Objectives

To address the issues as set out above there is a need to:

· Identify the common digital skills required for graduate entrants to the construction sector across a range of built environment disciplines and professional affiliations.

· Generate a framework for use by companies, professional institutions, academia and other industry organisations.

· Identify which capabilities are best developed at undergraduate level (either through study or simultated work activities) and which need to be acquired when they have entered the workforce (again, this could be through continuing study or through experience)

· Incentivise people with digital skills to consider joining the built environment professions.

· Promote the Built Environment Sector as a place where digital transformation is happening providing exciting, interesting and challenging job opportunities.

We will do this by:

· Achieving and articulating a broad agreement on what all early career graduates (0 to 2 years) should know and be able to do related to 'digital' in the built environment sector

· Engaging industry around the importance of digital capabilities for graduates and develop insight into the skills that they need recent graduates to demonstrate. Industry needs graduates with the skills to transform the way in which the sector works. Developing these skills during undergraduate study (as long as there are opportunities to apply them) would accelerate the rate of change. It could also be used to attract more talent into the industry.

· Enabling industry, course providers and professional institutions to gain a shared understanding of the digital skills gap at graduate level and who needs to do what to fill it.

Target audiences

It will be necessary to work with a range of professional organisations and academic institutions during this phase to develop their buy-in and involvement in the project.

These will include subject experts in a range of Universities and professional institutions covering digital skills and in a range of built environment subjects including those who set course curricula. We will also target are a diverse range of influencers in the higher education sector such as representative bodies – RIBA, RTPI etc.
Within construction and infrastructure companies we will target a range of professionals including recruitment, HR, training professionals and senior managers. It will be important to target both those companies at the leading edge of digital adoption and those who are not very digital.

We will also target local and central Government stakeholders including BEIS, Treasury, Local authorities and combined authorities.

Another route to industry engagement with transformation of undergraduate education to support digital literacy is through professional associations. Associations like the Institution of Civil Engineers and the Engineering Council develop recommendations around professional skills and education (e.g. ICE, 2018) and shape the environment in which higher education institutions design their curricula.

As traditional barriers between disciplines break down, it will be important to work with professional bodies outside of the traditional construction and civil engineering silos to support digital skills for the built environment this could include the [Chartered Institute of Ecology and Environmental Management](#) (CIEEM) and the [Landscape Institute](#) (LI).

The starting point will be looking at the contact lists that we have an identify any gaps where we do not have a wide range of contacts. We can also use the Design Council Network to reach and target senior leaders who could inspire recent graduates.

Project Objectives

To address the issues as set out above there is a need to:

- Identify the common digital skills required for early career graduates in the construction sector across a range of built environment disciplines and professional affiliations.
- Generate a framework for use by companies, professional institutions, academia and other industry organisations.
- Identify which capabilities are best developed at undergraduate level (either through study or simulated work activities) and which need to be acquired when they have entered the workforce (again, this could be through continuing study or through experience).

In addition, the following outcomes are sought:

- Attract people with digital skills into the built environment professions.
- Promote the Built Environment sector as a place where digital transformation is happening providing exciting, interesting and challenging job opportunities.

Definition of digital:

'Digital: a way of working that captures and uses data, in combination with technologies, devices, systems, processes and/or methods, to generate, manage and/or share information.'

What communications have we done so far?

- Comms with workshop and rountable participants
- Communications plan - needs updating for the next phase
- Illustration prepared to support communications
- Press release to anounce workshops Graduate Digital Capabilities for Built Environment Professionals | Centre for Digital Built Britain (cam.ac.uk)
- Developed great links into the academic course leaders - how do we continue to engage with these organisations and involve them in pushing out the work.

What communications is needed to support the next phase?

- Share the framework of capabilities which has been well received
- Stimulate demand and ensure students are better informed? Is tihs needed now..
- Outreach to professional organisations and other partners and contacts to encourage uptake of the proof of concept and other outputs. Press release and supporting social media sharing insights from the workshop and setting out next steps.
- Industry: take and embed with audience Academia: used to drive consistency and raise the bar, can buy in the solutions Need others to take it on and develop competency frameworks
- Main message is adopt the framework (for professional institutions). Industry more influential than the professional organisations. Professional orgainsations are a route to industry.
- How the industry can nurture techinical skills and talents.Digital skills aare seen as sepetate from project managment skills. Digital skills are necessary at all lelvels.
- Could we agree a core module that sets out the digital componentsfor the sector. Could be a key messag
- Need a clear and direct ask for the different target audiiences
- Pick up and use the framework Develop five recommendations to challenge how they deliver programmes.
- Capture case studies to illustrate examplesi in hthe report
- Trade press release; Lets redefine how we explain digital skills.

Considerations, risks and opportunities

- Need to engage with Sarah Beale in terms of next steps and reprot foreword
- Not a continuing programme in the Construction Innovation Hub workplan
- Involving others who can continue this work - ACENET, CITB, Suuply Chain Sustainainabiltiy School
- Format will be more of a report rather than a tool.
- Work with umbrella organisations who represent across sectors. Mapping this out. Council of the heads od built environment (surying and constuction management)
- Are there umbrella orgs for engineering that we can engage with? Not as devleoped.
- Built environment course leaders are the specific target. These often have links to industry

Actions and responsibilities

- R+Fred - share stakeholder list with group
- Blog series from recent graduates with associated social media posts
- Series of blogs foucing on the different target auidences and different academic bodies. Ask them to indentify the opportunities of digital ways of working
- Nicola to shar draft report. J to update comms plan
- Fred looking at a luanch event/roundtable to drive engagement and develop next steps.
- Press release focused on industry and academiia. Use staekeholder list for rountable. Pusing through social media
- Blog from CITB, tight messaging and guides others on the next steps. ONe from industry and ones from an academic persectiveie
- Go back to workshop attendees with follow up and direct asks
- Fred and Nicola to discuss responsibilities