Student Perceptions of Surveying & Built Environment Professional Bodies:
An International Comparison

A Report to FIG Foundation

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Executive summary

For a professional body to survive and thrive, clearly it needs to attain and maintain a healthy growth in new members. Professionals in the built environment and surveying are typically represented by local or national professional bodies such as the Fiji Institute of Surveyors or the Association of Surveyors of Papua New Guinea (ASPNG) or the Australian Property Institute (API). Some professional bodies such as the Royal Institution of Chartered Surveyors (RICS) have expanded to become a global professional body representing professionals in the built environment. Regional bodies, such as RICS Oceania, have been established to manage members’ affairs and grow membership in these regions. Whilst there has been some growth in overall membership and an increased number of educational courses accredited by RICS, the rates of growth have fallen below expectations. Furthermore, local national bodies report issues with recruitment and retention of members; for example the Australian Institute of Building Surveyors (Zillante & Wilkinson 2006).

This report sets out the perceptions of current students enrolled on surveying and built environment courses in the UK, Sweden, South Africa and Australia towards surveying built environment professional bodies and membership in general. The results are considered to be relevant to professional bodies in surveying and built environment seeking to grow membership. The research was commissioned and funded by the FIG Foundation in 2007.

A questionnaire was completed by 219 students enrolled on built environment and surveying professionally accredited courses in Australia, Sweden, South Africa and the UK. The survey was distributed and returned in September 2009.

Key statistics from the research sample include the following:

- Students from Nottingham Trent University (NTU), University of South Australia (UNISA), Deakin University (DU), University of Natal, South Africa and the Royal Institute of Technology, Sweden;
- Over 55% aged 21 and under;
- 73.9% male and 26.1% female;
- 34.3% of the respondents were studying property;
- 31.4% were studying construction management (CM);
- 23.2% were studying quantity surveying (QS);
- 2.9% were studying planning;
- 1% were studying facilities management (FM);
- 0.5% were studying spatial sciences;
- 95.3% studying full-time;
- 91.9% enrolled on undergraduate courses; and
- 41.7% of respondents were in the second year of study.

Key conclusions and recommendations are listed below.
Finding 1

There is great potential for academics to raise awareness amongst students about professional surveying and built environment bodies, as well as their role in professional practice in particular. There is a gap in knowledge within university students of the role professional bodies in setting and regulating professional standards and ethics. Equally there is potential for professional bodies to develop a more direct relationship with students at all stages of their academic study to foster students' knowledge and awareness of professional body membership requirements.

Finding 2

There are substantial opportunities for professional bodies to operate both nationally and globally. This is due to the appeal of professional bodies to students seeking to work overseas shortly after graduation, equating to 17.1% of the sample. Furthermore, nearly half of the respondents (46.4%) intended to work solely in the country of study for the first two years after graduation. In other words there is potential to complete their professional training with transferrable, portable and globally recognised professional qualifications.

Finding 3

There is an opportunity to broaden professional body membership appeal through the development of global qualifications to just over a third of the students (36.5%). This group are undecided in terms of whether they will remain in the country of study to work in the two years following graduation.

Finding 4

One target group representing about two-fifths of the students (40.3%) intend to work elsewhere within the two years after graduation; most are seeking to work in the UK/Europe followed by the Middle East and Asia, then North America and Africa. Accordingly this group would benefit from a 'global' qualification that is transferrable and transportable across national boundaries. These respondents should and need to be aware of the professional bodies which will operate in countries they are seeking to work in. There is great potential for national professional bodies to either create memorandums of understanding with other professional bodies allowing members to register and be recognised when they practice outside of the their country of qualification. This process may or may not involve some study of local practices. Alternatively there is an opportunity for a body to become the global qualification universally recognised throughout the world.

Finding 5

There are significant opportunities to market global professional bodies. The majority of respondents (70.6%) replied it was probable they will work overseas at some stage during their career. In this study Swedish students were least likely to work outside of their country of origin.

University student perceptions of surveying and built environment professional bodies. Sara Wilkinson and Richard Reed
Finding 6

The importance of professional qualifications was recognised by students in the surveying and built environment disciplines. Overall 95.2% of respondents viewed professional qualifications as either (a) very important or (b) of some importance. Swedish and South African students had the highest esteem for professional bodies in comparison to Australian and British students.

Finding 7

44.8% of respondents were not members of a surveying or built environment professional body despite incentives such as free membership. Clearly the number of members must be increased as well as awareness of the benefits of professional body membership within the universities. On an individual country basis South African students (92.3%) were most likely not to belong to a professional body compared to Australian students (31.1%). There is a need to promote and increase professional membership within developing countries to build capacity.

Finding 8

Almost half (49.4%) of student respondents belonged to a single professional body with a small proportion (5.8%) belonging to two or more professional bodies. There is a strong preference for joining only one professional body as a student and therefore there is potential to develop global allegiances and understandings between professional bodies operating in different nations.

Finding 9

There is a knowledge gap with respondents where professional qualification and professional membership are not seen as mutually beneficial or co-related. While 95.2% viewed professional qualifications as being very important or of some importance (Finding 4), fewer (80.6%) viewed professional body membership in the same way. There is work for professional bodies to raise awareness of the links between professional body membership and professional qualification.

Finding 10

Overall the student respondents did not perceive professional body membership highly in terms of enhancing work opportunities outside of their country of study (e.g. 9.5% agreed professional qualifications did enhance work opportunities against 72.2% who disagreed), or as a benchmark of a member’s professional skills and knowledge (10.8% agreed professional qualifications were a benchmark of skill and knowledge against 63.3% who disagreed). On an individual country basis, Australian students were most likely to view professional body membership positively in these areas with 13.8% agreeing professional qualifications enhanced work opportunities and 14.8% agreeing professional qualifications were a benchmark of skill and knowledge. Swedish students were most sceptical of these perceived benefits of professional body membership where no students agreed with either statement.
Finding 11

With reference to meeting students’ expectations, there is an expectation that professional bodies provide networking opportunities, career development and mentoring opportunities. In order to achieve this goal, professional bodies must have active committees and hold regular and well advertised social, CPD and training events. Free invitations to student members may be necessary to raise their awareness of these events. Professional bodies also need to show how they add ‘value’ in terms of career development and mentoring and need to consider setting up programmes to deliver perceived ‘value’.

Finding 12

There is a knowledge gap with regards to the perception of industry employers towards professional bodies. Only a small minority of students (9.6%) believed employers would expect them to become professionally qualified. Swedish and South African students were most likely to view that professional qualifications were expected.

Finding 13

There needs to be a raised awareness to students about professional fees and the payment thereof. 41.5% of the sample was unable to answer the question: “does the employer pay my professional body fees?” of those who replied, 50% were unsure of the appropriate response.

Finding 14

There is an ostensible lack of understanding among students about the services professional bodies provide to members. Most students generally feel unsure about fee levels or perceive them as too high. Arguably a greater awareness of member services could change the respondents’ views. Professional bodies should consider compiling a student membership information pack, which in turn addresses many of the issues raised in this report regarding gaps in knowledge and perception about a professional body.

Finding 15

Increased knowledge and a better understanding about whether employers pay fees (or not) is likely to lead to more applications for membership of professional bodies and a more positive view of the professional bodies from student’s perspective (see table 7).

Finding 16

Generally speaking, students perceived the level of professional body fees as being appropriate (44.1%), with a large proportion (35.3%) of students not knowing whether the fees are too high or not. This reflects a lack of knowledge and understanding amongst a third of the student community. 19.1% felt fees were too high. On an individual country basis approximately 70% of UK respondents felt that fee levels were appropriate compared to no Swedish students; therefore national variation exists. South African and Swedish students were most likely not to know whether fees were too high or low.

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Finding 17

The period taken to attain professional qualifications, using the 2 year minimum RICS APC as a benchmark is perceived by 40.1% of respondents as taking too much time or requiring too much work. 15.1% of respondents failed to respond and 44.8% thought this time period was 'about right'. Therefore it seems that either an explanation is needed to explain why the graduate professional training and qualification period takes the time it does and involves the work it does, or alternatively to review whether the graduate professional training and qualification period can or should be altered to address this barrier. Alternatively it may be worth investigating whether another tier of membership should be developed with a shorter professional training and qualification period and less work which could then be added to attain full professional membership. When comparing countries, 71.7% of UK students felt the training period about right, whereas Australians and Swedes were less likely to agree with this opinion.
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The authors would like to acknowledge the support and assistance of the FIG Foundation, without whom this research could not have been completed.
1.0 Introduction

Professional bodies seek to set robust and industry appropriate standards and provide an organisation to which their members, the public and clients alike can rely upon. Using the Royal Institution of Chartered Surveyors (RICS) as an example, the mission statement of the Institution is to be "the most respected organisation for professionals involved in land, property and construction" (RICS, 2004). To endeavour to grow, professional bodies need to sustain and grow their membership base. It is vital for professional bodies to replace members lost through retirement and retrenchment with new members; this is primarily graduates. However it must be asked: what is the long term future of professional bodies if new members are not recruited? In order to address this question this report examines the awareness and perceptions of student members towards professional bodies in the surveying and built environment disciplines.

There has been substantial growth in tertiary education provision across the UK, Australia and in other parts of the world with increasing numbers of school leavers undertaking tertiary qualifications. Students enrolled in surveying and built environment programmes are eligible to join professional bodies as student members often at a reduced fee or without charge. However there may be a level concern about the lack of conversion of the students to full-time members and this research seeks to ascertain the underlying reasons for this trend. At present the conversion rates in Oceania for RICS student members is below 1%, though as many as 40% of students cohorts can comprise international students who return to their country of birth following graduation. This research identifies and investigates the potential barriers and drivers relating to the conversion of student members towards professional body membership. It is supported by suggestions to address and overcome these barriers.

2.0 Why the research is necessary

Historically the professionals representing the land and built environment have depended upon and trusted their professional bodies both to uphold educational and professional standards among its members and also to regulate the profession for the benefit of members and broader society. Professions discharge a vital responsibility in society and much has been already published about these benefits (Grimshaw 2001; Friedson 1994; Barker 1968). A series of professional attributes identified by Grimshaw (2001) when examining the Facilities Management profession and, citing Friedson (1994) and Barker (1968) as the characteristics of a profession were:

'specific and definable knowledge and skills base that has to be acquired and tested; a high degree of self-control of behaviour via codes of ethics; and a recognised social responsibility that gives a primary and selfless orientation to the community interest.' (Grimshaw 2001, 55).

The regulation of ethical standards by professional bodies is well documented as a basis of professional practice. In many global jurisdictions it is the professional bodies with their time-honoured codes of practice and ethical guidelines that provide a regulatory safeguard between the professional practitioner and the role of the state in protecting citizens. According to Jamal & Bowie (1995) the role of professional codes is to 'prevent professionals from exploiting the asymmetrical information that is a part of the professional-client relationship'. It is primarily for these reasons that professional bodies have grown in
national and international contexts and the importance of the quality of membership and the ethical standards which they maintain is essential to their continued success (Warren & Wilkinson 2008; Grimshaw 2001; Jamal & Bowe 1995). Even though the importance of professional body membership has not changed, an ostensible change in the attitudes of young members towards professional body membership in the property and construction industry has been confirmed (Warren & Wilkinson 2008). A particular change with regards to the 'value for money' aspects of membership as well as the need to belong was identified. These findings were echoed in research published a decade earlier examining the role of accounting professions, where the value for money was succinctly brought into focus with the reference. At a more tangible level of services, when the value of their annual subscription is questioned, members of both bodies are scratching their heads' (Wilson 1997). This reluctance to join is echoed in the many professions where the benefits of membership are weighed against the financial costs to the individual or the organisation (Dalton & Dignam 2007). On the other hand US research demonstrated an increasing membership of trade associations by generation X with a focus on 'what they can get out of the membership' in terms of career advancement and the benefits of networking that can be achieved (Amer 2006; Wallace 1995).

The findings of an Australian study into the property and construction professions with respect to the value of membership to young graduates revealed that students did value professional qualifications but that there was a lack of understanding about the role of the professional bodies (Warren & Wilkinson 2008). It was demonstrated that students increasingly sought to work overseas and pointed to a need for the professional bodies to service members in a global context. There was a student preference for local established professional bodies within Australia however there remains a role for institutions with a global perspective due to changing acceptance towards travel and working overseas. However with a number of professional bodies competing for limited graduate and their associated membership fees, changes may be required to sustain services and grow membership in the future. The same study concluded that although students in Australia state that professional bodies and professional qualifications are important, paradoxically the membership of professional bodies is less important. Furthermore it appeared that membership was perceived as taking too long to achieve, with a complex assessment process over two years and with excessively high fee levels (Warren & Wilkinson 2008). Moreover, the expectations of what membership offered in terms of career advancement and networking opportunities were not necessarily aligned with the priorities that employers might perceive of the membership organisations. The study concluded that graduates entering professional practice are focussed on career development but will join professional bodies only where membership delivers value for money in delivering career goals and opportunities for advancement (Warren & Wilkinson 2008).

As professions seek to become global organisations the need to attract new members is a quintessential element of the growth strategy. It should be noted that growth expectations are not being readily translated into student and early career professionals, where many students join when studying but fail to convert to full membership upon graduation. The Royal Institution of Chartered Surveyors (RICS) is a large international professional institution with over 140,000 members globally (RICS 2009). A regional office was established in Australia in 2000 to attract new members and grow its professional influence within the
Asia-Pacific region. It was envisaged that young practitioners would be attracted to the global brand and a strategy to attract members was to offer free student membership. The strategy was successful with student membership rising from relatively few in 1999 to over 3,742 at the start of 2010 (RICS 2007; RICS 2010). For the countries covered by this research, in the period from 2008 to 2010 student membership of RICS fell by 8.8% in Oceania, grew by 70.6% in South Africa, grew by 3.4% in the UK and grew 57.2% in Europe (RICS 2010). Therefore does this indicate that students from these regions have different perceptions and attitudes towards professional body membership? This research sought to gain a deeper understanding of this issue. While the demand for free student professional body membership grew, the level of conversion to full membership has not been strong and the reasons for this lower than expected conversion might be a result of shifting attitudes to professional body membership and perceptions of value for money. The lack of understanding about these shifting attitudes formed the catalyst for this research. Furthermore at time of writing the impact of the global financial crisis which occurred during 2008 and 2009 is unclear; it could either increase professional body membership as students perceive membership may help to secure employment, or the costs of membership and professional examinations may deter students/graduates from joining. It is evident the global financial crisis affected different countries at different times and to different degrees but it was not possible to determine the impact or otherwise of this on the research population.

This report examines the perceptions of students enrolled on surveying and built environment courses in Sweden, South Africa, the UK and Australia towards professional bodies in surveying and the built environment. In addition it discusses the processes and practices required to facilitate the highest possible conversion rates.

3.0 The research stages

The research was undertaken in the following stages:

1. distribute a questionnaire to a representative sample of students on surveying and built environment courses in a sample of Swedish, South African, UK and Australian universities to ascertain their views and perceptions towards professional body membership; and
2. examine student survey results and present a report to FIG.

4.0 Methodology

A written survey was completed by students enrolled at the University of South Australia (Adelaide) and Deakin University (Melbourne) in Australia, Nottingham Trent University (UK), the University of Natal (South Africa) and the Royal Institute of Technology (Sweden) in late 2009. Student groups studying a range of surveying, property and built environment courses were targeted in all universities to ensure a representative range of views were collected. A total of two hundred and sixteen completed surveys were returned which were considered to be adequate for the purposes of this study.
The research methodology was based on a written questionnaire which could be easily distributed among students studying land, surveying, property and construction courses in Australia, South Africa, UK and Sweden. The questionnaire survey in the preliminary study (Warren & Wilkinson 2008) was updated and expanded to include professional bodies representing the built environment and surveying in each country in the study.

In order to gain a wider spectrum of students as possible the survey was administered to a range of student cohorts in four countries. The researchers endeavoured to collect data from developing countries to determine whether attitudes varied between students studying in developed countries as opposed to developing nations. Note: contact was made with surveying academics in the Pacific region and they agreed to participate in the research, the surveys were sent out however no completed surveys were returned from this region. In a similar manner the contact with eastern European surveying academics did not result in participation in the research. However students from five universities on four continents participated in the research: one from South Africa, one from the UK, two from Australia and one from Sweden. Therefore it is possible to make international comparisons about student perceptions of professional bodies with representation from Europe, Africa and Oceania. This includes both developed and developing nations.

The universities selected to participate in this research included leading course providers in South Africa, UK, Australia and Sweden. The students were drawn from all year groups within the undergraduate program and from postgraduate students undertaking Masters level study. The surveys were administered by the students' professors in September 2008 and September 2009. Participation was voluntary and a total of 216 completed surveys were returned from Nottingham Trent University (NTU), University of South Australia (UNISA), Deakin University (DU), University of Natal, South Africa and the Royal Institute of Technology, Sweden. The survey comprised three distinct sections as follows. Section one asked the respondent eight questions about their age, gender, the course they were studying, the level of the course (i.e. either undergraduate or postgraduate), their year of study within the course (e.g. 1st year) and their intentions to work within their home country and or overseas during their career. This data enables the researchers to ascertain whether these respondents are more or less aware or likely to join professional bodies based on their age, gender and year of study. It is anticipated that professional body awareness and perceived importance would increase in line with years of study. Professional bodies usually visit students in their first year of study at university in order to raise awareness of the importance and benefits of joining a professional group.

The second part of the questionnaire comprised six specific questions about the professional bodies. In this section respondents were asked whether professional body membership was important to them and also which bodies they were currently student members of. Respondents were asked which bodies they intended to join in the future. Importantly the respondents were asked in this section to rank their primary reasons for joining professional bodies. Furthermore they were asked about their expectations of professional bodies. This data was critical as it assisted to identify the drivers and expectations potential members and current student members have of professional bodies.

The final section of the survey asked six more detailed questions identifying a number of built environment professional bodies which operate in their country of study. For those
students in employment, respondents were asked if employers paid their membership fees. Respondents were asked to answer questions about the length and duration of professional training prior to attaining full membership of professional bodies and their individual views on fee levels. Finally, respondents were asked to provide any additional comments if considered relevant.

A copy of the survey form is in appendix 1.

5.0 Data Analysis and Findings

In this report the data analysis is split into two sections. The first part sets out the uni-variate analysis of the questions in the survey with a second part comprising a bi-variate analysis of selected variables on a country basis.

5.1 Section A

5.1.1 Age Profile

Figure 1 shows that survey respondents were predominantly aged 21 years and under, with 29.4% in the 22-25 year group and 10.4% in the 26-34 year group. Only 5.2% were aged over 35 years of age. The postgraduate respondents represented approximately 7% of the total survey population; as anticipated they were older than undergraduate respondents with 43.5% of the postgraduates in the 26-34 year age group and 21.7% over 35 years of age.

Figure 1  Respondent's age

![Bar chart showing age distribution of respondents.](source: Authors)

Figure 2 shows on a country basis, the Swedish group had a higher proportion of older students. UK students were dominated by the under 21 age students, whereas the Australian students had a high proportion of students aged 22-25 and above.
Overall the gender balance of respondents was predominantly male (73.9%) although there was adequate female representation (26.1%). Note this balance was deemed to be generally representative of the gender balance on the built environment courses at the five universities. In both Sweden and South Africa more females than males participated in the survey. The distribution of respondent gender and countries participating in the survey is shown in figure 3. Most respondents are from Australia, followed by UK, South African and Swedish and this must be taken into account when interpreting the results of the survey.

5.1.2 Mode of Study

Figures 4 and 5 show the respondents by course and then by course and country. These diagrams show that respondents in the UK represented construction and quantity surveying disciplines and also double degrees. Australian students represented property and construction disciplines mostly, although facility management, planning and architecture is...
also featured. The South African students were from property and/or quantity surveying backgrounds and the Swedish students from the property discipline only. Therefore this group of respondents do not represent spatial science and land surveying students' views and perceptions.

![Figure 4 Respondents Course of Study](image)

*Figure 4 Respondents Course of Study (source: Authors)*

![Figure 5 Respondents by course and country](image)

*Figure 5. Respondents by course and country. (source: Authors)*

Overwhelmingly most respondents were enrolled on full-time courses (95.3%) with only 4.7% of respondents studying part-time. Figure 6 illustrates the respondents by mode of attendance and country and shows Australian students were most likely to be studying part-time compared to Swedish, South African and UK students. There were no part-time students in South Africa or Sweden. When considering the level of study, 91.9% of

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respondents were enrolled on undergraduate courses with 8.1% studying at postgraduate level. Most students (41.7%) were in the second year of their study; for the remainder 37.4% were in their first year of study with 20.9% collectively in years three, four or five of their study. In summary, the typical survey respondent was aged 21 years and under, undergraduate, studying predominantly in the disciplines of property and construction with relatively little exposure to either industry professionals or professional workplaces.

Figure 6 Respondents by mode of attendance and country.

5.1.3 Career Location Intentions

The respondents were asked to state their career intentions, particularly if they intended to work outside of the country of study or country of origin as this might have some bearing on the type of professional body the students might consider joining. The country in which these respondents intend to work revealed that nearly half (46.4%) intended working solely in their home country for the first two years after graduation (see table 1 and figure 7). Arguably this is a period during which they could, if motivated, complete training for professional body membership. Out of all respondents, Swedish students were least likely to want to work outside their home country however given the maturity of the Swedish group they may have other responsibilities that would keep them working at home. A substantial proportion (36.5%) did not know whether they would remain in the country of origin to work in the two years following graduation. The balance of respondents (17.1%) intended to work elsewhere within the two years after graduation.
Table 1: 'Is your country of origin the only country you intend to work in during the first 2 years after graduation?'

<table>
<thead>
<tr>
<th>Country</th>
<th>Count/ % of total</th>
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<th>No</th>
<th>Don't know</th>
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<td></td>
<td>% of Total 8.5%</td>
<td>6.6%</td>
<td>12.8%</td>
<td>28.0%</td>
<td></td>
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<tr>
<td>Australia</td>
<td>Count 65</td>
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<td>38</td>
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<td></td>
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<td>56.4%</td>
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<td></td>
<td>% of total 46.4%</td>
<td>17.1%</td>
<td>36.5%</td>
<td>100.0%</td>
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</table>

Source: Authors

Where a preference for an overseas country was stated the respondents confirmed the most popular destination was UK/ Europe, followed by the Middle East and Asia, then North America and Africa. The results may be biased and reflect countries where students have an association due to an extended family rather than a country offers career development potential. Note the research did not explore this aspect further although this may be examined in subsequent research.

Figure 7 Respondents by country and intention to work in country of study

(Source: Authors)

With reference to the long term most respondents (70.6%) believed it was probable they will work overseas during their career. The remaining respondents (17.1%) did not know...
whether they would work overseas, approximately 2.8% of respondents stated they did not
intend to work overseas and 9.5% stated it was not likely that they would (see table 2).

These figures clearly showed that many graduates from surveying courses in the UK,
Sweden, South Africa and Australia contemplated working internationally at some point in
their careers and a substantial proportion intended to travel overseas early in their careers.
This result has implications for the recruitment of students into professional bodies and
highlighted the need for international links between professional bodies and the
establishment of global professional recognition.

Table 2: Respondents intentions to work outside your country of study

<table>
<thead>
<tr>
<th>Country</th>
<th>Count/ % of total</th>
<th>Yes</th>
<th>Probably</th>
<th>Not likely</th>
<th>Definitely not</th>
<th>Don't know</th>
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<td>UK</td>
<td>Count 28</td>
<td>18</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Total 13.3%</td>
<td>8.5%</td>
<td>1.4%</td>
<td>0.9%</td>
<td>3.8%</td>
<td>28.0%</td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>Count 44</td>
<td>34</td>
<td>14</td>
<td>3</td>
<td>24</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Total 20.9%</td>
<td>16.1%</td>
<td>6.6%</td>
<td>1.4%</td>
<td>11.4%</td>
<td>56.4%</td>
<td></td>
</tr>
<tr>
<td>South Africa</td>
<td>Count 13</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Total 6.2%</td>
<td>4.3%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>9%</td>
<td>12.3%</td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td>Count 0</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Total 0.0%</td>
<td>1.4%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>9%</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Count 85</td>
<td>64</td>
<td>20</td>
<td>6</td>
<td>36</td>
<td>211</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of total 40.3%</td>
<td>30.3</td>
<td>9.5%</td>
<td>2.8%</td>
<td>17.1%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Authors

5.2 Section B

5.2.1 The importance of professional qualifications and professional body membership

In this section the responses are very positive and clearly the respondents view professional
qualifications as being very important to them.

A student's perception of the importance of professional bodies could provide a clear
indication of their understanding of the role of professional institutions and the likelihood
that they would seek to join at least one of these organisations. The responses were positive
overall and confirmed that respondents viewed professional qualifications as very important
to them. 95.2% of the respondents viewed professional qualifications as important, being
either very important (64.9%) or of some importance (30.3%). Only 4.3% of respondents
viewed professional qualifications as being of either no or limited importance and few
(0.5%) were unsure. Figure 8 shows the distribution by country and shows that Swedes and
South Africans had the highest esteem for the importance of professional bodies.
Figure 8: Country and importance of Professional Qualification

<table>
<thead>
<tr>
<th>Country</th>
<th>1 (very important)</th>
<th>2 (some importance)</th>
<th>3 (neutral)</th>
<th>4 (little importance)</th>
<th>5 (not all important)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK</td>
<td>45</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>Australia</td>
<td>66</td>
<td>46</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>117</td>
</tr>
<tr>
<td>South Africa</td>
<td>18</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Sweden</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

|               | 135                | 63                  | 8           | 1                     | 1                     | 208   |

Student membership of professional institutions was found to be relatively high, where most students (65.09%) stated they belonged to a professional body. South African students had the highest rates of membership, followed by the UK, Sweden and then Australia. At the same time a large proportion were members of more than one professional body.

Respondents were asked which professional bodies the respondents intended to join after they graduated. Interestingly the proportion of no responses was 20.28% and contradicted the previous response relating to the importance attached to the professional qualifications. Most students intended to join their local professional body in their area of study, with many indicating they will seek membership of more than one professional body. This result confirmed although there was a clear perception that professional organisation membership is important, a large proportion of students had not considered which specific institution they would join. The respondents who had made a decision tended to favour the local organisation over an international organisation, a statistic which did not fully reflect the proportion of respondents intending to practice overseas.

The respondents were asked about how important it was for them personally to join a professional body. The responses highlighted there was less importance attached to gaining professional membership in contrast to gaining professional qualifications. It is apparent there was a gap in the knowledge level of these respondents and that professional qualification and professional membership were not perceived as mutually beneficial or correlated. Results relating to the importance of actually joining a professional body the level of importance are shown in table 3. There are direct implications for future membership levels of professional bodies here and an imminent need to increase the level of importance for individuals to join a professional body.
### Table 3: The importance of joining a professional body

<table>
<thead>
<tr>
<th>Importance</th>
<th>Frequency</th>
<th>(%)</th>
<th>Valid (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>84</td>
<td>39.6</td>
<td>40.0</td>
</tr>
<tr>
<td>Some importance</td>
<td>87</td>
<td>41.0</td>
<td>41.4</td>
</tr>
<tr>
<td>Limited Importance</td>
<td>20</td>
<td>9.4</td>
<td>9.5</td>
</tr>
<tr>
<td>No importance</td>
<td>9</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Don’t know</td>
<td>10</td>
<td>4.7</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>99.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>212</strong></td>
<td></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: *Authors*

Joining a professional body was seen as very important by many of the respondents (40%) where 41.4% viewed it as being of some importance. This compares to the vast majority of respondents (95.2%) who perceived professional qualifications as being very important or of some importance, although only 81.4% see professional body membership in the same way.

#### 5.2.2 Reasons for joining professional institutions.

The next section of the questionnaire asked respondents a series of questions about what they perceived as reasons to join or alternatively the benefits of professional body membership. Respondents were asked to rank each reason on a scale of between one and five where five was the highest reason. The results shown in Table 4 highlight the primary reason and motivation for joining a professional body is as the perception of enhanced career prospects, followed by access to professional networks, keeping members up-to-date and increasing career progression/promotion. Employability was next, followed by remuneration, employability overseas and benefits paid by employers.

It should be noted that professional body membership was not perceived as being a benchmark of professional skills and knowledge - this reason ranked 8 out of the ten reasons. Access to CPD (continuing professional development) was listed as the least important reason to join a professional body. In other words there is work to do in raising awareness of a professional body membership enhancing work opportunities outside of a home country and being a benchmark of a member’s professional skills and knowledge. The rank order follows a very similar pattern to the earlier Australian study conducted by Wilkinson & Warren (2007).
Table 4 Primary reasons for joining a professional body

<table>
<thead>
<tr>
<th>Reason</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhances my career prospects</td>
<td>4.23</td>
<td>1</td>
</tr>
<tr>
<td>Provides access to professional networks</td>
<td>3.99</td>
<td>2</td>
</tr>
<tr>
<td>Will keep me up to date</td>
<td>3.98</td>
<td>3</td>
</tr>
<tr>
<td>Increases promotion</td>
<td>3.96</td>
<td>4</td>
</tr>
<tr>
<td>Increases employability</td>
<td>3.94</td>
<td>5</td>
</tr>
<tr>
<td>Improves my salary</td>
<td>3.81</td>
<td>6</td>
</tr>
<tr>
<td>Increases employability outside home country</td>
<td>3.80</td>
<td>7</td>
</tr>
<tr>
<td>Improves benefits paid by employers</td>
<td>3.69</td>
<td>8</td>
</tr>
<tr>
<td>A benchmark of professional skills and knowledge</td>
<td>3.69</td>
<td>8</td>
</tr>
<tr>
<td>Provides access to CPD</td>
<td>3.68</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Authors

On a "by country" analysis it can be seen (see figure 9) that there are differences between nationalities with regards to the relative reasons for joining professional bodies.

Figure 9: Respondents by country and professional body membership enhances career prospects

Using 'enhances my career prospects' as an example, UK students did not agree that professional body membership enhanced career prospects although some Australian, South African and Swedish students felt that professional body membership was positive in this regard.
In the next stage the respondents were asked to rank their expectations of professional bodies (based on a score of 1 and 5 with 5 being the highest score). The results are shown in Table 5. Networking was the largest expectation that students have of professional bodies. The clear implication from this is that networking opportunities such as social events, training seminars and CPD activities are needed to raise their profile of institutions and attract young members. The second expectation is linked to career development and mentoring opportunities, where these students expected that professional membership will enhance their career progression. These results showed a disconnect between career development expectations (ranked 2) and structured training (ranked 4). There is also a need for institutions to develop mentoring programs to guide students into full membership.

Table 5 Expectations of professional institutions

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networking opportunities</td>
<td>4.28</td>
<td>1</td>
</tr>
<tr>
<td>Career development and mentoring opportunities</td>
<td>4.18</td>
<td>2</td>
</tr>
<tr>
<td>Access to state of the art knowledge</td>
<td>4.09</td>
<td>3</td>
</tr>
<tr>
<td>Structured training</td>
<td>3.99</td>
<td>4</td>
</tr>
<tr>
<td>Enhanced salary</td>
<td>3.83</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Authors

On a 'by country' analysis it can be seen (see figure 10) that there are differences between nationalities with regards to the expectations students have of professional bodies.

Figure 10: Respondents by country and networking opportunity expectations of professional body membership

Using students’ expectations of ‘networking opportunities’ as an example, Swedish students did not agree that networking opportunities were a high expectation of professional body membership whereas some Australian, South African and UK students felt more positive about this expectation.
5.3  Section C

This part of the survey asked a series of questions relating to each student’s perception of professional body membership (including RICS).

5.3.1  Perceptions of employers expectations

Respondents were asked whether they considered that employers expected them to join a professional body (see table 6 and figure 11). Given the high level of importance attached to professional body membership cited by the students (see table 3 above), it is reasonable to expect that they might have investigated some of the detail of professional body membership requirements. However the respondents were largely full-time students; for example in Australia full-time students are very likely to work for one or two days per week in professional offices throughout their studies which should bring them into contact with employers’ attitudes and views towards professional body membership. The responses highlighted a gap among students in knowledge and understanding about professional bodies.

Figure II: Respondents by country and expectation of employer to join professional body

A large proportion of participants (36.3%) failed to respond to this question and this is probably because of the high number of first year students who are unlikely to work in professional offices at this relatively early phase of their studies. Of those respondents who answered, 23.7% did not know whether their employer would expect them to join a professional body. Two-thirds (66.7%) stated they thought their employer would not expect them to join a professional body and only 9.6% thought employers would expect them to join. Only a relatively small minority of students perceived that employers would expect them to become professionally qualified.

University student perceptions of surveying and built environment professional bodies, Sara Wilkinson and Richard Reed
On a 'county by country' basis and as a percentage of responses within country, it was evident that Swedish, then South African students were most likely to consider that employers expected professional body membership. This was then followed by Australian and then the UK students.

Table 6: ‘Do employers require you to join a professional body?’

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>13</td>
<td>6.1</td>
</tr>
<tr>
<td>No</td>
<td>90</td>
<td>42.5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>32</td>
<td>15.1</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>63.7</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>77</td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Authors

A similar trend emerged when students were asked whether they thought employers would pay an employee's professional body membership fees. A large proportion (41.5%) failed to respond and 39.5% of those who did respond did not know the answer. Furthermore 35.5% of respondents replied the answer was 'no' and 14.5% replied the answer was 'yes'. Australians were most likely to perceive that employers would pay professional fees. A similar cloudy view of whether an employer would pay fees for an employee to be a member of more than one professional body is apparent in the sample (see table 7).

Table 7: ‘Do employers pay professional fees for employees?’

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
<td>8.5</td>
</tr>
<tr>
<td>Probably</td>
<td>13</td>
<td>6.1</td>
</tr>
<tr>
<td>No</td>
<td>44</td>
<td>20.8</td>
</tr>
<tr>
<td>Don’t know</td>
<td>49</td>
<td>23.1</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>58.5</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>88</td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Authors

Overall there is a clear lack of knowledge in this respect since 41.5% of participants failed to respond and a further 49% respondents did not know the answer to the question. Nonetheless 8.5% of participants replied the answer was 'yes' and 20.8% replied the answer was 'no'. These results showed that students entering professional practice do not have an understanding of what might be expected of them in terms of membership of professional
bodies or the likelihood or otherwise that their membership fees would be paid by an employer.

The entry requirements of professional bodies vary but typically most currently require potential members have an accredited tertiary qualification followed up by structured on the job experience before taking a professional assessment for full membership. For example RICS has an Assessment of Professional Competence (APC) requiring a minimum of 2 years experience before applicants are required to submit a diary, a critical analysis, a summary of experience and undertake an interview with 3 RICS members before they are able to join as a full member. This was used as a benchmark for the survey.

When surveyed about the current RICS APC approximately 67.9% of participants did not respond to the question at all, possibly suggesting a lack of knowledge or interest in this aspect towards becoming professionally qualified. Few (1.3%) felt it was not sufficiently robust whereas 6.1% felt the APC required 'too much work'. 14.2% of respondents thought that it was 'about right'. From these results, it is clear that student perceptions of the importance of professional qualifications is not aligned with the importance that professional bodies place on this period of practical experience. Current conversion rates of student members to full professional body membership is relatively low in some countries like Australia and the views expressed by respondents to this question may explain why this occurs i.e. students may perceive the work to be 'too much'. If student conversion to full professional body membership is to be achieved then considerable education about the need for and importance of this training needs to be undertaken by the respective professional bodies.

This lack of knowledge with regards to professional bodies was confirmed with the question relating to knowledge of the membership fee levels, where 74.1% of respondents did not know fee levels for the professional body they stated they wanted to join. Thus the positive affirmative responses to the earlier question regarding the number of bodies students intended to join must be viewed as optimistic at best. On the other hand 15.6% said they did know their professional body fee levels and 10.4% did not respond.
6.0 Conclusions and recommendations

The conclusions and recommendations of this study are identified below.

Finding 1

There is great potential for academics to raise awareness amongst students about professional surveying and built environment bodies, as well as their role in professional practice in particular. There is a gap in knowledge within university students of the role professional bodies in setting and regulating professional standards and ethics. Equally there is potential for professional bodies to develop a more direct relationship with students at all stages of their academic study to foster students' knowledge and awareness of professional body membership requirements.

Finding 2

There are substantial opportunities for professional bodies to operate both nationally and globally. This is due to the appeal of professional bodies to students seeking to work overseas shortly after graduation, equating to 17.1% of the sample. Furthermore, nearly half of the respondents (46.4%) intended to work solely in the country of study for the first two years after graduation. In other words there is potential to complete their professional training with transferable, portable and globally recognised professional qualifications.

Finding 3

There is an opportunity to broaden professional body membership appeal through the development of global qualifications to just over a third of the students (36.5%). This group are undecided in terms of whether they will remain in the country of study to work in the two years following graduation.

Finding 4

One target group representing about two-fifths of the students (40.3%) intend to work elsewhere within the two years after graduation; most are seeking to work in the UK/Europe followed by the Middle East and Asia, then North America and Africa. Accordingly this group would benefit from a 'global' qualification that is transferable and transportable across national boundaries. These respondents should and need to be aware of the professional bodies which will operate in countries they are seeking to work in. There is great potential for national professional bodies to either create memorandums of understanding with other professional bodies allowing members to register and be recognised when they practice outside of the their country of qualification. This process may or may not involve some study of local practices. Alternatively there is an opportunity for a body to become the global qualification universally recognised throughout the world.

Finding 5

There are significant opportunities to market global professional bodies. The majority of respondents (70.6%) replied it was probable they will work overseas at some stage during
their career. In this study Swedish students were least likely to work outside of their country of origin.

**Finding 6**

The importance of professional qualifications was recognised by students in the surveying and built environment disciplines. Overall 95.2% of respondents viewed professional qualifications as either (a) very important or (b) of some importance. Swedish and South African students had the highest esteem for professional bodies in comparison to Australian and British students.

**Finding 7**

44.8% of respondents were not members of a surveying or built environment professional body despite incentives such as free membership. Clearly the number of members must be increased as well as awareness of the benefits of professional body membership within the universities. On an individual country basis South African students (92.3%) were most likely not to belong to a professional body compared to Australian students (31.13%). There is a need to promote and increase professional membership within developing countries to build capacity.

**Finding 8**

Almost half (49.4%) of student respondents belonged to a single professional body with a small proportion (5.8%) belonging to two or more professional bodies. There is a strong preference for joining only one professional body as a student and therefore there is potential to develop global allegiances and understandings between professional bodies operating in different nations.

**Finding 9**

There is a knowledge gap with respondents where professional qualification and professional membership are not seen as mutually beneficial or co-related. While 95.2% viewed professional qualifications as being very important or of some importance (Finding 4), fewer (80.6%) viewed professional body membership in the same way. There is work for professional bodies to raise awareness of the links between professional body membership and professional qualification.

**Finding 10**

Overall the student respondents did not perceive professional body membership highly in terms of enhancing work opportunities outside of their country of study (e.g. 9.5% agreed professional qualifications did enhance work opportunities against 72.2% who disagreed), or as a benchmark of a member’s professional skills and knowledge (10.8% agreed professional qualifications were a benchmark of skill and knowledge against 63.3% who disagreed). On an individual country basis, Australian students were most likely to view professional body membership positively in these areas with 13.8% agreeing professional qualifications enhanced work opportunities and 14.8% agreeing professional qualifications were a
benchmark of skill and knowledge. Swedish students were most sceptical of these perceived benefits of professional body membership where no students agreed with either statement.

Finding 11

With reference to meeting students’ expectations, there is an expectation that professional bodies provide networking opportunities, career development and mentoring opportunities. In order to achieve this goal, professional bodies must have active committees and hold regular and well advertised social, CPD and training events. Free invitations to student members may be necessary to raise their awareness of these events. Professional bodies also need to show how they add ‘value’ in terms of career development and mentoring and need to consider setting up programmes to deliver perceived ‘value’.

Finding 12

There is a knowledge gap with regards to the perception of industry employers towards professional bodies. Only a small minority of students (9.6%) believed employers would expect them to become professionally qualified. Swedish and South African students were most likely to view that professional qualifications were expected.

Finding 13

There needs to be a raised awareness to students about professional fees and the payment thereof. 41.5% of the sample was unable to answer the question: “does the employer pay my professional body fees?” of those who replied, 50% were unsure of the appropriate response.

Finding 14

There is an ostensible lack of understanding among students about the services professional bodies provide to members. Most students generally feel unsure about fee levels or perceive them as too high. Arguably a greater awareness of member services could change the respondents’ views. Professional bodies should consider compiling a student membership information pack, which in turn addresses many of the issues raised in this report regarding gaps in knowledge and perception about a professional body.

Finding 15

Increased knowledge and a better understanding about whether employers pay fees (or not) is likely to lead to more applications for membership of professional bodies and a more positive view of the professional bodies from student’s perspective (see table 7).

Finding 16

Generally speaking, students perceived the level of professional body fees as being appropriate(44.1%), with a large proportion (35.3%) of students not knowing whether the fees are too high or not. This reflects a lack of knowledge and understanding amongst a third of the student community. 19.1% felt fees were too high. On an individual country basis
approximately 70% of UK respondents felt that fee levels were appropriate compared to no Swedish students; therefore national variation exists. South African and Swedish students were most likely not to know whether fees were too high or low.

Finding 17

The period taken to attain professional qualifications, using the 2 year minimum RICS APC as a benchmark is perceived by 40.1% of respondents as taking too much time or requiring too much work. 15.1% of respondents failed to respond and 44.8% thought this time period was 'about right'. Therefore it seems that either an explanation is needed to explain why the graduate professional training and qualification period takes the time it does and involves the work it does, or alternatively to review whether the graduate professional training and qualification period can or should be altered to address this barrier. Alternatively it may be worth investigating whether another tier of membership should be developed with a shorter professional training and qualification period and less work which could then be added to attain full professional membership. When comparing countries, 71.7% of UK students felt the training period about right, whereas Australians and Swedes were less likely to agree with this opinion.

Recommendations

Based on the analysis above the authors make the following recommendations:

1. Target students in the first three (3) years of their university studies to raise their awareness of professional bodies.

2. Ensure student members are aware of:
   a. The relationship between professional body membership and professional qualifications.
   b. Employer expectations in respect of professional body membership and qualification.
   c. Who actually pays the membership fee.
   d. All services that professional bodies provide.

3. Encourage notion of transferability of professional qualifications to national professional bodies to support members with work opportunities overseas.

4. Encourage professional bodies to provide career profiles on their websites, especially when showing younger people qualifying in one country and then seeking and gaining work overseas.

5. Increase student memberships i.e. 44.8% of the sample did not belong to any professional body.

6. Professional bodies to provide student welcome pack for new members and ensure this is dispatched in a timely way on an annual basis.
7. Professional bodies to provide a series of structured university-based information seminars throughout the academic year.

8. Provide free access to professional body seminars and CPD events. Consider giving some form of incentive to those students who attend a certain number of seminars e.g. perhaps a lunch with a practitioner for some free careers coaching or advice?

9. Establish a mentoring scheme for all professional member candidates to increase pass rates.

End of report
Appendix 1 - The questionnaire survey (Swedish version)

Questionnaire about Surveying and Built Environment Professional Body Membership
(please circle your answer below)

Section A – About you

1. Your age?
   (d) 35+
2. Your gender?
3. Your course? quantity surveying
   (a) property (b) construction (c)
   (d) planning architecture (e) facility management(f)
   (g) spatial science’ (h) other (state course).............
4. Mode of attendance?
   (a) full time (b) part time
5. Course level?
   (a) undergraduate (b) post-graduate (c)
   other....................
6. Year of study?
   (a) 1 (b) 2 (c) 3 (d) 4
   (e) 5
7. Is Sweden the only country you will work in during the first 2 years after graduation (in the built environment field)?
   (a) yes (b) no (if no, which country do you intend to work in?) ................... (c) don’t know
8. Do you intend to work outside Sweden at any point during your built environment career?
   (a) yes (b) probably (c) not likely (d) definitely not (e) don’t know

Section B – About professional bodies

9. Are professional qualifications important to you when you graduate?
   (a) very important (b) some importance (c) limited importance (d) not important (e) don’t know
10. Which professional bodies do you currently belong to as a student member? (please circle all that apply)

(a) Royal Institution of Chartered Surveyors (RICS)
(b) Sveriges Lantmäteriförening SLF
(c) Other (please state) ............................................................

11. Which professional bodies do you intend to join as a full member when you start working/after graduating? (please circle all that apply)

(a) Royal Institution of Chartered Surveyors (RICS)
(b) Sveriges Lantmäteriförening SLF
(c) Other (please state) ............................................................

12. How important is it for you to join a professional body (on a personal basis)?

(a) very important  (b) some importance  (c) limited importance  (d) not important  (e) don't know

13. For what reasons would you join a professional body?
Please rank importance of each reason (1 = lowest; 5 = highest)

- enhances career prospects .................................................. 1 2 3 4 5
- improves salary ...................................................................... 1 2 3 4 5
- improves benefits provided by employers ................................ 1 2 3 4 5
- increased job promotion opportunities ................................... 1 2 3 4 5
- increased employability in Sweden ......................................... 1 2 3 4 5
- increased employability in countries outside Sweden ................ 1 2 3 4 5
- it is a benchmark of my professional knowledge and skills ......... 1 2 3 4 5
- to keep up to date with new practice and knowledge ............... 1 2 3 4 5
- access to continuing education ............................................. 1 2 3 4 5
- access to professional networks ............................................ 1 2 3 4 5
- other (please state) .............................................................. 1 2 3 4 5

14. What would you expect from a professional body membership?
Please rank importance of each expectation (1 = lowest; 5 = highest)

- networking opportunities ..................................................... 1 2 3 4 5
- career development and mentoring ....................................... 1 2 3 4 5
- enhanced salary from employer ............................................ 1 2 3 4 5
- access to 'state of the art' knowledge and latest developments ... 1 2 3 4 5
- structured training ............................................................. 1 2 3 4 5
- other (please state) .............................................................. 1 2 3 4 5
Section C - Professional Body Membership

15. If you are employed currently, does your current employer require you to join a professional body?
   (a) yes (b) no (c) don’t know

16. If you are employed currently, does your current employer pay professional fees for employees?
   (a) yes (b) probably (c) no (d) don’t know

17. If you are employed currently, does your current employer pay professional fees for one professional body membership only?
   (a) yes (b) no (c) don’t know

18. Would your view of the professional body fee level change if your employer paid your fees?
   (a) yes (b) probably (c) no (d) don’t know

19. Using RICS as an example, all student members have to pass the Assessment of Professional Competence (APC) before they may join as a full member. The APC takes a minimum of 2 years and then applicants are required to submit a diary, a critical analysis, a summary of experience and participate in an hour long interview with 3 RICS members. Do you consider this requirement is: (circle all which apply)
   (a) too much work
   (b) too long a time period (if so what would be about right?)
   (c) about right to join a prestigious professional body

20. If you are intending to join a professional body, do you know what the fee level is for;
   (a) Joining yes no
   (b) Undertaking your professional training yes no
   (c) Full membership yes no

21. If you answered yes to question 20, do you think the fee levels are;
   (a) too high (b) too low (c) about right (d) don’t know

Other comments. If you have any comments about joining professional bodies please state them here

University student perceptions of surveying and built environment professional bodies. Sara Wilkinson and Richard Reed
Thank you for participating in this survey, please return your questionnaire to the lecturer.
Appendix 2 – Plain Language Statements

Dear Research Participant

Plain Language Statement

Objective
This research has been commissioned by the International Federation of Surveyors (FIG) to find out what student members think about built environment professional bodies. If professional bodies are to thrive and benefit members it is necessary to find out the attitudes and perceptions potential members have about them.

Strategy
In the medium term data gathered here will enable FIG and associated professional bodies to assess their strategy and policy making in respect of student membership. Your contribution to this debate is invaluable and the views you express here will influence the future direction of FIG and associated professional bodies optimising the attractiveness of the profession to you.

Benefits
By measuring and analysing your views and attitudes towards professional body membership and your career path we can help the professional bodies to improve their range of services and benefits for their members - making sure that you get the best possible benefits from your membership.

Approach
The questionnaire survey comprises a series of questions about you and your career aspirations and your views of professional bodies. It will take approximately 10 minutes to complete. The answers to the questions will provide (anonymous) data to inform FIG and associated professional bodies. The outcomes of this research will be published on the FIG website (www.fig.net) and at FIG Conferences.

Thank you for participating in this research project about students perceptions of professional bodies.

University student perceptions of surveying and built environment professional bodies. Sam Wilkinson and Richard Reed
References