

SIR EDWARD LISTER

Good evening everybody. Thank you very much for coming here to City Hall.

As you know, tonight marks the first anniversary of the built environmental professional education project. We have got through the first year and tonight we are going to go through some of the things that have been achieved, and where we hope this will progress.

Before I tell you more, I have the duty of doing the housekeeping bit here. And the main one is there is no plans for a fire alarm or anything like that, so if you do hear it ringing, get out! I have also been told by Simon who runs the building that you mustn't take drinks out on to the balcony because the glasses might be dropped on somebody. So, it is for good health and safety reasons but otherwise if you want to go out there, you are very welcome.

Also, we have a camera here which is filming this. It is not filming you it is filming some of the presentations that are being put, so don't worry you are not suddenly going to be caught on video.

So why BEPE? It all goes back to the Olympic Games and we at City Hall wanted to build on the successes, particularly on the work on inclusion and accessibility. We want to build on the standards of the design of the venues. We have continued since then to build on that legacy.

This project uses the legacy of the Games to put inclusive design right at the heart of planning, design, engineering and architecture. We are trying to do this by encouraging all the academic institutions in London and indeed beyond to embed this within their courses.

We believe if we can embed inclusive design, it makes an enormous amount of business sense for the very obvious reasons that if we don't do it, we are going to have to make retrospective changes.

An environment that is accessible is also about a 21st century city, and a city as diverse as London. It allows people with mobility issues and indeed other disabled people, older people, parents with pushchairs, everybody to get around and lead as far as they can normal lives. So I am very pleased, over the last year, the British Institute of Facilities Management have published a new professional standard for access and inclusion as part of their professional standards so thank you very much for that.

And we, that is a collective we because it is many people in this room, have worked with a whole host of academic institutions to begin the dialogue of embedding inclusive design. Making changes to courses will of course be a sea change, but it will make enormous benefits and they will be long lasting. I'm sorry that the Minister for Disabled People, Mark Harper, can't be here. It was very much in his diary and has been for some months, but I think he has been grounded in Westminster and is not allowed to leave the confines of the House of Commons along with a number of other MPs, so I am sorry he is not here. But please do take my word for it, he does fully support what we are all trying to do. He believes in it, as indeed does Boris Johnson, the Mayor and we want you all to take message back, that we are fully on board with this, this is what we want to achieve.

I am not going to say any more. Other people will follow me, but we will now show a video so perhaps I could encourage you to watch the video... (applause)

Paul Morell

My name is Paul Morrell, and I chair the project board that has been charged or entrusted, maybe, with steering this programme towards where we are trying to get to. Firstly, thank you to Sir Edward Lister, both for the welcome and for inviting us to share this fantastic room in London. It is sufficiently accessible for us all to have got here, so that is a good start.

This programme is about inclusivity, a word you will keep hearing; above all it is about designing buildings that are accessible, that are welcoming to the greatest possible number.

And my qualification for chairing this board on this specialist subject is I have absolutely no qualifications in this specialist subject. The objective has to be to take this issue mainstream, right in to the heart of the way we design buildings and I will say a few personal words, I guess, about what I have learned in the 9 months or so since I have been involved. I have a lot to learn.

I guess the first thing to say, at the risk of causing offence, this is an issue that seems to be incidental until it is fundamental. I read Melanie Reed who writes on Saturdays in the Times. And she talks about the frustration and indignity that you finally get to a place if you can do that much and then can't get in. I was much affected by that and had some kind of empathy for the world that many people face and understanding that if you stop people getting into an office, you may lock them out of work. If you lock them out of a shop, you stop them from spending money in your shop, so there are all kinds of interests economic and self-interest that means this is a subject that has to be taken into the core of the way we work.

I have also learned how many of us it really affects, this is not about them, whoever they might be, it is about us. Sir Edward has already mentioned we all begin our life with something of an access challenge and I believe more than half of us before we end our lives, will face some kind of challenges as well, so an enormous variety of issues to raise in an ageing population, and so as I say, it is all about us, really.

I have learned it is not easy to meet everybody's needs. The needs of some if designed for may act against the interests of others, but that is really why it belongs in the design education programme. This is the kind of challenge that the designers thrive on. We have the best designers and buildings in the world and it is time we therefore started to embed accessibility in education.

I did 3 years degree course and 2 years post degree before qualifying and at no time was this issue mentioned to me in any part of my training and education, that it would be good to make buildings that -- I like the expression -- are easier to be there, nor by the way, did anyone mention sustainability or health and safety, and I feel the parallels are there with big issues that we are finally getting to grips with but that really does show us what a long journey we have to go on.

If you look back to the first utterances of the word 'sustainability' maybe that is a similar point to this, I guess what Strictly Come Dancing would call a journey, and a long one. However, we have made, I think, real progress over this first year. We are not going to be complacent about it, we especially tonight we are going to be a bit proud about it and I would like to congratulate those who have made real progress, already mentioned, British Institute of Facilities Management and Chartered Institute of Architectural Technologists.

Other institutions have regulators, they have different constituencies within their institutions and so on and so this will be a long process to get it totally embedded right across the curriculum but that is indeed our objective.

The final thing which I didn't need to learn, because I knew already, this can't be a responsibility of one organisation. We are all here tonight because we show an interest in inclusive design and an interest in making sure the buildings and places and spaces between them are comfortable, easy and able to use for us all and we share an interest in creating an environment that is accessible and inclusive. We need to drive up the skills, the knowledge and competence and instincts for managing our built environment. We represent a huge number of different areas, those of us on the project board and those we are reaching out to from educational institutions to professional bodies, central and Local Government and across many of the different disciplines that make up the built environment, probably one of the most complex worlds there is and every one of these different organisations will bring its own kind of opportunities and each has its own different challenges. But tonight, I hope that we are seeing where the common ground lies, where we can share our learning and where we can work with each other.

So we are at the start of the process and there is a long way to go and that is fine, we never expected it to happen overnight. Sometimes the challenge seems daunting, sometimes the programme seems frustrating, the time it will take, but we are getting there and we can see from this film how worthwhile and effective it can be if we address it across the environment. So London 2012 and everything we got from that we can carry that into this programme.

I am joined tonight by some fellow members of the board from the professional institutions and I would like to invite 3 of them to come up and say a few words about how far they have got, I won't introduce each separately, I hope you will pass on to each other, on this, I will use that word again, 'journey' to show how actually in some places real progress is being made, and even if the timescale may sometimes stretch a bit the programmes, the milestones, the path to improvement is being set and I will start with Louise Brooke-Smith, the President of Royal Institution of Chartered Surveyors, Louise...

LOUISE BROOKE-SMITH

Ladies and gentlemen, thank you to Paul for this kind introduction and for inviting me to celebrate the first year of the built environment professional education project.

As president of the RICS, I am keen to represent all members of our organisation across all spectrums of land, property and construction. As such, I'm extremely pleased to see the focus in the video on Olympic Park for projects in which Chartered Surveyors were closely involved from inception to legacy.

Ours is a broad and diverse industry, with our members needing to achieve and maintain the very highest professional standards. One of my key platforms during my year of office is to spread the word about those standards on a global stage. And to celebrate the diversity of the industry, and our collaborative approach.

When I first heard of the BEPE project, I was delighted that the RICS had the opportunity to be involved because of the importance of securing the Olympic legacy and the opportunity for RICS to work collaboratively with other professional bodies. I was excited that RICS could make a contribution through our role in equipping built environment professionals with the knowledge and expertise to ensure inclusive design. As a professional body, we determine the

entry standards to membership through formal training culminating in an assessment of professional competence, APC. There are various different routes to this depending on each candidate's chosen specialism e.g. building surveyors or facility management or planners or valuers.

During my presidency, we initiated a review of the competencies tested in the APC and this includes reviewing and looking in detail at how we qualify professionals across all our specialisms, and what we can do to ensure that our members are trained to, trained in inclusive design. Importantly, how we assess their competence in these areas.

We are not starting with a blank page. We have been regulating professionals for many years, and our guide for candidates specialising in building control already recognises their role in creating an inclusive environment, conducting access audits and assessing access statements.

My goal is that we can take this further and ensure that inclusive design finds a home in every relevant specialism. As Paul has mentioned, this will inevitably take a little time. A review of professional competencies across such a diverse profession as ours has to be got right and it has to involve thorough consultation. But I can tell you, we are determined to do so and we have done it, we will be working closely with universities to adapt their courses for our candidates, we will be training assessors to ensure we test the new competencies thoroughly, we will be issuing new guidance notes and we will be talking to our 70,000 UK members to raise their awareness of this vital and important issue. After all, we are a public interest body, proud of our Royal Charter, and have a duty to embrace and promote inclusivity in all that we do. So, the RICS looks forward to continue to work closely with you, to ensure that the very best is achieved across the built environment, and inclusivity is the norm, not the addition.

Thank you very much and I will now pass over to Gareth Tancred, Chief Executive of the British Institute of Facilities Management.

GARETH TANCRED

Well thank you very much indeed, Louise and thank you also to Paul. I am very pleased to be here tonight to tell you some of the things that the British Institute of Facilities Management is doing to support this very important project.

To us this project is about looking beyond the legislation and the regulations that are already out there, for us as a professional body representing facilities managers it is the time for us to stop talking about doing things and the time to start doing and delivering on our commitments. We believe that facilities managers have a vital role to play in the topic of inclusivity and access.

We believe that facilities managers can truly make the environment, whichever environment it is, open and accessible and inclusive for everybody. That environment could be a learning environment, it could be a retail environment, it could be a workplace environment or indeed it could be a leisure or a transportation environment. To our members, it doesn't matter. We need to make all of them accessible and inclusive for everybody.

Quite rightly there has been a lot of focus on design of buildings and how we can make those buildings more accessible in the first place. But it is in the operation of those buildings where we really see the effectiveness of good design, and facilities managers bring expertise and experience to the table, when it comes to running and operating buildings. They can even influence the design of new buildings with the learnings that they have got from running existing stock. So whilst design of new buildings is important, in fact is vital and critical, there

are indeed 10s of thousands of existing buildings out there and it's crucial that we arm the people that are running and managing those buildings on a day-to-day basis with the knowledge and the skills that they need in order to improve access and inclusivity.

So with that in mind, we had training courses on accessibility and inclusivity, we all have good practice guides on the subject as well, but this year we have gone a stage further: We have published a new professional standard on access and inclusion. It is part of the professional standards framework, copies available at the back of the room and also to download on the website. But we didn't stop there either, we have gone another stage further, we have developed new units in our regulated qualifications. Those qualifications mean that facilities managers wherever they are, here in the UK or around the world, will learn and be qualified in this very, very important matter.

So level 3, our unit is entitled "Understanding access management and inclusion", at level 4 "Managing access and inclusion", and I am very excited to tell you here tonight that our level 4 unit is being released to all of our centres internationally from January 2015.

Also I am excited to tell you that our level 3 unit is out to consultation at the moment but will be released in the spring of 2015 and that will also be made available online.

We are all pleased to see the video and we are absolutely delighted that London 2012 has inspired so many people. Its legacy lives on and we are delighted to be part of it. At BIFM we are pleased with the progress made and with the progress we have made, but my friends, we cannot be complacent. There is still so much more to do. We look forward to working with all of you and with others during 2015 and beyond. And ultimately, we look forward to making a very real and a huge difference to all the people out there that are affected by this very important issue, access and inclusion.

Thank you. (applause).

And I would now like to hand the stage over to Professor Barry Clarke, past president of the Institution of Civil Engineers.

BARRY CLARKE

Good evening and thank you for that.

The built environment is a system and this means we need to have a holistic and inclusive approach to the development of that system. This is the approach that has been championed by the Construction Industry Council through its group the Education for the Built Environment.

E4BE represents all the professional institutions in the built environment, including those who are here. So it is really great we are all here tonight to celebrate the anniversary to highlight what is happening and to look forward to next year.

E4BE, working with the chief construction advisor and the professional institutions has identified a number of projects that impact on the education of built environment professionals, both the current and the next generation. Those projects include a campaign to encourage professional institutions to support the development of cross disciplinary curricula including inclusive and collaborative design.

My institution, the Institution of Civil Engineers, through the accreditation process has been championing the concept of integrated design which makes students very aware of their professional and ethical responsibilities when it comes to design. Design not only of new build but of the existing environment. The 50 universities in the UK, educating civil engineers, now run a design thread throughout their programme which takes a holistic review so all civil engineering graduates have been introduced to the concept through the design of the system.

I am at the University of Leeds and I teach design in the first year and the first task students have to complete is a design test and build project. This is not a timber truss; this is something which is well outside of their normal learning. And the idea is not only to appreciate the design process, but also to take account of the environmental and social issues that they are going to face throughout their careers.

This broad approach to design is embedded in their thinking, so that when they tackle more substantial real life projects in the final years, they are schooled in that inclusive holistic approach. So I reinforce the point that the professional institutions in the built environment directly and through E4BE are fully in support of this inclusive approach to design and we look forward to working with Julie and the team to build on the success of this year. Thank you very much indeed.

SIR EDWARD LISTER

Well I think you have heard some great examples here about what is happening and why this first year has been so successful. And it really is about us taking this forward, keeping going, and building on that legacy that we got from the Olympics.

So, thank you all for coming along, please don't rush out of the door, this is now about chatting and networking. Thank you on behalf of the mayor, on behalf of the Minister for Disabled People, thank you for what you are doing and please, let's keep going. Thank you. (applause).