Canberra Accord on Architectural Education

Periodic Review

Canadian Architectural Certification Board/
Conseil canadien de certification en architecture (CACB/CCCA)

Dates of Review Visit(s):

March 16-21, 2018

Date of Review Report:

March 21, 2018

Status/Edition:

Confirmed

Contents

CANBERRA ACCORD

PERIODIC REVIEW of CACB/CCCA March 16-21, 2018

B. 1. Introduction

a) Summary

The Canberra Accord Review Team were nominated by the Canberra Accord signatories and confirmed by the CACB/CCCA in December 2017. Claudio Brun del Re was designated as the Canadian Facilitator by the CACB/CCCA and approved by the Canberra Accord. In January 2018 the CACB/CCCA proposed, and the Administrator of the Canberra Accord and the reviewers agreed, that the visit would take place between March 16 and 21 of 2018.

Friday March 16, 2018

The Canberra Accord Review Team members, Professor Errol Haarhoff and Xavier Cortés-Rocha arrived in Montreal and were greeted by Claudio Brun del Re, the Local Facilitator. The Canberra Accord Review Team and the facilitator hereafter will be referred to as the "Review Team".

Upon arrival at the hotel the members were provided with a binder of documents including Periodic Review Proposed agenda, CACB/CCCA Self-Evaluation Report and supporting documents, the Canberra Accord Rules and Procedures 2014.

Saturday, March 17, 2018

The Review Team met for breakfast and generally discussed the visit. Then they were given a guided cultural tour of the city of Montreal and visited the Canadian Centre for Architecture.

The Review Team met in private at 3:00 pm on Saturday March 17, 2018 to discuss the review procedures and went over the McGill University Visiting Team Report template. At 4.00 pm the Review Team met with the CACB/CCCA President, Treasurer and Executive Director to review the Self Evaluation Report, changes since 2012, and have a general discussion on the CACB/CCCA activities. At 6:00 pm the Review Team was also introduced to the McGill University Visiting Team at their preliminary meeting.

A dinner was held with the CACB/CCCA Executive and the Review Team.

Sunday, March 18, 2018

The Review Team met at 9:00 am to begin working on the report.

After lunch, the Review Team joined the McGill Visiting Team to observe their entrance meeting at 1:00 pm. The Program presented the year by year curriculum and studio project types. The Review Team observed the interaction between the Visiting Team (VT) and the Program. There was appropriate probing by the VT, notably on the upper year course content and how the School

admits transfers into the Master level. The VT looked for examples regarding elective studios and how the program ensures all students meet the required outcomes.

The Review Team worked on the report in private for the remaining of the evening.

Monday March 19, 2018

The Review Team met at 9:00 am to continue working on the report.

The Review Team observed the VT Program-wide meeting with students at 1:00 pm. The VT Chair explained the purpose of the meeting, recognized the Canberra Accord representatives and conveyed the importance of the Accord. The meeting was well facilitated and it was clearly expressed that any topic could be discussed in confidence. The meeting with Faculty members, adjunct and sessional and civil engineering faculty followed at 2:30 pm. Again, the purpose was well explained and the opportunity to discuss any matter was offered. As required at both meetings, the Director and any person in authority were allowed to attend.

The Review Team then travelled to Ottawa by train for meetings on Tuesday at the CACB/CCCA office.

Tuesday March 20, 2018

The Review Team arrived at the CACB/CCCA office at 9:00 am. The Executive Director Mourad Mohand-Said introduced the Review Team to the CACB/CCCA staff members and they were shown through the facilities. The Executive Director presented the history and detailed functioning of the CACB/CCCA. The Accreditation system is a five step process leading to the confidential accreditation decision by the Board of Directors. The Review Team was impressed with the thoroughness of the organization and administration of the CACB/CCCA. Noteworthy, is that the CACB/CCCA publishes the full VT reports to the public on its website and also requires that the Program must also maintain a copy in their library.

After a brief visit of the Parliament, the Review Team left Ottawa by train for the return trip to Montreal, arriving at 4:15 pm.

In the evening, the Review Team viewed the partial exhibit in the Student Exhibit Room at McGill and attended some of the final private deliberations of the McGill University Visiting Team to observe the discussions and decisions on outcomes of their visit. The Review Team notes that the deliberations fully discussed the issues, leading their consensus evaluation of outcomes. The VT Chair encouraged full contribution of the members and provided constructive directions and closure of each item.

The Review Team worked in private to complete the draft report and prepare for the exit meeting.

Wednesday March 21, 2018

CACB/CCCA EXIT MEETING

At 9:00 am The Review Team met with CACB/CCCA President and Executive Director to deliver a summary of the Periodic Review draft report.

The Review Team did not disclose its recommendation to the Canberra Accord signatory systems under B.2a below.

b) Reviewers

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B. 2. Recommendation

a) Recommendation to Canberra Accord signatory systems:

It is the recommendation of the Review Team that the Canadian Architectural Certification Board/Conseil canadien de certification en architecture be accepted by the other signatory systems, for a period of **six years**, as leading to outcomes substantially equivalent to those from the other signatory systems;

b) **Operational and educational output standards**:
The Review Team found that the overall operational and educational output standards were substantially equivalent to those of other signatory systems in the Canberra Accord.

c) **Compliance with criteria for substantial equivalence:**

The Review Team found that the CACB/CCCA system complied with all relevant criteria for substantial equivalence as detailed in section B3.

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 Canadian Architectural Certification Board (CACB/CCCA) is a national, independent and nonprofit corporation, the Board of Directors is appointed by the Canadian Architectural Licensing Authorities (CALA), the Canadian Council of University Schools of Architecture (CCUSA), and the Canadian Architectural Students Association (CASA) in accordance with the CACB/CCCA By-Law.

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

Met.

CACB/CCCA is independent of the academic institutions, the Provincial Regulators and the Royal Architectural Institute of Canada. By agreement with the Canadian Architectural Licensing Authorities (CALA) and the Canadian Council of University Schools of Architecture (CCUSA), the CACB/CCCA is the sole organization recognized by the architectural profession in Canada to accredit professional degree programs in architecture offered by Canadian Universities (Accreditation Program). In addition, the CACB/CCCA also assesses the educational qualifications of architecture graduates (Certification Program) and the professional experience of Broadly Experience Foreign Architects (BEFA).

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

Met.

Since its first accreditation in 1993, the CACB/CCCA has developed a well-documented and transparent accreditation system defined by the CACB/CCCA Conditions and Procedures for Accreditation, revised in 2017, which are aligned with established international accreditation practices.

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.

Since 1991, the CACB/CCCA, has accredited 11 architecture programs, and is currently in the candidacy process for two new programs seeking accreditation. At the time of the Review Team visit, accreditation visits were occurring at McGill University and the University of British Columbia. The Review Team was able to observe the McGill University visit.

II. Common Agreed Principles

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 Review Team notes that the CACB/CCCA is a Not-for-Profit Organization registered with the Government of Canada. It has a well-established governance structure, policies and procedures that promote and maintain professionalism, and ethical behavior at every level and for all participants.

The CACB/CCCA is a founding Member of the Association of Accrediting Agencies of Canada (AAAC) and has contributed to the establishment of a multi-disciplinary accreditation training course.

b) the process must be transparent and consistent;

Met.

The process is clearly defined by the Conditions and the Procedures developed by the CACB/CCCA. These are consistent with other signatory members in featuring a well-documented system with good quality assurance practices that promotes consistent and uniform review processes. Further it is noted that all documentation is publically accessible.

To achieve consistency, the CACB/CCCA has developed and Academic Certification Handbook and Training for incoming accreditation team members. The stated intention is that accreditation results should be similar if conducted with different teams.

A template for the Visiting Team Report (VTR) was also developed to ensure uniformity. VTRs and other statistics are compiled and analyzed in order to improve consistency, and avoid deviations in the standards of evaluation.

The Review Team is satisfied that the CACB/CCCA maintains consistent results and ensures fairness in the evaluation of Programs.

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.

Using well established procedures and criteria, reinforced by consensus among the visiting team members, ensures that confidence and objectivity is maintained. The CACB/CCCA requires all participants to maintain confidentiality at all times.

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 CACB/CCCA has established robust ways to train team members. Visiting Team Members are required to meet the following mandatory conditions:

-be recognized as Educators and/or Practitioners

-complete the AAAC Accreditation training course (online)

-complete the CACB/CCCA Accreditation training session

-be appointed as a non-voting observer on an Accreditation visit prior to serving as a voting Team Member

-team chairs must be experienced in Accreditation and observe Team Chair Protocols regarding roles and responsibilities

- Assisted by the CACB/CCCA, the team chairs of concurrent visits must confer prior to their respective visits to share knowledge and experience.

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

Met.

Accreditation is awarded to programs, not to institutions.

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 evaluation process follows the CACB/CCCA Procedures for Accreditation, which includes for example in the 2017 Edition: 2.2.3 and 2.2.4, Preparing, submitting and reviewing the APR, and under 2.3, arrangements for the site visit.   The Visiting Team constitution is prescribed according to articles 2.2.2 and 2.2.5.

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

Met.

The Student Performance Criteria (SPC) are the key requirement in the Conditions and Procedures developed by the CACB/CCCA. In the 2017 Edition, the SPCs have been reorganized and updated for greater clarity to meet new expectations in areas of social equity, environmental stewardship and advocacy consistent with other accreditation systems and trends.

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

Met.

The Conditions and Terms for Accreditation (2017 Edition) specifies the minimum resources in Sections 3.5 to 3.8, covering: staff, facility, information and financial requirements.

III. Criteria for Accreditation/Validation/Recognition

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

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

Met.

The Conditions and Terms for Accreditation (2017 Edition) specifies not only the facility and technology requirements under section 3.6, but also that there be equity in access to those resources in Section 3.3.

b) adequate leadership for the program/me;

Met.

The Review Team endorses the specific requirement under 3.5 of the Conditions that an administrative head (Director) devotes no less than 50 percent of time to program administration. There are additional provisions in the Conditions for decision autonomy by the program administration under section 3.9 and staff resources under 3.5.

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

Met.

The APR must present the qualifications and expertise of the teaching human resources of a Program to be reviewed by the Visiting Team (refer to 3.5 Human Resources).

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

Met.

The Conditions and Terms for Accreditation (2017 Edition) establishes the minimum years of study, and recognizes different delivery models (Section 3.10). The student performance criteria (Section 3.11) sets out in detail the abilities and understandings across a range of themes designed to ensure the outcome lead to preparation for architectural practice.

e) appropriate entry, progression, and exit standards;

Met.

Given Accreditation is an outcome based evaluation, the CACB/CCCA clearly conveys the Programs responsibility to ensure that admissions and transfer into their program meet the appropriate competency requirements. The Review Team observed that these issues were raised during the Sunday Presentation of program structure by the Faculty.

The exit standards are governed by the SPC's, verified by the Accreditation process.

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

Met.

The Conditions and Terms for Accreditation (2017 Edition) specifies the minimum resource requirements in Sections 3.5 to 3.8.

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

Met.

The CACB/CCCA requires periodic re-evaluations on a 6 year cycle noting there

are five Terms for Continuing Accreditation ranging from a full 6 year term to revocation, as established both in the Conditions and Terms (Page 7) and the Procedures for Accreditation Section 2.

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 of full-time studies.

Met.

The Conditions and Terms of Accreditation, Section 3.10 sets out periods of academic study required for accreditation and allows variations in the "First Professional Degree" structure of the programs and distribution of the course work.

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

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 Mission and Mandate of the CACB/CCCA are outlined at the beginning of the Conditions and Terms for Accreditation (2017 Edition). The documents also provide the context and purpose of accreditation.

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 CACB/CCCA has a permanent head office in Ottawa with adequate support staff led by an Executive Director. The organization is funded from three main sources which includes Accreditation, Certification and the BEFA program. The Executive Director confirmed that the finances are stable, currently exceeding their internal requirement for a 6-month operation reserve.

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.

In addition to ongoing committee work, there are periodic validation conferences that are designed to assemble a broad spectrum of stakeholders to review the functioning of the CACB/CCCA and the validation and certification programs it administers. The last validation conference was held in September 2014 and led to the

updates of the Conditions and Procedures published in 2017.

In 2016, after consultation with its Members, the Board held a two-day workshop and established a strategic plan 2017-2021 from which four future key areas of action were identified.

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

Met.

The CACB/CCCA publishes its documents and maintains a website with public information on its mission, mandate and processes, including the list of accredited programs in architecture, and other related information of interest. It is noteworthy that the full VTR's are published to the public.

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.

The CACB/CCCA accreditation process examines the outcome performance to meet the required criteria and enables Programs to establish their curricula in accordance with their local university and regulatory environments (Section 3.10).

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

Met.

The CACB/CCCA is the recognized EQAA agency to establish this expectation.

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.

The CACB/CCCA has submitted their Self Evaluation as required by the Canberra Accord procedures. Their self-evaluation was found by the Review Team to provide a comprehensive account of their activities and stated intentions. Similarly, the CACB/CCCA requires accredited programs to prepare a self-evaluation in the form of an Architecture Program Report (APR).

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.

The Rules and Procedures of the Canberra Accord establish the framework for the periodic external evaluation. Internally, the CACB/CCCA holds validation conferences with stakeholders noted previously and reports to its members on a regular basis.

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.

Refer to the comments above.

j) has appropriate methods and policies for appeals.

Met.

The CACB/CCCA has appropriate methods and policies for appeals in its three administered programs. Specifically, the Petitioning Procedure under Accreditation Process is specified in the Procedures for Accreditation Section 5 (2017 Edition).

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.

The CACB/CCCA is a founding signatory of the Canberra Accord, and has a longstanding collaboration with the NAAB.

Within Canada, the CACB/CCCA is a founding member of the Association of Accrediting Agencies of Canada (AAAC). The AAAC groups accrediting agencies in all fields such as health professions, engineering and so on. The AAAC established a training courses that is mandatory to complete by all CACB/CCCA Directors and Visiting Team Members.

The CACB/CCCA has established its own mandatory training session and Team Chair Protocols.

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

N/A

This item does not seem applicable.

V. UNESCO-UIA Charter for Architectural Education

A balance between benchmarking appropriate international standards and encouraging a variety of approaches 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.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). Design is covered in SPCs A.1 to A.5, and A.7 to A.8, and broadly in Section C.

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

Met.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). History and Theory is covered in SPCs B.2 and B.3

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

Met.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). Knowledge of the fine arts covered in SPC B.2 in a broad perspective and through the design stream.

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

Met.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). Urban design is covered in SPC A.6 and in design projects where context is examined.

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.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). The Social and Ecological perspectives are covered in SPCs A.8, B.1, B.4 and B.5.

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.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). Professional Practice matters are covered in SPCs Section E.

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

Met.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). Program analysis is covered in SPC A.4.

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

Met.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). Section C covers Technical Knowledge, specifically C.2 to C.4, and broadly D.1 through the Comprehensive Design.

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.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). Environmental Systems is covered in SPC C.5.

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

Met.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). Building Regulations, Economics and cost control is covered in SPC C1 and E5.

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.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). This set of education matters are broadly covered in multiple SPCs, notably: C.1, C.2, E.2.

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

Met.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). Cultural diversity, global and ethical matters are covered in SPCs B.4 and B.5.

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

Met.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). Ecology and Sustainability are covered in SPCs A.5 and B.5

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

Met.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). Building systems and techniques are the focus of SPCs C.2 and C.3 additionally in E.3 and E.5.

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

Met.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). These criteria are covered in E.5 Project Management.

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

Met.

Refer to 3.11.2 Student Performance Criteria (SPC) in the CACB/CCCA Conditions and Terms for Accreditation (2017 Edition). Critical Thinking and Communication B.1 is the topic of this criteria.

B. 4 Commentary

a) Self-evaluation by signatory system

The CACB/CCCA provided a comprehensive Self-evaluation setting out its mandate, role, and conditions and reporting requirements to key stakeholders. Also, clearly identified are developments since the previous Canberra Accord (CA) Plan (details set out in b below).

Although the primary concern of the Review Team are the procedures for accrediting architecture programs, the Self-Evaluation report also included information on two other key roles:

- **The accreditation certification program for individual qualifications, and;**

- **The Broadly Experienced Foreign Architects (BEFA) certification program.**

The Review Team was impressed with the quality and clarity of the Self-Evaluation Report that enabled a very good understanding of the CACB CAAA roles and responsibilities. A summary was presented at the commencement of the review on Saturday March 17, and a more detailed presentation in the offices of the CCAB CAAA in Ottawa on Tuesday March 20. These were very helpful to the Review Team, and enabled questions to be raised and clarification sought. Unlike concerned expressed in 2012 that the Report did not present an overview of task beyond 2012, this Self-evaluation Report included outcomes and actions for the CACB CAAA from their Strategic Plan 2017-21. This covers four key areas:

- **Quality national certification and Accreditation**

- **Research Initiatives**

- *Communications*
- *Operational Infrastructure*

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

With reference to Section 1.0 of the Canberra Accord – Rules and Procedures (revised 2014), the CACB/CCCA reports the following changes:

1.1 General Characteristics: The Review Team notes that the CACB CAA continue to serve as the named organization for accrediting architecture programs in Canada, is independent of academic institution, has an active and robust accreditation system in place, and has a record of accomplishment that exceeds minimum of 7 years. All criteria continue to be fully met.

1.2 Common agreed principles: The Review Team is satisfied that all listed principles a to h) continue to be met.

1.3 Criteria for Accreditation: The Review Team is satisfied that all listed criteria (a to h) continue to be met through the CACB CAAA Accreditation Conditions and Terms, and Procedures for Accreditation.

1.4 INQAAHE Guidelines for Good Practice. The Review Team notes that theCACB CAAA has adopted EQAA measures that meet the good practice guidelines for measures (a) to (k). The Review Team concurs with the CACB CAAA Executive Director that under (l), 'has policies related to both important and exported higher education', the intentions are not clear for an appropriate response.

1.5 UNESCO-UIA Charter for Architectural Education: The Review Team is satisfied that the CACB CAAA has criteria in place through its accreditation system to ensure that programs in architecture achieve the necessary competencies of the Charter as listed under (a) to (k), and an awareness of special points related to the development of the curriculum as listed under (l) to (p).

The Review Team also observes that the CACB CAAA has initiated changes to procedures since the last review that has strengthened the accreditation system, and this includes:

- *How the CACB CAAA has implemented the CA assessment procedures;*
- *An Accreditation Handbook and Training Handbook to ensure consistency and quality of accreditation visits;*
- *Access for mandatory training course for Board Directors and Visiting Team Members offered by the Association of Accrediting Agencies of Canada (AAAC).*
- *Orientation session for new Board directors;*
- *Reports on the outcomes to a Validation conference held in September 2014;*
- *A Review of the Conditions and terms for Accreditation and the Procedures for Accreditation (still to be made operational); and,*
- *Team Chair Protocols*

c) Other documentation by signatory system

The CACB/CCCA provided all the necessary documentation, including all supplementary documents requested by the Review Team.

Documents provided and inspected by the Review Team are:

- **2018 Canberra Accord Periodic Review Visit Agenda**
- **CACB/CCCA Bylaw N0. 1**
- **CACB/CCCA Conditions and Terms (2017 Edition)**
- **CACB/CCCA Procedures for Accreditation (2017 Edition)**
- **CACB/CCCA Architecture Program Report (APR) Team Chair Review Template**
- **CACB/CCCA Visiting Team Report (VTR) template**
- **CACB/CCCA Accreditation Training Handbook**
- **Canadian Education Standard (ECS)**
- **CACB/CCCA Strategic Plan-At-A-Glance (2017)**
- **Implementation of Canberra Accord Statistics**

d) Accreditation/validation/recognition visit by signatory system

The Review Team carried out its evaluation of the Canberra Accord signatory system in Montreal and Ottawa. The Montreal element involved observing an accreditation visit to the Program at McGill University. These involved discussions with members of the Executive of the Board, the Executive Director, the Visiting Team at McGill University and observations of meetings between the Visiting Team and the Program faculty and students.

The Review Team found all participants were cooperative and helpful in their exchanges while being appropriately forthright and open.

This is among the first CACB/CCCA visits to observe a Program Accreditation (McGill University) where documents normally displayed in the Exhibit Room were provided in digital form. The Review Team observed some disquiet with the method of viewing and comprehending the materials. Given the increasing trend in the use of digital versus traditional media, it would seem appropriate for the CACB CAAA, in consultation with the Programs, to develop a protocol.

e) Meetings with representatives of signatory system

Meetings held with the CACB/CCCA representatives were frank and informative. Details of interactions have been provided elsewhere this report.

f) Overview of criteria, policies, and procedures of the system [A brief executive summary]

It is the view of the Review Team that the criteria and policies were clear and comprehensive for purposes of accreditation, and well documented.

The procedures of the CACB/CCCA include extensive online resources. A commendable SharePoint system has been developed to facilitate easy, confidential and secure information exchange between reviewers undertaking various tasks.

The Accreditation procedures as observed at McGill University were found to be consistent with the Canberra Accord aspirations and requirements.

g) Conclusion

[Identify critical issues for the system in the near future (1-5 years)]

The Review Team is satisfied that the CACB/CCCA provides a robust method for

the Accreditation of Architecture Programs in Canada. They are respected by the Regulators and Educators for actively promoting best practices in accreditation. They provide the public with accurate information on educational standards for architecture and the promotion of the profession.

Once implemented, we are confident that the Strategic Plan will continue to demonstrate CACB/CCCA's continuing commitment to leadership in accreditation.

The CACB/CCCA is making a positive contribution to the aims and objectives of the Canberra Accord both domestically and in collaborations with its international partners.

The Review Team thanks the CACB/CCCA and its staff for the organization of the visit. The facilitator, Claudio Brun del Re, is acknowledged for his warm hospitality and knowledge in assisting the Review Team.

B. 5. Attachments

a) Documentation provided prior to the review visit [List only; full documentation will be posted electronically]

- ***2018 Canberra Accord Periodic Review Visit Agenda***
- ***CACB/CCCA Bylaw N0. 1***
- ***CACB/CCCA Conditions and Terms (2017 Edition)***
- ***CACB/CCCA Procedures for Accreditation (2017 Edition)***
- ***CACB/CCCA Architecture Program Report (APR) Team Chair Review Template***
- ***CACB/CCCA Visiting Team Report (VTR) template***
- ***CACB/CCCA Accreditation Training Handbook***
- ***Canadian Education Standard (ECS)***
- ***CACB/CCCA Strategic Plan-At-A-Glance (2017)***
- ***Implementation of Canberra Accord Statistics***

b) Additional information supplied during the review visit [List only; full documentation will be posted electronically]

   None was requested by the Review Team, online resources were consulted.

c) Review visit agenda and record of meetings [Synopsis only]

   The visit agenda is included as attachment A.

B. 6. Report Signatures
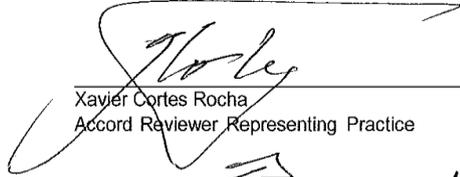
Xavier Cortes Rocha
Accord Reviewer Representing Practice

Errol Haarhoff
Accord Reviewer Representing Education

Claudio Brun del Re
Local Facilitator

2018·03·21

ATTACHMENT A

CACB CCCA

Canberra Accord Periodic Review Visit Agenda

March 16-21
2018

Agenda for the CA Periodic Review of the CACS-CCJ;.!;

Friday March 16, 2018   Arrival at Montreal Airport (YUL)
Montreal   Meet Faci11abr and Transfer Co Hotel

Saturday March 17, 2oi8   830   **Review Team Breakfast**
                          9:()0-14:30   Half-Day Rest and acclimatization, cuNural touring
Montreal   15:00   Prelrrinary meeting of Review Team
                               16:00   Meeting wlh CACB-CCCA Executi•oe
                               18:00   htroductions to McGill Visiting Team
                               18:30   Dinner wilh CACB-CCCA Executive

Sunday March 18, 2018   9:00   **Review Team meeting**
Montreal   12.110   R€'11iew **Team Lunch**
                          13:00-16:00   **Join >1cGI visiting team for the presentation of program**
                   ,   **and for the review of exhibts**
                               19:00   **RelJiew Team Dinner**

Monday March 19, 2018   9-:<|0   Review Team Dra11 R$j>Ort
Montreal   12.1)0   **Revie-11 Team lunch**
                               13:00   Observe VT meeting with students
                               14:30   Observe VT Meeting with Faculty membe<s
                               16:15   Departure o Train Station
                               16:50   Departure o Ottawa at Jy train

Ottawa   20:00   **Review Team Dinner**

Tuesday March 20, 2018
Onawa   9:00   Visit and meeting at CACB-CCCA offices
                          11:()().13'30   **Review Team lunch and quick tour of Ottawa**
                               13:45   **Departure to Train Station**
                               14:20   Departure lo Montreal

Montreal   17:30   Review Team Draft Repotl
                               19:00   Observe McGi team fmal <leliberal!ons
                               20:30   **Review Team Dinne<**
                            Evening   Complete draft report

WedneS<lay March 21, 2018   8:00   Review Team Roalmeeting
Montreal   9:00   Re•tew Team exo report Co CACB-CCCA Execu6ve
                               Day   **Transfer to Airport iordepartures**

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