



ADVANCING BUILT ENVIRONMENT  
COST PROFESSIONALS

# AIQS PROGRAM ACCREDITATION POLICY

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# 1. INTRODUCTION

This Program Accreditation Policy document is issued by the Australian Institute of Quantity Surveyors (AIQS) to Universities or other Tertiary Education Providers (Providers) as a guide to seeking formal accreditation of appropriate programs.

This document details a co-operative approach between AIQS as the peak body for built environment cost management professionals, and the Providers meeting the current Australian Qualifications Framework (AQF) requirements for higher education awards, quality assurance and regulation.

The aim of this process is to support the development, delivery and accreditation of programs in the disciplines of quantity surveying and built environment cost management.

This approach ensures that the Providers are delivering the most highly skilled graduates to the construction and allied industries. In return, AIQS agrees to make contribution to the Providers through provides external verification of a program's quality, continuing professional development, knowledge sharing, and involvement in program development where requested.

The accreditation process applies to all undergraduate and postgraduate programs disciplines of quantity surveying, and built environment cost management. Graduates holding the resulting awards are adequately equipped to be recognised by AIQS as meeting the educational requirements for entry to the profession of built environment cost management.

The accreditation process will assess:

- Staffing
- Syllabus (competencies, basic skills, assessments)
- Facilities and resources
- Research and innovation
- Quality (e.g. student feedback and industry advisory boards)
- Graduate employment lists (where available)

## 2. THE ACCREDITATION PROCESS

### 2.1 PROVISIONAL ACCREDITATION PROCESS FOR NEW PROGRAMS

A new program is one for which there are no graduates. All new programs seeking AIQS provisional accreditation must follow the below process.

1. Provider contacts AIQS to request a *Provisional Self-Assessment Form*
2. AIQS convenes a provisional accreditation panel to perform a desktop review, provide initial feedback, or request further information if required
3. Subject to a successful desktop review, AIQS will arrange for the provisional accreditation panel to meet with the Provider
4. AIQS review the program during the visit and write a report based on the findings
5. Report goes to the AIQS Education Committee to review and respond with one of the following potential outcomes:
  - a. Provisional accreditation recommended, with or without conditions
  - b. Not recommended for provisional accreditation
6. Report goes to AIQS Board for endorsement and specifies one of the following potential outcomes:
  - a. Provisional accreditation awarded, with or without conditions
  - b. Not recommended for provisional accreditation

If the program is rejected during any stage of this process, explanations and recommendations will be provided.

## STEP 1: PROVISIONAL ACCREDITATION REVIEW

Once a Provider has decided to seek accreditation, the first step is to request a *Provisional Self-Assessment Form* (Appendix A).

This form must be completed, providing sufficient information on the program including staffing, syllabus (competencies, basic skills and assessments), facilities and resources, research capacity and innovation (present or anticipated), quality assurance, and any reports or minutes from Industry Advisory Committee meetings.

A completed copy of the form should be sent to AIQS who will appoint a provisional accreditation panel comprised of an interstate academic, a local industry practitioner, and a representative of the AIQS Head Office. Real or perceived conflicts of interest for panel members will be assessed on a case-by-case basis.

## STEP 2: PROVISIONAL ACCREDITATION PANEL VISIT

Once the provisional accreditation panel is satisfied that the program(s) meet the general requirements for provisional accreditation, arrangements are made with the Provider for a visit. This visit should be for a duration of no more than half a day and follow the *Sample Agenda* (Appendix B).

The provisional accreditation panel is responsible for:

- Ensuring that the information provided in the *Provisional Self-Assessment Form* is correct
- Touring the facilities to ensure that staff and students have the necessary resources to deliver the program
- Interviewing the Head of School and discipline staff on the ongoing AIQS requirements for accreditation

If the University has no physical grounds, the panel will need access to the online learning system, the online library and virtual calls should be arranged with staff.

## STEP 3: REPORT & RECOMMENDATION

The provisional accreditation panel will compile a draft report on the visit within 28 days. The draft report will be forwarded to the Provider to allow two weeks for comment and/or correction.

The report is sent to the AIQS Education Committee for review and response with one of the following potential outcomes:

- a. Provisional accreditation recommended, with or without conditions
- b. Not recommended for provisional accreditation
  - i. Reasoning and improvement report sent to Provider.

In the case of provisional accreditation being recommended by the AIQS Education Committee, the report is then sent to the Board for review at their next meeting, with one of the following potential outcomes:

- a. Provisional accreditation endorsed, with or without conditions
  - i. *Accreditation Report* and *Approved Accreditation Certificate* sent to Provider
  - ii. Any conditions will be closely monitored by AIQS
- b. Not recommended for provisional accreditation
  - i. Reasoning and improvement report sent to Provider.

Provisionally accredited programs are included in the AIQS Accredited Program Guide and on the AIQS website.

Universities may not mention AIQS accreditation in any marketing before they receive the *Approved Accreditation Certificate*. This includes statements such as 'AIQS accreditation in process.'

A student has only completed an accredited program if they commence during the provisional accreditation period. Students who commence the program prior to this have not completed an AIQS accredited program.

Once there are students within the program(s), the Provider begins submitting Annual Reports to AIQS. Once the first cohort of students have graduated, the Provider is obliged to apply for full Accreditation.

## 2.2 FULL ACCREDITATION PROCESS FOR EXISTING PROGRAMS

All programs accredited by AIQS are subject to a full accreditation review on a recurring five yearly basis, or as advised. The full review will follow the below steps:

1. Provider contacts AIQS to request a *Full Self-Assessment Form*
2. AIQS convenes a full accreditation panel to perform a desktop review, provide initial feedback, or request further information if required
3. Subject to a successful desktop review, AIQS will arrange a full accreditation panel to meet with the Provider
4. AIQS review the program, staffing and facilities during the visit and write a report based on the findings
5. Report goes to the AIQS Education Committee for review and response with one of the following potential outcomes:
  - a. Full accreditation recommended, with or without conditions
  - b. Not recommended for full accreditation
6. Report goes to AIQS Board for endorsement and specifies one of the following potential outcomes:
  - a. Full accreditation awarded, with or without conditions
  - b. Not recommended for full accreditation

If the program is rejected during any stage of this process, explanations and recommendations will be provided.

### STEP 1: FULL ACCREDITATION REVIEW

AIQS will alert the Provider that they are required to submit an application for full accreditation and forward them a *Full Self-Assessment Form* (Appendix A).

This form must be completed, providing sufficient information on the program including staffing, syllabus (competencies, basic skills and assessments), facilities and resources, research capacity and innovation (present or anticipated), quality assurance (completed assessments and marking rubrics), graduate employment lists (if available), and any reports or minutes from Industry Advisory Committee meetings.

A completed copy of the form should be sent to AIQS who will appoint a full accreditation panel comprised of an interstate academic, a local industry practitioner, and a representative of the AIQS Head Office. Real or perceived conflicts of interest for panel members will be assessed on a case-by-case basis.

### STEP 2: FULL ACCREDITATION PANEL VISIT

Once AIQS and the Full Accreditation Panel is satisfied that the program(s) meet the general requirements for full accreditation, arrangements are made with the Provider for a visit. This visit should be for a duration of no more than one day per program and follow the *Sample Agenda (Full)* (Appendix C). Please allow an additional half day for any additional programs.

The full accreditation panel is responsible for:

- Ensuring that the information provided in the *Full Self-Assessment Form* is correct
- Touring the facilities to ensure that staff and students have the necessary facilities to deliver the program
- Interviewing the Head of School and discipline staff on the ongoing AIQS requirements for accreditation
- Discussion with staff on syllabus, how students meet the benchmarks, and how these are tested
- Interviewing students and recent graduates
- Debrief to advise staff on the panel's findings.

If the University has no physical grounds, the panel will need access to the online learning system, the online library and virtual calls should be arranged with both students and staff.

### STEP 3: FULL REPORT & RECOMMENDATION

The full accreditation panel will compile a draft report on the visit within 28 days. The draft report will be forwarded to the Provider to allow two weeks for comment and/or correction.

The report is sent to the AIQS Education Committee for review and response with one of the following potential outcomes:

- a. Full accreditation recommended, with or without conditions
- b. Not recommended for full accreditation

In the case of full accreditation being recommended by the AIQS Education Committee, the report is then sent to the Board for review at their next meeting, with one of the following potential outcomes:

- a. Full accreditation endorsed, with or without conditions
  - i. *Accreditation Report* and *Approved Accreditation Certificate* sent to Provider
  - ii. Any conditions will be closely monitored by AIQS
- b. Not recommended for accreditation
  - i. Reasoning and improvement report sent to Provider.

Accredited programs are included in the AIQS Accredited Program Guide and published on the AIQS website. Universities may not mention AIQS accreditation in any marketing before they receive the *Approved Accreditation Certificate*. This includes statements such as 'AIQS accreditation in process'.

A student has only completed an accredited program if they commence the program during the accreditation period. Students who commence the program prior to this have not completed an AIQS accredited program.

## 2.3 ACCREDITATION PANEL MEMBERS

The academic member of the team will be the notional team leader and responsible for the conduct of the panel visit. The academic member is expected to be a full time academic of an AIQS accredited program, and have a good understanding of the education standards required for accreditation.

The local industry practitioner should have a good understanding of the educational standards for program accreditation and the requirements of the profession (e.g., skill level of graduates).

The AIQS Head Office representative is typically the Education & Events Manager or deputised representative.

On occasions additional academic, industry members, or stakeholders may join the accreditation panels as observers under a mentoring process to ensure that a pool of qualified assessors is maintained. Observers do not have a decision-making role.

## 2.4 COSTS

The program accreditation fee is \$4,000 + GST for Australian based universities. This includes all costs associated with accommodation, travel etc. The program accreditation fee for international based universities is assessed on a case-by-case basis and is GST exempt.

All fees are non-refundable.

## 3. SYLLABUS ASSESSMENT CRITERIA

As part of the accreditation review, Providers are required to map their program against the following sets of skills and knowledge that are considered essential for quantity surveying and built environment cost management graduates. Providers must outline which course and assessment each competency is covered in.

Competencies should be self-assessed against the following scale:

- 0 – Not covered by the program
- 1 – The program covers basic learnings of this competency (i.e. students are made aware of the concept)
- 2 – The program covers intermediate learnings of this competency (i.e. teaching held on the concept)
- 3 – The program covers advanced learnings of this competency, and the student is assessed on the concept.

For full accreditation, evidence of students applying the concept in practice-based scenarios is required.



<b>Quantification/Measurement</b> <i>(Required Level: 3)</i>	The ability to: <ul style="list-style-type: none"> <li>• understand the Australian New Zealand Standard Method of Measurement</li> <li>• understand and apply standard phraseology of building trades and elements</li> <li>• quantify, enumerate, and measure.</li> </ul>
<b>Communication Skills</b> <i>(Required Level: 2)</i>	The ability to: <ul style="list-style-type: none"> <li>• communicate effectively, orally, in writing and with visual aids</li> <li>• combine fact or ideas into a complex whole</li> <li>• prepare written information in a formal way which clearly conveys meaning.</li> </ul>
<b>Personal and Interpersonal Skills</b> <i>(Required Level: 2)</i>	The ability to: <ul style="list-style-type: none"> <li>• demonstrate self-confidence, time management, self-motivation and enthusiasm</li> <li>• understand the role and motivation of others and participate in professional and inter-professional teamwork</li> <li>• identify and assess problems and find innovative solutions</li> <li>• set and achieve personal objectives and targets</li> <li>• understand and, where appropriate, apply marketing and negotiating skills.</li> </ul>
<b>Business and Management Skills</b> <i>(Required Level: 2)</i>	The ability to: <ul style="list-style-type: none"> <li>• recognise the need for a cost-effective use of appropriate resources</li> <li>• understand the process of quality control and assurance, and understand appropriate certification</li> <li>• recognise consumer and client needs and the process for their satisfaction</li> <li>• understand accounting principles, including budgets and cash flows</li> <li>• understand the scale of fees and charges for professional services</li> <li>• be familiar with general economic principles.</li> </ul>
<b>Professional Practice</b> <i>(Required Level: 2)</i>	The ability to: <ul style="list-style-type: none"> <li>• recognise the nature and significance of property development in all forms</li> <li>• understand the role, responsibilities and legal liabilities of Quantity Surveyors in matters of practice</li> <li>• understand and apply the ethics of professional practice</li> <li>• understand and apply legislation relevant to providing a professional service including registration of Quantity Surveyors and quantity surveying practices</li> <li>• understand the role of a Quantity Surveyor in a multi-disciplinary project team</li> </ul>
<b>Computer and Information Technology</b> <i>(Required Level: 2)</i>	The ability to: <ul style="list-style-type: none"> <li>• understand and apply basic computer skills relevant to the area of practice</li> <li>• understand the use and relevance of information technology</li> </ul>
<b>Construction Technology</b> <i>(Required Level: 3)</i>	Acquire knowledge of: <ul style="list-style-type: none"> <li>• construction processes and technologies</li> <li>• construction activities and sequencing of activities</li> <li>• source and use of building materials including testing and assessing techniques</li> <li>• design and installation of building services</li> <li>• principles of building science in respect of heat, light and sound</li> <li>• principles of building science in relation to structures including analysis, design and stability</li> <li>• principles of construction including demolition methods, formwork design, erection techniques plant and equipment</li> <li>• principles of site surveys</li> </ul>

	<ul style="list-style-type: none"> <li>• interpretation of building plans, construction codes and regulations</li> <li>• specification writing.</li> </ul>
<b>Construction Law and Regulation</b> <i>(Required Level: 2)</i>	Acquire knowledge of: <ul style="list-style-type: none"> <li>• laws and regulations relevant to the construction industry</li> <li>• various forms of building and construction contracts.</li> </ul>

Providers must demonstrate that the following topics are also adequately covered in their program.

Each of the below competencies have a minimum required level of 3.

- Contract administration (progress payments, variations, liquidated damages etc)
- Tender preparation including unit rate build-up
- Cost planning/design economics
- Early estimating (whole project)
- Life cycle costing
- Building project procurement/delivery systems

Each of the below competencies have a minimum required level of 2.

- Value management/engineering
- Feasibility studies
- Cost-benefit analysis
- Contract law

It is preferred although not essential to cover the following topics:

- Project management
- Facilities management
- Tax depreciation
- Dispute resolution

A full copy of the National Competency Standards for Quantity Surveyors/Construction Economists/Cost Engineers is available from AIQS.

The Provider should ensure that research informs and/or is incorporated in the curriculum. This can be demonstrated by providing staff CVs with the annual report each year.

## 4. PERIOD OF ACCREDITATION

Once a program is accredited, such accreditation will continue for a period of five years, as long as the Provider continues to meet the conditions of that accreditation and the annual reporting requirements.

### 4.1 ANNUAL REPORTING

Continuation of accreditation is reliant on the Provider supplying the following on an annual basis:

- Institutional Annual Report – template in Appendix D
- Signed External Examiner Declaration Form – Appendix E
- External Examiners Report – template in Appendix F
- Minutes of the Industry Advisory Committee meeting (minimum one per year)
- Response to any conditional requirements included in the Accreditation Report

Providers may also provide copies of any other documents or similar items that may help to demonstrate the quality of the content and delivery of their program(s).



AIQS will consider the annual reports. If there are concerns raised that may require attention, AIQS will request further information from the Provider. If that additional information is not sufficient, AIQS will undertake an audit of the program(s).

AIQS will keep a track of all changes to the program(s) over the five year period and if AIQS believe these changes trigger another full accreditation cycle, they will provide the Provider with a notice of intention.

## 4.2 RE-ACCREDITATION TRIGGERS

A re-accreditation may be triggered by any of the following:

- A major change, or collection of minor changes to established programs in terms of structure, delivery and/or content that occur after accreditation is awarded
- Restructuring of a School or Faculty that could affect the programs delivery, teaching staff, or resources
- AIQS decides, for any other reason, that the accreditation should be reviewed.

Re-accreditations will be treated as a full accreditation.

## 5. APPEALS PROCESS

A Provider may appeal an adverse decision of the accreditation panel or AIQS Board, if the panel or its nominated representatives:

- a) Failed to follow the accreditation process as detailed in this document, or
- b) Made an error(s) which affected the decision of the accreditation panel or AIQS Board.

Should the Provider wish to initiate an appeal, a request should be made in writing to AIQS within 14 days of receiving the *Accreditation Report*.

The Provider's accreditation status shall remain unchanged until the appeals process is resolved.

### 5.1 APPEALS COMMITTEE

An appeals committee shall consist of the AIQS President (or nominated representative), one academic and one local practitioner, none of whom should have been a part of the initial accreditation panel. All members of the appeals committee shall be free of conflict of interest with the subject institution.

A meeting with the appeals committee will take place within 60 days of receipt of the appeal. The Provider shall be advised of the meeting date and have the right to address the appeals committee during this meeting. The outcome of the appeal shall be communicated to the Provider within 28 days of the meeting taking place.

The decision of the appeals committee is final, no further appeals shall be considered. The Provider may choose to re-apply for accreditation once the deficiencies in the program have been addressed.

### 5.2 COST OF APPEALS

The Provider shall be responsible for any costs associated with an appeal. These will be advised by AIQS prior to appeal submission. Appeal fees are non-refundable.

## 6. EFFECTIVE DATE

This policy is effective from 1 September 2024.

## APPENDIX A: SELF-ASSESSMENT FORMS

A separate form is required for each program to be assessed. This form should be submitted to: [education@aiqs.com.au](mailto:education@aiqs.com.au).

### PROVISIONAL ACCREDITATION ASSESSMENT FORM

#### PROGRAM INFORMATION

ACADEMIC INSTITUTION	
PROGRAM TITLE & CODE	
DELIVERY LOCATION(S) AND METHOD(S)	
FACULTY	
DEPARTMENT	
SCHOOL	
DURATION OF THE PROGRAM	
NUMBER OF COURSES	

#### STAFF/TEACHING

- List all academic staff, including their duties, qualifications and professional memberships.
  - Provide a copy of staff CVs (two pages maximum) including relevant research publications from the last 3 years. Note: Sessional staff are not required to provide research outputs.
- List Industry Advisory Committee Members and provide minutes of Industry Advisory Committee meetings which have taken place over the past 12 months

#### SYLLABUS

- Provide a list of courses with their course guides/outlines
- Provide mapping of the program learning outcomes to the AIQS core competencies as an attachment
- Describe how honours are awarded for the program (if applicable)

#### PROGRAM MAPPING

Please rank each of the core competencies listed in the table below according to the following scale and with reference to the minimum levels required as per the AIQS Accreditation Policy.

SCALE	
0	Not covered by the program
1	The program covers basic learnings of this competency
2	The program covers intermediate learnings of this competency
3	The program covers advanced learnings of this competency

#### CORE COMPETENCIES (MANDATORY)

CORE COMPETENCY	SCALE	COURSE DETAILS AND ASSESSMENT DESCRIPTION
Quantification/Measurement		
Communication Skills		
Personal and Interpersonal Skills		

Business and Management Skills		
Professional Practice		
Computer and Information Technology		
Construction Technology		
Construction Law and Regulation		

#### SPECIFIC TOPIC AREAS (MANDATORY)

CORE COMPETENCY	SCALE	COURSE DETAILS AND ASSESSMENT DESCRIPTION
Contract Administration		
Tender Preparation including unit rate build up		
Cost planning/design economics		
Early Estimating (whole project)		
Life cycle costing		
Building Project Procurement/delivery systems		
Value Management/Engineering		
Feasibility Studies		
Cost-benefit analysis		
Contract Law		

#### SPECIFIC TOPIC AREAS (RECOMMENDED)

CORE COMPETENCY	SCALE	COURSE DETAILS AND ASSESSMENT DESCRIPTION
Project Management		
Dispute Resolution		
Facilities Management		
Tax Depreciation		

#### QUALITY

- Outline how you will ensure design and delivery of the program and its courses reflect current and emergent practices in the built environment cost management industry
- Outline how course content, teaching, assessment and student progress is reviewed on a regular basis
- Describe the mechanisms for collection and analysis of program feedback from students
- Outline the learning and teaching facilities and resources which are available and utilised for the delivery of the program

# FULL ACCREDITATION ASSESSMENT FORM

## PROGRAM INFORMATION

ACADEMIC INSTITUTION	
PROGRAM TITLE & CODE	
DELIVERY LOCATION(S) AND METHOD(S)	
NUMBER OF STUDENTS PER LOCATION	
FACULTY	
DEPARTMENT	
SCHOOL	
DURATION OF THE PROGRAM	
MINIMUM ENTRY REQUIREMENTS (ATAR OR EQUIVALENT)	
STUDENT GENDER BALANCE AS RATIO	
DOMESTIC TO INTERNATIONAL STUDENTS AS RATIO	
NUMBER OF COURSES	
NUMBER OF STUDENTS TO COMPLETE THE PROGRAM IN THE PREVIOUS YEAR	

## STAFF/TEACHING

- Ratio of full-time staff equivalent to full-time students (per location)
- List all academic staff, including their duties, qualifications and professional memberships.
  - Provide a copy of staff CVs (two pages maximum) including relevant research publications from the last three years. Note: Sessional staff are not required to provide research outputs.
- List Industry Advisory Committee Members and provide minutes of Industry Advisory Committee meetings which have taken place over the past 12 months

## SYLLABUS

- Provide a list of courses with their course guides/outlines
- Provide mapping of the program learning outcomes to the AIQS core competencies as an attachment
- Describe how honours are awarded for the program (if applicable)
- Provide samples of marked student assessments at each grade level for related courses/subjects
- Describe how honours are awarded for the program (if applicable)
- Provide grade distributions for quantity surveying courses/subjects

## PROGRAM MAPPING

Please rank each of the core competencies listed in the table below according to the following scale and with reference to the minimum levels required as per the AIQS Accreditation Policy.

SCALE	
0	Not covered by the program
1	The program covers basic learnings of this competency
2	The program covers intermediate learnings of this competency
3	The program covers advanced learnings of this competency

### CORE COMPETENCIES (MANDATORY)

CORE COMPETENCY	SCALE	COURSE DETAILS AND ASSESSMENT DESCRIPTION
Quantification/Measurement		
Communication Skills		
Personal and Interpersonal Skills		
Business and Management Skills		
Professional Practice		
Computer and Information Technology		
Construction Technology		
Construction Law and Regulation		

### SPECIFIC TOPIC AREAS (MANDATORY)

CORE COMPETENCY	SCALE	COURSE DETAILS AND ASSESSMENT DESCRIPTION
Contract Administration		
Tender Preparation including unit rate build up		
Cost planning/design economics		
Early Estimating (whole project)		
Life cycle costing		
Building Project Procurement/delivery systems		
Value Management/Engineering		
Feasibility Studies		
Cost-benefit analysis		
Contract Law		

### SPECIFIC TOPIC AREAS (RECOMMENDED)

CORE COMPETENCY	SCALE	COURSE DETAILS AND ASSESSMENT DESCRIPTION
Project Management		
Dispute Resolution		
Facilities Management		
Tax Depreciation		

## QUALITY

- Outline how you will ensure design and delivery of the program and its courses reflect current and emergent practices in the built environment cost management industry
- Outline how course content, teaching, assessment and student progress is reviewed on a regular basis
- Describe the mechanisms for collection and analysis of program feedback from students
- Outline the learning and teaching facilities and resources which are available and utilised for the delivery of the program
- Graduate employability rate for those students who successfully completed the program last year Student dropout rate.

## APPENDIX B: PROVISIONAL ACCREDITATION PANEL VISIT – SAMPLE AGENDA

ACCREDITATION PANEL VISIT	
DATE	
TIME	
LOCATION	
INVITEES	

ITEM	TOPIC	BY
1.	Opening and welcome	
	University Introduction	
	AIQS Introduction	AIQS
2.	Panel meets with Faculty School Senior Management (please list)	
3.	Panel meets with University Senior Management (please list)	
4.	Panel meets with Academic Teaching Staff (please list) <ul style="list-style-type: none"> <li>- Overall review of program</li> <li>- Academic staff teaching core Quantity Surveying related subjects to outline their course content and assessments</li> </ul>	
6.	Panel to provide initial feedback to Senior Management	AIQS
7.	AOB	



## APPENDIX C: FULL ACCREDITATION PANEL VISIT – SAMPLE AGENDA

ACCREDITATION PANEL VISIT	
DATE	
TIME	
LOCATION	
INVITEES	

ITEM	TOPIC	By
1	Opening and welcome	
	University Introduction	
	AIQS Introduction	AIQS
2	Panel meets with Faculty School Senior Management (please list)	
3	Panel meets with University Senior Management (please list)	
4	Panel meets with Academic Teaching Staff (please list) <ul style="list-style-type: none"> <li>- Overall review of program</li> <li>- Academic staff teaching core Quantity Surveying related subjects to outline their course content and assessments</li> </ul>	
5	Panel meets with current students, and recent graduates	
6	Tour of Facilities including: <ul style="list-style-type: none"> <li>- Library both online and offline</li> <li>- Facilities used for core Quantity Surveying related subjects only</li> </ul>	
7	Panel to provide initial verbal feedback to Senior Management	AIQS
8	AOB	

## APPENDIX D: INSTITUTIONAL ANNUAL REPORT TEMPLATE

The completed report must be submitted to AIQS by 31 August following the academic year being reviewed to: [education@aiqs.com.au](mailto:education@aiqs.com.au).

### PROGRAM INFORMATION

ACADEMIC INSTITUTION	
ADDRESS	
FACULTY	
DEPARTMENT	
SCHOOL	
PROGRAM TITLE & CODE	
PROGRAM LOCATION(S)	
PROGRAM COORDINATOR	

### REPORT INFORMATION (PLEASE INCLUDE):

- Date of Report
- Academic Year
- Current External Examiners
- Academic Staff Updates
- Program Changes
- Official ratio of full-time staff equivalent to full-time student equivalent (per location)
- Number of students in the program and their entry level standards this year (per location)
- Grade distributions for quantity surveying related courses
- Research Update
- Updates required to the AIQS Program Accreditation Guide
- Any additional Information

# APPENDIX E: AIQS EXTERNAL EXAMINER DECLARATION FORM

This form must accompany your External Examiners Report.

At least one external examiner must be a Voting member of AIQS.

## PROGRAM INFORMATION

ACADEMIC INSTITUTION	
PROGRAM TITLE & CODE	
PROGRAM LOCATION(S)	

I certify that I do not have a professional relationship with the Academic Institution and am not employed by a direct local competitor of the Academic Institution.

I further certify that no other relationship, bias or ethical conflict exists which will prevent me from evaluating any program solely on its merits and in accordance with the AIQS Accreditation Guidelines.

## EXTERNAL EXAMINER 1

FULL NAME	
SIGNATURE	
DATE	

## EXTERNAL EXAMINER 2

FULL NAME	
SIGNATURE	
DATE	

# APPENDIX F: EXTERNAL EXAMINERS REPORT TEMPLATE

This form must accompany your External Examiners Report.

At least one external examiner must be a Voting member of AIQS.

## COVER PAGE

1. External Examiners (incl. postnominals):
2. University Details

ACADEMIC INSTITUTION	
PROGRAM TITLE & CODE	
PROGRAM LOCATION(S)	
FACULTY	
DEPARTMENT	
SCHOOL	
REVIEW DATE	

## REPORT

1. Introduction
2. Program Structure and Performance
3. Course Materials and Assessments
4. Rubrics for Assessment
5. Student Grade Distributions for Quantity Surveying related Courses
6. Meet with Teaching Staff and Senior Management
7. Meet with Students
8. Meet with Industry Advisory Committee
9. Response to Recommendations from last report
10. Summary and Recommendations