

CICES Education Outreach Strategy 2026–2029

Chartered Institution of Civil Engineering Surveyors (CICES)

Foreword

The civil engineering surveying profession faces a significant skills challenge. Over 25% of current surveyors are expected to retire within the next decade, and to meet national infrastructure demands, an additional 1,380 surveyors must be recruited each year until 2028 (Holden, 2025; Coates, 2025).

Without targeted action, this skills shortage risks constraining industry capacity and quality. The CICES Education Outreach Strategy (2026–2029) provides a roadmap to raise awareness, inspire engagement, and create a sustainable pipeline of future professionals entering the sector.

Why It Matters

The CICES Education Outreach Strategy is not just about promotion, it's about preserving and advancing the future of the surveying profession. CICES serves as a facilitator and connector, enabling members, educators, and industry partners to inspire the next generation.

Insights from Past Activity and Learning

- CICES currently engages primarily with post-16 students—often too late to influence early career interest.
- Students respond strongly to hands-on engagement, Q&A sessions, and informal interactions.
- Universities require consistent follow-up; a more proactive inbound-outreach model is needed.
- On-the-spot student membership sign-ups may increase conversion but require streamlined administration.
- CICES' role is not to deliver technical training but to facilitate opportunities for members to do so.

Key Insights Moving Forward

- Greater focus must be placed on apprentices and their success stories.
- Engagement must begin earlier—KS2 to KS3—to shape aspirations.
- “If you can see it, you can be it”: visible role models are essential.
- Connections must be built and sustained year-on-year.
- Social media visibility is crucial to amplify engagement.
- The #SurveyorsShapeOurWorld message should feature prominently across communications.

Purpose and Aims

This strategy aims to:

1. Raise awareness of CICES and increase membership uptake by 2% (aligning with Comms strategy and CICES 5-year plan)

2. Build people's understanding of the role of a civil engineering surveyor
3. Create a pipeline of skilled and informed professionals into the sector
4. Support excellence in teaching and learning across all levels
5. Position CICES as a trusted voice across local, national and international policies

Awareness → 2. Engagement → 3. Learning pathway → 4. Skills development → 5. Qualification/membership entry

Impact is the measurable change created by CICES' education outreach—shown through increased awareness, engagement, skills development, and progression of learners into the civil engineering surveying pathway, ultimately strengthening the future workforce of the profession.

Strategic Framework: The REACH Model

All CICES engagement activities will align to the **REACH** Framework, connecting education and industry to inspire learners and strengthen the future of the profession. For each REACH stage, CICES will monitor progress using:

- Activity indicators (what we deliver)
- Engagement indicators (how learners respond)
- Outcome indicators (longer-term impact)

This shows a robust evaluation framework and makes the strategy measurable, transparent, and defensible.

R – Raise Awareness

Promote CICES, the surveying profession, and the diverse career paths within the built environment.

Activity:

- Number of events delivered (career fairs, assemblies, talks)
- Number of promotional materials distributed (digital or physical)
- Social media campaigns launched

Engagement:

- Reach metrics (website visits, video views, social impressions)
- Number of STEM Ambassadors registered
- Schools/colleges contacted and responding
- Newsletter sign-ups or inquiries

Outcomes:

- Increase in recognition of CICES
- Increase in learners who can correctly identify surveying roles

E – Engage

Collaborate with schools, colleges, universities, and community groups through meaningful activity

Activity:

- Workshops, hands-on activities, or talks delivered.
- Partnerships formed with education providers.

Engagement:

- Attendance numbers at sessions
- Repeat engagement from institutions
- Teacher feedback on usefulness

Outcomes:

- Increased student understanding of surveying tasks
- Increased teacher requests for further collaboration

A – Aspire

Encourage ambition through relatable role models and success stories.

Activity:

- Role-model sessions, mentoring events, panels delivered
- In school surveying activities and demonstrations
- Case studies published

Engagement:

- Learner feedback indicating increased interest
- Download or view rates of stories/case studies

Outcomes:

- Rise in learners expressing interest in built-environment careers
- Increased engagement in activities and opportunities within the surveying sector

C – Create Pathways

Highlight apprenticeships, accredited qualifications, and membership opportunities to support progression.

Activity:

- Pathway guides or resources produced
- Employer/apprenticeship webinars hosted
- Promotion pieces posted within journal and newsletter to highlight apprenticeships and courses
- University or training provider partnerships established and strengthened

Engagement:

- Applications or inquiries through apprenticeship/qualification pages
- Uptake of guidance materials, signing up to the journal and newsletter

Outcomes:

- Increased apprenticeship starts tied to CICES engagement
- Increased enrolments in accredited qualifications

H – Harness Potential

Support learners to explore their interests and develop skills relevant to surveying.

Activity:

- Skills workshops, site visits, or project activities delivered
- Mentoring schemes established, shadowing placements offered?

Engagement:

- Learner participation in practical activities

- Evidence of skill development (confidence surveys, teacher feedback)

Outcome:

- Students progressing to further study or industry experiences
- Membership growth in student or apprentice categories
- Increased number of student members progressing to next membership stage

Key Performance Indicators (KPI's)

- Number of ambassadors registered and active per region
- Number of school engagements delivered annually
- Audience reach (students, teachers, parents)
- Uptake of apprenticeships, degrees, or membership attributed to outreach
- Perception change indicators (e.g., “% of students reporting increased understanding of surveying”)
- Apprentice associate members registered
- Number of accredited course increases - including apprenticeships

Strategic Priorities

Based on meeting insights and stakeholder consultation, four key strategic priorities underpin delivery:

1. Partnership Development – Build long-term collaborations with education providers, STEM networks and industry bodies.
2. Ambassador Engagement – Empower CICES members as active ambassadors through structured support and training by providing guidance, training and resources.
3. Communication and Visibility – Strengthen internal and external communications through targeted social media activity, CICES Journal content, and public-facing campaigns.
4. Monitoring and Impact Evaluation – Adopt clear measures to track engagement, quality and impact, enabling continuous improvement.

Target Audiences and Activity Model

Education Stage	Example Activities	Objectives
KS2 (Ages 7–11)	Storytelling, literacy-based STEM resources (e.g. National Literacy Trust collaboration)	Build early awareness, curiosity
KS3 (Ages 11–14)	Surveying demo days, STEM challenges	Increase engagement and aspiration
KS4 (Ages 14–16)	GCSE-linked workshops, Trailblazer groups	Support career exploration
KS5 (Ages 16–18)	Work experience coordination, apprenticeship awareness	Develop pathways into the profession

18+

University visits,
membership discussions,
career fairs

Encourage recruitment and
increase retention

Partnership and Collaboration Network

CICES' facilitator role relies on strong partnerships to amplify reach and resource efficiency. Confirmed and potential partners include:

- Reinforce partnership working with The Survey Association
- STEM Learning / STEM Ambassador Hubs – national coordination of school engagement, DBS checking, and activity tracking
- National Literacy Trust (North-East) – Dream Big for Engineering collaboration.
- STEM First / STEMHub – development of classroom resources and activity kits
- Royal Academy of Engineering – potential funding partner
- GetKidsIntoSurvey, The Careers Enterprise Group, Hexagon/Leica, Skills4Stem, and local schools (e.g. Sale Grammar, Cronton College, Dudley College)
- Class Of Your Own and the Design Engineer Construct! Learning Programme and 'DEC' qualifications

Ambassador Engagement and Member Involvement

Members are central to the success of this strategy. A targeted recruitment campaign will:

- Invite members to register as STEM Ambassadors via the STEM Learning platform
- Integrate a 'STEM Outreach Involvement' option into CICES membership forms
- Support specific learning objectives in DEC schools
- Provide a CICES Volunteer Toolkit, including safeguarding guidance, communication templates, and classroom activity packs
- Exemplify young ambassadors at college and university e.g. level 3, 4 and 6 apprentices

Each regional committee will be invited to appoint a STEM Outreach Coordinator responsible for recording member outreach activity, acting as the liaison between CICES HQ and local education partners, and sharing ideas, success stories, and metrics quarterly through the Education Panel.

Use of the STEM Ambassador Platform

CICES will integrate the STEM Ambassador Network as the primary vehicle for member-led outreach, encouraging members to register as ambassadors so they can access safeguarding training, DBS checks, and ready-made school engagement opportunities. By using the STEM Learning platform, CICES can coordinate activity more efficiently – posting its own opportunities, reducing administrative burden, and removing the need for ad-hoc volunteer requests.

Crucially, the platform provides centralised tracking data on which members are active, what activities they deliver, and how many learners they reach, giving CICES a reliable, scalable system for monitoring engagement and evidencing impact across regions.

This is further detailed below:

1. Recruiting CICES Members as STEM Ambassadors

Encouraging members to formally register as STEM Ambassadors via the STEM Learning platform.

This includes:

- Adding a “STEM Outreach Involvement” option to the CICES membership form
- Actively inviting members to join the network
- Providing safeguarding guidance, activity materials, and a CICES Volunteer Toolkit to support their outreach
- Granting me overview permission to enable engagement reports to be created

2. Using the Network as the Primary Mechanism for School Engagement

The STEM Ambassador Network becomes the infrastructure that enables engagement by:

- Matching CICES ambassadors with opportunities in schools, colleges and community groups
- Allowing CICES to post exclusive opportunities that only its members can sign up for
- Removing the need to manually contact volunteers or repeatedly email for support

3. Leveraging STEM Learning for Compliance and Administration

The platform reduces CICES’ administrative burden by providing:

- Enhanced DBS checks for members (avoiding £49.50 cost per check if handled independently)
- Built-in safeguarding training and mandatory protocols
- A professional framework that ensures quality and consistency of member interactions with schools

How this will use the platform to support tracking and impact measurement

1. Access to Engagement Data

The STEM Learning system provides CICES with visibility of:

- Which CICES members are active STEM Ambassadors
- The types of activities they deliver
- Dates, locations, and audiences reached

- Total outreach hours and event numbers
- This gives a ready-made quantitative dataset for the evaluation framework and KPIs

2. Centralised, Standardised Recording of Activity

Instead of building our own tracking system, the platform:

- Captures event attendance and volunteer involvement
- Stores records of completed outreach
- Allows local STEM Outreach Coordinators to monitor activity in real time
- Produces consistent, comparable data across regions

3. Data to Feed REACH Framework

The analytics directly support the strategic indicators—

Raising awareness, engagement levels, aspiration indicators, pathway uptake, and harnessing potential—by providing:

- Participation numbers
- Repeat engagement metrics
- Geographic reach
- Volunteer activity frequency
- Evidence of sustained relationships with education providers

4. Supports Regional Reporting Structures

This plan includes appointing STEM Outreach Coordinators across regions.

With STEM Learning data, they can:

- Track local member involvement
- Review what schools have been visited
- Monitor gaps or priority areas
- Present quarterly updates to the Education Panel

This approach avoids building an internal system from scratch and aligns perfectly with our role as a facilitator and connector, rather than a direct provider of training or school sessions.

We could trial this system within the North-West first. If it works, roll it out across the country.

Can this outreach count as CPD? Could this be created as a module for someone to develop?
– gives a greater incentive for members to get involved

Communications and Promotion

A coordinated communications plan will align outreach messaging with the wider CICES Communications Strategy, use consistent branding and hashtags.

The purpose of this joint approach will be to raise awareness of civil engineering surveying, promote CICES pathways, and amplify outreach activity so that learners, educators, employers, and members understand the opportunities available.

Communications Objectives

- Increase awareness of surveying careers among 7–25-year-olds
- Highlight the CICES brand as the home of civil engineering surveying
- Promote success stories (especially apprentices and diverse role models)
- Support recruitment to Student and Apprentice membership categories
- Celebrate member involvement in outreach and increase volunteer numbers
- Showcase partnerships with schools, colleges, employers and STEM networks

Target Audiences

- Primary (7–11) – curiosity builders
- Secondary (12–16) – subject linkers
- Post-16 (16–18) – future pathway explorers
- Students (18+) – membership / progression candidates
- Apprentices – ambassadors + recruitment leads
- Teachers and careers leaders
- Parents & carers
- Members – potential volunteers & advocates
- Employers – to support placements, apprenticeships & engagement

Key Messages

Core

- Surveyors shape our world.
- If you can see it, you can be it.
- We measure all that we see.
- CICES connects learners with real professionals, real projects, and real pathways.

For younger learners

- Surveyors help build the world you live in.
- Maps, drones, lasers, and digital models are part of the job.
- There are exciting STEM challenges to explore.

For 12–16

- Surveyors use Maths, Geography, Physics, and digital tools every day.
- There are many roles—geospatial, commercial, engineering, environmental.

For 16–18

- You can earn while you learn through apprenticeships.
- The industry needs thousands of new surveyors in the next decade.

For employers

- CICES helps you connect with future talent early.
- Outreach supports your skills pipeline and social value goals.

Channels & Content Types

Social Media platforms:

- TikTok – short STEM explainers, myth-busting, day-in-the-life videos
- Instagram – visuals, student stories, event clips
- LinkedIn – partnerships, employer engagement, policy updates
- YouTube – longer videos, masterclass recordings
- CICES Website – success stories

Content examples:

- “A surveyor explains their job in 30 seconds”
- Apprentice spotlight video series
- “Tech Tuesday” – equipment demos
- “Surveying around the world” mapping challenges
- Event highlights and school engagement reels

Website

Within the creation of a ‘How to get involved’ page on the website, there will sit an Education Hub. By clicking on the Education Hub, users will have access to:

- STEM Ambassador sign up guide – how to give EOM access to their engagement for tracking
- Lesson resources, materials and downloads
- Links to safeguarding videos, How to explain your job to an 8 year old, engaging young people
- Case studies and videos
- How to become a surveyor guide
- Membership benefits for students/apprentices
- Membership benefits for those involved within STEM Outreach - CPD benefits
- Event calendar and event guide

Schools & Colleges

- Termly education newsletter
- Teacher resource packs
- Posters, flyers, activity booklets (Appendix 1)
- Email templates for careers leaders
- “Surveying in a Box” resource kit

Internal Member Communications

- Monthly “Outreach Roundup”
- Profiles of active volunteers
- Instructions on becoming a STEM Ambassador
- Supporting with training and safeguarding resources
- Invitations to school events needing support
- A simple “volunteer toolkit” with messaging and activities

Press & Partnerships

- Press releases around new partnerships
- Articles in sector publications
- Joint content with National Literacy Trust, STEM Hub, colleges
- Celebration of regions achieving milestones
- Celebration of particular STEM ambassadors and their engagement

Communications Governance

Owned by:

- Rachel Hames (Education Outreach Manager) and Vicky Brown (Communications Manager)

Delivered by:

- Regional STEM Outreach Coordinators
- STEM Ambassadors
- Partner organisations
- CICES Comms Team

Content Approval:

- Safeguarding-checked
- Brand-compliant
- Approved by Comms team before publishing

Communications KPIs:

- Followers gained
- Engagement rate
- Video views & watch time
- Click-throughs to membership pages
- Downloads of resources
- Teacher enquiries
- Members expressing interest in outreach
- Press mentions and partnerships

Getinvolved page?

Form to register interest, basic information, what are they interested in

Then link them to how to create a profile on the stem ambassador programme

Tracking, Evaluation, and Impact

CICES will adopt a robust approach to evaluation using both quantitative and qualitative data, including event feedback, STEM Learning analytics, formative feedback, and

summative impact assessment to measure perception change and membership conversion rates.

Implementation Timeline (2026–2029)

Year	Focus	Key Milestones
Year 1 (2026-27)	Research and pilot phase	Establish partnerships; trial STEM Ambassador platform (North-West)
Year 2 (2027-28)	Rollout and refinement	Launch nationally; embed data tracking and communications plan
Year 3 (2028-29)	Consolidation and review	Review outcomes, publish an impact report, and adjust for next strategy cycle

Supporting Infrastructure

- Safeguarding Training & DBS Checks (via STEM Learning)
- Standardised Volunteer Toolkit (resources, permissions, safeguarding protocols)
- Recognition Framework (annual awards or journal features for active ambassadors)
- Stakeholder Mapping (identify local schools, employers, and community groups by region)

Summary

The Education Outreach Strategy 2026–2029 positions CICES as a national leader in education engagement and workforce development for the surveying profession. By connecting industry expertise, educational partnerships, and the passion of its members, CICES can make a lasting contribution to the UK's built environment and the people who shape it.

Areas still for consideration:

- Volunteer Toolkit:
 - Expected competencies
 - Required training modules (safeguarding, inclusive communication, activity delivery)
 - Quality assurance of ambassador activities
 - A CPD framework – can this contribute to CPD?
- Safeguarding - needs additional thinking:
- Clear safeguarding policy and procedure

- Named safeguarding lead
- Required training levels for members
- Contact/escalation protocol
- Risk assessment templates for school visits
- Rules on social media use involving children

- Budget and resourcing outline

It would be useful to consider some high-level costings for delivery of the strategy, thinking about things like:

- Printing/materials
- Travel costs
- DBS checks (not free for all activities)
- Platform subscriptions
- Event fees

More focus needed on the “Conversion Journey”

We want a pipeline so the strategy needs to map how someone moves from: Awareness → engagement → aspiration → membership → employment → CPD → chartership.

Could it be feasible to create something to map a young person’s journey with CICES?

More Explicit EDI (Equality, Diversity & Inclusion) Lens

STEM outreach is often strongest when aligned to EDI objectives. Consider:

- Targeting disadvantaged communities
- Gender diversity in surveying
- Routes for neurodiverse students
- Cultural barriers