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# Procedures for the Assessment of Courses and Accreditation of Qualifications

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## Chapter 1

### COURSE ASSESSMENT AND QUALIFICATION ACCREDITATION POLICIES

- 1.1 The AIB, AIBS and AIQS have agreed to co-ordinate and, where possible, have joint procedures and criteria for, the assessment of bachelor degree courses. However, procedures and criteria may differ, and each institute will grant accreditations under its own conditions. This publication describes the AIB's system for assessing courses and accrediting qualifications.
- 1.2 The Australian Institute of Building concerns itself with the education and training of professionals, paraprofessionals and technicians in the Building industry. In reflecting that concern, the Institute provides resources for assessing professional level courses, which maintains educational standards and provides an external verification of a course's quality. Courses will be assessed as to whether graduates holding the resulting awards have the necessary competencies for entry to the Building industry at professional level. AIB accreditation confers status on a formal qualification, its related course and the staff who provide it, within both the community and education institution. To be eligible for Graduate membership, a person must hold an AIB accredited degree. In addition, an AIB accredited qualification is required for automatic eligibility for NBPR listing.
- 1.3 The AIB accredits qualifications at AQF levels 4, 5 and 6. However, it only assesses level 7 (ie bachelor degree) courses, as it accepts qualifications at levels 4, 5 and 6 which have been provided by properly State/Territory accredited Registered Training Organisations (RTOs). In acknowledging that standards may differ between RTOs, the Institute has introduced a procedure by which an individual RTO may seek AIB endorsement for its quality in providing courses at AQF levels 5 and 6 (see Annex A). Such endorsements will not affect AIB accreditation, which is granted separately.
- 1.4 Because the AIB accepts AIBS and AIQS accreditations, it will assess only Building/Construction Management courses, unless specifically requested otherwise by a course provider. The AIB also recognises accreditations granted by the CIOB and NZIOB.
- 1.5 Accreditation will be granted for a maximum of five years, and will always expire on 31 December of the appropriate year. If there is a problem that cannot be solved during an assessment visit, accreditation may be extended for 12 months in order that the course provider can correct the problem. On the other hand, an accreditation may be cancelled if the provider fails to fulfil any conditions attached to the accreditation or does not submit a satisfactory annual report for a professional level qualification during the approved period (see Annex B).
- 1.6 Postgraduate courses will not be assessed for accreditation, but the AIB will endorse postgraduate qualifications which are paper assessed as being appropriate to the Building profession.
- 1.7 Bachelor degree course assessments will fall due as follows:
  - a. for an established course: during the year in which accreditation expires; and
  - b. for a new course: after the first cohort of students has reached Year 2.
- 1.8 A course provider will be required to meet the accommodation and travel costs of an assessment panel. Assessment of overseas courses requires payment of a fee set from time to time by the Executive Board.

## Chapter 2

### COURSE ASSESSMENT PROCEDURES

- 2.1 A course is assessed during an assessment panel's visit, the aim of which is to ascertain whether the course meets the criteria for accreditation of the resulting qualification.
- 2.2 A course assessment will be undertaken in two stages as follows:
  - a. consideration of the course provider's self-assessment form (Annex C) and related documents, then, if a visit to the provider is justified;
  - b. a panel visit, usually over a period of 1.5 days.

#### Stage 1

- 2.3 The Education Officer (EO) will contact the course provider concerned at least six months before assessment is due, and will forward a copy of this publication plus (if the panel is to be a joint one) other relevant publications.
- 2.4 The provider must, at least four months before an assessment is due, forward to EO (and to each other assessing institute), a completed self-assessment form.
- 2.5 If the Courses Assessment Committee considers that the self-assessment form is satisfactory, EO will arrange a mutually acceptable time for an assessment visit.

#### Stage 2

- 2.6 An AIB assessment panel comprises:
  - a. the EO (as leader and secretary),
  - b. a practitioner from the local Chapter, and
  - c. a senior academic from another state/territory/region.Notes: (1) The Courses Assessment Committee may decide that a reduced panel is appropriate for a particular situation.  
(2) Panel members should read the previous assessment report.
- 2.7 A panel visit should comprise:
  - a. a tour of facilities (if requested by the panel);
  - b. a discussion with staff, who must explain the competencies achieved by graduates and how those competencies are acquired and tested (usually about 3 hours);
  - c. meetings with students (at least 1.5 hours), recent graduates and industry representatives;
  - d. inspection of students' marked work (at least 2 hours, during which the panel's draft report will be prepared); and
  - e. briefing management/staff on the panel's findings.

- 2.8 **Tour of Facilities.** The aim of the tour is to obtain the knowledge required to assist in the improvement of facilities if this is necessary. Attention will be given to:
- a. the adequacy of teaching areas,
  - b. the availability of storage and working spaces,
  - c. students' access to computers and the suitability of available software, and
  - d. library facilities.
- 2.9 **Discussions with Staff.** Discussion will be based on the premise that both the provider and the AIB have a common aim, ie to ensure that graduates of the course are of the standard required by industry, and that the panel is there to help in achieving that aim. Staff must explain how the course enables students to achieve and be assessed in the competencies of graduates, particularly as they relate to the AIB's competency standards for construction management graduates (Annex D). This is the critical component of an assessment.
- 2.10 **Discussions with Students.** Ideally, there should be a cross section of students from all years of the course. The aim of these discussions is to obtain students' perceptions of the course and to explain the AIB's role. Particular items of interest will be:
- a. the quality of instruction,
  - b. clarity of subject aims,
  - c. feedback on examinations and assignments,
  - d. access to and adequacy of facilities,
  - e. access to staff, and
  - f. problems in obtaining employment for industrial practical experience.
- Notes: (1) The opportunity should be taken to promote membership of the AIB during these discussions.  
(2) If the students indicate that a particular lecturer has been a teacher of high quality, the panel should consult the relevant professor for possible nomination of that lecturer for the F E Crowle Memorial Award for Excellence in Teaching.
- 2.11 **Discussions with Recent Graduates.** The panel should attempt to gain an insight to graduates' views of the course (see paragraph 2.10) and how they felt prepared to enter industry on graduation.
- 2.12 **Discussions with Industry Representatives.** Ideally, the industry representatives should be members of the course advisory committee. The panel should attempt to ascertain how industry views the quality of graduates from the course.
- 2.13 **The Report.** The panel is to prepare a report in accordance with Annex E for submission to the Courses Assessment Committee. A first draft should be completed during the visit for presentation to and comment by staff.
- 2.14 **Briefing Staff on Panel's Findings.** The panel leader should explain the processes which will follow the panel's visit, then highlight the panel's findings, including its recommendations in relation to accreditation.
- 2.15 **Meeting with Vice Chancellor.** If a visit can be arranged with a representative of senior management, it should be used to explain the panel's findings and to raise any policy matter which is of concern to the AIB.

### **Overseas Visits**

- 2.16 The costs of an overseas assessment visit must be borne by the course provider concerned.
- 2.17 The Courses Assessment Committee will decide whether an overseas visit is justified after examining the relevant documentation.
- 2.18 Overseas visits will usually be made by a reduced panel of one or two members and will comprise:
- a. discussions with local staff,
  - b. discussions with students,
  - c. examination of students' work, and
  - d. inspection of facilities available to students.

### **Post Visit Actions**

- 2.19 The provider must be given the opportunity to comment on the panel's draft report; and the final version should reflect comments received.
- 2.20 The report is submitted to the next meeting of the Courses Assessment Committee, which either grants accreditation or passes the report to the Executive Board.
- 2.21 The Chief Executive is informed by letter of the eventual decisions(s). If five-year accreditation is granted, a certificate of accreditation (see Annex F) is enclosed with the letter.

### **AIB Representation on Course Advisory Committees**

- 2.22 Each Chapter or Branch should seek to have a representative on any building course advisory committee, or equivalent, at course providers within its boundaries of responsibility.
- 2.23 Agenda items for committee meetings will usually relate to local matters affecting the course, and members will contribute to the discussions on the basis of their own knowledge, experience and expertise.
- 2.24 On occasion, an agenda item may relate to one of the items on which the assessment of the course is based, or to matters contained in an AIB policy statement, so AIB members must have a general knowledge of the relevant Institute documents in order that their contributions will be on the basis of the spirit and intent of these documents.
- 2.25 The Committee might agree to or recommend matters which are contrary to AIB assessment criteria or policy. On such occasions the Course Advisory Committee should be advised of the stated AIB criteria or policies.
- 2.26 If the Committee is prepared to take note of such advice, a great deal of time and energy could be saved by avoiding a decision which may create some conflict with the AIB criteria or policies.
- 2.27 Members should be aware of Membership Regulations requirements, particularly for the grades of Student, Graduate and Member, and the provisions for AIB awards available to course providers.

## Chapter 3

### COURSE ASSESSMENT CRITERIA

- 3.1 In the following criteria, failure to meet a `must' condition could lead to accreditation not being granted. Failure to meet a `should' condition will be mentioned in the assessment panel's report and will be discussed with teaching staff.

#### Course Outcomes

- 3.2 Course outcome is the most important criterion for assessing a course, as the panel must be convinced that graduates have the required competencies for entering the Building industry at professional level. At least 75% of graduates should be undertaking relevant full-time employment in appropriate disciplines.
- 3.3 The course provider must demonstrate to the assessing panel's satisfaction that, before graduating, students of the course are properly assessed as having the competencies listed at Annex C. How this fact is demonstrated is left to the provider.

#### The Course

- 3.4 The course must be of adequate length to achieve the required competencies. Experience has shown that an equivalent of eight full time academic semesters is required.
- 3.5 Graduates must be required to obtain Building industry experience during the course. Such experience should be documented by the student and employer and monitored by the course provider. It may be treated as a unit/subject of the course. A minimum of 80 days experience before starting the final year of course is considered to be desirable. If a student graduates without obtaining that 80 days, the balance may be added to that person's industry experience requirement for AIB membership.
- 3.6 Both students and lecturers should be encouraged to strive for excellence, and there must be the opportunity for students to obtain Honours.
- 3.7 Facilities and resources must be adequate for delivery of the course.
- 3.8 The morale of students should be such that they maintain a keen interest in their studies and their futures.
- 3.9 As part of the institution/industry relationship, there must be an advisory committee to review progress and make recommendations to the course provider's management at least twice a year. The committee's membership should include experienced and forward looking people from industry and professional bodies, with the chair being independent from the provider.

#### Staffing/Teaching

- 3.10 Teaching staff must be adequately qualified for their tasks; a suitable person must head the department, school or program; there must be at least one full-time lecturer with Building/Construction Management qualifications and one in five staff should have ongoing experience within the building industry..
- 3.11. There must be a staff to student ratio which enables the course to be delivered satisfactorily. An appropriate ratio is one full-time staff equivalent to 25 full-time student equivalent. In calculating the full-time staff equivalent, part-time staff should be counted as 0.25 full-time per subject taught.

- 3.12 There should be a system in place for staff self-improvement and research. One in five staff should have a doctoral qualification or be actively enrolled in a doctoral program. The mean research output should be 0.5 DEST points per full-time equivalent staff averaged over three years.
- 3.13 The morale of staff members should be such that a positive mood is maintained throughout the faculty/school/department providing the course.
- 3.14 Teaching methods must be demonstrated to the panel's satisfaction as being appropriate for the subjects being taught. Innovation should be encouraged; and a system for assessing teaching effectiveness should be in place.



## **PROCEDURES FOR ENDORSING REGISTERED TRAINING ORGANISATIONS**

### **Introduction**

1. The AIB does not assess individual courses which lead to awards at AQF levels 4 (Certificate IV), 5 (Diploma) and 6 (Advanced Diploma). Accreditation at these levels is granted to qualifications which are awarded by properly State/Territory accredited registered training organisations (RTOs).
2. However, the Institute acknowledges that standards may differ between RTOs. It has therefore initiated a procedure by which an individual RTO may seek endorsement for its quality in providing courses at AQF levels 5 and 6. Such endorsement will not affect AIB accreditation, which is granted separately.

### **Procedure**

3. Any RTO wishing to receive AIB endorsement should write to the relevant AIB Chapter Honorary Secretary requesting that an audit be conducted.
4. If the Chapter Committee agrees to conduct the audit it should so advise the requesting RTO. It should appoint a panel and arrange a suitable time for the panel to visit the RTO.
5. The panel must provide a written report to the next Chapter Committee meeting following the visit, with a recommendation as to whether or not endorsement should be granted.
6. The Chapter Secretary must advise the RTO and AIB National Office of the Committee's decision no more than three weeks after that decision is made.

### **Period of Endorsement**

7. Endorsement for an RTO will normally be for one year, with the endorsement expiring on 31 December of the year in which the audit takes place. A Chapter may extend the period of endorsement without further audit in special circumstances.

### **Auditing Criteria**

#### **Staff**

8. Full-time teaching staff must be appropriately qualified, ie a teacher must hold a formal qualification at least one level above that in which he or she is teaching. Teachers should be encouraged to become AIB members and be listed on the NBPR.
9. There must be a system in place for teaching staff to continue their professional development and to remain up to date with industry practice.
10. Visiting, part-time, teachers must be appropriately qualified and receive training in teaching technique.

#### **Students**

11. A student must only be given exemptions from course modules after a thorough recognition of prior learning assessment.

### **Course Outcomes**

12. The RTO must demonstrate that graduating students have been properly assessed as having the competencies listed in the course curriculum/training package.

### **Certificate of Endorsement**

13. The Chapter must provide the RTO with a standard AIB certificate stating that the RTO is endorsed (until a particular date) as a quality provider of AQF level 5 and 6 (if appropriate) courses in Building.

**ANNUAL REPORT BY INSTITUTIONS PROVIDING BUILDING COURSES**

**Introduction**

As a condition for the continuation of accreditation by any or all of the AIB, AIBS and AIQS, a course provider is required to provide a report for the previous year to the accrediting institute(s).

The form should be completed and forwarded, by 31 March, to:

Education Officer  
The Australian Institute of Building  
GPO Box 1467 CANBERRA ACT 2601  
OR email [education@aib.org.au](mailto:education@aib.org.au)

**Return for Year Ended 31 December .....**

**Institution:** .....

Postal Address: .....

Chief Executive: .....

**Faculty/Division:** .....

Head: ..... Email.....

**Department/School:** .....

Head: ..... Email: .....

**Program Coordinator:** .....

.Phone.....Fax.....Email.....

Undergraduate Course(s) Provided:

.....

**Postgraduate Course(s) Provided**

.....

Please provide a report below, in whichever form you prefer, on the following:

- a. Trends in key performance indicators for the accredited course(s), including as a minimum information on enrolments, entry standards, EFTSU, graduation rates, Honours awards, retention rates, staff/student ratio, student satisfaction.
- b. Any matters relating to the course or its administration that have changed since the last assessment visit or annual report, including changes to full-time staff.
- c. New developments and initiatives or other strategic directions that bear on delivery of the course.
- d. Minutes of course advisory committee meetings or other evidence of a consulting process with industry.

NB You may develop your own key performance indicators that best describe the course(s).

## SELF ASSESSMENT FORM

Three copies of this completed form, together with the documents listed below, must be forwarded, four months prior to a planned course assessment, to the secretary of the Courses Assessment Committee, The Australian Institute of Building, GPO Box 1467, Canberra ACT 2601t.

A separate form is required for each course to be assessed.

### General Information

Academic institution: .....

Faculty: .....

Department: .....

School: .....

Course title and number: .....

### Course Outcomes

Provide a description of graduates' competencies and how they are assessed by the course provider and enclose course outlines

### The Course

Details of course length (equivalent to full-time academic semesters):

Explanation of building industry work experience requirements of students:

Description of how Honours are awarded:

Number of students on course and their entry level standards this year:

Number of students who successfully completed the course last year:

Comments on facilities and resources for the course:

Comments on student morale:

Explanation of consultative processes with industry (enclosing composition of advisory committee and minutes of meetings during the last 12 months):

### **Staffing/Teaching**

Enclose a list of full-time and part-time staff, with their duties, qualifications and professional memberships.

Official ratio of full-time staff equivalent to full-time student equivalent:

Comments on programs for staff self-improvement and research:

Details of teaching methods used:

Explanation of systems in place for assessing teaching:

Recommendation of a lecturer who could be considered for the Teaching Excellence Award:

## COMPETENCIES FOR A CONSTRUCTION MANAGEMENT GRADUATE

### Entry Level Skills for Construction Management

A graduate must be able to demonstrate the following skills in order to carry out a variety of tasks, which are predetermined, clearly defined in terms of scope and complexity and are carried out under supervision.

1. Apply building principles and methods
2. Prepare documentation for a building project
3. Interpret building documentation
4. Apply the properties and use of materials and systems in the building process
5. Discuss with appropriate specialists, design considerations associated with the installation and operation of building services
6. Describe the principles for designing a building
7. Describe the building certification process
8. Apply relevant legislation, regulations, standards and codes relevant to building work
9. Apply contract principles and law for building work
10. Apply the principles of managing finances for a building project
11. Apply the principles for managing human relations and resources for a building project
12. Apply the principles of managing time for a building project
13. Apply the principles of managing the building construction process
14. Apply quality management principles to a building project
15. Apply environmental protection principles to building work
16. Apply the principles of OH&S on building sites
17. Apply business management principles.

### Attributes of a Professional

A graduate must be able to demonstrate the following attributes for progressing in due course to duties that involve the control of difficult and responsible assignments, with tasks requiring the application of mature knowledge and sound judgement:

1. Communicate effectively both orally and in writing, using all forms of communication.
2. Understand the need for continuing professional development
3. Recognise and solve problems
4. Acknowledge the place of a professional in society
5. Participate effectively in a team, including the role of leadership.
6. Exhibit relevant professional knowledge and skills, including complying with requirements of the AIB Code of Ethics
7. innovate and challenge conventional thinking.
8. Perform and report research in relation to the building industry
9. Understand the building industry and its place in the community.
10. Have an international awareness and appreciation of cultural diversity.

## ASSESSMENT REPORT

Layout (each paragraph being numbered).

### Introduction

1. (e.g.) An assessment panel visited the University of New South Wales on 7 and 8 April 2005. The panel comprised:

### Aim

2. (e.g.) The aim of the visit was to recommend whether the University of New South Wales Bachelor of Construction Management should be accredited by the AIB.

### Background

Briefly describe:

- a. the history of the course up to this visit, including the present accreditation status;
- b. administrative arrangements for the course, e.g. faculty/department/school organisation.

### Comparison with Assessment Criteria

Describe how the course does or does not meet the criteria under the following headings:

Course Outcomes

The Course

Staffing/Teaching

### Conclusions

State whether or not the panel finds that the course is suitable for accreditation to be granted, plus any observations on, eg funding.

### Recommendations

eg The panel recommends that the Bachelor of Construction Management awarded by The University of New South Wales and based on the 2000 course syllabus

be accredited as being an academic qualification for graduate membership of the AIB and NBPR level 1 until 31 December 2010, OR

be accredited until 31 December 2006 with further accreditation conditional on a course advisory committee being established and operational, OR

not be accredited because graduates do not have the required competencies.

Signed.....(panel leader)      date.....

Annexes:      A.      Staff List      B.      Course Content Details

**CERTIFICATE OF ACCREDITATION**

Example

**THE AUSTRALIAN INSTITUTE OF BUILDING**

**QUALIFICATION ACCREDITATION**

On 30 April 2005 the Institute accredited the

***Bachelor of Construction Management***

awarded by

***The University of New South Wales***

as an academic qualification for  
Graduate Membership of  
The Australian Institute of Building and for  
Level 1 of the National Building Professionals Register

This accreditation is effective until 31 December 2010  
or such other date as revised by the Institute.

**General Manager**