners, subjects, and timeframes.

Learning objective: To develop an understanding of employability skills and the world of work.

Learning outcomes:

- I can explore different types of work and career pathways, including my own aspirations
- I can recognise my own personal strengths and areas for development
- I can identify the skills and qualities required to engage in enterprise
- I can explore routes into surveying and the qualifications needed to become a surveyor

Starter

Inform students they will be learning about the world of work and different careers. Show students 3 to 4 images of surveyors in different working environments, without informing them that these are surveyors. Have a class discussion to describe what the students can see in the images and if they can guess the profession.



Inform students that the people in the images are all surveyors. Ask them if they know what Chartered Surveyors do.

Provide the following definition from the Royal Institution of Chartered Surveyors (RICS): *Surveyors design, build, value and manage everything around us. Surveying affects every part of our lives. Surveyors are involved in designing, building, valuing and managing everything around us. From skyscrapers to sports stadiums, forests to festival sites, shopping centres to the homes we live in, surveyors are involved every step of the way.*

Watch the RICS videos: [The work that shapes our world | RICS - YouTube](#) & [The work that shapes our world | RICS - YouTube](#)

Task 1: Skills of a surveyor

Remind the students that there are many different types of Chartered Surveyors, and the skills needed to be a surveyor are transferrable into lots of different areas of their life.

Arrange the students into groups of three or four and give each group type of surveyor to research (Arts & antiques surveyor, Residential property surveyor, Valuation surveyor, Commercial property surveyor, Dispute resolution surveyor, Facilities management surveyor, Building surveyors, Quantity surveyors, Geomatics surveyor, Rural surveyors)

Give each group [Activity Sheet 1: Surveyor Skills \(image below\)](#). Ask each group to research the role that they have been given to find the wow factor, key skills and qualifications needed to do that job. Students should then complete the Surveyor Skills sheet based on their findings.



The image shows a template for an activity sheet titled "Surveyor Skills". At the top, it defines Chartered Surveyors as highly skilled professionals who make an impact on the world we live in today. It instructs students to read the RICS Careers Pro for their assigned surveyor type and fill in the diagram with key skills, wow factors, and qualifications. Below the text is a diagram with a central illustration of four people (two men and two women) standing together. Surrounding this central image are several empty boxes for notes. On the left side, there are three boxes labeled "Wow Factor" (top, red border), "Qualifications" (middle, green border), and "Qualifications" (bottom, green border). On the right side, there are three boxes labeled "Key Skills" (top, blue border), "Key Skills" (middle, blue border), and "Key Skills" (bottom, blue border). The boxes are arranged in a grid-like pattern around the central image.

Once each group has completed the activity, ask them to take turns to present to the rest of the class the following:

- What does your surveyor do? *e.g. Project Manager, Building Surveyor*
- What's the WOW factor of this role?
- What skills are required to be this type of surveyor?
- How did they get into the job?

Task 2: Play the Mega City game [RICS - Mega City](#)

The students are again working in groups. At this point you may want to re-assign groups. They will need a pen and paper to keep track of their budget. Explain to the students they will be taking on the role of professional surveyors in this interactive game. Their mission is to use state of the art technology and problem solving to budget, map, design, build and manage a megacity. The students must try to balance the budget while ensuring the best decisions are made. Circulate around the room to check students' understanding of the different roles and experiences in surveying.

Task 3: Reflecting on my potential career

Some of your students may have a clear idea of their chosen career, whilst others may still be deciding. Explain to them that it is important to reflect on their current skills and talents, and to look at how they can improve the things they're not so good at. This will help students evaluate their current skills and areas to develop their future employability skills. As a class, guide the students through each section of the SWOT Analysis, including the questions to help prompt their responses.

My SWOT Analysis

A personal SWOT Analysis will help you think about your skills and the areas you need to develop for your future potential career. These are your **strengths**, **weaknesses**, **opportunities** for growth and any **threats** stopping you from fulfilling your potential.

Complete each section of the SWOT Analysis grid below:

PERSONAL SWOT ANALYSIS (use these prompts to help you)	
STRENGTHS What am I good at doing? <i>e.g. I am good at maths and can make buildings out of LEGO®</i>	WEAKNESSES What's not so hot? What could you improve? <i>e.g. mental blocks, missing skills, personality?</i>
OPPORTUNITIES With those strengths, what could I do that I'm not doing already? <i>e.g. future studies, further/higher education, career?</i>	THREATS But what could stop me? <i>e.g. obstacles, accidents, peer pressure?</i>

My Next Step or Goal - What can I do now to help me improve?

Now that you have completed your SWOT Analysis, set yourself a small goal or next step to take action towards developing your skills for your future potential career. *e.g. Sign up to the film editing club, watch a video tutorial on YouTube or ask my teachers for more help.*

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Allow time for students to read their SWOT Analysis and share their findings with a partner. Inform student that the skills of a surveyor are transferable to other professions and share some of the skills shown in the diagram. For instance, a building Surveyor needs to be a good problem solver and have good communication skills, which are similar to the skills required for many other jobs.

Ask students to compare their group’s completed Activity Sheet 1: Surveyors Skills with the strengths from their personal SWOT analysis. Are there any similarities or differences between the skills of a surveyor and their own personal skills/strengths? How can they develop and build upon these? Provide students with time to share ‘My Next Step’ from Activity Sheet 2, with the rest of the class. If appropriate, give students a date to have completed their next step by.

Task 3: Surveying Fun Facts Quiz

Take students to an area where they can move around freely. On opposite walls, display true and false signs. Read the statements overleaf and ask students to move to the appropriate true/false area once each statement has been read. If appropriate, ask them why they have chosen the true or false statement. If space is limited, ask students to remain seated, but to raise or lower their hands for true/false statements.

Surveyors use state of the art technology to do their jobs.	TRUE – Constant updates in new technology is changing the surveying profession. From drones to lasers, 3D printers to virtual reality – technology is at the forefront of surveying.
Surveying is a new profession which has only been around for the past 5 years.	FALSE – Surveying is one of the oldest professions, originating from ancient Egypt 3,000 years ago.
Surveyors only work by themselves	FALSE – At times, surveyors work independently, but they work with lots of different people, so they need to have good people skills and be able to work as part of a team.
Rural Surveyors manage, value, buy and sell rural properties	TRUE - Rural Surveyors also manage, value and buy land, including woodlands, agriculture estate and farms.
Some surveyors map out and measure land space.	TRUE – Geometric Surveyors use drones and other special tools to map out the space.
French people were the first to read maps.	FALSE – Greek were the first to use maps during the sixth century.
Valuation Surveyors carry out assessments to estimate the value of different properties.	TRUE – Valuation Surveyors estimate the value of residential, commercial and industrial properties.
Surveyors only work on building sites.	FALSE – Surveyors design, build, value and manage everything around us, including parks, lakes and farms.
Surveyors need to be able to think on their feet and have a keen interest in properties.	TRUE - They also need to be very organised and have good people skills.

Plenary:

1. Have we explored different types of work and career pathways, including our own aspirations?
2. Have we recognised our own personal strengths and areas for development?
3. Have we identified the skills and qualities required to engage in enterprise?
4. Have we explored routes into surveying and the qualifications needed to become a surveyor?
5. What do we now know about surveying roles that we did not know at the start of the session?
6. What would we still like to know?





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