JULY 28, 2022

ACTION PLAN

CREATING A MORE DIVERSE, EQUITABLE AND INCLUSIVE BUILT ENVIRONMENT SECTOR

CIOB
The Chartered
Institute of Building

ice
Institution of Civil Engineers

Landscape
Institute
Inspiring great places

RIBA
Architecture.com

RICS®

RTPI
Royal Town Planning Institute

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Context: The Memorandum of Understanding

The following parties, namely, **Chartered Institute of Building** (CIOB), **Institution of Civil Engineers** (ICE), **Landscape Institute** (LI), **Royal Institute of British Architects** (RIBA), **Royal Institution of Chartered Surveyors** (RICS) and **Royal Town Planning Institute** (RTPI) have agreed to cooperate with the purpose of creating a built environment sector that is as diverse as the communities it represents; that acts inclusively, treats everyone fairly and provides a culture that delivers the best outcomes for the diverse societies in which and for whom our collective memberships work.

Signatories recognise the potential of our combined membership of over 350,000 to effect a meaningful and tangible improvement in Equity, Diversity and Inclusion (EDI) standards across the built environment. The Memorandum of Understanding was signed on 26 April 2022. The Greater London Authority played an important role in convening the group.

This action plan sets out how the three stated objectives will be achieved over the next three years.

Summary: Areas of Collaboration

THREE CORE AREAS

Area	Objective
1 **Data**	**Standardising member data collection** To create a consistent approach to data collection that will allow meaningful comparison across our collective membership and help to formulate a clear picture of the wider built environment sector, and inform targeted action to improve EDI outcomes.
2 **Pipeline**	**Understanding the transition from education into employment** To develop a robust, evidence-based understanding of the disparity between the diversity of students that start on institute-accredited courses and those that join the workforce; and to build on existing good practice to improve our collective understanding of retention rates and awarding gaps in education.
3 **Standards**	**Raising the sector's standards of EDI knowledge, behaviours and practice** To develop understanding and guidance for the sector and support organisations, individuals and institutes to develop, improve and maintain high professional standards; and to explore ways to collate and share relevant collateral to support all professionals working within the built environment.

1. Data

Standardising member data collection

To create a consistent approach to data collection that will allow meaningful comparison across our collective membership and help to formulate a clear picture of the wider built environment sector and inform targeted action to improve EDI outcomes.

Outcomes	Actions	Success Criteria	Time-scale	Resource	Lead Partner
1.1 An agreed set of consistent core questions/ data points that will be collected within the UK	• Agree questions • Template that sets out format/language that will be used to ask the questions	• Agreed template for the way in which questions will be asked	Sept 2022	EDI Leads	All
1.2 Consistent messaging to encourage collective membership to share demographic data	• Agree data questions • Template that sets out format/language that will be used to ask the questions • Joint communications plan to raise awareness of approach to data collection • Create and agree shared statement on what data is being collected • Create and publish list of FAQs from members on data collection	• Agreed template for the way in which questions will be asked. • Agreed communications plan • Agreed statement • FAQs available on individual institutes websites	Nov 2022	Comms Teams/ EDI Leads	RICS/ RIBA
1.3 Agree format for the way in which questions will be asked globally (i.e. outside UK)	• Research best practice models of global EDI data collection • Produce recommendations for global data collection categories	• Short report summarising research and making recommendations	Dec 2022	EDI Leads/ Data, Privacy & Legal Teams/ IT	RICS/ ICE

1. Data continued

Standardising member data collection

To create a consistent approach to data collection that will allow meaningful comparison across our collective membership and help to formulate a clear picture of the wider built environment sector and inform targeted action to improve EDI outcomes.

Outcomes	Actions	Success Criteria	Time-scale	Resource	Lead Partner
1.4 Core questions/ data points adopted by other built environment professional member bodies	• 2x workshops for professional members bodies	• Agreed template for the way in which questions will be asked • 75% of membership that attend workshops use template	Dec 2022	EDI Leads Building People	RTPI/ CIOB/ Building People
1.5 Core questions/ data points adopted by other built environment employers (250 staff and above)	• Agree questions • Template that sets out format/language that will be used to ask the questions • Data collection template embedded in respective institute charters/employer EDI schemes • Employer engagement workshops • Provide guidance to employers on using template	• Agreed template for the way in which questions will be asked • Guidance for employers produced • A minimum of 5 engagement workshops delivered • 24 employers invited to attend each workshop • Workshop recording made available • 75% of employers (250 staff and above) that attend workshops use template	Oct 2022	EDI Leads Budget	All

1. Data continued

Standardising member data collection

To create a consistent approach to data collection that will allow meaningful comparison across our collective membership and help to formulate a clear picture of the wider built environment sector and inform targeted action to improve EDI outcomes.

Outcomes	Actions	Success Criteria	Time-scale	Resource	Lead Partner
1.6 Create a consistent dataset of membership based on agreed template and messaging	• Collection of data (exact timing of collection at individual institute's discretion)	• Each individual institute shares recently collected data	Feb 2024	EDI Leads/ M'ship Teams/ IT	All
1.7 Publish member data	• Individual institute data published on websites • Collective data published on individual institute websites	• Membership data published on institute websites • Collective data published & available	Apr 2024	EDI Leads	All
1.8 Develop a qualitative analysis of the professions' inclusive culture, policies and practice	• Agree a full brief • Jointly tender and agree supplier	• Brief agreed • Supplier found • Survey completed with full report published • Findings published	Dec 2024	Budget EDI Leads External Supplier	All

2. Pipeline

Understanding the transition from education into employment

To develop a robust, evidence-based understanding of the disparity between the diversity of students that start on institute-accredited courses and those that join the workforce; and to build on existing good practice to improve our collective understanding of retention rates and awarding gaps in education.

Outcomes	Actions	Success Criteria	Time-scale	Resource	Lead Partner
2.1 Improved understanding of challenges faced by students during their studies	• Work with Higher Education Statistics Agency (HESA) and education partners improve quality of data received by member institute: - Improved data on retention rates - Improved data on awarding rates • Convene consultation groups with students giving them platform to talk candidly about their experience(s) on accredited courses • Aggregate existing data/information collected by respective institutes	• HESA and education partners provide data on retention rates and awarding rates. • 5 student groups convened • Production of a report setting out findings making recommendations for making improvements	Feb 2024	EDI Leads/ M'ship Teams/ IT	All
2.2 Improved understanding of challenges faced by students seeking to enter the profession	• Convene consultation groups with recently qualified students giving them platform to talk candidly about their experience(s) entering the profession	• 5 student groups convened • production of a report setting out findings making recommendations for making improvements	Dec 2023	EDI Leads Education Teams Budget Higher Education Institutes /Further Education partners	All

2. Pipeline continued

Understanding the transition from education into employment

To develop a robust, evidence-based understanding of the disparity between the diversity of students that start on institute-accredited courses and those that join the workforce; and to build on existing good practice to improve our collective understanding of retention rates and awarding gaps in education.

Outcomes	Actions	Success Criteria	Time-scale	Resource	Lead Partner
2.3 Improved understanding of challenges employers have recruiting diversity of talent	• Work with HESA and other education partners to improve quality of data received by member institute: - Improved data on retention rates - Improved data on awarding rates • Review entry criteria for graduation programmes with employers • Agree core data collection for graduate programmes	• HESA and education partners provide data on retention rates and awarding rates. • 50 employers with graduate programmes collecting agreed data • Production of a report setting out findings making recommendations for making improvements	Dec 2023	EDI Leads/ Education Teams Budget	All
2.4 Agree joint recommendation on inclusive academic practice(s) including but not limited to, curricula, appropriate behaviours, language	• Analysis of data new and existing and make recommendation • Identify existing good practice and guidance on inclusive academic practice	• Summative report of the data produced • Signposting to guidance on inclusive academic practice	Apr 2024	EDI Leads/ Education Teams	All

3. Standards

Raising the sector's standards of EDI knowledge, behaviours and practice

To develop understanding and guidance for the sector and support organisations, individuals and institutes to develop, improve and maintain high professional standards; and to explore ways to collate and share relevant collateral to support all professionals working within the built environment.

Outcomes	Actions	Success Criteria	Time-scale	Resource	Lead Partner
3.1 Develop clear understanding of the EDI CPD training currently on offer	• Collate compendium on available EDI CPD across the institutes • Identify any gaps in the training offer	• Short report identifying gaps in offer and • Recommendations for filling those gaps	Nov 2022	EDI Leads/ CPD & Training Teams	RIBA
3.2 Develop a consistent core EDI curricula for collective membership	• Qualitative analysis of the professions in relation to workplace conflict etc • Reinforce and amplify existing expertise and publications supporting EDI content	• Short report on existing identifying gaps institutes offer • based on qualitative analysis draft EDI curricula	Feb 2024	Budget EDI Leads/ CPD & Training Teams External Supplier	All
3.3 Consistency across other Built Environment Institutes and membership bodies around EDI best practice advice adoption	• Using Short report make recommendations to other collaborative bodies in the sector • Share processes and thinking behind development	• Other bodies and institutes agree to adopt described best practice • Platform for sharing CPD identified and actively supported	Feb 2025	EDI Leads/ CPD & Training Teams External Supplier	All

3. Standards continued

Raising the sector's standards of EDI knowledge, behaviours and practice

To develop understanding and guidance for the sector and support organisations, individuals and institutes to develop, improve and maintain high professional standards; and to explore ways to collate and share relevant collateral to support all professionals working within the built environment.

Outcomes	Actions	Success Criteria	Time-scale	Resource	Lead Partner
3.4 Knowledge, skills and behaviours developed for the running of a professional practice, and delivery of the goods and services related to our professions	• Creation of standards/ benchmarks on inclusion for: • the employee lifecycle Pt1, attraction, recruitment, onboarding, remuneration • the employee lifecycle Pt2: retention, engagement, progression, cessation • the practice and delivery of products and services in our professions • inclusive procurement	Clear categorising of Knowledge, skills and behaviours - EDI for people - EDI for practice - EDI for procurement with distinct targets for each, understandable that members can attain • Engagement from members of attempting and succeeding on reaching these benchmarks • Clear process for review and reset when competencies not met	Nov 2024	EDI Leads External expertise	All
3.5 EDI reward and recognition for the sector.	• Understanding of existing EDI awards in the Built Environment • USPs identified • New criteria created • Judging panels established • Decide on a platform for entries	• A range of suitable entries • Panel convention • Agreement on how this can be celebrated • Highlighting of best practice	Feb 2025	EDI Leads/ Prof Standards Teams/ Awards Teams	All

Foundations for Success

Developing an effective EDI Action Plan requires an ongoing commitment to equity, diversity and inclusion to address inequalities in organisational systems, policies, processes and practices, as well as people's conscious and unconscious biases and behaviours.

Our member institutes have committed to collaborating on data, education, standards and behaviours, and the success of this collaboration and action plan will be determined by the vision, mission, and strategy set by governance and leadership of each Institute, and is predominantly influenced by leaders and their approach to developing a diverse and inclusive profession. It is also influenced by EDI principles, values, beliefs, behaviours and expression of the lived experience of the people working for, or on behalf of, the sector. An inclusive built environment sector would enable fair and equitable access to jobs, careers, learning and development opportunities, and, through its relations with its workforce and other stakeholders, fosters a sense of connectedness and mutual respect. It is also reinforced through the proposed EDI standards, policies, processes and practices as we move forward.

The joint working group recommends the following approach:
- **Support**: Leadership demonstrative and vocal about EDI in thought, behaviour and practice
- **Time**: People given the opportunity to change and EDI team/leads given the time to reflect and support comprehensively
- **Resource**: Facilities made available to allow for the full implementation of inclusive changes
- **Effort**: EDI expertise and enough people to manage the workload effectively
- **Agency**: The EDI lead officer to have visible support from the CEO/Leadership Team and regular opportunities to gain formal approval from the Board
- **Money**: Budget implications met by each institute, and shared, as the EDI work requires delivery

Questions? Contact us.

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