

Canberra Accord on Architectural Education

Type of Report: **Periodic Review**

Name of Accreditation/Validation/Recognition System Reviewed:

NATIONAL BOARD OF ARCHITECTURAL ACCREDITATION OF CHINA (NBAA)

Dates of Review Visit(s):

May 24 through May 28, 2011

Date of Review Report:

July 19, 2011

Status/Edition: (draft/final/confirmed)

Review Team Draft

B. 1. Introduction

a) Summary

As a result of decisions made by the Canberra Accord signatories, the periodic review of the National Board of Architectural Accreditation of China (NBAA) was to take place in April 2011. Because of scheduling conflicts with the full meeting of the signatories, also taking place in Beijing, China during that time period the NBAA's periodic review site visit was scheduled for May 24 -28, 2011. Team members for the periodic review were selected by the Canberra Accord secretariat and approved by the NBAA in early November, 2010. Nominated by COMAEA representing architectural education was Dr. Xavier Cortes Rocha, and nominated by NAAB representing architectural practice was C. William Bevins, FAIA.

The Review Team met in Beijing mid-afternoon Tuesday, May 24, 2011 and proceeded via bullet train to Tianjin University where we were to observe the NBAA accreditation visit of Tianjin University's School of Architecture. NBAA accredited programs at Tianjin University include the Bachelor of Architecture and Master of Architecture; both were being reviewed. A report of the visit is included in this report in section B.4 - Commentary, item d.

We left Tianjin University mid-afternoon Friday, May 27, 2011 and returned to Beijing where we met with representatives of China's Ministry of Housing and Urban-Rural Development (MHURD – formally the Ministry of Construction), and representatives of the Practice Qualification Registration Center (China's architectural licensing body) in the MHURD offices. After a comprehensive presentation of China's architectural practice regulations the Review Team adjourned to meet with NBAA representatives in their offices located a short walking distance from MHURD.

There were several Canberra Accord criteria items that the Review Team felt required additional clarification beyond the information presented in the NBAA's written policies and procedures documents. All discussions were openly conducted with NBAA representatives who were very eager to provide assistance and clarification where necessary.

On Saturday, May 28, 2011 the Review Team observed the morning session of the General Meeting of the NBAA held on the campus of Tsinghua University in Beijing. The meeting agenda comprised a full day with the morning session consisting of the review of all accreditation reports along with their corresponding accreditation term recommendations. The afternoon's session, which we did not attend, was to include initial discussions regarding revision of the NBAA standards, policies, and procedures. Established in 1990, the NBAA has continually monitored their policies with revisions occurring in 1993, 1997, and 2003. With the finalization of the Canberra Accord has come a renewed commitment by the NBAA to having their processes meet the requirements of the Canberra Accord Rules and Procedures, thereby elevating the NBAA to an internationally recognized accreditation system.

The Review Team would like to express our sincere appreciation to the Dean, Faculty, Staff and Students of Tianjin University's School of Architecture whose hospitality and attention to our needs was exemplary in every detail. We would also like to thank NBAA Director, Mr. Zhou Wenyi, his Board, and volunteer representatives for their willingness to provide requested additional information and to openly discuss our misunderstandings and concerns. Finally, the Review Team is especially grateful to Mr. Xiaojing Wang, Deputy Director, International Department of the Architectural Society of China, who tirelessly interpreted discussions for the six (6) days of our visit. Mr. Wang exceeded the Review Team's expectations to insure that our visit to The People's Republic of China was successful, informative, and more importantly enjoyable.

b) Reviewers

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B. 2. Compliance

a) Recommendation to Canberra Accord signatory systems:

This version was sent to NBAA for their review for factual accuracy. The recommendation has been deleted.

b) Operational and educational output standards

The Review Team found the overall operational and education standards of the NBAA to be in conformance with the requirements of the Canberra Accord Rules and Procedures, and therefore considers the NBAA to be substantially equivalent to the other signatory systems of the Accord.

c) Compliance with criteria for substantial equivalence

The Review Team found two (2) areas where the NBAA accreditation processes appear to be in variance to the Canberra Accord Rules and Procedures:

- *II. Common Agreed Principles*
item g) – the standard of students' work should be the main criterion in determining accreditation/validation/recognition.

During discussions with NBAA representatives this Review Team concluded that the NBAA's accreditation decisions respected the importance of student's work in arriving at an accreditation decision; however, the standard of student work was not the main criterion for determining a program's accreditation decision. NBAA representatives expressed their ideas that other factors should be considered in addition to student work when making accreditation decisions.

- *V. UNESCO-UIA Charter for Architectural Education*
Item c) – knowledge of the fine arts as an influence on the quality of architectural design.

While the Review Team did find reference in NBAA criterion that required accredited programs to have a "Fine Arts Room," the Team does not feel a dedicated room is sufficient to meet the intent of this criterion. Additionally, the Review Team could find no evidence of coursework requirements to support this criterion as being met. That being said, during the Tianjin University accreditation visit the Team was privileged to attend a presentation by the architecture program's student body that included music, dance, and oral presentations. It does appear that emphasis on the fine arts is being emphasized more at the program level than as a requirement for accreditation.

B. 3. Characteristics, Principles and Criteria for Assessing Substantial Equivalency

I. General Characteristics

Organizations running accreditation/validation/recognition systems covered by the Accord are expected to have the following general characteristics:

- a) be named organizations (authorities, agencies, or institutions) that are representative of the architecture profession and which have statutory powers or recognized professional authority for accrediting/validating/recognizing program/mes designed to*

satisfy the academic requirements for admission to the profession in the locality where accreditation/validation/recognition takes place, subject to additional requirements imposed by local regulations and practice requirements;

MET

The NBAA is a non-governmental organization that is entrusted by the Academic Degree Committee of the State Council, the Ministry of Education and the Ministry of Housing and Urban-Rural Development to organize and establish the requirements for architectural education accreditation at the national level in The People's Republic of China.

- b) be independent of the academic institutions, professional organizations, and government agencies delivering accredited/validated/recognized program/mes within their jurisdiction;*

MET

While the NBAA does appear to function separately and independently from academic institutions, professional organizations, and government agencies in establishing architectural education standards, accreditation policies/procedures, and in making accreditation decisions, this Review Team does recognize an association with a government agency. All NBAA members (Board of Directors) are nominated by the Architectural Society of China, the National Architectural Education Guiding Committee, former NBAA chairs, vice chairs, and secretary generals; however, once nominated, the members are officially appointed to the NBAA by the Ministry of Housing and Urban-Rural Development. Additionally, the Director for the Professional Education Division of the Ministry of Housing and Urban-Rural Development is a voting member of the NBAA. The Review Team viewed these as minor issues and did not find evidence that either of these relationships affected or influenced the NBAA's ability to function independently.

- c) have an active, robust accreditation/validation/recognition system in place, with established processes, procedures, and practices that are well-documented;*

MET

The NBAA was officially established in 1990 and accredited its first group of four (4) programs in 1992. Since its beginnings the NBAA has maintained an ongoing process of developing and updating their processes, procedures and practices for the accreditation of architectural programs. Their standards have been officially revised three times: 1993, 1997, and 2003.

- d) have a record of accomplishment in accreditation/validation/recognition with sufficient experience and magnitude of operation (normally a minimum of five programs over at least seven years).*

MET

As noted in item c) above, the NBAA has been in continuous operation since 1990 (21 years). Over this period sixty six (66) programs at forty five (45) universities have

been accredited as follows: forty four (44) B. Arch programs and twenty two (22) M. Arch.

II. Common Agreed Principles

NOTE: Evidence cited as the basis for recommendations in this section is found in the NBAA's Constitution, National Accrediting Standard of B. Arch Program, National Accrediting Standard of M. Arch Program, Architectural Accreditation Visiting Team Guide, and Self-Evaluation Report of China NBAA (2011) – see attachments at the end of this report.

Systems for the accreditation/validation/recognition of architecture program/mes are expected to be underpinned by common agreed principles such as:

- a) *the system must operate at all times in accordance with a high standard of professionalism, ethics, and objectivity;*

MET

The role of the NBAA has promoted and improved the quality of the architectural education, obtaining the recognition of the Chinese society, industry, schools, parents and students. The NBAA was established with the aim of evaluating the quality of architectural education and with the specific purpose of helping the state and professional guild strengthen the overall guidance and management of architectural education to validate its quality.

- b) *the process must be transparent and consistent;*

MET

The NBAA processes, procedures and practices are well documented and are transparent and consistent. While the NBAA does not have its own web site, NBAA information/documents are contained in the Ministry of Housing and Urban-Rural Development's web site. NBAA representatives noted that an official NBAA web site was being discussed; however, no time frame for development has been established.

- c) *the activities must be conducted in relation to individual program/mes in confidence and with firmly established procedures and conditions for objective and consistent evaluation;*

MET

The NBAA conducted its first series of accrediting visits to 4 programs in 1992. It now accredits sixty six (66) programs at forty five (45) universities with approximately fifteen (15) new programs added each year. This growth of new accredited programs has been voluntary and is representative of the influence the NBAA is having on architectural education within China.

- d) those involved in the accreditation/validation/recognition process must be knowledgeable and competent in matters related to architectural accreditation/validation/recognition, education, and practice;*

MET

The NBAA is the sole agency within China that constitutes standards, rules and procedures for the accreditation of architectural education programs. The Board consists of twenty nine (29) experts including fifteen (15) professors of architecture and fourteen (14) senior architects from the design institutes.

- e) accreditation/validation/recognition is of individual program/mes/academic awards/qualifications and not of institutions;*

MET

The NBAA currently accredits sixty-six (66) programs at forty-five (45) universities as follows: forty-four (44) B. Arch programs and twenty-two (22) M. Arch programs. The Review Team was provided a list of all universities with NBAA accredited programs, their current standing, and the dates for their next accreditation visits.

- f) evaluations of specified academic program/mes are conducted by peer reviewers and must include review of the program/me's self-evaluation documents, a site visit, and inspection of student work;*

MET

The Review Team observed the accreditation visit for Tianjin University's Bachelor and Master of Architecture programs. NBAA visiting teams are composed exclusively of NBAA Board Members. Tianjin University's visiting team consisted of two (2) individuals representing academia and two (2) individuals representing the profession. This Review Team was provided full access to all aspects of the accreditation visit, including meetings and required visit documents.

- g) the standard of students' work should be the main criterion in determining accreditation/validation/recognition;*

NOT MET

The Review Team could find no evidence in written NBAA documentation, or in verbal discussion with NBAA representatives to support this Common Principle as meeting the Canberra Accord Rules and Procedures. See addition comments on this criterion in the foregoing Section B.2.c of this report.

- h) levels of physical, financial, human, and information resources should be appropriate to the context of the institution.*

MET

Guidelines for physical, financial, human, and information resources are established in the criteria for accreditation for both the B. Arch and M. Arch programs in NBAA published documents. These documents are referenced at the beginning of this section and are attachments to this report.

III. Criteria for Accreditation/Validation/Recognition

NOTE: Evidence cited as the basis for recommendations in this section is found in the NBAA's National Accrediting Standard of B. Arch Program and National Accrediting Standard of M. Arch Program – see attachments at the end of this report.

The criteria for accreditation/validation/recognition should address the following:

a) a suitable environment to deliver the program/me;

MET

Guidelines for physical, financial, human, and information resources are established in the criteria for accreditation for both the B. Arch and M. Arch programs in NBAA published documents. These documents are referenced at the beginning of this section and are attachments to this report.

b) adequate leadership for the program/me;

MET

Guidelines for physical, financial, human, and information resources are established in the criteria for accreditation for both the B. Arch and M. Arch programs in NBAA published documents. These documents are referenced at the beginning of this section and are attachments to this report.

c) suitably qualified people teaching in the program/me;

MET

Guidelines for physical, financial, human, and information resources are established in the criteria for accreditation for both the B. Arch and M. Arch programs in NBAA published documents. These documents are referenced at the beginning of this section and are attachments to this report.

d) a curriculum providing a broad preparation for architectural practice;

MET

Guidelines for the development of architectural curriculum are established for both the B. Arch and M. Arch programs in NBAA published documents. These documents are referenced at the beginning of this section and are attachments to this report.

e) appropriate entry, progression, and exit standards;

MET

Students are admitted into universities in The People's Republic of China by their passing score on a generalized national exam developed by the Ministry of Education. Standards for entry in the School of Architecture are established by each School. Each School of Architecture has its own published schedule of required courses, by semester, which must be completed to earn the accredited degree. Upon graduation, and completion of a period of work experience training, the individual is eligible to take the national registration examination to become a licensed architect.

f) *adequate human, physical, and financial resources to support the program/me;*

MET

Guidelines for physical, financial, human, and information resources are established in the criteria for accreditation for both the B. Arch and M. Arch programs in NBAA published documents. These documents are referenced at the beginning of this section and are attachments to this report.

g) *periodic re-evaluation to maintain accreditation/validation/recognition status;*

MET

Guidelines for the periodic re-evaluation of NBAA accredited degree programs to maintain their accreditation status are established for both the B. Arch and M. Arch programs in NBAA documents. These documents are referenced at the beginning of this section and are attachments to this report.

h) *a period of academic study at, or in association with, a university/tertiary-level institution sufficient to demonstrate skills, abilities, attitudes and knowledge at a defined standard adequate for initial entry to the architecture profession; in order to gain the balanced acquisition of subjects and capabilities, this period of academic study should be not less than the equivalent of five years full-time studies.*

MET

The NBAA accredits the B. Arch degree that has a requirement of 5 years of study. The M. Arch degree is also accredited by the NBAA; however, no time period requirement for this degree is indicated in NBAA documents.

IV. International Network of Quality Assurance Agencies in Higher Education (INQAAHE) *Guidelines of Good Practice*

NOTE: Evidence cited as the basis for recommendations in this section is found in the NBAA's Constitution, National Accrediting Standard of B. Arch Program, National Accrediting Standard of M. Arch Program, and Self-Evaluation Report of China NBAA (2011) – see attachments at the end of this report.

As External Quality Assurance Agencies (EQAA), signatory systems should embrace the key principles of the *Guidelines of Good Practice* (2005 ed.).

The EQAA:

a) *has a written mission statement or set of objectives that takes into account its cultural and historical context.*

MET

The NBAA does not have a specific mission statement; however, there is evidence throughout their published documents of the value placed upon China's rich cultural and historical context and its importance to and impact upon their architectural curriculum.

- b) *has adequate and accessible human and financial resources to conduct external evaluation effectively and efficiently in accordance with its mission statement and its methodological approach.*

MET

The NBAA has a full time director and three (3) part time employees that address the day-to-day operations of the organization. All twenty nine (29) NBAA Board Members are volunteers and do not receive compensation for their services other than direct expenses where appropriate. The schools pay all expenses associated with the accreditation visits.

While there were no financial records available for the review team that reflected the NBAA operational costs, the team was able to have a open discussions of funding with NBAA representatives during our visit to the NBAA offices. NBAA funding, since its inception and continues to be, is primarily by the Architectural Society of China. Funding specifics were not reviewed, i.e. whether the funding is via a yearly budget, or some form of monthly contribution; however, the Review Team is confident that the NBAA's financial resources are adequate and committed for the long-term operations of the organization.

- c) *has a system of continuous quality assurance of its own activities that emphasizes flexibility in response to the changing nature of higher education, the effectiveness of its operations, and its contribution towards the achievement of its objectives.*

MET

Since its inception the NBAA has continuously monitored, and updated its policies, procedures, and practices. Updates were completed in 1993, 1997, and 2003. The current Board is beginning the process of reviewing /updating its documents based upon changes in architectural practice and better complying with the requirements of the Canberra Accord.

- d) *informs and responds to the public in accordance with applicable legislation and the cultural context of the EQAA.*

MET

All NBAA documents that are considered public information, including accreditation decisions, are available for public review on the NBAA portion of the Ministry of Housing and Urban-Rural Development web site (edu.mohurd.gov.cn). These documents are referenced at the beginning of this section and are attachments to this report.

- e) *recognizes that institutional and programmatic quality and quality assurance are primarily the responsibility of the higher education institutions themselves; respects the academic autonomy, identity and integrity of the institutions or programs; applies standards or criteria that have been subject to reasonable consultation with stakeholders; and aims to contribute to both quality improvement and accountability of the institution.*

MET

As noted in item c above the NBAA is very active in keeping their policies, procedures, and practices current/relevant to the current trends in architectural practice within The People's Republic of China and now, with their involvement in the Canberra Accord, the NBAA is also adding international trends to its focus as well.

- f) *has documents that indicate clearly what the EQAA expects of the institution.*

MET

The NBAA has documents that clearly describe their expectations from the institutions that confer the accredited B. Arch and M. Arch degrees. These documents are referenced at the beginning of this section and are attached to this report.

- g) *has documentation concerning self-evaluation which explains the purposes, procedures, process and expectations in the self-evaluation process. The documents also include the standards used, the decision criteria, the reporting format, and other information needed by the higher education institution.*

MET

In preparation for this review team's visit the NBAA completed its "Self-Evaluation Report of China NBAA – 2011." The document is thorough in its analysis/descriptions of the NBAA, i.e. its organizational structure, objectives, the expectations for architectural education accreditation, and the level of NBAA accreditation activity. Most importantly the document clearly identifies the areas of challenge that face the NBAA as it moves forward.

- h) *has clear documentation concerning the external evaluation that states the standards used, assessment methods and processes, decision criteria, and other information necessary for external review.*

MET

After much discussion the Review Team concluded that the intent of this criterion was not about the NBAA having a process for external evaluation, but rather that the NBAA standards, assessment methods and processes, decision criteria, and other information could be used for an external evaluation. The Review Team found all NBAA standards, assessment methods and processes, and decision criteria were clear and transparent, and with that interpretation, the Review Team found criterion (h) to be satisfied.

- i) evaluations address both the higher education institution's own self-assessment and external reference points, such as judgments by knowledgeable peers or relevant legislation.*

MET

The requirement for a self-assessment, as well as the self-assessment preparation guidelines, of each accredited degree program are clearly described in NBAA published documents. These documents are referenced at the beginning of this section and are attachments to this report.

- j) has appropriate methods and policies for appeals.*

MET

The appeals process is clearly described in NBAA published documents. These documents are referenced at the beginning of this section and are attachments to this report.

- k) collaborates with other EQAAs, if possible, in areas such as exchange of good practices, capacity building, review of decisions, provision of transnational education, joint projects, and staff exchanges.*

MET

Prior to its founding the NBAA collaborated extensively with similar accreditation agencies. During discussions with NBAA representatives the NBAA is still committed to the exchange of information in an effort to not only increase the quality of NBAA accreditation standards and services but to also assist other organizations in their development where appropriate.

- l) has policies relating to both imported and exported higher education.*

MET

The Review Team is unsure as to the exact intent of this guideline; however, discussions with NBAA representatives revealed that universities in The People's Republic of China have had a long history of student exchange programs, and now with the development of the internet, are very active in class sharing via webinars, etc.

V. UNESCO-UIA Charter for Architectural Education

NOTE: Evidence cited as the basis for recommendations in this section is found in the NBAA's National Accrediting Standard of B. Arch Program and National Accrediting Standard of M. Arch Program. While the accreditation standards for the M. Arch mirror the standards for the B. Arch in many respects, the numbering system used for the M. Arch criterion varies slightly. For ease of understanding, the Review Team has chosen to reference only specific evidence found in the B. Arch standards – see attachments at the end of this report.

A balance between benchmarking appropriate international standards and encouraging a variety of approach are central to the principles of the Accord.

- In any system of accreditation/validation/recognition it is of prime importance to establish the standards of achievement to be attained and the means of assessment through peer group review.
- Of equal importance is the need to encourage diversity, innovation, and development.

Signatory systems should ensure the acquisition of generic student skills, knowledge, and competencies including the following, identified in the *Charter*:

a) *An ability to create architectural designs that satisfy both aesthetic and technical requirements.*

MET

Evidence for this recommendation was found in requirement 2.1.2 – Architectural design process and methods.

b) *An adequate knowledge of the history and theories of architecture and the related arts, technologies, and human sciences.*

MET

Evidence for this recommendation was found in requirement 2.2.1 – Architecture history and theory.

c) *Knowledge of the fine arts as an influence on the quality of architectural design.*

NOT MET

The NBAA's criterion for accreditation requires programs to have a fine art classroom; however it is the conclusion of this review team that having a classroom only does not meet the intent of this criterion. See additional discussion of this criterion in the foregoing Section B.2.c of this report.

d) *An adequate knowledge of urban design, planning, and the skills involved in the planning process.*

MET

Evidence for this recommendation was found in requirement 2.2.3 – Urban planning and landscape design.

e) *An understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale.*

MET

Evidence for this recommendation was found in requirement 2.2.2 – Architecture and behavior.

- f) *An understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take into account social factors.*

MET

Evidence for this recommendation was found in requirement 2.1.1 – Rudiments of architectural design.

- g) *An understanding of the methods of investigation and preparation of the brief for a design project.*

MET

Evidence for this recommendation was found in requirement 2.2.2 – Architecture and behavior, item (19).

- h) *An understanding of the structural design, constructional, and engineering problems associated with building design.*

MET

Evidence for this recommendation was found in requirement 2.3.1 – Structure.

- i) *An adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate.*

MET

Evidence for this recommendation was found in requirement 2.3.2 – Built Environment control.

- j) *The design skills necessary to meet building users' requirements within the constraints imposed by cost factors and building regulations.*

MET

Evidence for this recommendation was found in requirement 2.4 – Knowledge of practice, item (36).

- k) *An adequate knowledge of the industries, organizations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall planning.*

MET

Evidence for this recommendation was found in requirement 2.1.2 – Architectural design process and methods, item (11) and 2.3.3 – Building materials and tectonics.

- l) *Awareness of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage.*

MET

Evidence for this recommendation was found in requirement 2.2.1 – Architecture history and theory, item (17).

m) Adequate knowledge of the means of achieving ecologically sustainable design and environmental conservation and rehabilitation.

MET

Evidence for this recommendation was found in requirement 2.1.1 – Rudiments of architectural design, item (7), and 2.3.2 – Built environment control.

n) Development of a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture.

MET

Evidence for this recommendation was found in requirement 2.3.3 – Building materials and tectonics.

o) Adequate knowledge of project financing, project management, cost control, and methods of project delivery.

MET

Evidence for this recommendation was found in requirement 2.2.4 – Economy and regulations, item (23).

p) Training in research techniques as an inherent part of architectural learning, for both students and teachers.

MET

Evidence for this recommendation was found in requirement 2.2.2 – Architecture and behavior, item (19).

B. 4. Commentary

a) Self evaluation by signatory system

Prior to the visit the Review Team was given NBAA's "Self-Evaluation Report of China NBAA for our review. The document was updated – NBAA Self-Evaluation of China NBAA (2011) – and provided to the Review Team upon arrival for the periodic review visit. The report was comprehensive and accurately reflected an overall assessment of accreditation as conducted by the NBAA. More importantly the report contained a detailed analysis of the challenges the NBAA perceives it faces.

b) Refer to any changes to system mapped against Accord compliance criteria (see section 1.0 of Rules and Procedures) and any recent challenges to system

Since its inception the NBAA has maintained an ongoing process of developing and updating their processes, procedures and practices for the accreditation of architectural programs. Their standards have been officially revised three times: 1993, 1997, and 2003. During its meeting on May 28, 2011 the NBAA began discussions of revising their processes, procedures and practices yet again with its

primary focus to better coordinate NBAA standards, procedures, and policies with the requirements of the Canberra Accord.

c) Other documentation by signatory system

The NBAA provided all necessary documentation either prior to, or during, the periodic review visit, for the Review Team's assessment of the NBAA accreditation process. All documents were translated into English as required by Canberra Accord policies.

d) Accreditation/validation/recognition visit by signatory system

Tianjin University's accreditation visit began with dinner on Tuesday evening, May 24, 2011 attended by the NBAA visiting team, the CA Review Team with NBAA facilitator, and the school Dean along with selected staff leadership. The dinner was very cordial with discussions regarding visit agenda/protocol and introductory remarks about the school being the primary focus. Following dinner the NBAA visiting team adjourned for final discussions before the visit start the next morning. The Review Team also met to discuss our roles as observers to the Tianjin University accreditation visit as well as the overall objectives of our review of the NBAA accreditation process as regards the Canberra Accord Rules and Procedures.

While not attending or observing all meetings/inspections during the three day accreditation visit, the Review Team was in attendance for the following:

- Entrance meeting the Tianjin University Vice President
- Program description meeting by the Dean and Directors of the Undergraduate and Graduate programs
- Welcome Party hosted by the School of Architecture students
- Tour of the facilities/design classes
- Exit meeting with the Tianjin University President and Vice President

The Review Team's overall impression of the Tianjin University accreditation visit process was very positive. The visit was conducted in a professional manner by the NBAA team with all NBAA protocols being followed and their criterion for accreditation being reviewed in detail for both the B. Arch and M. Arch programs. The Review Team was given full access to all documents of the visit including the School of Architecture's self-evaluation reports for both programs – see attachments at the end of this report.

e) Meetings with representatives of signatory system

The Review Team met with the following:

- Meeting with a representative of the Ministry of Housing and Urban-Rural Development and with representatives of the Practice Qualification Center (licensing agency)
- Meeting with NBAA representatives

In addition to the above noted meetings the Review Team held several informal discussions with Director Wenyi of the NBAA

f) Overview of criteria, policies, and procedures of the system

This Review Team conducted a thorough and comprehensive review of all NBAA documents initially provided, and those requested during the periodic review site visit. While the NBAA started out accrediting only four (4) programs, it has steadily grown to its current review of 66 programs. The NBAA has also made successful strides in conveying the importance of education accreditation with the Practice Qualification Center (licensing agency) and the Ministry of Housing and Urban-Rural Development. A representative of the MHURD attends all meetings of the NBAA as an observer of the process and is very familiar with how criteria, policies, and procedures are formulated, as well as how they are interpreted. Additionally, the Practice Qualification Center has embraced the importance of education accreditation, modifying their examination credentials to allow individuals who graduate from accredited degree programs to set for the licensing exam sooner than individuals who graduate from non-accredited programs. Within the context of the government structure, these two (2) items can be viewed as successful initiatives by the NBAA to promote architectural education accreditation as a national priority.

The Review Team is confident that the NBAA criteria, policies, and procedures are well developed and comprehensive. They are formulated to reflect the issues that are important to the practice of architecture within The People's Republic of China as well as issues of international commonality. As noted in this report, the NBAA is a strong proponent of self-evaluation and will not hesitate to modify a policy if, in their view, it needs modifying.

g) Conclusion

The NBAA, in their 2011 self-evaluation noted the following challenges:

1. regarding NBAA documents

- NBAA documents should be revised to integrate standard terms, and replenish new concepts and requirements for issues such as urban design, energy-saving, and environmental protection
- the NBAA should strengthen the cooperation with enterprises to reinforce the training of student's comprehensive abilities (the Review Team is unsure what constitutes an "enterprise" but given the requirements of architecture practice in The People's Republic of China we assume the reference is to the governmental design institutes)
- the NBAA should study and develop procedures to simplify the re-review procedure for accredited programs
- any revisions to NBAA documents should reflect the spirit and requirements of the Canberra Accord Rules and Procedures

2. regarding maintaining educational standards
 - the NBAA should further improve the external inspector system to better insure accredited programs maintain their standards (the NBAA has a process where external inspectors are assigned to a program during its validation period to monitor the program's progress)
3. regarding accrediting team training
 - the NBAA should continually train and foster their experts (visiting team members) and establish an experts pool.
4. regarding the promotion of accreditation standards
 - the NBAA should promote and guide more schools to take part in the professional accreditation to improve their teaching standards
5. regarding the relationship between education and practice
 - the NBAA should study the closer connection between the accreditation system and the practice qualification system.

B. 5. Attachments

a) Documentation provided prior to the review visit

- A – Working Program for Canberra Accord Reviewers (visit agenda)
- B – National Board of Architectural Accrediting (NBAA) Constitution
- C – National Accrediting Standards of B. Arch Program (5-year)
- D – National Accrediting Standards of M. Arch Program
- E – NBAA Architectural Accreditation Visiting Team Guide

b) Additional information supplied during the review visit

- F – Tianjin University, School of Architecture, Accreditation Visit Agenda
- G – Tianjin University, School of Architecture, Self-Evaluation Report for Undergraduates (B. Arch)
- H – Tianjin University, School of Architecture, Self-Evaluation Report for Master
- I – Self-Evaluation Report of China NBAA (2011)
- J – 2001 NBAA General Meeting Agenda

c) Review visit agenda and record of meetings

In addition to the meetings noted in B.4. Commentary, item e), the Review Team was present for the following meetings:

- Initial Tianjin University accreditation visit dinner with NBAA visiting team and School of Architecture Dean and selected staff
- Presentation of Bachelor of Architecture and Master of Architecture programs by the Dean and program Directors
- Initial meeting of the NBAA visiting team with the university Vice President

Exit meeting of the NBAA visiting team with the university President and Vice President

B. 6. Report Signatures

C. William Bevins, FAIA

Accord Reviewer Representing Practice

Dr. Xavier Cortes Rocha

Accord Reviewer Representing Education