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Outline

1. Context
2. My Lens
3. Recruitment
4. Development
5. Public Sector Examples
6. Future Skills/ Final Thoughts
7. Discussion

Pearson Rolls Out AI Across Products

“Education group Pearson said it was rolling out AI across its products after introducing it two years ago. The most recently launched was AI-powered GCSE Exam Practice Assistant.

AI’s impact for students was positive, it said. Its sales rose by 2 per cent to £1.72bn in the first half of the year. Operating profits were also up 2 per cent to £242m.”

(The Times, 2nd August 2025 p43)

Context: Significant Activity and Evolution in the AI Space...

inc. RICS Artificial Intelligence Professional Standard (pub. 9th September)

GovPropMonth25- The Smart Estate Revolution: AI-Powered Property Intelligence



By Jack Ridd
Last updated: 9 September 2025

Government property is entering a new era where artificial intelligence and advanced analytics are revolutionising how we understand, manage and deliver our built environment.

This forward-looking seminar demonstrates how AI is already transforming property decisions across government, from the application of AI review assistants that filter out reports from routine document checks to focus on high-value strategic analysis.

You'll explore real-world applications, understand the data infrastructure needed to succeed, and learn how to overcome common implementation challenges. Discover how property professionals are using intelligent insights to drive policy decisions, reduce costs, and create more responsive public services.

RICS VIDEO: The Role of AI in Transforming Quantity Surveying and Cost Management

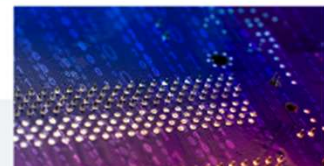


Written by: Kevin MacCallum
Last updated: 11 March 2025

In this video discussion, Andrew Knight interviews Dr. Dola Abouegon and Patrick King from [RICS](#) to explore how artificial intelligence is reshaping quantity surveying and cost management.

They discuss the evolution of AI in professional services, the development of AIQS as a digital twin platform, and the integration of AI in data management, benchmarking, and risk mitigation. The conversation also covers the impact of AI on traditional roles, the importance of digital transformation in the built environment, and strategies for attracting the next generation to the profession.

RICS | New | Home | RICS | Search | Sign



Harnessing AI & Data in the Built Environment - 5 Part Series

Starts 14 November | 10:30 - 12:00 BST | 7.5 hours CPD

Are you looking to gain the latest Artificial Intelligence (AI) tools and advancements in the built environment?

Whether you're part of a large firm or a sole practitioner, this training offers a comprehensive guide to help you harness AI to enhance your services and navigate the rapidly evolving digital landscape of the built environment.

Adoption ‘Headlines’ Top 10 AI in the workplace statistics

<https://www.aiprm.com/en-gb/ai-in-workplace-statistics>

- Three-quarters (75%) of surveyed workers were using AI in the workplace in 2024.
- Of these, nearly half (46%) began doing so within the last six months.
- 75% of companies said they were looking to adapt to AI within the next five years in 2023.
- Over a third (37%) of marketing and advertising sector workers had adopted AI at work in 2023.
- More than two-thirds (68%) of business leaders feel they have struggled to attract adequate talent to manage their AI solutions.
- In 2024, 45% of workers claimed they were worried about AI replacing them at work.
- Nine out of ten (90%) surveyed workers claimed that AI helped them save time on tasks in 2024.
- 29% of business leaders said they approved of AI in the workplace, with a further 12% saying they strongly approved.
- Programmers using AI were able to code 126% more projects per week than programmers not using the technology.
- Nearly two-thirds (65%) of surveyed workers claimed they'd used ChatGPT in the workplace.

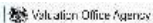


75% of workers now report using AI in their roles

90% say AI saves them time

84% feel it enhances creativity

88% of Gen Z use AI to accomplish job tasks



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About the VOA

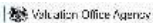
The Valuation Office Agency (VOA) is an executive Government agency and part of His Majesty's Revenue & Customs (HMRC).

We are a large agency, operating across the UK consisting of more than 4,000 talented people, making up the public sector's property valuation experts and advisors. Our work is pacey but also complex, collaborative, highly valued and always interesting.

We are the largest employer of valuation surveyors in the UK:

Around 800 Chartered Surveyors (MRICS/FRICS)
Around 100 associate members of RICS (AssocRICS)
A further 50 colleagues hold equivalent qualifications with the Institute of Revenues Rating and Valuation (IRRV)

The majority of our surveyors are valuation surveyors, but we also have specialist surveyors in building, quantity and mineral surveying



Two million

commercial properties are valued for Business Rates, underpinning around £26bn of revenue collected.



25 million

domestic properties given valuations for deciding council tax bands

Right to Buy

determining value for this initiative in England and Wales.

LHA

Local Housing Allowance (LHA) setting rates of the allowance across England.

Housing Benefit Claims

advising local authorities of the maximum subsidy level payable for claims.

800 public sector clients

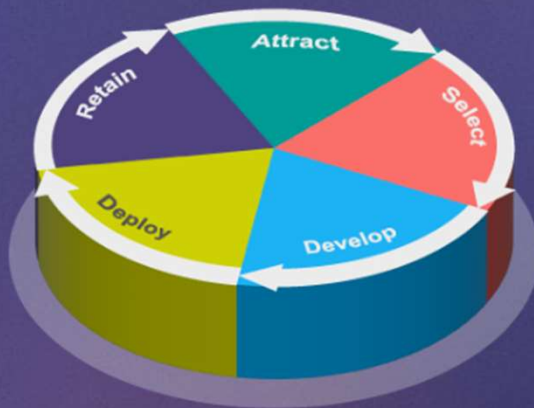
from Local Authorities, NHS Trusts and Central Government clients supporting the wider public sector

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The Surveying Profession Team

The Surveying Profession Team collaborate across the agency, the government property function and wider property industry to ensure the VOA develops the surveying capacity and capability needed to meet current and future workforce needs.



- An employee lifecycle approach is adopted to ensure we retain the people we recruit and develop.
- We aim to develop our people so they can leave us but treat them well throughout their career so they don't want to.

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The Property Training Forum



WHO ARE THE PROPERTY TRAINING FORUM?

The Property Training Forum (PTF) is a collective of HR and recruitment professionals from some of the UK's largest property/real estate firms, and representatives from some of the universities who run RICS accredited degree courses. The PTF meets throughout the year to share insights and best practice around early careers recruitment, training and the RICS APC.



HOW DOES THE CHARTER WORK?

If you receive an offer of employment from any participating firms during the recruitment period (typically Dec-Jan), you are not obliged to accept it, unless you want to, until the 29th January 2025. This means that firms cannot give you a hard deadline or pressure you to accept the offer before this date.

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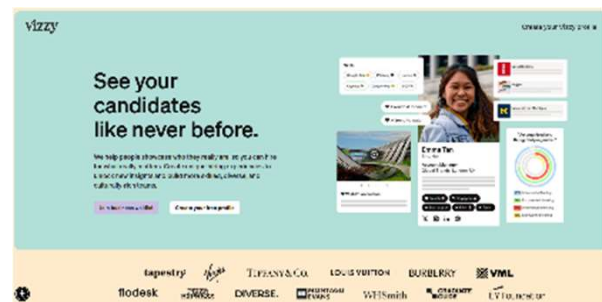
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Employers: Concerned with AI Use within Applications

"We are doing away with cover letters for all early career roles as they are becoming virtually indistinguishable from each other with the use of AI"

"If applying directly we usually ask for a CV and cover letter, although the volume of blatant 100% chat GTP crafted letters and responses is becoming problematic"

"We scrapped the use of CV's for apprentices and graduates because of AI.... We focus on a skills-based approach"



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Universities: Assessment Strategy – moving beyond ‘cheating’

- Designing-out potential academic impropriety and clearly stating the context within which AI can be used within teaching
- Reviewing assessment strategies to facilitate the incorporation of AI as a tool for learning within assessment briefs
- Increasing applied assessment focusing upon case studies and aligned to professional skills –(e.g. recorded presentations, podcasts, reports)
- Reviewing / modifying assessment to manage risk (e.g. Timed Open Book Assessments)
- Incorporating AI within the marking process (e.g. to improve feedback quality)
- Within teaching – including the limitations and bias of AI; use within the workplace including professional reputation, data breaches and confidentiality agreements

The use of AI in the planning phase aims to enhance the efficiency and creativity of the initial stages of academic work. Students are encouraged to use AI to explore a wide range of possibilities, helping them to overcome creative blocks or to consider different perspectives that they might not have initially thought of. Despite this assistance, the responsibility for the final product lies entirely with the student, who must demonstrate their capability to refine and substantiate these ideas without further AI input. This section balances the benefits of AI in facilitating idea generation with the critical need for students to maintain ownership and originality in their work.

Level and Name	Description
1. NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2. AI-ASSISTED PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and decision, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3. AI-ASSISTED TASK COMPLETION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4. FULL AI	AI may be used to complete any elements of the task, with students directing AI tools to achieve the assessment goals. Assessments at this level may also require engagement with AI tools to achieve goals and solve problems. You may use AI tools extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5. AI EXPLORATION	AI is used collaboratively and creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI tools innovatively to solve the task, potentially co-designing new approaches with your instructor.

AI exam submissions can go undetected - study



GETTY IMAGES

There are worries that students could use AI to write their answers for them

Charlotte Andrews & PA Media
BBC News

27 June 2024

University exam answers generated by artificial intelligence (AI) could be difficult to spot by even experienced markers, a study has found.

The University of Reading research saw AI-generated answers submitted to examiners on behalf of 33 fake students.

To note: Assessment Strategy

The exams were sent off to be marked by staff from Reading's School of Psychology and Clinical Language Sciences, who were unaware of the study.

About 94% of the answers submitted for undergraduate psychology modules went undetected, the research showed.

Prof Peter Scarfe, who worked on the project, said AI did particularly well in the first and second years of study but struggled more in the final year of study module.

He said: "The data in our study shows it is very difficult to detect AI-generated answers.

"There has been quite a lot of talk about the use of so-called AI detectors, which are also another form of AI but [the scope here] is limited."

The study also found that, on average, AI achieved higher grades than humans.

Sector Example: Oxford Brookes University

Has AI 'transformed' university studies for the better? - BBC News



- The ability to generate information at the touch of a button has changed university studies forever – but is that or the better?
- Global survey found many used technology to assist their studies but feared it could affect their future careers
- Experts have taken a more nuanced view of its effects – with one saying that it had “both positive and negative impacts”

Ms Phillips, who is currently on a placement year, said the technology gave her “reassurance”, helping her “become more confident” with her work.

“During my second year, AI emerged a lot - especially with using it as a study buddy or to help integrate into my university work,” she explained.

“At Brookes it’s quite an open conversation with how to use AI and how you can use it to help with your assignment work to structure assignments or give you creative ideas.”

“Sometimes with creative ideas you could be stuck for a whole day - but then when you use AI for prompts to generate ideas for you, it can do it in 30 minutes.”

AI “*Direction of Travel*” within Public Sector Surveying

1. Case Study: Strategic Asset Management Plan (Proof of Concept): OGP
2. Examples of AI Incorporation within the VO



Case Study: Applying AI in the UK Government Property Function

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The Challenge: Each year, the Government Property Function reviews hundreds of pages of complex strategic asset management plans from across all government departments. This manual process requires a huge effort from property professionals to ensure consistent and rigorous application of standards.

Pilot Approach: A 'Human-in-the-Loop' Model

To address this, an AI-assisted process was successfully piloted. This model uses AI to perform the initial large-scale evidence synthesis—reading and analysing thousands of pages against predefined criteria. The AI produces a structured, evidence-based draft assessment, complete with citations.



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Key Benefits of the AI-Assisted Approach:

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Enhanced Efficiency: Liberated experts from routine document checking, allowing them to focus their time on high-value strategic analysis and deeper engagement.

Improved Rigour & Objectivity: Delivered a fully auditable and evidence-based assessment, with every finding directly linked to source documents. This significantly enhanced the consistency and quality assurance of the reviews.

Deeper Strategic Insight: The system not only identified systemic issues across complex plans but was also used to critique the expert feedback itself, helping to improve the quality and impact of the human analysis.

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Implications for the Future of Public Sector Surveying:

This pilot demonstrates that AI is becoming a core tool in the public sector property profession. The future surveyor will be an expert augmented by AI, leveraging technology to move beyond manual data analysis towards higher-level strategic decision-making and advice.



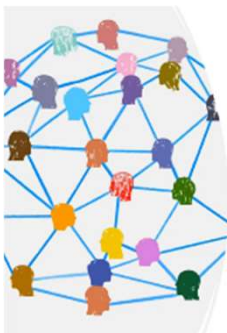
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Valuation Office Copilot Rollout



INTRODUCTION

Microsoft 365 Copilot is an AI-powered productivity tool that works alongside popular Microsoft 365 apps like Word, Excel, PowerPoint, Outlook, and Teams. It uses advanced language models and your data to provide real-time assistance, helping you create, edit, and analyse content more efficiently. With Copilot, you can automate routine tasks, generate insights, and enhance your overall productivity, making your work smarter and faster. It is constantly improving in performance and features.

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Time saved Copilot Chat v Premium



Copilot Chat delivers strong productivity efficiencies with over 50% of users saving at least 30 minutes per week. Our data shows that M365 Copilot Premium unlocks even greater time savings. With 53% of users reporting savings of over an hour a week. The premium licence offers broader, deeper impact across a wider range of tasks and is scalable with Microsoft's range of products.

Copilot Chat

Accessed through Office 365 and M365 Copilot App.

Approved for OFFICIAL-SENSITIVE data.

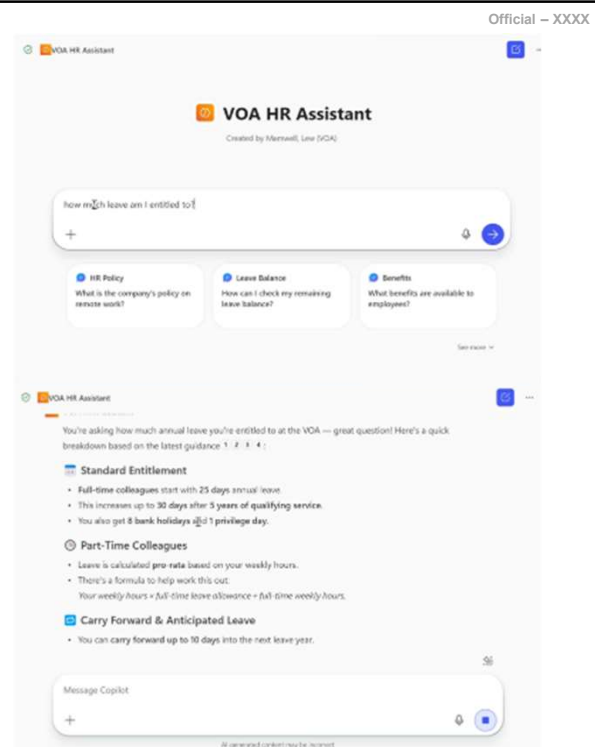
Approved for personal data with an accompanying DPIA if necessary.

- Can be used with OFFICIAL-SENSITIVE data.
- Can use personal data, including bulk data.
- Cannot use data above OFFICIAL-SENSITIVE (i.e. SECRET and TOP SECRET).
- Cannot use any Special Customer Record (SCR) data.

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VOA: HR Assistant (AI Agent Overlay)

- Aim to ease administrative burden and improve efficiency, especially for infrequent activity
- Improve employee job satisfaction – more time on surveying activity not mundane tasks
- Quick and easy to deploy with no specific skillset required
- Is not linked to external web & pulls solely from four SharePoint sites – hallucinations are 'down to zero'
- Tools use 'natural language'



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Additional VO AI Utilisation:

1. **Smart Mail** – managing inbound traffic and extracting content, tagging relevant terms, recommending next action, move to relevant SharePoint file
2. **Developing our AVM** (c. 2000) re property attributes and comparables for Domestic Property valuation
3. **Accessing Case Law & Manuals**
4. **Customer-facing activity** – converting technical content to a general audience; improving access for dyslexia/ dyspraxia etc.; ensuring customers are better informed



UNDERSTANDING KEY AI CONCEPTS

Artificial Intelligence (AI) refers to machines simulating human intelligence.

Generative AI creates new content, such as images or text, using existing data.

GPT Generative Pretrained Transformer

Machine Learning is a subset of AI that learns from data to improve accuracy.

Large Language Models (LLMs) are AI systems designed to understand and generate human language.

Artificial General Intelligence (AGI) refers to machines that possess the ability to understand and learn any intellectual task that a human can.

Multi-modal AI models can understand and use different types of data, like text, images, and sounds, all at once. This makes them better at tasks that need information from multiple sources, like understanding both voice commands and visual cues.

Agentic AI artificial intelligence systems designed to operate autonomously with the capacity to make decisions, pursue goals, and take actions in dynamic environments, often with minimal human intervention.

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Implementation Strategy

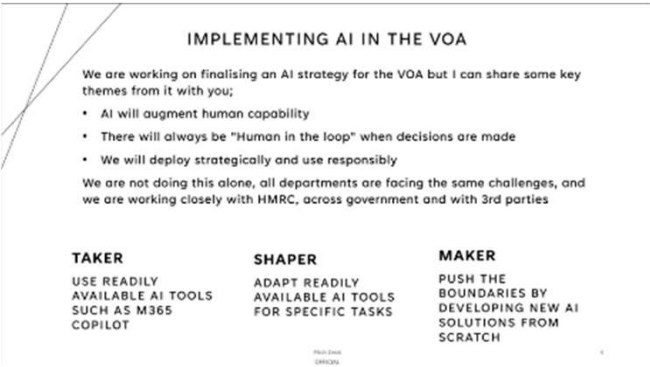
- Building Confidence; Derisking

“Everyone comes with a different base level of understanding”

- Ensuring that Senior Leaders are fully on board

“In some organisations the perception from senior leaders is that digital skills aren’t essential at ‘their level’ – this wouldn’t be acceptable if we were discussing communication skills”

- Neil Winsor: Digital Transformation Lead



Final Thoughts...

“Like many organisations, we actively encourage candidates to utilise AI for research purposes, both during the application process and in the workplace. We emphasise that AI should be used as a supportive tool to aid their tasks rather than as a means to complete their work entirely.

When implemented correctly, AI can significantly enhance efficiency and accuracy, making it a valuable asset in the professional world. Given these benefits, we expect educational institutions to provide comprehensive training on how to harness AI effectively. This includes understanding its limitations, ethical considerations, and best practices to ensure it is used responsibly and to its full potential.”

“I've received multiple concerns from managers about graduates relying heavily on AI tools to summarise information without critically evaluating the output or applying their own understanding.

As an example, one planning graduate used AI to summarise a planning objection, but the response had no relevance to planning and demonstrated a lack of contextual awareness. In addition, the work produced was clearly copied and pasted from co-pilot and was formatted in this way.

From a university perspective, it would be useful for them to emphasise the responsible use of AI. AI tools should be used to enhance thinking and productivity, rather than replace it. There is a concern that the graduates are over relying on AI”

RICS – Next Generation Team



Emma Causer, Director of Markets & Clients
&
Danni Foster, Next Generation Manager

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Next Generation Team – UK&I

Danni Foster – Next Gen Manager



Luka Mikulandra – Education Engagement Lead

Adam Quinn – Candidate Engagement Lead

Kirsty White – Matrics Engagement Lead

Supported in region by Business Development & Member Engagement Managers

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Regional Business Development Managers

- ✓ Assigned University lead
- ✓ Grow and develop relationships with Universities & Employers
- ✓ Round tables

Being recruited

Regional Member Engagement Managers

- ✓ Support career fayres, presentations and education opportunities in region
- ✓ Grow and develop relationships with inspire ambassadors to assist with University requirements
- ✓ Round tables
- ✓ School relationships & engagement

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Engagement for Universities

- ✓ Presentations for students – in person or online – tailored per Academic year and including hot-topics
- ✓ Monthly newsletters for Academics
- ✓ Monthly Drop ins for Academics/support staff
- ✓ Webinars for students
- ✓ Open days at London HQ for students
- ✓ Round tables in regions
- ✓ Certificates for “RICS Student of the year” at graduation
- ✓ Student competitions



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Round Tables: University/Employer Forums

Quarterly 1 hour round table meetings with university lead, regional manager, local firms and universities

Group Purpose

- To create more engagement with industry
- To assist industry with recruitment
- To assist grads with securing placements & first posts
- To highlight research opportunities
- To enable industry to have a conduit through to RICS

Desired Outcomes

- Increased industry engagement
- Enhanced graduate employability
- Improved recruitment pipelines for employers
- Feedback loop on industry needs
- Tailored events and projects at each university in the region; addressing current issues and trends

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RICS Open Days

(Students on Accredited degrees)

Monday 20 October & Friday 21 November

Welcome from Justin Young, RICS CEO or Nick Maclean, Acting President RICS

Introduction to the RICS

Meet the Professionals – Matrics Members

Interactive workshop on Ethics & Professionalism

Building Tour and Networking Lunch



20th October 2025
21st November 2025

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Student Webinars – can be live sessions



Introduction to the RICS

24th Sep
8th & 22nd Oct

Insights into Surveying

Building 5th Nov
Quantity 12th Nov
Mineral 26th Nov
Land 3rd Dec

ESG – The Future of Real Estate

14th & 21st Jan

Sustainability

11th Feb

Ethics & Professionalism

25th Feb

Women in Surveying

4th & 8th Mar

Dispute Resolution

15th Apr

Diversity & Inclusion

6th May

Technology & AI

10th Jun

TBC
What is the APC?
Matrics – Networking in your career

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Early Engagement – Inspiring potential

As part of our ongoing commitment to fostering diversity, engagement, and excellence in the built environment sector, we are supporting a number of initiatives aimed at inspiring and enabling future professionals.

My Environment My Future – School Competition
We are proud to support the *My Environment My Future* school competition, which encourages secondary school students to explore careers in the built environment through engaging curriculum-linked challenges. This initiative aims to build awareness at an early stage and cultivate a pipeline of future talent.

Ambassador Toolkit Development
We are currently developing an Ambassadors’ Toolkit to support professionals engaging with schools and colleges. This resource will provide clear guidance, engaging materials, and sector insights to help ambassadors effectively inspire young people and share pathways into the property and construction industries.

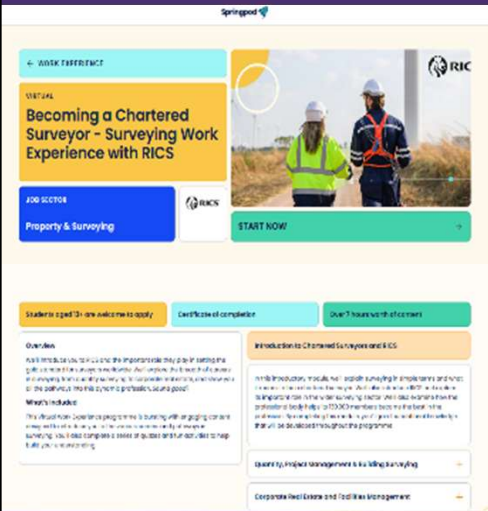
Further Education (FE) and T-Level Engagement
Efforts are underway to build stronger links with FE colleges and T-Level providers, ensuring students are well-informed about career opportunities in the sector and the professional routes available. This includes targeted outreach and tailored resources for educators and students.

Cross-Sector Collaboration: Round Table with Professional Bodies
We are participating in roundtable meetings with peer professional bodies such as the Chartered Institute of Building (CIOB), Royal Town Planning Institute (RTPI), and the Landscape Institute. These meetings aim to foster best practice, share resources, and align outreach and engagement strategies across disciplines.

Worshipful Company of Surveyors (WCCS) Bursary Scheme
We continue to support and promote the WCCS Bursary Scheme, launched in 2019 to support talented students from underrepresented backgrounds. This vital initiative helps remove financial barriers and enables more equitable access to careers in property and surveying.

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Virtual Work Experience – In Partnership with Springpod

Our Virtual Work Experience programme, delivered in collaboration with Springpod, offers students a flexible and accessible way to explore careers in surveying.

Over 7 hours of interactive content
Certificate awarded upon completion
Free and accessible online

This programme provides a practical and engaging introduction to the surveying profession, helping students gain valuable insights and build confidence in their career choices. It's especially beneficial for individuals who may face barriers to accessing in-person work experience opportunities.

By connecting with students early, this initiative supports a stronger, more inclusive pathway into the profession and encourages future RICS membership.

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How can we help you?


Visits & Presentations – Do you have one booked in?

Student engagement – Can we help with newsletters and content?

Website – are you promoting your accreditation?

Contact us


Next Generation Enquiry form



Or reach out to Luka –
lmikulandra@rics.org

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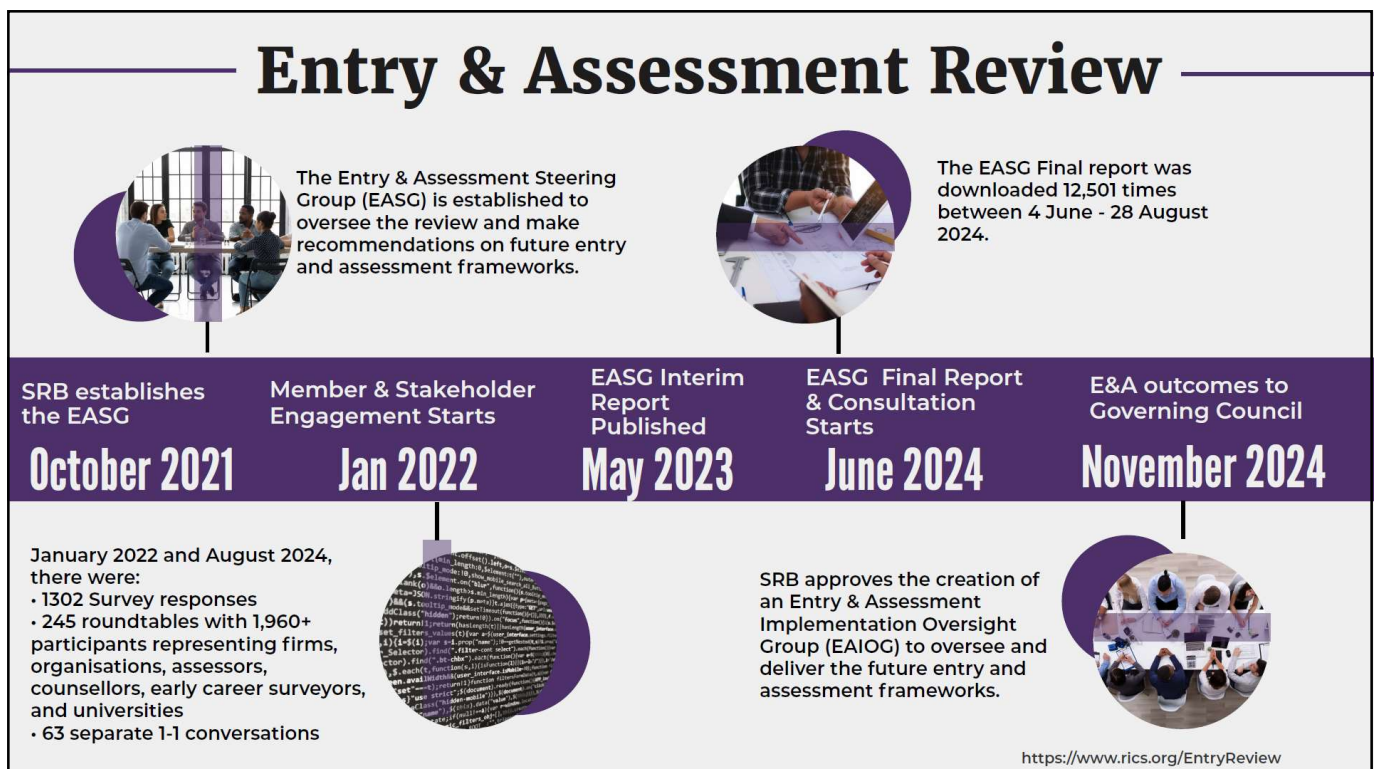

RICS®

Entry and Assessment Review

RICS Accredited Providers Conference 2025 - Update
11th September 2025

Kobir Ahmed
Qualifications and Assessment Development Manager

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Entry and Assessment Review – November 2024 onwards

Recommendations relating to a proposed new model of qualification

- ☐ New competency Framework
- ☐ Range of Pathways
- ☐ Assessment Delivery
- ☐ Progressive Modular approach to assessment
- ☐ Clear inclusive single point of entry

Future proofing RICS qualifications so they remain current, valid, robust and accessible

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The project so far

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Pathways and Competencies

6 Pathways

Building Surveying
Quantity Surveying
Project Management
Commercial Real Estate
Valuation
Residential

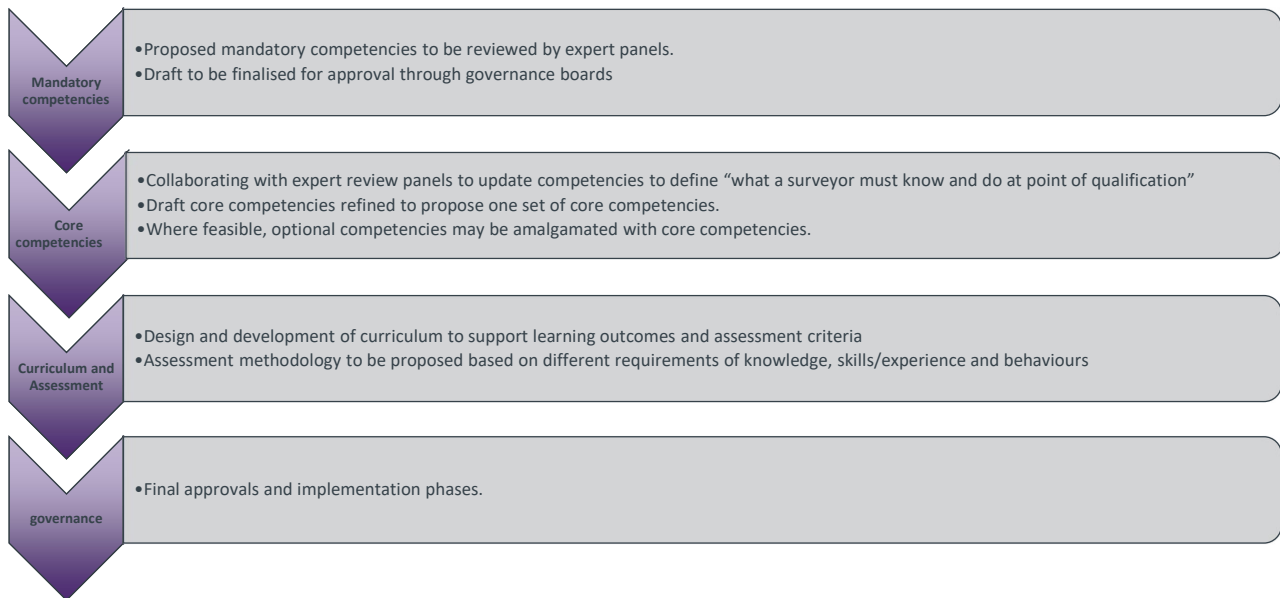
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Work Progress

- Implementation Group recruitment .
- Creation of expert member review panels – Curriculum Working Group (CWG)
- Updating pathways and competencies to create blueprint qualification framework

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Pathway Development



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How can you help?



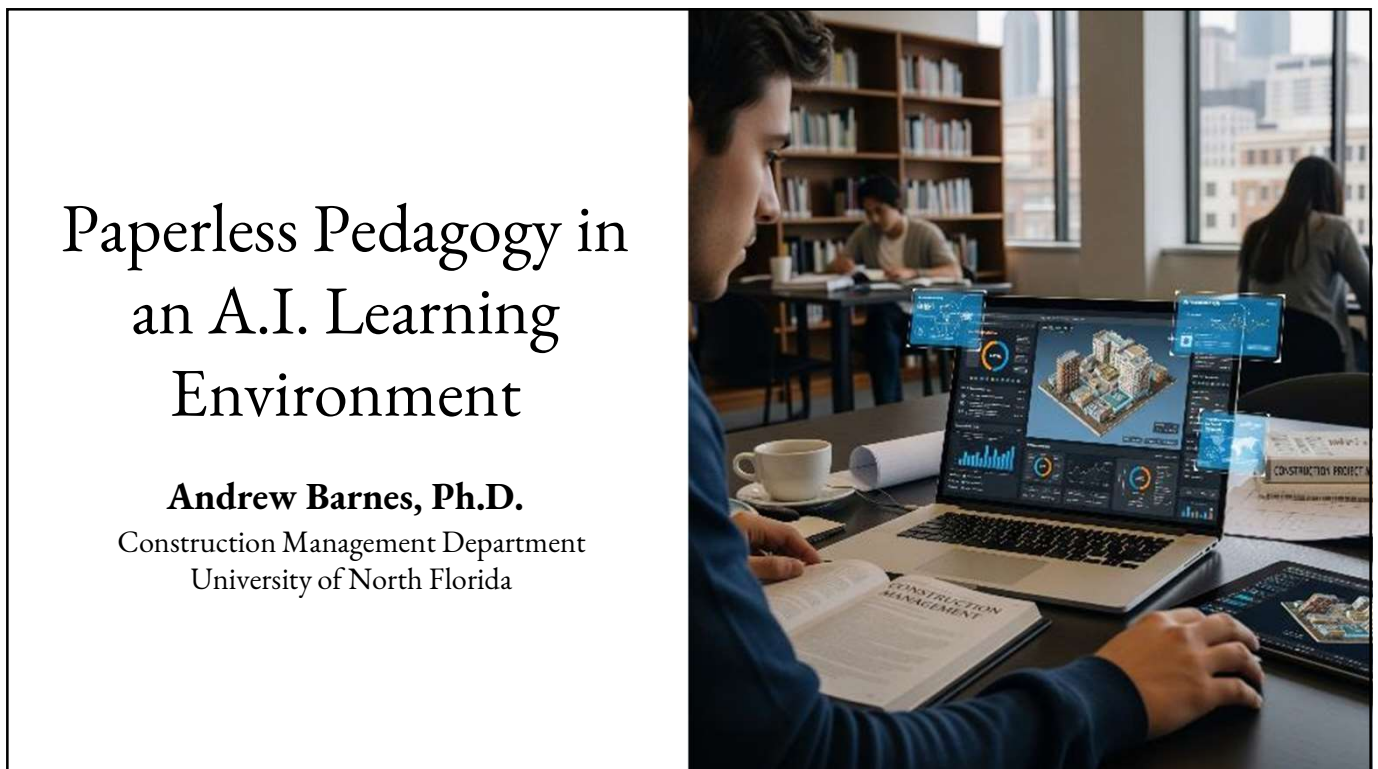
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- Feedback
- Engage
- Contribute
- Review
- Support endorsement

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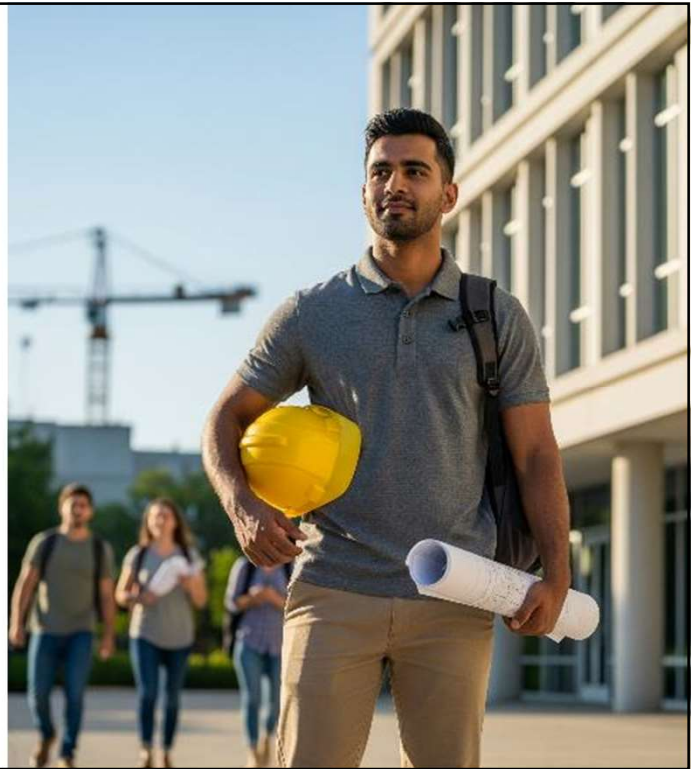
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Research Invitation

- Research purpose: Preserve essential interpersonal and communication skills the industry needs students to master while concurrently embracing the modern technological landscape.
- Futures Workshop.
- All names and identifying details will be removed from publications.
- Participation is voluntary.
- University of North Florida
Institutional Review Board: +1-904-620-2498 or irb@unf.edu (UNF IRB-FY2026-34).



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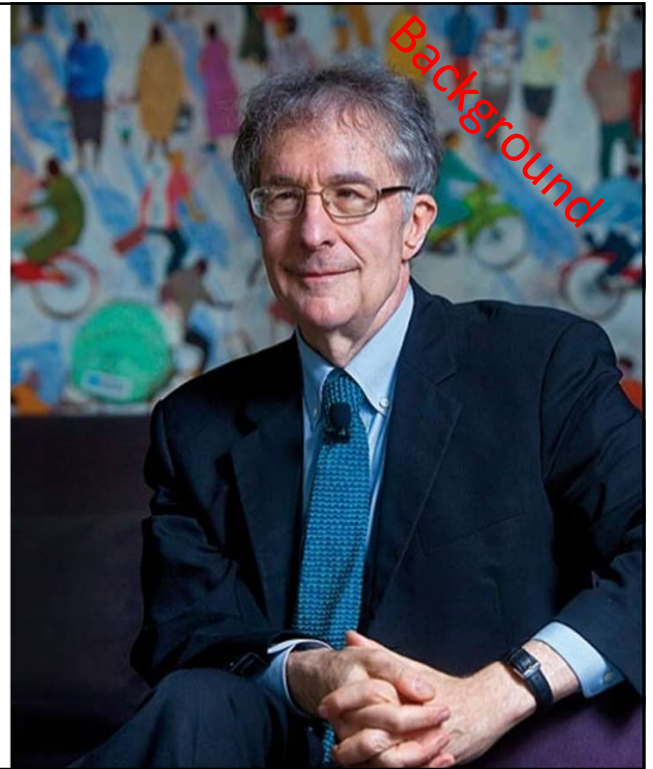


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Introduction & Background

- *Frames of Mind* (1983)

- Linguistic
- logical-mathematical
- Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist
- Spatial
- Existential



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Research Approach

- **Spatial:** Ability to find oneself in spaces, both large and small.
- **Linguistic:** Ability with words, written and spoken.
- **Logical-Mathematical:** Ability to deal with logic, numbers, and reasoning.
- **Kinesthetic:** Coordination, sense of timing, good reflexes, hand dexterity.
- **Musical:** Sensitivity to sounds, tones, rhythms, and pitch.
- **Interpersonal:** Sensitivity to others' moods and motives; the ability to cooperate, get along, and be "team players".
- **Intrapersonal:** Ability to self-reflect and decipher one's own feelings.
- **Naturalist:** Ability to make consequential distinctions in the natural world among animals, plants, clouds, and other configurations.
- **Existential:** The tendency to raise big questions about life and to search for answers.

Background

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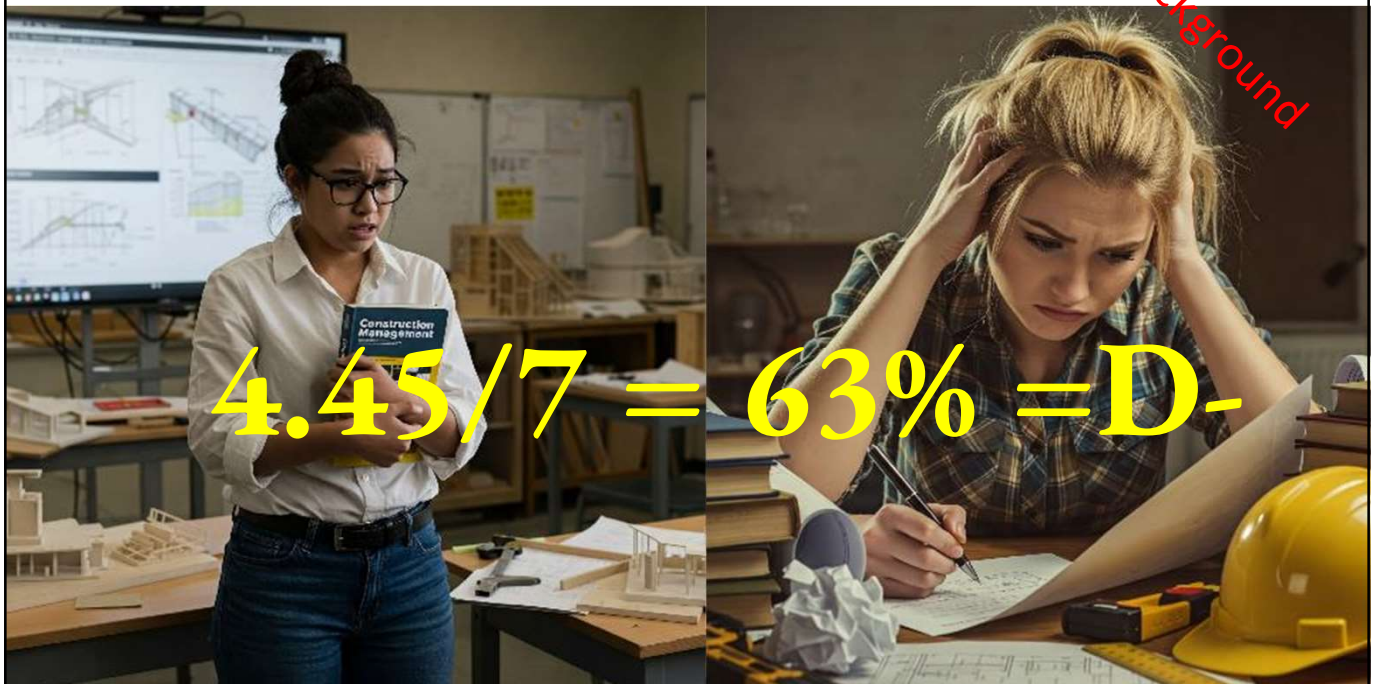
Results

Table 2. Overall rank ordering of multiple intelligences for all students.

Rank	MI	Total	Average
1	Kinesthetic	1177	5.55
2	Log-Math	1139	5.37
3	Interpersonal	1122	5.29
4	Spatial	1053	4.97
5	Existential	1024	4.83
*6	Intrapersonal	1019	4.81
*6	Naturalist	1019	4.81
7	Linguistic	944	4.45
8	Musical	791	3.73

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Discussion



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Formula for Success

- Standard Presentation Template
- Short, 3-5 minute time limits
- Small audience
- Professional, not formal
- Authentic delivery using personal style
- Belief from the teacher.

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Central Question:

How can construction management teachers balance the tension between:

- A) interpersonal and communication (soft) skills and
- B) technology (A.I. in particular)?

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Futures Knowledge:
used to inform decision-making, strategy, and innovation and focuses on exploring a range of potential futures rather than trying to predict a single, certain one.

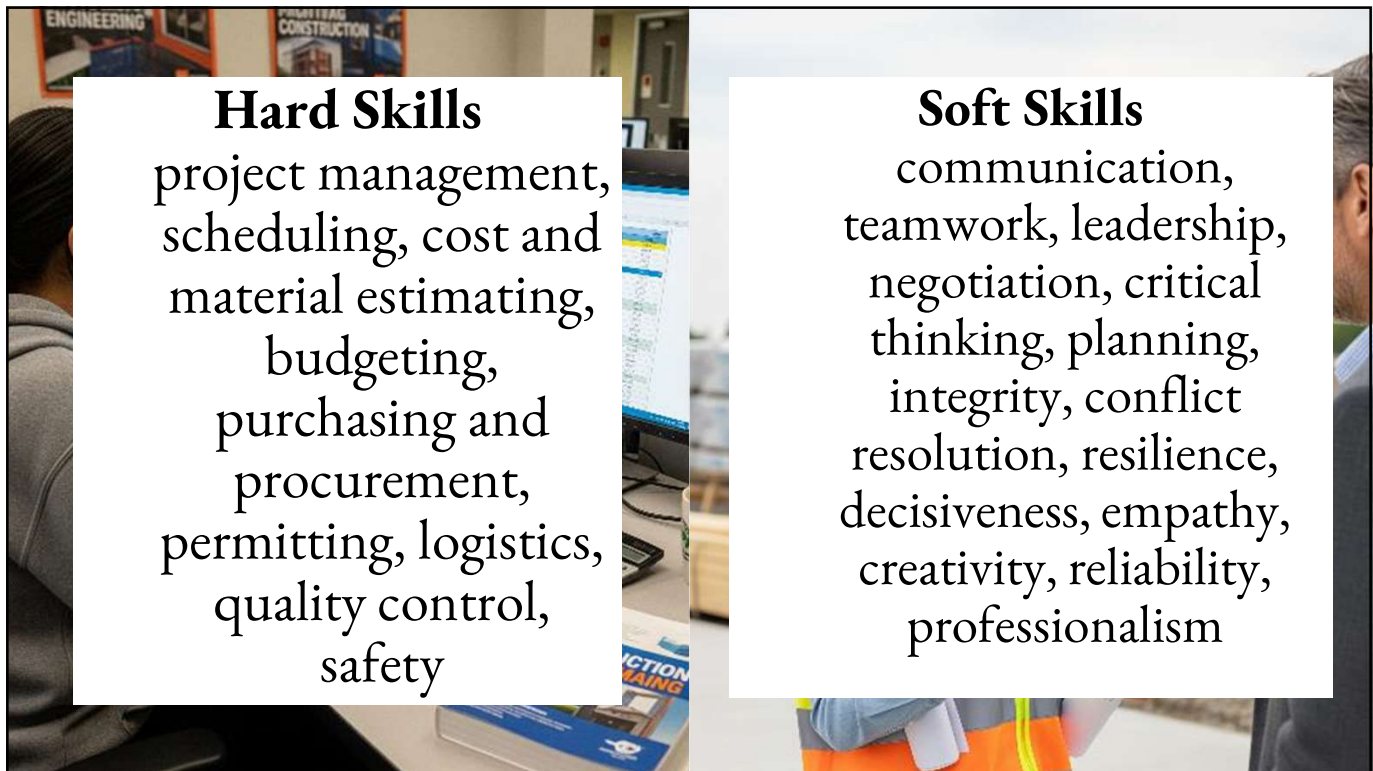


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Construction Management Students:
CM student graduating between 2025-2035.



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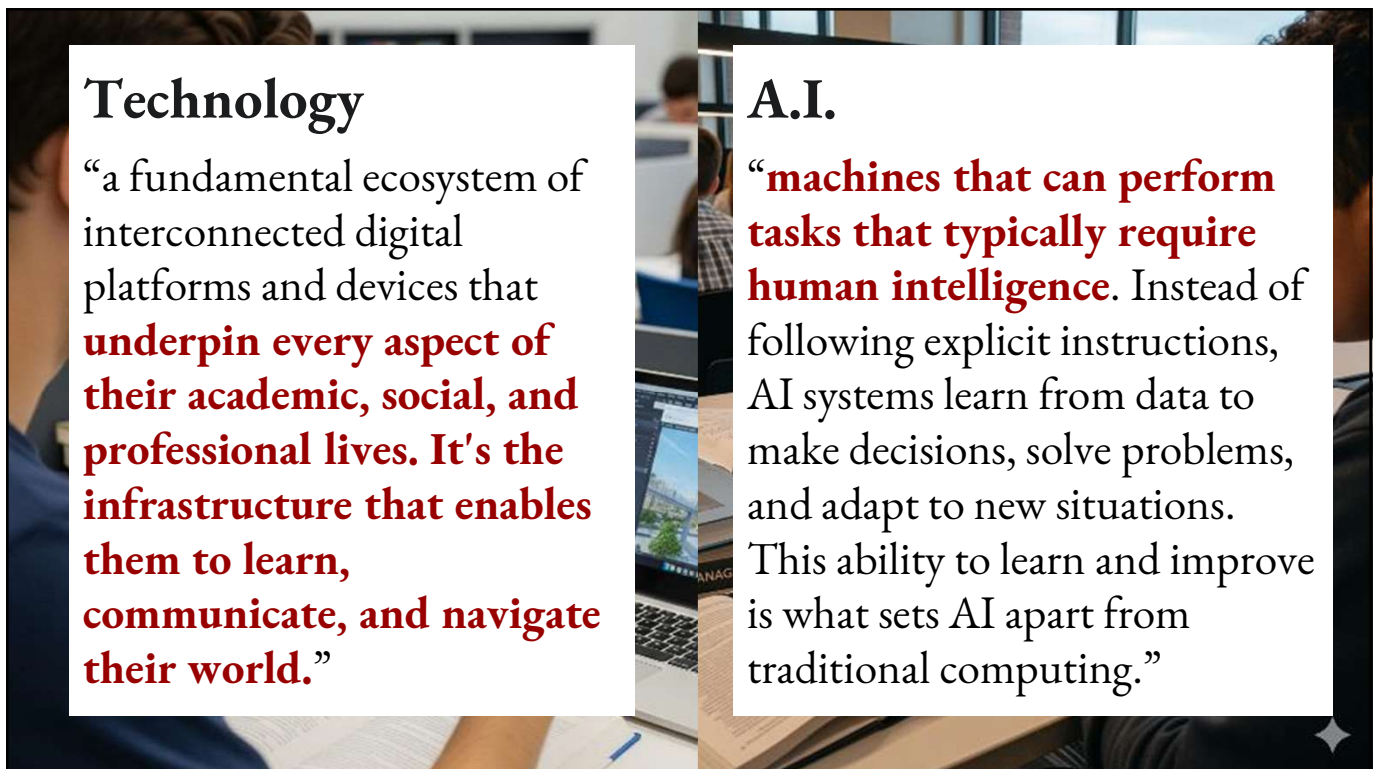
Hard Skills

project management,
scheduling, cost and
material estimating,
budgeting,
purchasing and
procurement,
permitting, logistics,
quality control,
safety

Soft Skills

communication,
teamwork, leadership,
negotiation, critical
thinking, planning,
integrity, conflict
resolution, resilience,
decisiveness, empathy,
creativity, reliability,
professionalism

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Technology

“a fundamental ecosystem of interconnected digital platforms and devices that **underpin every aspect of their academic, social, and professional lives. It's the infrastructure that enables them to learn, communicate, and navigate their world.**”

A.I.

“**machines that can perform tasks that typically require human intelligence.** Instead of following explicit instructions, AI systems learn from data to make decisions, solve problems, and adapt to new situations. This ability to learn and improve is what sets AI apart from traditional computing.”

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Advantages of AI for College Students

The primary advantages of AI center on its ability to enhance learning efficiency and provide personalized support.

- **Personalized Learning:**
- **Enhanced Productivity and Time Management:**
- **24/7 Academic Support:**
- **Improved Writing and Research:**
- **Increased Accessibility:**

Disadvantages of AI for College Students

The disadvantages of AI often stem from its misuse and the ethical concerns it introduces into the academic environment.

- **Risk of Academic Dishonesty:**
- **Erosion of Critical Skills:**
- **Accuracy and Bias:**
- **Privacy Concerns:**
- **Reduced Human Interaction:**

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Futures Workshop Phases:

- **Phase 1: Critique**
(Analyzing the Present)
- **Phase 2: Visioning**
(Imagining the Future)
- **Phase 3:**
Implementation
(Planning for Action)



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Enter responses in Mentimeter

Way 1: Put this URL in your phone camera.



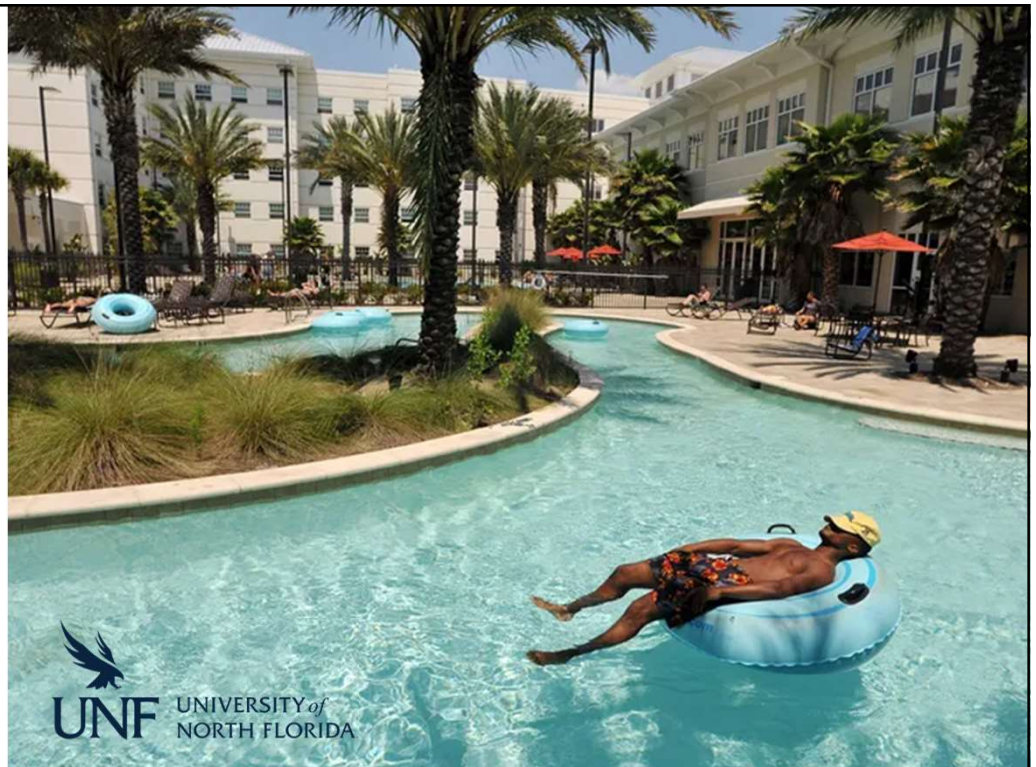
Way 2:

<https://www.menti.com/blr7zgsndrfu>

Way 3: Go to [menti.com](https://www.menti.com) and type in “9358 0785”

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Thank You!



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**iBEE & RICS Accredited Providers Conference 2025**

11 September 2025

Workshop Session 2 (Future Facing Learning)

Embedding Work Based Learning in a new Built Environment School: Apprenticeships, Industry Collaboration and Lifelong Learning

Dr Maria Christina Georgiadou

Mike Whitson FRICS

School of the Built Environment, London Metropolitan University

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Context 1: Climate change



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**Climate change is the defining
challenge of our time.
As a generation. As a society.
As an industry.**

1.5°C

INTERNATIONAL
CONSENSUS

-50%

NEED TO ACT TO REDUCE
CO₂

12,000

**CLIMATE CHANGE IS
REAL AND IS MANMADE**

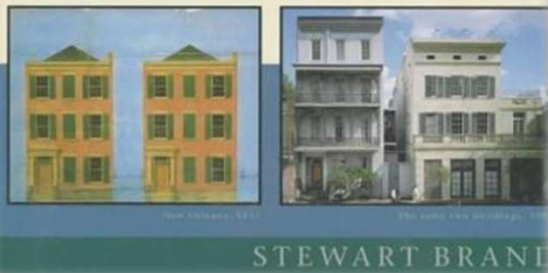


HFCS CONTRIBUTE 0.5°C WARMING

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Context 2: The long lifecycle

HOW BUILDINGS LEARN What happens after they're built

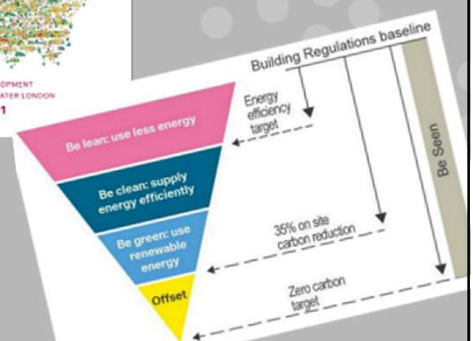


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"We shape our buildings: thereafter they shape us".
Winston Churchill

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Context 3: The changing policy landscape



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Context 4: Skills shortage

- Construction professionals are among the largest largest-growing job types in the next five years (World Economic Forum, 2025).
- The IT sector is leading the way in AI adoption, while industries such as construction are lagging behind (World Economic Forum, 2025).
- Shortage of skilled construction professionals (RICS, 2024).
- Extract from BSc/ MSc Building Surveying (2025) validation document:

- 1 There is a skills gap threatening the future of the built environment related professions. According to the latest [RICS Construction and Infrastructure Market Survey for 2024](#), 68% of respondents in the UK reported shortages of quantity surveyors, while 56% indicated shortages of other construction professionals. With nearly 32% of the surveying workforce aged over 50, it is crucial that we focus on attracting and retaining top talent in the industry (RICS, 2024).
- 2 The [latest report from RICS](#) refers to an acute shortage of building surveyors (RICS, 2024).

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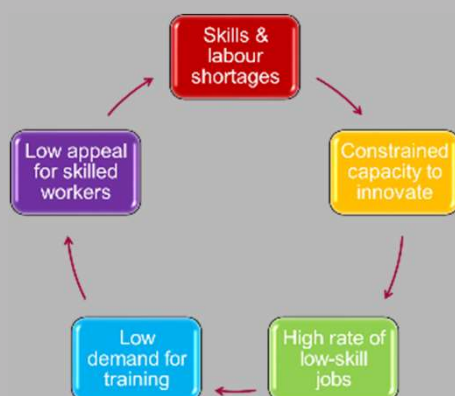


(London Property Alliance, 2024)
[FINAL-AI-The-Built-Environment.pdf](#)



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Skills, competencies, jobs and careers



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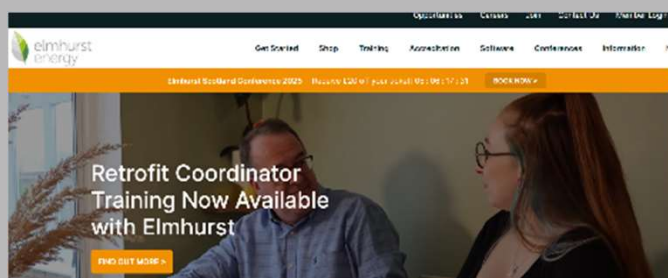
Escaping low-skills traps:

- Strategic local partnerships
- Flexible training provision
- Innovative working practices
- Public procurement
- Engage universities & colleges
- Steer local economic development

Adapted from: Green, A. (2016). Low skill traps in sectors and geographies: underlying factors and means of escape. Foresight, Government Office for Science.

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How to escape the low-skills traps?



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- SBEN x Elmhurst Energy partnership.
- Beyond industry engagement on modules.
- Flexible training provision for LMU students and staff (CPD - LLL on campus).
- Learning laboratory for Elmhurst's clientele and package short courses.
- Innovative working practices with industry professionals.
- LMU as live case study (teaching and learning / research and knowledge exchange).

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Apprenticeships and Distance learning

- Three themes from Christina's discussion
- Skills shortages
- Flexible training provision
- Closing the skills gap
- Level 6 Degree Apprenticeships have the potential to disrupt the traditional degree model of education (Fabian et al., 2022)
- Distance learning uses the notion of asynchronous learning to provide flexibility in learning
- **Both methods offer additional income streams to universities, but there are additional costs**

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Level 6 Chartered Surveyor Degree Apprenticeship

- A student completing a traditional three-year fulltime degree on average would expect to acquire **£53,000 of debt** (Bolton, 2025).
- Compare with the Level 6 Degree Apprenticeship, which offers a cost-free route not just to an academic degree but also to a professional qualification.

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Level 6 Chartered Surveyor Apprenticeship (Cont.)

Advantages:

- The Level 6 Apprenticeship is **predicated on work-based learning**, that is they apply theory to industry problems.
- **Apprentices** gain a **much deeper understanding of problems** when they apply theory in this way.
- They begin to appreciate theoretical shortcomings, and the assumptions made in building these models.
- Time taken to qualification is the same as the traditional route – 5years.
- Apprentices are paid and entitled to other benefits their employer offers including paid leave.

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Level 6 Chartered Surveyor Apprenticeship (Cont.)

- **Disadvantages:**
- Apprentice achievement rates are poor at 21.7% (Explore education statistics, 2025), the national average is 57.6%.
- This should not be confused with achievement rates for the APC.
- Degree Apprentices need to meet the requirements of several stakeholders (Lester, 2020).
- Costs involved in getting stakeholders to work more closely together.
- Apprentices struggle with work-study balance and are enticed into other better paid jobs.
- Some employers expect a five-day week in four days.
- They lose sight of the importance of a professional qualification.

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Distance learning

- **Distance Learning** as a **flexible teaching/learning method** has undergone **tremendous advances** over the last 25 years.
- It has gone from a slow paced, postal, rigid correspondence course, to a fully digital flexible online course.
- These online courses range from degree courses both at undergraduate and postgraduate levels to much shorter CPD events.

Advantages:

- Useful tool in advancing lifelong learning, real time lectures can be live streamed.
- Learning can be asynchronous.
- Students can have direct contact with their tutors through a selection of audio-visual platforms.

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Distance Learning (Cont.)

Disadvantages:

- Simply delivering online lectures may not be sufficient.
- Students may suffer from isolation and withdraw from the course.
- Lecturers do not get the same real time feedback when compared with traditional lectures.
- Students may be tempted simply to binge watch lectures.

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Questions as an aid for discussion

Future Skills and Learning in Surveying and Real Estate

- **Closing the Skills Gap:** How can apprenticeships, CPD, and flexible learning help close the skills gap in surveying and real estate while ensuring fair access?
- **Industry-Ready Learning:** How can project-based and work-integrated learning prepare students for sustainability challenges and professional practice?
- **AI in Education:** As AI, automation, and low-carbon transitions reshape the profession, what future skills should universities prioritise, and how can they balance their roles in teaching, research, and community engagement?

Level 6 Chartered Surveyor Degree Apprenticeship:

- How can achievement rates be improved?
- What should the RICS do to maintain interest in achieving a professional qualification?
- How can this apprenticeship model be used to improve social mobility?

Distance Learning:

- How can students' feelings of isolation be addressed?
- In addition to delivering lectures, what else can a distance learning institution do to improve learning and understanding?
- How can lecturers get a better understanding of the problems students face with their courses

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- Fabian, K., Taylor-Smith, E., Smith, S., Meharg, D., and Varey, A., (2022). An exploration of degree apprentice perspectives: Q methodology study. *Studies in Higher Education*, Vol 47, No, 7, 1397-1409.
- Lester, S., (2020). Creating conditions for sustainable degree apprenticeships in England. *Higher Education, Skills and Work-Based learning* Vol 10, No.5, pp 701-714

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Property Research Trust –
Research Project

The Future of Real Estate
Education: Curriculum,
Delivery, Assessment

iBEE & RICS
Accredited Providers
Conference 2025

Presenter:
Dr. David Higgins FRICS

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Research Approach – Two Stages

- i) A detailed online survey targeting early career real estate professionals, maximum of seven years experience since completing their real estate education.
- ii) Semi structured interviews based on the above survey findings. Those interviewed are primarily industry and academic professionals

Structure to Research Findings



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Emerging Real Estate Opportunities - Sectors and Processes

Real Estate Sectors		
Operational Real Estate <ul style="list-style-type: none"> - Build-to-Rent (BTR) Communities - Flexible Workspace <ul style="list-style-type: none"> - Workplace Experiences - Co-Living Portfolios - Short-Term Rental (STR) Properties - Airbnb/Vacation Rentals - Senior Living and Student Housing 	Alternative Real Estate <ul style="list-style-type: none"> - Life Sciences and Lab Space - Dark Logistics - Affordable and Specialist Housing - Caravan and Holiday Parks - Outdoor Storage - Specialised agricultural real estate - Indoor Vertical Farms 	Real Assets <ul style="list-style-type: none"> - Data Centre Real Estate - Cell Towers and Digital Fiber Networks - Transportation Hubs (Airports and Ports) - Primary Healthcare - Energy Infrastructure (Pipeline corridors, solar/wind farms) - Defence Facilities
Real Estate Processes		
Digital <ul style="list-style-type: none"> - Big Data Analytics - AI-Powered Property Services - Real Estate Social Media - Search Engines Optimisation tools - Virtual and Augmented Reality Tours - Real Estate Drone Surveys 	Sustainability <ul style="list-style-type: none"> - ESG (Environmental, Social, Governance) Compliance - Green Buildings (circular economy and net-zero carbon) - Renewable Energy - Smart Building Technology 	Investment <ul style="list-style-type: none"> - HNWI and Family Office Investors - Fractional Real Estate - Tokenisation - Debt Funded Instruments - Specialised Private Debt Vehicles - Crowd Funding Platforms

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Early Career Real Estate Professionals

Preliminary Research Findings

Online Survey (Info on Interviewee and Employer)

- 69% work for a property consultancy organisation
- 65% work for a large organisation (250+ employees)
- Real estate work geographic coverage – 50% regional, 34% national

Those that completed university study before 2024

Different Employer		Changed Role	
1 (Never changed)	45%	0 (same role)	33%
2-3	48%	1-2	58%
4+	6%	3+	9%

Semi Structured Interviews (Industry)

- Large organisation graduate selection process
 - Behavioural testing before uni and grades are considered
- Employers rely on RICS university accreditation for program content
- Module assessment criteria is the domain for the university
- Recognition by employers as to their responsibilities for specialist training

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University Curriculum - Real Estate Programs

Qu 16) Overall, how well did your real estate education (university degree) prepare you for a career in real estate?

Poor	0%
Fair	19%
Good	30%
Very Good	39%
Exceptional	11%

Qu 17) Looking back, which real estate education modules delivered the most benefits to your real estate career? (select max. 5)

Module	Degree of Importance
Property valuation	79%
Real estate law & contracts	51%
Property Development studies	33%
Property Fund/Asset management	31%
Professional practice skills	28%
Market research & feasibility studies	25%
Financial analysis (DCF, NPV, IRR)	25%
Technology (GIS, CoStar, Excel modelling)	15%
Marketing & sales techniques	10%
Corporate (occupier) Real Estate	7%

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University Learning Styles - Real Estate Programs

Qu 21) Which of these teaching methods did you find most effective during your real estate education studies? (select max. 3 boxes)

Approach	Degree of Importance
Case studies & real-world examples	77%
Lectures (academic led delivery)	44%
Hands-on simulations (eg data analysis)	40%
Group projects & teamwork	37%
Lectures (industry prof. led delivery)	34%
Online/hybrid combination	15%
Self-directed learning	11%

Qu 24) Which of the following learning methods do you rely on most in your current role? (select one)

Approach	Degree of Importance
On-the-job training (learning by doing tasks)	67%
Mentorship or shadowing colleagues/senior professionals	17%
Peer learning (collaborating with teammates or coworkers)	12%
Formal training (company workshops, certifications, or seminars)	3%
Self-directed learning (online courses, books, videos, etc.)	2%

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University Assessment - Real Estate Programs

Qu 28) On reflection, do you feel your education assessment grades were fair and reasonable? (select one)

Yes (definitely)	40%
Yes (on the balance across modules)	51%
No (please explain why below)	7%

Comments

- University marked my work too harsh as I would have got a better grade in other universities
- Personal battles

Qu 27) Which types of assessments were most useful for your career? (select all that apply)

Assessment Criteria	Degree of Importance
Practical case studies	80%
Individual assignments	57%
Group projects	40%
Visual presentation	32%
Research dissertations	23%
Written exams	12%

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RICS Membership and APC - Real Estate Programs

Qu 14) At which stage did you pursue RICS membership? (Select one)

Before starting my real estate education	0%
During my studies	27%
After graduation	54%
I have not pursued RICS membership	17%

- Non RICS membership (job description)
 - Housing Associations
 - Property Developers
 - Education

Qu 15) If you are now a RICS member, how well did the real estate education provider (university) prepare you for the RICS APC?

	All Data	During my Studies
Poor	18%	24%
Fair	29%	29%
Good	11%	18%
Very Good	13%	12%
Exceptional	2%	0%
Not Applicable	27%	18%

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Questions

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Frm. Professor of Real Estate
Contact details :higginsresearch@outlook.com

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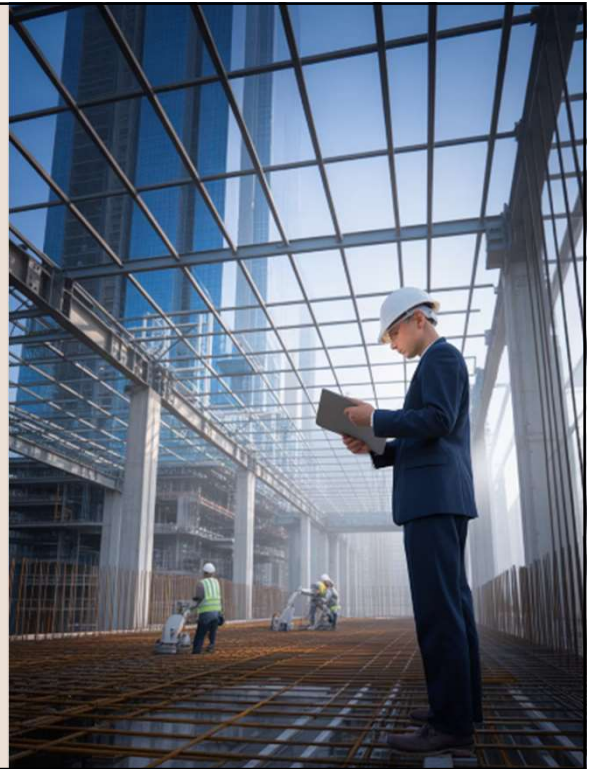
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TRUST

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Revealing the Future State of Construction

Brett King
DIRECTOR OF INDUSTRY TRANSFORMATION,
PROCORE

PROCORE



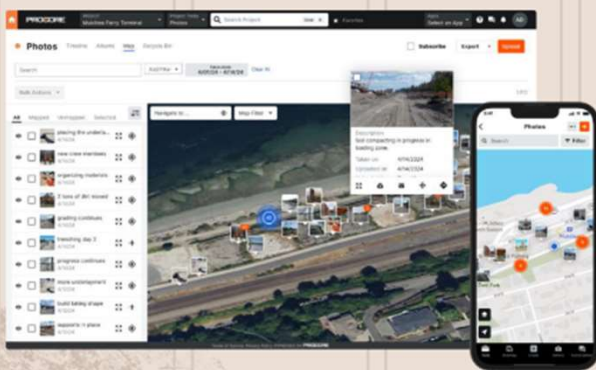
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Connecting Construction

Procore is a construction management platform used on over a million projects globally. Our mission is simple: connect everyone in construction on a single platform, so projects run smoother, safer, and smarter.

WHY THIS MATTERS

- + The future workforce expects digital fluency and connected data environments
- + AI in construction will only be as good as the data it has—and that begins with education and adoption
- + Digital transformation requires both technological tools and skilled professionals



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Bridging Academia and Industry



US Success

330+ partnerships with universities, colleges, and training providers giving students hands-on experience with real project data



UK & Europe Focus

Building similar partnerships starting with key universities and apprenticeship providers across the region



Student Outcomes

Graduates enter workforce "platform ready" with employers onboarding faster and industry standards embedded early

Our education partnerships aren't just about software—they're about creating a seamless transition from education to employment, ensuring students understand both technology and its practical application in the real world of construction.

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AI, Skills & The Workforce of Tomorrow



AI isn't replacing people; it's replacing repetitive, low-value work—creating opportunities for graduates to focus on analysis, decision-making, and leadership earlier in their careers.

How Procore is Preparing:

Embedding AI tools (summarisation, insight generation, predictive risk) into our platform

Helping teams understand AI's limitations and ethical considerations

Providing specialised training for both industry professionals and students

The message is clear: If we want **AI to work for us**, we need to train the workforce to work with AI

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Join Us in Shaping Construction's Future



FREE EDUCATION ACCESS

Visit education.procore.com to access free resources and training materials designed specifically for academic institutions



COLLABORATION OPPORTUNITIES

We want to hear from universities, apprenticeships, and industry trainers about partnership possibilities



FUTURE STATE OF CONSTRUCTION REPORT

Access our thought leadership shaping the next decade of the industry

Today's been about the future of learning. The future of learning is also the future of working. And if we work together—academia, industry, and technology—we can make sure the next generation builds better, faster, and safer than we did.

Please join us next door to continue the conversation over drinks!



FIND OUT MORE

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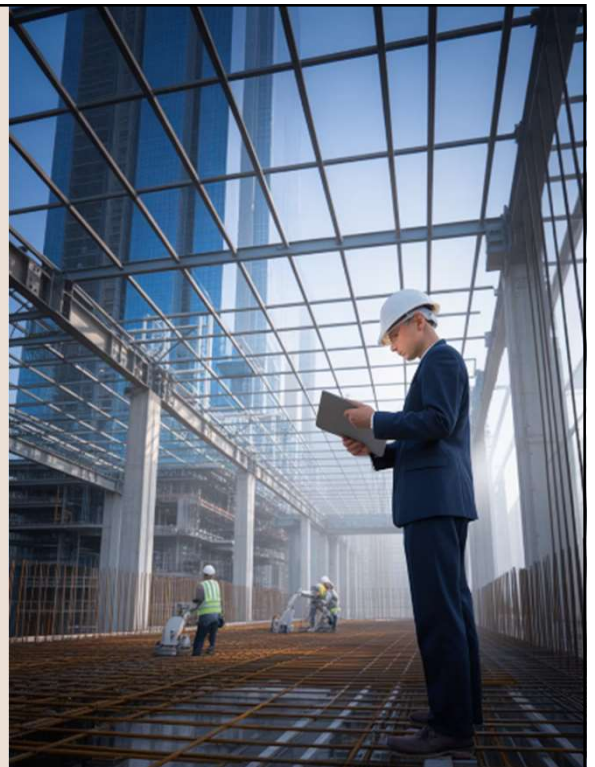
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