

## **AIB Policy on Education for the Profession of Building**

### **Policy**

3.1.1 Courses in building studies must be of standards which are appropriate for the building industry and at least of a similar standard to those of allied professions.

3.1.2 The Australian Institute of Building (AIB) will concern itself with the education and training of technicians, associate professionals and professionals in the building industry, and with the manpower resources required for the future well-being of the industry in the national interest.

It will be actively involved with:

- a. The promotion of new building courses where the need exists;
- b. The development of courses in cooperation with academic staff;
- c. The assessment of courses for accreditation of related qualifications by the AIB;
- d. Cooperating with kindred associations in course assessment where applicable; and
- e. The encouragement of secondary school students to undertake tertiary courses for careers in the Building industry.

3.1.3 In reflecting that concern, the Institute will provide resources for the essential activity of assessing courses, which maintains educational standards and provides an external verification of a course's quality. Courses will be assessed as to whether the resulting awards should be accredited as being academic qualifications for particular grades of membership. AIB accreditation confers status on a qualification, its related course and the staff who provide it, within both the community and educational institution. Overseas degree courses in countries of Australia's region will be assessed on invitation by the university concerned provided that costs of the visit are met by that university.

3.1.4 Courses in building studies must be of sufficient length to produce graduates who have the competencies required to enter the building industry at appropriate levels. Honours must be available to all students.

3.1.5 The AIB encourages the provision of:

- a. Composite building studies courses with specialist streams for students; and
- b. Post-graduate courses which provide opportunities for continuing education and further professional qualification.

## Background

3.1.6 Degree courses in building are multidisciplinary, requiring students to achieve academic competence in distinct and, to an extent, disparate areas of building science, construction technology, surveying and engineering, construction management, building economics, law, planning and other subjects. Sufficient course length is required for students to develop academically in this wide range of subjects without suffering from excessive weekly contact hours, while at the same time avoiding superficial coverage. Experience has shown that this requires the equivalent of eight full-time academic semesters.

3.1.7 Linked to the need for breadth and depth in courses is a school's responsibility for ensuring that graduates are adequately prepared to practise competently, ie. to have professional skills and expertise. Building courses should not therefore be linked in length with three year Arts degree courses which stimulate and develop students' intellectual capacities but do not teach practical skills.

3.1.8 A four year program allows a course structure with common foundation developing into specialist streams in later years. This is an efficient educational pattern and produces professional graduates with knowledge of and empathy for other sectors of industry. Such a program with honours capability also enables students to realise their academic potential and provides a lead into postgraduate study and research (which is crucial to development of the profession).

3.1.9 All courses must require the completion of a nominated period of practical experience before graduation – essential in the case of students with limited work experience who commence the course on a full-time basis. Programs should also include periods for practical, studio and laboratory work.