

Strategy for the Built Environment Professions, Trades and Occupations

**BEFA Response
to MHCLG Call
for Evidence**

August 2026



Ministry of Housing, Communities & Local Government
Call for Evidence: Strategy for the Built Environment
Professions, Trades and Occupations

Response by Built Environment Futures Assembly (BEFA)

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This submission is made on behalf of the [Built Environment Futures Assembly \(BEFA\)](#), a leadership forum for the built environment that brings together academics, senior practitioners and representatives from across the built environment professions.

It is supported by the [University of the Built Environment](#), a specialist university with about 4,500 students, 3,000 of whom are apprentices. Professor Ashley Wheaton, the University's Vice Chancellor, is the representative for higher education on the Government's Construction Skills Mission Board

BEFA is focused on building capacity, capability and competency in the built environment through shared knowledge, learning and innovation.

BEFA is guided by an **employer-led** Strategic Advisory Board (SAB), chaired by an independent industry leader, **Mark Farmer**. See **Appendix 1** for full SAB membership.

Mark authored a 2016 Construction Leadership Council review of the UK's construction labour model entitled '*Modernise or Die*'. In 2023, Mark was appointed by the Department for Education to lead a review of the Construction (CITB) & Engineering Construction Industry Training Boards (ECITB), which was published in January 2025. He also sits on the Government's Construction Skills Mission Board.

SUMMARY

The Built Environment Futures Assembly (BEFA) is a leadership forum for the built environment that brings together academics, senior practitioners and representatives from across the built environment professions. BEFA believes the Government should use this review to strengthen and mandate assessment of professional competence across the built environment by addressing three strategic priorities.

1. A rigorous and readily identifiable means for all professionals in the built environment, not just those working on higher risk buildings, to demonstrate their competence:

Professional membership and qualifications remain important indicators of achievement, but neither should be regarded as sufficient evidence of continuing competence. Membership is not about assessing competence; it primarily indicates affiliation with a professional community.

Independent professional review by trained 'SKEB' (skills, knowledge, experience and behaviour) peers and assessment for protected titles should apply to all professions and technicians in the built environment.

Greater consistency in how competence is defined, assessed and evidenced would also strengthen public confidence and better support the objectives of the Building Safety Act 2022. Establishing independently assured competence frameworks, strengthening professional registration and introducing proportionate arrangements for periodically revalidating competence in professions would achieve this goal.

2. Competence is recognised as a lifelong professional responsibility and is revalidated and reviewed:

Professional competence is developed through education, supervised practice and professional experience. It should continue to be independently assessed throughout a career to support access to protected titles. It also needs to be revalidated and reviewed. Those who do not meet requisite competence levels should lose their protected titles, through a regulatory process comparable to that applied to doctors by the General Medical Council.

3. Competence frameworks must evolve to reflect the future of professional practice, including the adoption of new regulations, AI and other technologies:

Artificial intelligence, digital technologies and interdisciplinary working are reshaping the competencies required of built environment professionals. Technology must be deployed to enhance, rather than replace, professional judgement and skills.

Future competence standards must therefore place greater emphasis on an individual's professional judgement, underpinned by stronger digital capability, information management, ethical practice and an understanding of the uses and limitations of AI.

We believe this can be achieved by embedding these capabilities within professional standards, professionally recognised educational pathways and programme curricula and through continuing professional development.

RECOMMENDED ACTIONS

BEFA recommends that government, industry, professional bodies, universities and colleges should:

- A. Establish frameworks for professional competence** that set consistent expectations across the built environment at levels of achievement which provide confidence that those in the professions and technical jobs are competent to perform their roles. A common foundation could apply across the sector, with the Construction Industry Council potentially facilitating its development by convening the professions.
- B. Strengthen professional registration** by requiring competence frameworks to be independently assured and by introducing proportionate arrangements for demonstrating ongoing competence throughout a professional career.
- C. Support employers, particularly SMEs, in developing professional competence** through guidance, shared mentoring arrangements and structured training programmes that bridge education and training in the workplace.
- D. Maintain independent assessment of occupational and professional competence within apprenticeships.** Assessment should continue to provide external assurance that apprentices can apply knowledge, skills and behaviours safely and effectively right across technical and professional practice, rather than relying solely on the sign-off of academic achievement or on potentially variable employer verification of apprentice behaviours.
- E. Ensure reforms to education, modular learning and the Lifelong Learning Entitlement strengthen competence assurance,** so that greater flexibility in learning pathways is matched by equally robust professional accreditation processes that are fit for the future.
- F. Embed AI, digital capability and information management within professional competence standards and accreditation processes,** ensuring that education providers, employers and professional institutions work together to prepare professionals for rapidly changing technologies.
- G. Promote digital competence records** ('digital competence passports') enabling professionals to demonstrate qualifications, professional registration, continuing professional development and evidence of ongoing competence throughout their careers. These passports should form the basis of a licence to practise.
- H. Strengthen collaboration** between Government, regulators, professional bodies, employers, education providers and clients so that competence is supported consistently across the entire professional lifecycle.

INTRODUCTION

BEFA welcomes the opportunity to respond to this consultation on the future of professionals in the built environment. We are uniquely placed to contribute because we operate at the interface between education, professional standards and industry, providing an independent forum for considering strategic issues affecting the sector. Many of our members are critical to the development and management of occupational standards, which underpin technical and professional apprenticeships.

We also work with professional institutions on competence and accreditation and undertake research into the future of the built environment workforce and the skills it will require. Our perspective extends beyond the interests of any individual profession, professional body or academic partner.



Mark Farmer, Chair, Built Environment Futures Assembly (BEFA)

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CONTEXTUAL THOUGHTS

Phase 2 of the Grenfell Tower Inquiry¹ concluded that the safety of the built environment depends fundamentally on the competence of those responsible for planning, designing, constructing, managing and maintaining buildings. It highlighted systemic failures in competence, accountability and professional responsibility, demonstrating that public safety depends not only on regulation, but on ensuring that those exercising professional judgement possess the knowledge, skills, experience and behaviours required for their roles.

This conclusion is consistent with the recommendations of the Competence Steering Group, whose '*Setting the Bar*' report² argued that competence should be viewed as a combination of skills, knowledge, experience and behaviours (SKEB) and demonstrated throughout a professional career rather than assumed through qualifications or professional status alone.

The Building Safety Act 2022 has introduced important reforms, particularly through the dutyholder regime and the Building Safety Regulator. These have strengthened expectations of professional competence for those working on all buildings, for example the need for regular revalidation of professional development. However, this consultation presents an opportunity to ensure the wider system for assuring professional competence across the built environment is fit for purpose. Any regime must provide clients with the confidence that the workforce,

¹ Grenfell Tower Inquiry: Phase 2 Report of the Public Inquiry into the Fire at Grenfell Tower on 14 June 2017 https://assets.publishing.service.gov.uk/media/66d817aa701781e1b341dbd3/CCS0923434692-004_GTI_Phase_2_Volume_1_BOOKMARKED.pdf [accessed 4 August 2026]

² Setting The Bar: A New Competence Regime for Building a Safer Future <https://www.cic.org.uk/uploads/files/old/setting-the-bar-9-final-1.pdf> [accessed 4 August 2026]

comprising trade, technical and professional people, maintains competence through continuing professional development and revalidation.

BEFA believes the principal weakness in the current system is that there is still no coherent mechanism through which professional competence is consistently developed, demonstrated, independently assured and maintained throughout the careers of professionals and of those in technical roles who are not currently eligible for chartered status.

Membership of a professional body can be an important indicator of commitment to ethical practice and professional development. We also recognise that some professional bodies carry out peer review assessment for protected titles (not just membership of the body). An example of this is the Engineering Council's oversight of a register of engineers certified as competent to work on higher-risk buildings, which might provide a model for the single regulator to build on.

However, membership of a professional body cannot, in and of itself, be regarded as evidence of the necessary competence, or indeed continuing competence. Likewise, qualifications obtained at the start of a career should not be regarded as lifetime credentials in professions characterised by continual technological, regulatory and societal change.

So, while some structures in the professions exist, they need further development and reform to deliver against the requirements for assuring both initial and ongoing competence requirements, as per the Building Safety Act 2022.

The built environment is undergoing profound transformation driven by artificial intelligence, digital technologies, modern methods of construction, net zero ambitions and increasing regulatory expectations. At the same time, the sector faces significant workforce challenges.

The Construction Industry Training Board forecasts that construction will require more than 200,000 additional workers between now and 2030³, while Skills England has highlighted the need for higher-level technical and professional skills to support digital construction, net zero and modern methods of construction⁴.

Meanwhile, higher and degree apprenticeships are becoming increasingly important routes into professional occupations such as chartered surveying, civil and building services engineering, construction management and project management. Competence frameworks, professional education and continuing professional development must evolve accordingly.

Workplace culture also shapes workforce competence. Procurement models, commercial pressures, organisational culture and client capability all influence whether competent

³ Construction Workforce Outlook, Labour Market Intelligence Report 2026 to 2030
<https://www.citb.co.uk/cwo/index.html> [accessed 4 August 2026]

⁴ Skills England Annual Skills Report and Sectoral Skills Needs Assessments 2026
<https://www.gov.uk/government/publications/skills-england-annual-skills-report-and-sectoral-skills-needs-assessments-2026>
[accessed 4 August 2026]

professionals can be developed through appropriately recognised programmes that enable them to exercise sound judgement and deliver safe, high-quality outcomes.

There is also an issue with colleges and universities delivering education rather than producing skilled (or 'competent') individuals. If we consider Section 106 requirements, for example, having local provision can be problematic. Not all colleges/universities will have the competent staff to train to industry levels and professional accreditation remains education-focused, not competence-focused.

Improving competence therefore requires these factors to be acknowledged and can only be addressed by education, employers, professional institutions, regulators and clients working together to support professional excellence and public confidence.

BEFA'S RESPONSE IN DETAIL

BEFA has chosen to focus on questions from the cross-cutting themes section of the consultation. In particular, our response considers:

- how professional competence should be defined, demonstrated and maintained;
- the respective roles of professional bodies, regulators, employers and clients in assuring competence;
- the alignment of education and skills systems to the Building Safety Act 2022 and the impact of emerging technologies on professional practice;
- the future of higher education, technical training, apprenticeships, continuing professional development and vocational pathways;
- why there is a need for coherent competence frameworks across technical and professional roles combined with a registration process that assesses and assures competence.

QUESTIONS 71 & 72: LEADERSHIP, COMPETENCE & CAPABILITY ACROSS THE BUILDING LIFECYCLE

These questions ask:

- *How effectively directors, managers and senior leaders discharge their legal responsibilities when undertaking dutyholder functions;*
- *Where, across the building lifecycle, individual competence and organisational capability are strengthened or constrained;*
- *How organisational structures, procurement, leadership and accountability influence professional competence.*

BEFA's response

In our experience, directors, managers, professionals and those in technician/technical roles generally recognise their legal and professional responsibilities. However, we acknowledge that many people fulfilling these roles will not be 'registered professionals' and we have no real way of knowing what they see as their responsibilities to any degree of consistency.

A major challenge is whether the current system provides consistent assurance that individuals are competent when they enter practice, remain competent throughout their careers, and are supported by organisations that enable them to exercise professional judgement effectively. As many have highlighted, there is no formal requirement to be professionally registered for much of the sector.

There is an additional concern that some roles like 'Building Information Management Technicians' or 'Data Managers' are not necessarily covered by professional bodies and therefore potentially lie outside any structured competence frameworks.

The built environment currently operates within a fragmented landscape of qualifications, professional memberships, registration schemes and competence frameworks. Entry requirements, continuing professional development standards and disciplinary arrangements vary considerably between professional bodies and sub-sectors of industry. Membership itself remains voluntary across many occupations and is not something clients often require.

Professional institutions make an important contribution to maintaining standards, ethics and professional identity, but membership alone should not be regarded as evidence of continuing competence. That is why we think that professional registration, beyond membership, is more important. Similarly, qualifications obtained at the beginning of a career cannot demonstrate competence decades later in professions characterised by continual technological and regulatory change.

BEFA therefore believes the Government should demand clearer registration processes for competence across all professions and technical roles in the built environment.

Competence frameworks should be independently assured and registration against them should provide credible evidence that individuals have demonstrated competence against recognised standards. We believe there should be a requirement for a proportionate approach to periodically revalidating competence. In driving this culture change, the built environment could learn lessons from the medical professions.

One of the biggest challenges, as we see it, is managing the transition from study to work. Education providers, including universities and colleges, teach students and apprentices the essential theory, technical facts, and thinking skills they need. However, true professional competence, which combines knowledge, skills, experience, and the right workplace behaviours, can only be built by actually doing the job under guidance.

Because of this, employers hold the key to success. They need to provide structured training, mentoring and supervision and a gradual increase in responsibility so that textbook learning develops into reliable professional judgement. Graduate development schemes recognised by professional institutions provide one example.

However, this is generally limited to larger organisations, for example those with more than 50 employees. We note that this can be particularly challenging for SMEs, which often lack the capacity or cannot afford to provide structured graduate or professional development programmes despite employing a significant proportion of the sector's workforce. We would like to see industry embrace more collaborative approaches for SMEs to share training, mentoring and professional development resources.

Competence is also influenced by the wider environment within which professionals operate. Fragmented procurement models and commercial pressures can discourage challenge, inhibit professional judgement and undermine accountability. Clients have a particularly important role in shaping procurement strategies, project governance and organisational culture. Competent clients are therefore an essential part of a competency system.

BEFA also believes Government should encourage the development of secure digital competence records, or digital competence passports, that allow professionals to demonstrate qualifications, professional registration, continuing professional development and evidence of ongoing competence throughout their careers. Properly designed, these would improve transparency for employers, regulators, clients and customers, while supporting workforce mobility and lifelong professional development.

QUESTION 73: THE ROLE OF PROFESSIONAL BODIES AND REGULATORS

This question asks:

- *What role existing professional bodies, sector organisations and regulators play in developing, supporting and assuring professional competence and organisational capability;*
- *Whether current arrangements provide sufficient assurance of competence and accountability across the built environment.*

BEFA's response

Professional institutions and regulators should remain central to assuring competence across the built environment, with the proviso that they can provide the competence assurance the public needs. This would build upon established expertise rather than create unnecessary new structures or duplicate existing arrangements.

Professional bodies establish standards of entry, codes of ethics, continuing professional development requirements and disciplinary arrangements. Many also operate professional registration schemes that provide valuable assurance of competence.

However, there remains considerable variation between professions in the extent to which registration (for example, chartered status) demonstrates competence, how competence is maintained and the consequences of failing to meet required standards. Some technical roles often lack professional registration options for those not in 'chartered' roles. Some professional institutions do not offer chartered status at Levels 3 to 5. Chartered status generally requires a Level 6 or Level 7 qualification.

Consideration should also be given to strengthening independent oversight of competence frameworks and professional registration arrangements.

Professional bodies also have an important collective leadership role. Working collaboratively, they can develop common principles for competence, support interdisciplinary practice, respond more rapidly to technological change and strengthen public confidence through greater consistency in competence assurance. For example, the Engineering Council (an 'overarching' regulator) licences professional engineering institutions and sets professional standards across all engineering professions (EngTech, IEng and CEng); it also sets requirements for education (Level 3 – 7).

The professional institutions then have to meet these requirements, and are subject to licence reviews every five years. We acknowledge it is not perfect, but it provides the basis of a model that could be adopted more widely.

One approach worth exploring may be for the Construction Industry Council to bring professions together to develop a common framework that could form the foundation for individual professions to build on.

QUESTION 74: BARRIERS TO EFFECTIVE ENFORCEMENT

This question asks:

- *What prevents effective enforcement against individuals and organisations that fail to meet expected standards of competence, conduct or accountability;*
- *Whether current competence and regulatory arrangements enable poor performance to be identified and addressed effectively.*

BEFA's response

Effective enforcement depends on clear, consistent and transparent expectations of competence and processes to assure and validate ongoing competence.

As we have noted in previous answers, differences in approaches to competence frameworks, registration arrangements and continuing competence requirements make it difficult for clients, employers and regulators to determine who is demonstrably competent and whether that competence has been maintained throughout a professional career. CPD requirements, for example, are often relaxed and tend to be self-certified. Content has often been provided by product manufacturers and is not always independently certified. This inconsistency weakens public confidence and makes enforcement more difficult. Additionally, the process for striking professionals off a register should have more meaningful consequences.

Currently, many of those struck off by a professional institution can continue to operate in the sector, just losing a professional title. Our view is that registration against independently assured competence frameworks, supported by proportionate arrangements for maintaining continuing competence, would provide regulators, employers and clients with greater

confidence that individuals continue to possess the knowledge, skills, experience and behaviours required for professional practice, irrespective of the level at which they operate.

Ultimately, processes to check against competence standards/ongoing maintenance will make enforcement more effective by providing clearer benchmarks against which professional performance can be demonstrated.

QUESTIONS 75 & 76: ARTIFICIAL INTELLIGENCE, EDUCATION AND WORKFORCE DEVELOPMENT

These questions ask:

- *What emerging technologies and changing ways of working are affecting the built environment professions and what barriers exist to their adoption;*
- *Whether individuals and organisations can access the education, training and professional development needed to keep pace with these changes.*

BEFA's response

Artificial intelligence (AI) is already reshaping professional practice across the built environment. It is increasingly used to support design, planning, project management, surveying, construction, asset management and regulatory compliance. The question is no longer whether AI will be adopted, but whether professionals possess the professional judgement to use it safely, ethically and effectively.

BEFA's research into AI and the future of the built environment professions, published in July 2026, '[Mapping the AI Landscape in the Built Environment](#)⁵' found that adoption is accelerating rapidly, but that governance, education and competence frameworks are struggling to keep pace.

AI should be regarded primarily as a professional competence issue, rather than simply a technology issue. As AI becomes embedded within professional practice, professional judgement will be paramount. The value of professionals will increasingly lie in their ability to frame problems, evaluate AI-generated outputs critically, understand data quality and recognise the limitations of AI. Responsibility for decisions affecting public safety must always remain with competent professionals rather than technology.

Future competence frameworks and educational and accreditation processes should therefore explicitly include:

- professional judgement and accountability to support AI adoption;
- digital information management and data quality;
- ethical and transparent use of AI;
- critical evaluation of AI-generated outputs.

⁵ Mapping the AI Landscape in the Built Environment

https://www.ube.ac.uk/wp-content/uploads/2026/07/BEFA_report_Mapping-the-AI-Landscape_July2026.pdf [accessed 4 August 2026]

These capabilities should become core professional competencies rather than optional digital skills.

Education and professional development must also evolve. Universities are increasingly embedding digital technologies and AI within built environment programmes, though this is not consistent. However, professional competence is not inculcated through education alone. As we have said, it is developed through the combination of academic and vocational learning and supervised workplace experience.

Employers therefore play a critical role in bridging the transition from education into independent professional practice through structured training, supervision, mentoring and progressive responsibility.

We would also like to highlight our concerns about apprenticeship assessment. Many apprenticeships in the built environment now provide established routes into the professions including chartered surveying, civil engineering, building services engineering, fire engineering, town planning and construction management. These programmes are helping to widen participation, provide a broader education and training programme to meet professional standards and address skills shortages.

However, the 2025 Department for Education (DfE) reforms to apprenticeship assessment⁶ will replace the current end-point assessment (EPA) with a flexible, continuous assessment model, which may mean that apprenticeship assessment of competence and professional competence is undermined.⁷ Skills England is now implementing the reforms by rolling out shorter (typically two-page) assessment plans to reduce duplication, allow on-programme testing, and let employers verify workplace behaviours.

BEFA supports the Government's ambition to make apprenticeships more flexible and responsive to employer needs. However, in professions where competence has direct implications for public safety, reforms must not weaken the independent assurance that successful apprentices have demonstrated occupational competence.

An apprentice may complete the knowledge elements of a programme yet still require robust assessment of their ability to apply that knowledge safely and effectively in real workplace situations. Occupational competence requires the integration of knowledge, practical skills, professional behaviours and judgement under realistic conditions.

BEFA is therefore concerned that reforms which reduce the independence of apprenticeship assessment or transfer greater responsibility for competence assessment to training providers

⁶ Changes to apprenticeship assessment: 2025 to 2026

<https://www.gov.uk/government/publications/apprenticeship-funding-rules-2025-to-2026/changes-to-apprenticeship-assessment-2025-to-2026> [accessed 4 August 2026]

⁷ Apprenticeship Assessment Reform in the Built Environment <https://www.cic.org.uk/committees-and-networks/education-and-future-skills-efs-committee/apprenticeship-assessment-reform-in-the-built-environment> [accessed 4 August 2026]

or employers without appropriate external assurance could weaken confidence that apprentices have met the professional standards required for practice.

The same principle should apply more broadly across higher education and lifelong learning. Greater flexibility through modular learning and the 'Lifelong Learning Entitlement' is welcome, provided it strengthens, rather than weakens, the demonstration of professional competence.

One suitable way of furthering this more flexible approach is through the introduction of a new Level 4 'Built Environment Technician' apprenticeship standard.

The introduction of a new interdisciplinary Level 4 apprenticeship or qualification route, alongside existing pathways, would provide an additional entry point at technical/junior professional level (equivalent to the Foundation Apprenticeships for site trades). Such a learning option, if designed appropriately, could also start to provide the sector with future-focused, AI-ready data scientists and analysts, armed with generic skills to participate at a lower level in a reshaped technology-driven workforce. This general introduction would offer a means to attract school leavers into a sector with which they may have little prior familiarity.

Currently, degree apprenticeships require individuals and employers to commit to a specific discipline from the outset. In reality, many people in the built environment workforce do not decide on their future technical or professional career path(s) until they have gained exposure to the industry and a good understanding of the variety of roles available. Hence, this interdisciplinary route would allow employers to attract, recruit and train young talent and help them pursue an appropriate pathway.

We would also like to see other developments to the way degree apprenticeships can be delivered. In reality, degree apprenticeships are incremental. Completion of only the Level 4 phase of a degree apprenticeship will deliver technical and professional skills. Level 5 builds on this and Level 6 adds the highest level of technical and professional skills development within the degree apprenticeship. Flexibility to complete each level, pause and return at a later date would suit many apprentices and their employers, offering greater adaptability to learning and development plans (often based on the project activities happening in the workplace).

Adopting this 'step-on'/'step-off' model would improve investment in technical and professional skills development, support talent retention and enhance progression outcomes. This would also address the current position whereby providers are penalised if the apprentice does not fully complete their apprenticeship assessment (EPA). It would also provide better value for money and improved programme viability, thereby reducing provider 'cold spots'.

QUESTION 78: LESSONS FOR REFORM

This question asks:

- *What lessons from previous reforms should inform the future strategy for the built environment professions, trades and occupations.*

BEFA's response

BEFA believes three lessons should guide future reform.

First, Government should build on existing professional registration and competence systems rather than replace them entirely. Many professional bodies already possess well-established arrangements for setting and assessing individuals against standards, supporting professional development and maintaining public confidence. Reform should improve consistency, transparency and rigour, while making best use of, or improving, the existing structures.

Second, reforms to education, apprenticeships and professional development oversight should focus on strengthening competence rather than simply increasing flexibility, which is one of the stated aims of the Government's reforms. Changes to qualifications, apprenticeships or assessment arrangements should always be considered in terms of their impact on public confidence and the assurance of professional competence.

Finally, reform should adopt a whole-system approach. Competence is not created at a single point in time; it develops through education, workplace training and experience, professional registration, continuing professional development and organisational culture. Future reforms should strengthen the links between these elements rather than treating them as separate policy initiatives. The built environment can learn from regulated sectors such as medicine, in which doctors require a licence to practise. Such an approach would help deliver the necessary cultural change.

QUESTION 79: IS THERE ANYTHING ELSE YOU WOULD LIKE TO TELL US?

BEFA's response

This consultation raises a wide range of important issues, but they all point towards one central challenge.

The current system has no coherent framework through which professional competence is consistently developed, demonstrated, independently assured and maintained throughout a professional career.

Professional competence is influenced not only by education and individual capability, but also by employers, professional institutions, regulators, procurement practices and client behaviour. These elements currently operate too independently of one another.

The sector does not need another series of fragmented initiatives. It needs a coherent competence system that joins together education providers, employers, professional institutions, regulators and clients. We acknowledge that this will be a vast undertaking and will

require the whole sector to be brought along with it. Making competence a pre-requisite for all safety-critical professions would build on the reforms initiated following Dame Judith Hackitt's '*Building a Safer Future*'⁸ report and the Building Safety Act 2022, which has already established the principle that competence matters.

⁸ Building a Safer Future Independent Review of Building Regulations and Fire Safety: Final Report
https://assets.publishing.service.gov.uk/media/5afc50c840f0b622e4844ab4/Building_a_Safer_Future_-_web.pdf [accessed 4 August 2026]

APPENDIX 1:

BEFA STRATEGIC ADVISORY BOARD MEMBERSHIP

BEFA is guided by an employer-led Strategic Advisory Board (SAB), Chaired by Mark Farmer, with overall responsibility for priorities, oversight and profile.

NAME	ROLE TITLE	ORGANISATION	SPECIALISM
Zoe Cox	Training & Technical Director	SOCOTEC	Building Engineering
Grahame Harle	Non-Executive Director	Gleeds	Surveying/Project Management
Roger Hawkins	Founding Partner	Hawkins \ Brown	Architecture
Nicola Hodgkinson	Owner & Director	Seddon	Construction
Mark Farmer	Founder & Board Executive	Cast Consultancy	Quantity Surveying
Declan McGeeney	Director	Laing O'Rourke	Civil Engineering
Lynda Rawsthorne	Government Head of the Property Profession	Cabinet Office	Real Estate/Project Management/Facilities Management
Richard Rees	Managing Director	Savills UK	Real Estate
Peter Rolton	Executive Chairman	Rolton Group	Building Services Engineering
Dale Sinclair	Director & Head of Digital Innovation	WSP	Architecture
Aled Williams	Executive Director	BEFA	Education & Training

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Thank you for reading!