

Property Developer (50 minutes)

Industry Participant

Ideal Industry Participant:

A professional who has had experience working in property development or has worked with development appraisals. Or, any professional who has experience dealing with initial preparation and brief stage of construction projects.

Example Job Titles:

Graduate Property Developer

Cost Consultant

Land Buyer

Description

This session's main focus is for the students to step into the shoes of a property developer, planning and costing a housing development project by carrying out calculations based on the development appraisal process. The aim is for students to learn how construction companies cost a potential project and predict the amount of profit it may bring.

What Year Group or Key Stage is the session targeting?

This session should be delivered to KS4 students (Years 10-11).

Maximum number of students?

This session would be ideal for 30 students.

What is the goal of the session?

For students to discover Built Environment careers that they probably knew little about – those involved with getting construction projects off the ground, and to see how their maths learning relates to their potential future careers.

Role of the Industry Participant(s)

Outline the role and responsibilities of the Industry Participant(s)

The industry participant will deliver the session and manage activities, as well as provide guidance and feedback during the site planning activity.

The industry participant will deliver a presentation (template provided) on their route into the industry and day-to-day responsibilities.

Resource Checklist

USB

Hard copy of PowerPoint

Electronic copy of PowerPoint

Resource 1 – Site Plan handout
 Resource 2 – Estimated selling price handout
 Resource 3 – Development appraisal – profit target
 Resource 4 – Development appraisal handout
 Resource 5 – Property Developer PowerPoint

Facilities Required from School

Computer and projection facilities to show PowerPoint presentation.

Learning Objectives:

Learners will be able to...

1. Understand the development appraisal process.
2. Feel more comfortable using simple multiplication and addition.

Gatsby Benchmarks

Gatsby Benchmark 2: Learning from career and labour market information.

Gatsby Benchmark 4: Linking curriculum learning to careers.

Gatsby Benchmark 5: Encounters with employers and industry employees.

National Curriculum Links

GCSE Mathematics:

- Apply the four operations to integers and decimals,
- Use standard units of measurement using decimal quantities,
- Round numbers and measures,

Teaching Strategies

Real Life Links: Students will listen to industry participants speak about the Built Environment sector.

Visual: Students will have the opportunity to view a PowerPoint as part of the session.

Auditory: Students will be provided with verbal instructions and feedback throughout the session,

Risk Assessment

DBS-checked individual (ideally a teacher) required to supervise at all times – industry participant may not be DBS checked.

Duration	Tutor/Industry Participant Activity	Learner Activity	Resources
5 minutes	Slides 1-8: Overview of the built environment PowerPoint. Industry participant to introduce themselves and to go over slides. The slides promote careers within the sector.	Students to listen	Resource 5 – PowerPoint

	<p>Edit Slide 3 and 4 : All About Me</p> <p>After this slide, insert a new slide with images of projects that you and your company have worked on so students can find out more about your work.</p> <p>Introduce the lesson – tell the students that this lesson will involve calculating the amount of profit that a new housing development will make.</p>		
5 minutes	Slides 9-12: Industry participant runs through overview of property development and introduces main task.	Listen actively and respond to prompts from Industry Participant.	Resource 5 – PowerPoint
5 minutes.	<p>Industry participant hands out site plans for students to draw in the site that they will making the cost calculation on.</p> <p>Students will draw 2 three-bedroom houses, 2 four-bedroom houses and 2 five-bedroom houses.</p>	Listen actively and follow instructions.	Resource 1 – Site Plan handout
10 minutes	Slides 13-14: Industry participant to explain the first step of the task to the students – calculating the estimated sales value of the site they have been given.	Listen to instructions then complete first stage of the task.	<p>Resource 5 – PowerPoint</p> <p>Resource 2 – Estimated selling price handout.</p>
10 minutes	Slides 15-17: Industry participant explains final step of the task to the students – running their site plan through a development appraisal.	Listen to instructions then complete final stage of task.	<p>Resource 5 – PowerPoint</p> <p>Resource 4 – Development appraisal handout.</p>
15 minutes	Industry participant runs through each group’s final totals from their development	Get involved with the final discussion and	Resource 5 – PowerPoint

	<p>appraisals and compare with the rest of the class.</p> <p>Industry participants use Resource 3 – Development appraisal – profit target to check the groups’ answers.</p>	<p>share final value of site.</p>	<p>Resources 3 – Development appraisal – profit target.</p>
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To-Do List

<p><u>Before Session:</u></p> <ul style="list-style-type: none"> • Request that the session take place in a good sized classroom • Go over the session plan • Print all resources before you arrive to the school • Make sure the relevant files are on a USB/sent to the school contact 	<p><u>After Session:</u></p> <ul style="list-style-type: none"> • Collect in resources at the end of the session
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Hints & Tips

<ul style="list-style-type: none"> • Here is the type of question that you may get asked: <ul style="list-style-type: none"> ○ What do you do on a daily basis? ○ How did you get into your career? ○ How many CVs do you get for jobs?

Delivery Management

<ul style="list-style-type: none"> • The session could be delivered by one industry participant • The teacher will handle behaviour management • Refer to ‘How To Contextualise Curriculum’ for more guidance on how to deliver this session.
