



STANDARDS FOR THE ACCREDITATION OF BUILDING & CONSTRUCTION MANAGEMENT DEGREE PROGRAMS

General information for the Education Institution

Administrative Information for Accreditation

Australian Institute of Building
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INTRODUCTION

This publication is prepared by the Australian Institute of Building as part of the documentation presenting its “Standards for the Accreditation of Degree Programs”.

These standards apply to undergraduate and postgraduate courses meeting the Australian Qualifications Framework (AQF 2013) requirements for higher education awards in the discipline of building.

Universities and other approved higher education providers must adhere to these standards when seeking the accreditation of the Australian Institute of Building.

The purpose of these standards is to promote excellence in the undergraduate and postgraduate courses in the relevant disciplines, and to identify pathways for members and non-members of the professional bodies to upgrade their qualifications and membership status.

The goals of the “Standards” are to:

1. offer a means to strengthen and improve existing academic programs in the disciplines covered;
2. provide guidelines for the development of new academic courses in the disciplines; and
3. provide standards for accrediting new courses and re-accrediting existing courses.

The Standards are described in two sets of documents;

1. General Information document that provides administrative information for the accreditation of academic courses (for use by AIB Accreditation panel); and
2. Academic Standards for Course Accreditation (for use by Academic Institutions).

The Academic Standards for Course Accreditation document describes the position of the Australian Institute of Building with regard to course accreditation. It describes the accreditation process and sets out the discipline related standards that should be addressed in an application for course accreditation.

The framework for the Standards documents is based on the “Standards for Professional Accreditation Processes” (June 2008), prepared by Professions Australia.

GENERAL INFORMATION

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AIMS OF THE ACCREDITATION PROCESS

- Set discipline standards
- Ensure academic quality assurance
- Maintain continuous improvement of professional education and training
- Inform stakeholders
- Institute membership/NBPR membership (licensing implications)

The Australian Institute of Building has taken a policy position that its course accreditation process “shall be aligned to the Australian Government’s framework for higher education accreditation, quality assurance and regulation”.

It will position itself to advise the Tertiary Education Quality and Standards Agency (TEQSA) on appropriate standards for the building discipline.

The role of the Australian Institute of Building in accrediting relevant courses is part of a broader academic quality assurance process, interfacing with the internal quality assurance of higher education providers, and informing the national quality and standards regime and other external stakeholders.

The aims of the Australian Institute of Building’s course accreditation system are to:

- evaluate and register relevant courses;
- ensure that acceptable educational standards for accredited courses are maintained by higher education providers;
- inform potential students, industry stakeholders and the wider community about the characteristics, level and standard of accredited courses; and
- be a key quality assurance mechanism and ensure continuous improvement of accredited courses.

The accreditation system will deliver on these aims by:

- periodic course assessment evaluations;
- the requirement for a rigorous maintenance regime; and
- the maintenance of a publicly available register of accredited courses.

The course accreditation application, maintenance and renewal processes encourage continuous improvement of professional education through benchmarking and quality auditing activities.

Course accreditation is directly linked to membership policies of the Australian Institute of Building, the National Building Professionals Register and nationally common standards for licensing of practitioners in the Built Environment.

It will also align with the entry requirements for the Australian Institute of Building’s Chartered Builder Program. A qualification may be accredited by the AIB at the Corporate level if the course that leads to it meets these standards.

. Note: The benchmark professional curriculum standard of the AIB is pegged to AQL (2013) Level 8 and Level 9 (i.e. with a cognate undergraduate degree) to meet the requirements for full (Corporate) membership of the AIB. Qualifications at AQF Level 7 and 9 (i.e. without a cognate undergraduate degree) may be accredited by AIB, but such accreditation will only meet the requirements for AIB membership at the Associate level; with further studies being required in order to meet the requirements for full (Corporate) AIB

membership. Institutions will be required to clearly state in their publicity materials if their course meets the academic requirements for Corporate (Full) or Associate level AIB membership.

THE ACCREDITATION STANDARDS

- Defined accreditation criteria and standards (evidence based)
- Knowledge/skills requirements
- Professional competencies
- Reviewed regularly (state policy for review and stakeholder involvement)
- Standards are made public

Defined Accreditation Criteria

The course accreditation approach will be comprehensive, inclusive, align with and integrate across the Australian Institute of Building's education, graduate development, membership admission and upgrading policies.

It will also be informed by, and aligned with, professional and regulatory instruments that define practice requirements and discipline boundaries in the industry. These include the National Building Professionals Register (NBPR) and nationally consistent builder licensing standards.

The Institute accredits courses that meet and maintain educational standards relevant to the building disciplines and provides external verification of a course's quality.

Courses will be assessed as to whether graduates holding the resulting awards are adequately prepared for entry to the built environment professions at relevant levels.

These levels are linked to eligibility for membership levels in the Australian Institute of Building, to participation in the Chartered Builder Program, and to membership upgrading pathways.

Professional Competencies

The education standards for course accreditation are aligned with, and drawn from, the professional competency standards set by the NBPR. The NBPR standards are also aligned with National Licensing requirements.

Figure 2 below illustrates the alignment of course accreditation standards with relevant professional and regulatory standards for practice in the discipline.

A course that is accredited in Category A or Category SC (for category descriptions refer page 23) would be expected to substantially (at least 75%) address the relevant knowledge and skills outcomes for a graduate at entry level to the profession.

A course that is accredited in Category B would be expected to address the majority (higher than 50%) of the relevant knowledge and skills outcomes for a graduate at entry level to the profession.

A course that does not meet these minimum standards will not be accredited.

Type of Courses

The Australian Institute of Building may accredit higher education qualifications that meet the academic standards for the discipline, and are compliant with the Australian Qualifications Framework (Second Edition, January 2013).

At present these include:

- Bachelor degrees (AQF Level 7)
- Bachelor honours degrees (AQF Level 8)
- Graduate diplomas (AQF - if part of masters then AQF Level 9)
- Master degrees (AQF Level 9)

Legal Authorisation

Only institutions and courses that are legally authorised under relevant legislation will be considered for accreditation.

From 2012, approved higher education providers will have to meet with the requirements of the Tertiary Education Quality and Standards Agency. Accreditation of building and construction management degree courses by AIB is contingent on the University's or higher education provider status confirmation by TEQSA.

ACCREDITATION CYCLE

- For established courses and institutions
- Cyclical process providing for re-assessment of course/institution
- For new courses and/or institutions

Applications

Applications for accreditation or re-accreditation will be required for the following situations:

1. for new/unaccredited courses and/or institutions;
2. for established/accredited courses and institutions; and
3. for major changes to established/accredited courses.

Assessment of institutional capacity

The Institute will only accredit courses that are relevant to the building discipline, and delivered by approved higher education providers.

Compliance with TEQSA's provider standards will be accepted as demonstration of adequate institutional capacity generally.

The Institute will assess the capacity of higher education providers applying for the accreditation or re-accreditation of their courses specifically:

- to develop and maintain relevant curriculum;
- to satisfactorily deliver the course to students; and
- to assess the learning outcomes of their students at an appropriate and consistent standard.

Initial accreditation before commencement of program

Approved higher education providers may seek provisional (initial) accreditation of new courses no earlier than 6 months before the planned commencement of the course.

If provisional accreditation is granted, the course will be closely monitored during implementation. Maintenance of provisional accreditation will require strict compliance with stipulated conditions.

The course may be reviewed for full accreditation when it is fully implemented and has at least one cohort of graduates.

Major changes to established courses

Where major changes are proposed to an accredited course, the Institute should be informed through the annual reporting process, except where a major change is to be implemented before the next annual report, the Institute should be notified as soon as practicable after the decision to implement the change is taken.

Where major changes result in a substantially changed structure or curriculum, it may be regarded as a new course. Accreditation provisions for a new course may apply.

Depending on the significance of proposed changes, the Course Accreditation Committee may put in place a process to assess proposed changes and determine how existing accreditation status of the course may be affected.

Where major changes are made to an accredited course which may affect its accreditation status, requirements should be put in place for “teaching out” the course so that existing students are not adversely affected.

REVIEW PANELS/ASSESSMENT TEAMS

The Review Panel

A Review Panel, normally consisting of one academic member and one industry member of the Course Accreditation Committee, will be appointed by the Chair of the Committee to review all applications for accreditation or re-accreditation.

The Review Panel will prepare a brief for the Assessment Team, identifying issues for the Assessment Team to address during the site visit.

This may include:

- verification of any claims made in the Self-Assessment Report;
- auditing of learning outcomes evidence; and
- clarification of any ambiguities in the Self-Assessment Report.

The Assessment Team

An Assessment Team will be appointed by the Course Accreditation Committee on confirmation that a complying Self-Assessment Report has been received from the applicant.

The Assessment Team will normally consist of:

- a senior academic;
- an experienced industry practitioner; and
- an administrative officer from the Institute.

The academic member of the team will be the notional team leader and responsible for the conduct of the site visit.

The administrative officer will have good understanding of the policies and procedures relevant to course accreditation and provide administrative support to the Assessment Team.

On occasions, additional academic or industry members may join the Assessment Team as observers under a mentoring process to ensure the pool of qualified assessors is maintained. Observers on the team will not have a decision making role.

Following an assessment site visit, the Assessment Team will prepare a Draft Report for the Course Accreditation Committee:

- addressing all issues identified in their brief, and any other matter deemed relevant; and
- containing recommendations regarding accreditation of the course, including any applicable conditions

Policies Regarding Review Panels and Assessment Teams

Review Panels and Assessment Teams will include a majority of members with a background in education and/or practice in the relevant profession, and other skills appropriate to the specific assessment.

The Institute will identify and maintain a pool of trained assessors to serve on Review Panels and Assessment Teams.

It will have policies for selection, appointment, and training and performance review of team members.

These policies provide for the use of competent and knowledgeable individuals, qualified by experience and training to assess professional education and training courses.

Academic members are expected to be, or have, held an equivalent academic rank of Associate Professor or higher, or an academic leadership role of an accredited program, and have good understanding of the education standards for course accreditation.

Industry practitioners should have a good understanding of the educational standards for course accreditation.

All participants in Review Panels and Assessment Teams will be trained in the policies, procedures, standards and auditing processes relevant to the Institute's course accreditation process.

After every assessment, the performance of the Review Panel and Assessment Team will be reviewed by the Course Accreditation Committee. These performance reviews will take into account inputs from all relevant stakeholders and be used to ensure continuous improvements in the process.

KEY COMPONENTS OF THE ACCREDITATION PROCESS

- Self –assessment by the institution seeking accreditation
- Initial review of the self-assessment report
- On-site assessment by a team appointed by the Course Accreditation Committee
- A final report by the assessment team with recommendations on the accreditation decision
- The decision on accreditation
- On-going monitoring and reporting by the accredited institutions

Self Assessment Report

The institution applying for accreditation or re-accreditation of a course will submit two hard copies and one soft copy of a self-assessment report, at least four months prior to a planned course assessment to the Chief Operations Officer of the Australian Institute of Building.

The format and content for the self-assessment report is contained in Appendix D of the “Academic Standards For Course Accreditation” document.

Initial Review by Review Panel

The Course Accreditation Committee will appoint a Review Panel to conduct an initial review of the Self-Assessment report and prepare a brief for the Assessment Team. The Review Panel will consist of at least one industry practitioner and one academic member of the Committee.

The brief for the Assessment Team will be based on the information provided in the self-assessment report. It is in the interest of the institution seeking accreditation to ensure that the information provided is clear, complete and accurate.

A Self-Assessment report that is deemed not to fully meet the requirements of this process will be returned to the applicant and the accreditation process terminated.

Assessment Team and Accreditation Visit

The applying institution will be advised of the appointment and composition of the Assessment Team and shall have the opportunity to object to any member on the grounds of possible conflict of interest. Such an objection should be made in writing to the Chair of the Course Accreditation Committee. The Chair of the Course Accreditation Committee shall have the discretion to make an alternative appointment to the member objected to.

The administrative officer will liaise with the applying institution and confirm the arrangements and program for the site visit.

The visit shall be conducted over one or two days and include the following:

- review and tour of program facilities;
- meeting with the appropriate University Dean
- meeting with academic leaders/teaching staff of the courses being accredited;
- meeting with a representative cross section of students;
- meeting with senior administrators of the School/Faculty/College; and

- inspection of teaching/learning materials, and students' work

Feedback on the observations of the Assessment Team will be provided to the institution during and at the end of the site visit. This feedback is intended to provide constructive advice and is not to be construed as indicative of the final recommendations.

Draft Report

The Assessment Team will prepare a Draft Report containing its observations and recommendations. A copy of the Draft Report will be provided to the institution for its response.

The institution may, on receipt of the Draft Report:

- identify necessary corrections of factual errors. (these corrections will be made in the Final Report);
- comment on the observations and recommendations of the Assessment Team. (such comments will be recorded in the Final Report); or
- appeal the recommendations of the Assessment Team in accordance with procedures described in this document.

Final Report

1. The Assessment Team completes the final report after feedback from the Institution.

The report may include recommendations about matters that the AIB should monitor during the accreditation period.

The report must make recommendations about:

- the course or courses to be accredited;
- the relevant pathway and position on this pathway for each such course; and
- the period of accreditation.

2. The AIB makes its accreditation decision

The AIB will consider the final report from the review team and any observations from the Institution in making its decision on the application for accreditation.

Normally, the AIB accredits or refuses accreditation. Exceptionally, the AIB may make accreditation of a course conditional on actions that the institution must do within a specified timeframe.

The Final Report will advise:

- whether or not the course evaluated is accredited by the Australian Institute of Building;
- if the course is accredited, what category and grade it will be registered in;
- the period of accreditation before an application for-re-accreditation is required; and
- any conditions that need to be addressed, and the period during which they should be met.

The Final Report may also list issues for the External Examiner and/or the Course Advisory Committee to monitor during the Maintenance Period.

Fees and Charges

Application Fee

A fee will be payable by the higher education provider seeking to have its course accredited.

Reaccreditation Fee

A fee will be payable by the higher education provider seeking to have its course accredited.

Annual Registration Fee

A fee will be payable annually by the higher education provider to maintain the accreditation.

All fees will be set on an annual basis by the Institute taking account of the indirect and direct costs of providing and maintaining the accreditation process.

The travel and accommodation costs for the visit will be reimbursed by the institution seeking accreditation. Alternatively, the institution may make reasonable arrangements for the travel and accommodation of the Assessment Team.

COURSE REGISTER

The Australian Institute of Building will maintain a central register of providers and accredited courses that meet the requirements of the Australian Qualifications Framework for the purpose of defining membership eligibility and upgrading requirements.

The Institute will assess and accredit relevant undergraduate and postgraduate courses and register them within a graded scheme that is linked to membership eligibility and upgrading requirements.

Information on registered and accredited courses and providers will be published on a publicly accessible website. The website information will be updated and maintained on a monthly basis.

Registered providers will be charged a fee that reflects the costs of maintaining infrastructure, and for the costs of conducting accreditation assessments.

GRADING SCHEME

The tables below summarises the grading scheme for the registration of relevant undergraduate and postgraduate courses.

GRADE	MEMBERSHIP	DESCRIPTION	REMARKS	PERIOD OF ACCREDITATION
A+	Graduate	Professional honours degree as described by AQF (Level 8)	Meets quality benchmark requirements.	5 Years
A	Graduate	Professional honours degree as described by AQF (Level 8)	Provisional (initial accreditation), or changes pending	Up to 3 years
A-	Graduate	Professional honours degree as described by AQF (Level 8)	On notice, conditions to be met	Maximum 18 months

GRADE	MEMBERSHIP	DESCRIPTION	REMARKS	PERIOD
B+	Associate/Affiliate	Undergraduate degree as described by AQF (Level 7)	Meets quality benchmark requirements	5 years
B	Associate/Affiliate	Undergraduate degree as described by AQF (Level 7)	Provisional (initial accreditation), or changes pending	Up to 3 years
B-	Associate/Affiliate	Undergraduate degree as described by AQF (Level 7)	On notice, conditions to be met (review annually)	Maximum 18 months

GRADE	MEMBERSHIP	DESCRIPTION	REMARKS	PERIOD
SC+	Graduate/Member (subject to prerequisites)	Grad Dip or Masters as described by AQF (Levels 8/9)	Meets quality benchmark requirements	5 years
SC	Graduate/Member (subject to prerequisites)	Grad Dip or Masters as described by AQF (Levels 8/9)	Provisional (initial accreditation), or changes pending	Up to 3 years
SC-	Graduate/Member (subject to prerequisites)	Grad Dip or Masters as described by AQF (Levels 8/9)	On notice, conditions to be met	Maximum 18 months

POLICIES OF ACCREDITING BODY

Feedback to Applicants and Reviews of Reports

The Institute commits to giving timely and meaningful feedback to higher education providers that apply, or signal their intention to apply, for the accreditation of their courses.

This feedback will include:

- preliminary and verbal advice on any issue relevant to accreditation policies, procedures, standards and application requirements (within 14 days);
- comments and requirements for additional information and/or amendments in applications including self-assessment reports (within 30 days);
- the Draft Report (within 30-60 days of the assessment site visit); and
- the Final Report (within 14-28 days of the response to the Draft Report if there are no significant changes or appeals).

Applicants will be given reasonable opportunity to respond to any feedback provided by the Institute.

The Accreditation Decision

Decisions on accreditation applications will be based on assessment against published accreditation criteria and standards.

Depending on the nature of the application, the decision may be:

- to grant accreditation unconditionally for a maximum period of 5 years;
- to grant accreditation conditionally for a period shorter than 5 years;
- to deny accreditation; or
- to withdraw accreditation.

Failure to meet maintenance requirements will result in notice being given and the status of accreditation being changed.

An accredited course that has been put on notice may have accreditation withdrawn should required conditions not be complied with.

The status of a previously accredited course that has been put on notice, or has had its accreditation withdrawn, will be reflected on the public register.

The Final Report

The Final Report provided to an applicant institution shall address the assessed performance of the course/institution against published accreditation standards.

It will provide an account of evidence supporting the assessment and state the accreditation decision.

The Institute may provide the report to relevant registration/accreditation agencies as well as the applicant institution.

PROCESS FOR ON-GOING MONITORING OF ACCREDITED COURSES

- Accredited providers will ensure that the Australian Institute of Building is appraised of developments in accredited courses and to verify their continued compliance with standards
- Policy for reporting cycle, the nature of reports, and how these are considered.
- Special procedures for notifying potential or actual changes

On-Going Monitoring

In the period between periodic assessments, higher education providers of accredited courses are required to submit annual reports to maintain their status.

Annual Report

These reports will address a range of information that would be normally available through internal quality assurance processes, external academic and industry reviews, including:

- key performance indicators;
- external examiner's report; and
- Industry Course Advisory Committee meeting minutes/reports.

In addition, they will report on any significant developments and changes that may impact on the delivery of the courses and/or the previously assessed outcomes.

Timetable for Annual Reporting

Annual reports are to be submitted by providers of accredited courses by 31 July of each year.

Where extenuating circumstances may warrant an application for an extension of the deadline for the submission of an annual report, such an application should be made by 1 July of each year. Such an application will be considered by the Chair of the Course Accreditation Committee who will determine if:

- an extension of time will be granted;
- an interim report is required while the extenuating circumstances are addressed; or
- no extension of time will be granted.

Consideration of Annual Reports

Annual Reports will be considered by the Course Accreditation Committee which will decide if:

- the accreditation status of the course will be maintained;
- additional information or clarifications will be sought from the institution; or
- the institution is put on notice and the accreditation status of the course altered accordingly

The institution providing the Annual Report will be informed in writing of the decision of the Course Accreditation Committee.

Failure to Meet On-Going Monitoring Requirements

The status of accredited courses may be altered if on-going monitoring requirements are not met.

External Examination

The annual external examination will be an annual activity conducted by an independent senior academic (approved by the Institute) that:

- audits the delivery of the course;
- benchmarks assessment standards;
- considers key performance indicators and proposed changes;
- provides advice for continuous improvement; and
- monitors the improvement cycle.

Industry Course Advisory Committee

The Industry Course Advisory Committee will have a majority of external representation, including representative(s) nominated by relevant professional and industry bodies.

It should be chaired by an external industry member and meet at least twice a year. Copies of the minutes of these meetings are to be included in the Annual Report.

The Industry Course Advisory Committee will consider key performance indicators, the external examiner's report and provide advice on continuous improvement and planned changes to the course.

APPEALS PROCESS

Appeals Committee

The Appeals Committee shall consist of the President of the Institute (or nominee) and two other members of the Course Accreditation Committee, one academic and one practitioner, neither of whom should have been involved with the matters appealed against. The Course Accreditation Committee may co-opt non-standing members to act on the Appeals Committee if no standing members are considered sufficiently independent to hear the appeal.

Grounds for Appeal

An applicant may appeal any adverse decisions of the Committee on the grounds that the Course Accreditation Committee, or anyone acting on behalf of the Committee, including appointees to the Review Panel or Assessment Team:

1. failed to follow stated procedures in the consideration of the application;
2. failed to consider all the evidence and documentation provided;
3. acted improperly by disregarding accreditation standards; and/or
4. made errors that affected material decisions

Activation of Appeals Committee

The Appeals Committee will be activated by the Chair of the Course Accreditation Committee upon receipt of a request to review any decision communicated to the applicant through an authorised Draft Report.

The request should be made by a person authorised to represent the applicant.

Timetable for Appeals

An applicant should notify the Chair of the Course Advisory Committee if an intention to appeal any decision within 14 days of receiving a Draft Report.

The applicant should provide within 14 days of such a notice of appeal documentation supporting the appeal.

The Appeals Committee shall consider the appeal within 30 days of receiving the appeal documentation.

Appeals Committee Meeting

The meeting of the Appeals Committee shall be conducted in accordance with due process. The applicant shall have the right to be heard before the Appeals Committee.

The decision of the Appeals Committee shall be communicated to the applicant and the Chair of the Course Accreditation Committee within 30 days of the meeting.

Possible Action by the Appeals Committee

The Appeals Committee may take one of two actions:

- confirm the original decision(s) appealed against; or
- recommend that the Course Accreditation Committee reconsider the original decision, including re-conducting all or parts of the course accreditation process that have been deemed problematic.

The Appeals Committee shall provide reasons for its action.

Status during Appeal Process

The accreditation status of the course shall remain unchanged during the appeal process. There will be no public notice of any change in the course status until the appeal process is completed.

Final Decision

An applicant may appeal only once against a decision of the Course Accreditation Committee with respect to an application for accreditation. Where a recommendation is made for a decision to be reconsidered, the matter is regarded to be completed when the Course Accreditation Committee makes its final decision, after the matter has been reconsidered.

Costs of Appeals

The applicant will be responsible for a set fee plus the direct costs arising out of additional review and assessment activities caused by the appeal lodged.

PERFORMANCE EVALUATION

- Processes to review accreditation standards and process
- Process for ongoing monitoring and evaluation of its performance, and the performance of its teams

The Australian Institute of Building has adopted a number of principles to ensure that the course accreditation standards and process are relevant, appropriate and consistently applied. These include:

- adding value through the structure and membership of the Course accreditation Committee;
- ethical and responsible decision making;
- integrity in adherence to published policies, procedures, and standards;
- timeliness in decision making and communication;
- respecting the rights of stakeholders;
- recognising and managing risk;
- regular review of accreditation standards and processes; and
- monitoring and evaluation of the performance of the Committee and Assessment Teams.

Performance Benchmarks

The Committee will maintain performance benchmarks for itself and use these to evaluate its performance annually.

These include:

- timely actions in accordance with published policies and procedures;
- response to complaints and feedback from stakeholders; and
- stakeholder satisfaction.

The performance of the Committee and actions for continual improvement will be reported annually to the Council of the Australian Institute of Building.

COMPLAINTS

Complaints regarding any aspect of the course accreditation process may be directed to the Chair of the Course Accreditation Committee in writing.

The Chair of the Course Accreditation Committee will have the discretion to deal with the complaint in any way consistent with the principles under which the Course Accreditation Committee operates.

A formal response to the complainant will be made within 30 days of the receipt of a complaint in writing.

GLOSSARY OF TERMS

Assessment Team

A team of trained and experienced assessors appointed by the Course Advisory Committee to conduct on-site evaluations of a course being assessed for accreditation or re-accreditation.

Accreditation Period

The period for which a course is accredited. An application for re-accreditation should be made at least 6 months before the expiry of the Accreditation Period to ensure that an accredited course is evaluated for continuing accreditation.

Australian Qualifications Framework

The national system of qualifications encompassing all post-compulsory education in Australia. An AQF qualification is the result of an accredited program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the AQF. Where referred to in this and related documents, the categorising of qualifications is in accordance with AQF Second Edition Jan 2013.

Category

An accredited course will be registered in one of three categories. The primary considerations for the categorisation of a course is where the course sits in the Australian Qualifications Framework, and the extent to which educational standards, particularly knowledge and skills outcomes of graduates, are met.

Course

A structured program of studies that leads to a formal educational award. An equivalent term of "program" is used in some administrative systems.

Course Accreditation Committee

An independent committee of the Institute that has responsibility for the accreditation of relevant courses under approved policies and procedures. The Chair of the Course Accreditation Committee shall be appointed by authority of the Council of the Institute.

External Examiner

The external examiner is an independent experienced academic who conducts an annual review of the delivery of an accredited course, and benchmarks the assessment and performance standards of students and graduates.

Grading

Accredited courses will be graded in accordance with a number of bands. The period of accreditation granted will be related to the grading of the accredited course.

Industry Course Advisory Committee

A committee with industry representation that monitors an accredited course and provides advice on relevant issues. The Committee should meet at least twice a year

and its minutes are expected to be included in the Annual Report as part of on-going Maintenance Requirements.

Maintenance Period

This is the period between the granting and expiry of accreditation during which maintenance requirements are expected to be met in order to retain accreditation status.

Maintenance Requirements

All providers of accredited courses are required to submit a complying annual report that includes performance metrics, information on proposed or implemented changes, the external examiners report and minutes of Industry Course Advisory Committee meetings.

NBPR

The National Building Professionals Register, a permanent body that registers practitioners in the Discipline of Building who possess appropriate levels of higher education qualifications and experience in various categories, and who commit to maintaining and updating their competencies through continuing professional education.

Register (of Accredited Courses)

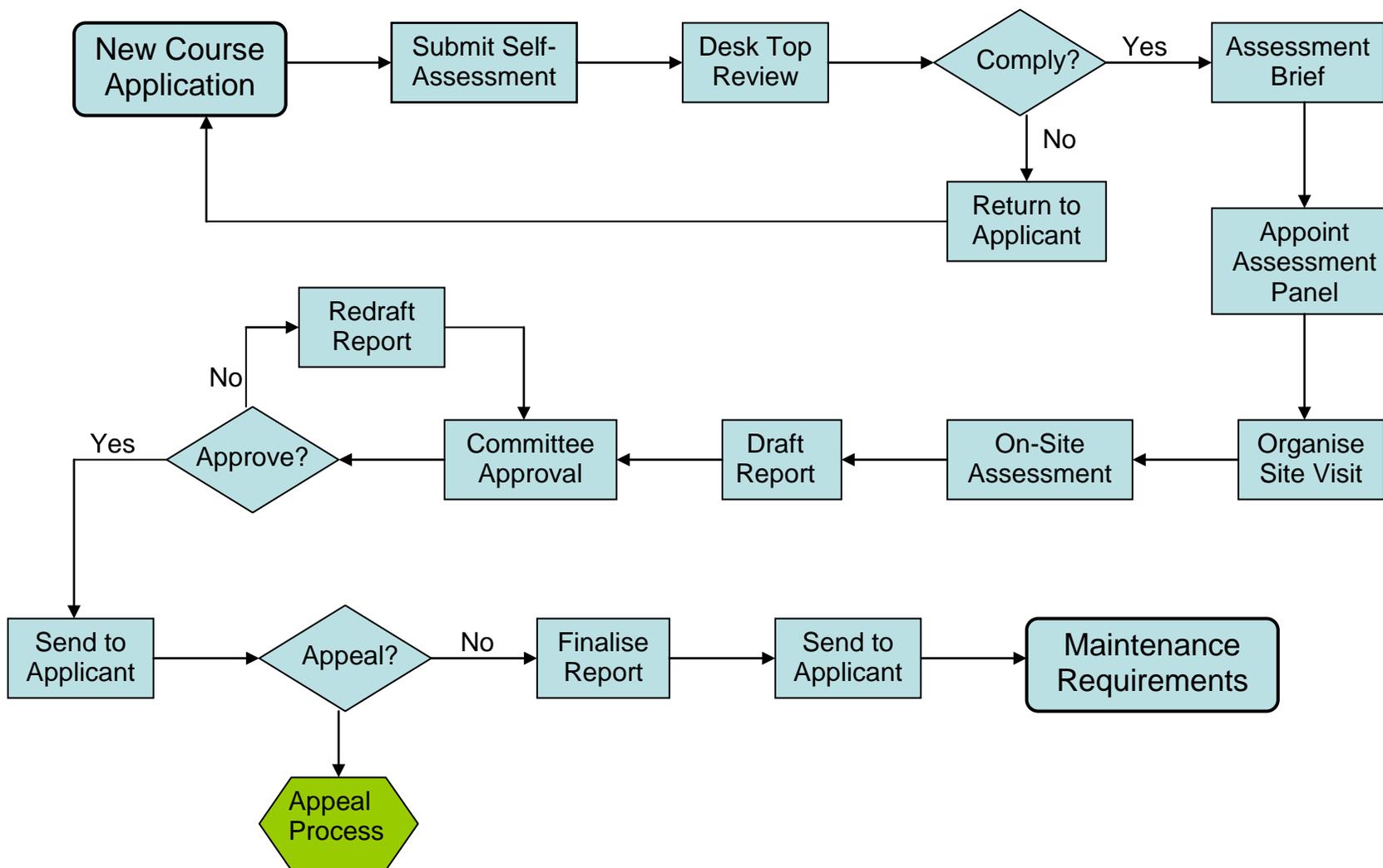
The Australian Institute of Building will maintain a central register of all accredited courses. This Register will be published on a publicly accessible website.

Review Panel

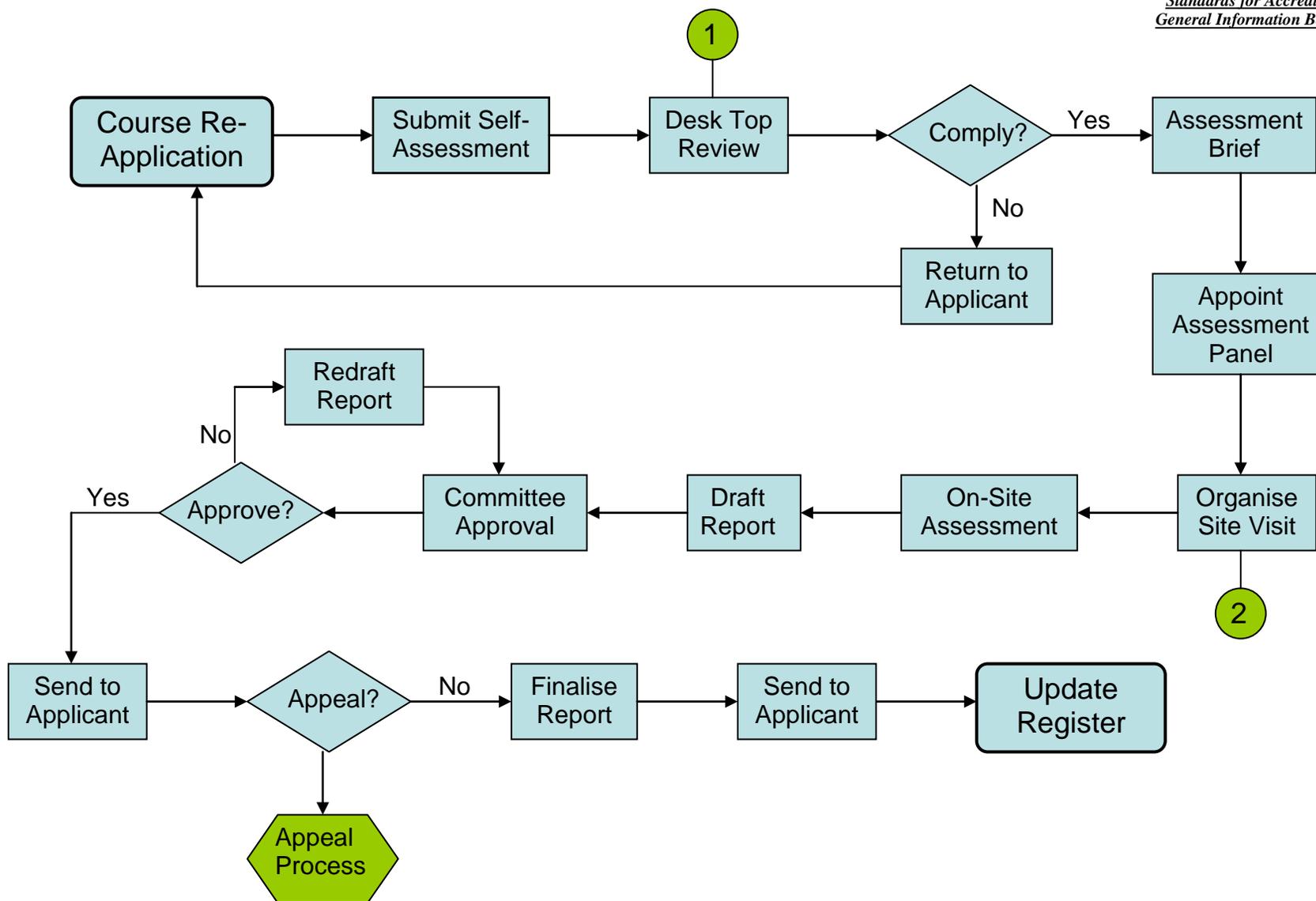
A panel appointed by the Course Accreditation Committee to review the self-assessment report submitted by an applicant. The Panel will determine if the self-assessment report is compliant and identify issues for the Assessment Team to address during the on-site evaluation. The Panel will also make a preliminary determination on the category that the course under review may be registered in.

TEQSA

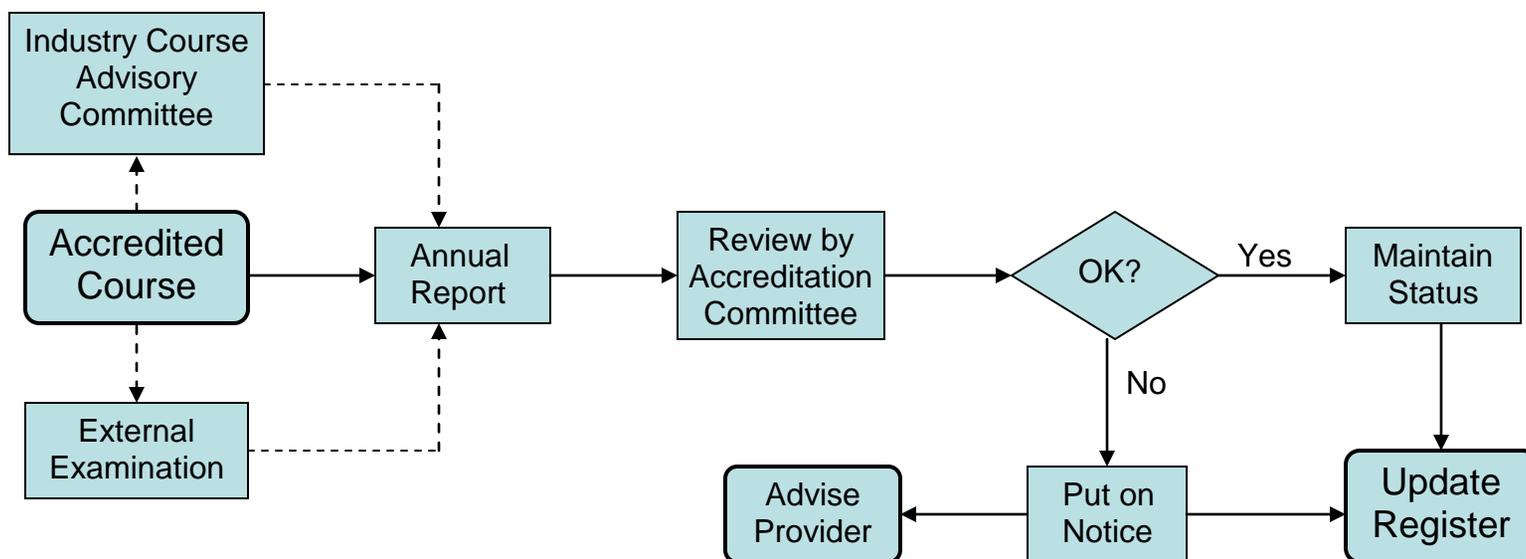
The Tertiary Education Quality and Standards Agency, the national regulatory and quality agency for higher education.



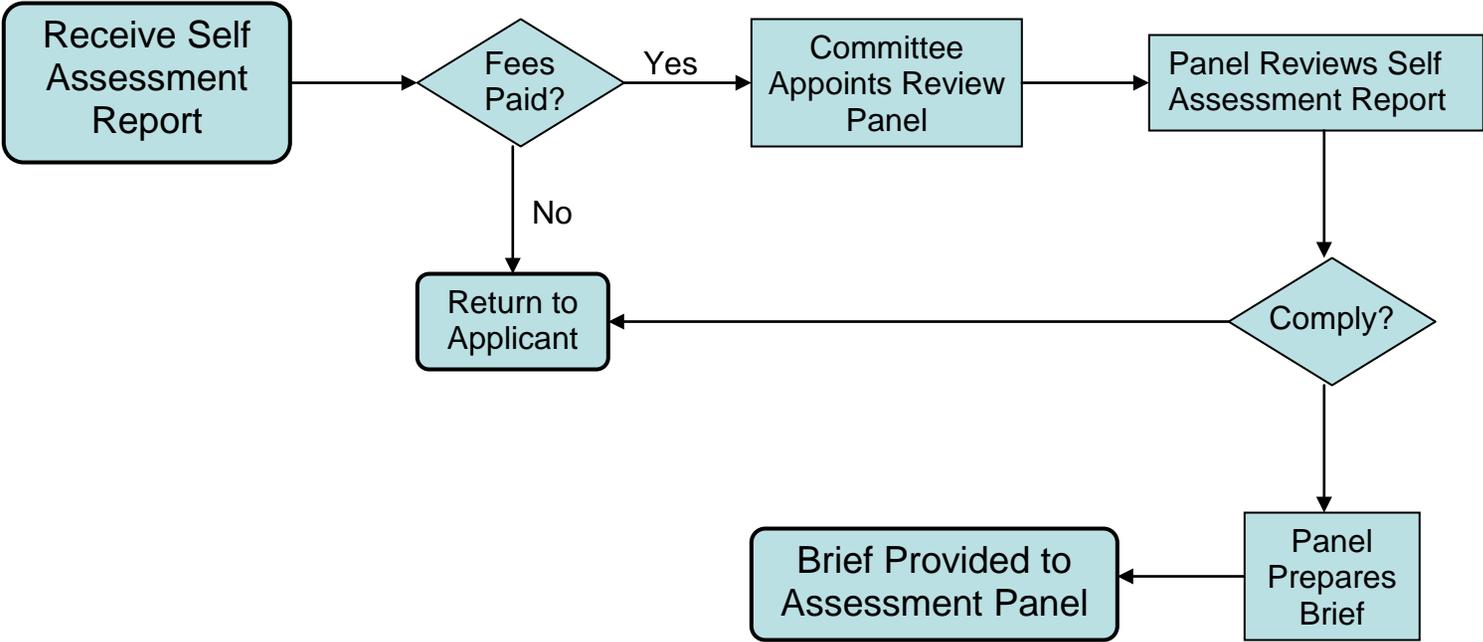
APPLICATION FOR ACCREDITATION OF A NEW COURSE – PROCESS FLOWCHART



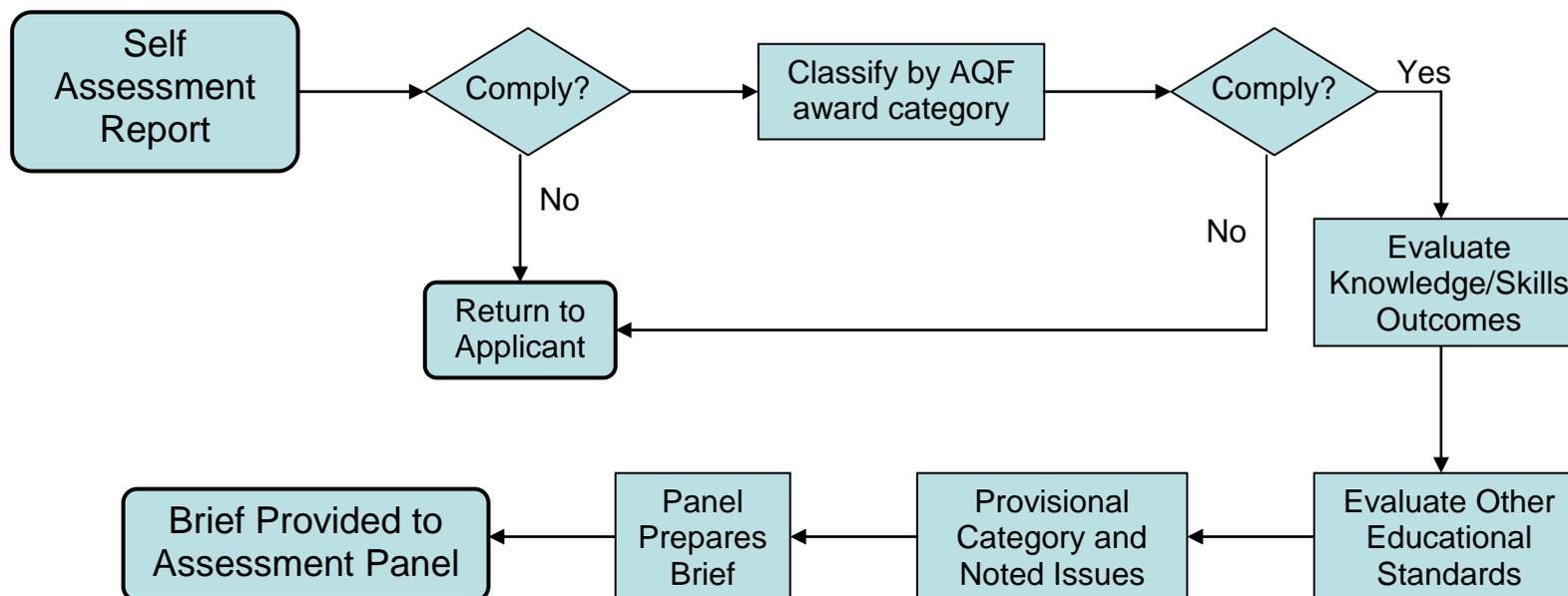
APPLICATION FOR RE-ACCREDITATION OF AN EXISTING COURSE – PROCESS FLOWCHART



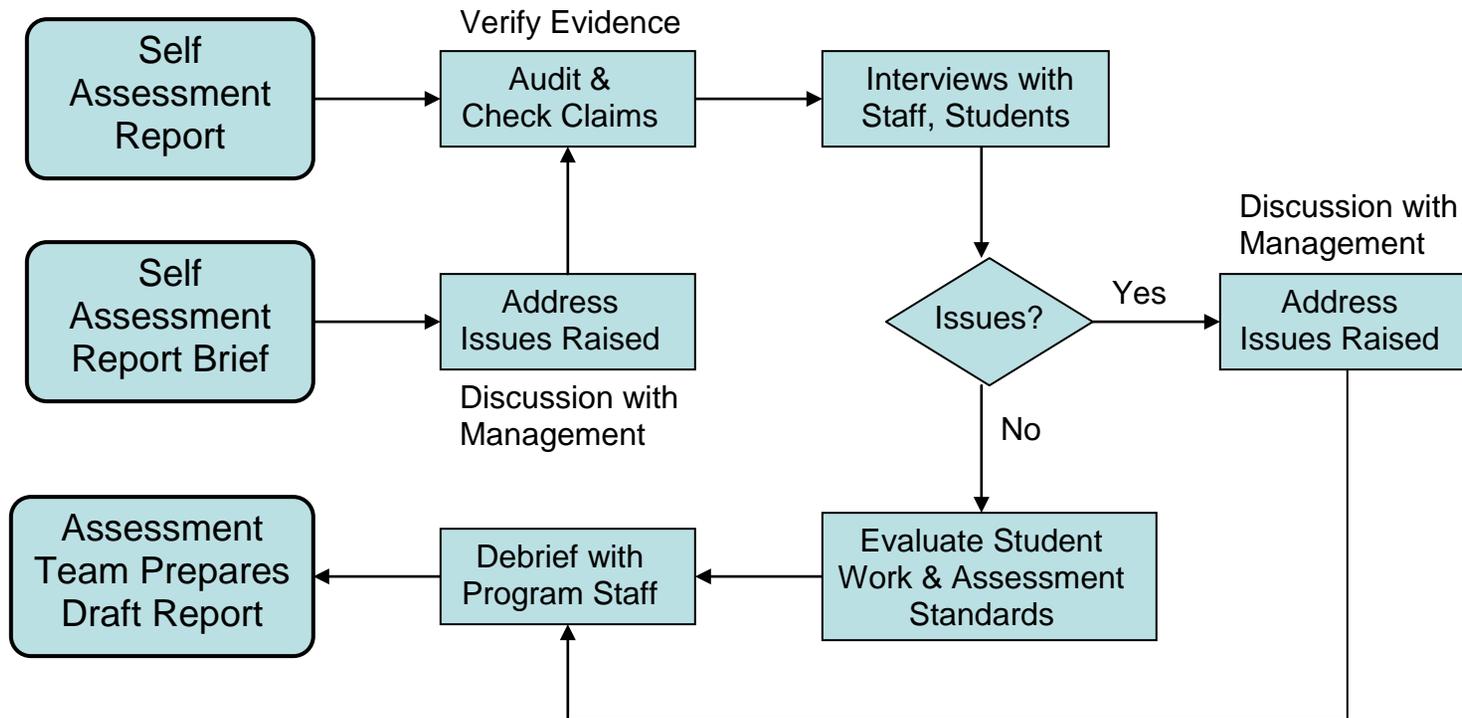
MAINTENANCE REQUIREMENTS – PROCESS FLOWCHART



REVIEW OF SELF-ASSESSMENT REPORT – PROCESS FLOWCHART



REVIEW OF SELF-ASSESSMENT REPORT – DECISION FLOWCHART



SITE ASSESSMENT EVALUATION – DECISION FLOWCHART