

CONFIDENTIAL

## **Canberra Accord on Architectural Education**

### **Periodic Review**

NBAA (National Board of Architectural Accreditation), China

---

#### **Visit Dates:**

23 May–27 May 2017

**Date of Review Report:** July 13, 2017

**Status/Edition:** final/confirmed

# Contents

B.1 Introduction	1
B.2 Recommendation	2
B.3 Characteristics, Principles, and Criteria for Assessing Substantial Equivalency	3
I. General Characteristics	3
II. Common Agreed Principles	4
III. Criteria for Accreditation, Validation, or Recognition	6
IV. International Network of Quality Assurance Agencies in Higher Education: Guidelines of Good Practice	9
V. UNESCO-UIA <i>Charter for Architectural Education</i>	12
B.4 Commentary	16
B.5 Attachments	21
B.6 Report Signatures	23

## **B. 1. Introduction**

### a) Summary

As a part of the Canberra Accord Rules and Procedures, through the coordination of the CA Secretariat, the CA review team of Fernando Mora Mora, Accord Reviewer Representing Practice, and Donna Woodrum Dunay, Accord Reviewer Representing Education, visited the National Board of Architecture Accreditation (NBAA) starting in the week of May 23-27, 2017 in China, starting in Beijing and travelling to Hohhot and then returning to Beijing.

On May 22, the review team along with team facilitator, Xiaojing Wang, Director of International Department, Architectural Society of China, met with officials of the Practice Qualification Registration of the Ministry of Housing and Rural Development of PRC and also met officials of the China Institute of Architectural Education and Accreditation (ASC) in the NBAA Secretariat in Beijing before travelling to Hohhot that afternoon, May 23, to observe the NBAA Visiting Team began the review of Inner Mongolia University of Technology (IMUT), Hohhot. After viewing the school and observing this accreditation visit, the CA visiting team returned to Beijing to observe the conclusion of the team visit at the China Central Academy of Fine Arts, (CAFA). The CA visit to China concluded after the team observed the 2017 NBAA Plenary Meeting, May 27<sup>th</sup>.

During the visit to IMUT in Hohhot, the review team met with the NBAA visiting accreditation team, leaders of the university and the school and reviewed school studios, exhibition spaces, galleries and lecture spaces, and the Institute of Design. President Ying Yong Ming presented an overview of the university and the school with further information from Dean Jia Xiaohu and Professor Zhang Pengju who provided an overview of the curriculum. The team visited the NBAA team room and viewed the student work exhibit. The CA team also attended various other meetings and classes with undergraduate and graduate students. The team heard from students and alumni leaders report on how they viewed the school and their educational experience at IMUT. The CA team visit concluded at IMUT May 25.

The visit to the China Central Academy of Fine Arts (CAFA) began after returning to Beijing, the morning of May 26. The CA team heard final comments presented to the school dean and faculty from the NBAA CAFA visiting team, and then received a tour of the school with an overview of the student exhibition. The CAFA overview concluded with the NBAA visiting team presentation to university leaders.

The CA team concluded the China review with the NBAA Plenary Meeting on May 27, 2017. The plenary meeting reviewed nine schools, deliberated on their status, and held the balloting for accreditation. The session continued with reports from the 6<sup>th</sup> General Meeting of the Canberra Accord in Colombo, Sri Lanka, approval of a new procedure for accreditation which will be implemented in the 2017-2018 accreditation cycle, and a discussion about the work plan for 2017-2018 when 20 schools will be coming up for re-accreditation and two for interim review. The NBAA Plenary Meeting concluded with comments from the Canberra Accord team.

The Review Team wishes to thank the hospitality received throughout the visit from: Zhu

Wenji and Zhao Qi; IMUT representatives, faculty and students, especially Professor Zhang Penju; representatives of CAFA; and particularly Xiaojing Wang for his assistance throughout the visit.

**b) Reviewers**

Donna Woodrum Dunay, FAIA, DPACSA  
G.T. Ward Professor of Architecture  
School of Architecture + Design  
College of Architecture and Urban Studies  
Virginia Tech  
1235 Perry Street  
Blacksburg, Virginia 24060  
540-231-5512  
540-239-0241 (mobile)  
ddunay@vt.edu

Fernando Mora Mora, CAEJ, HAIA, HRAIC, APEC Arch,  
Arquitectura y Urbanismo Moranda, S. A. de C. V.  
Director  
Paseo Puesta del Sol 4084 - 1  
Col. Lomas Altas  
Zapopan, Jalisco, México.  
C.P. 45128  
(52) 3334404415 (mobile)  
fmorafcarm@yahoo.com.mx

**B. 2. Recommendation**

**a) Recommendation to Canberra Accord signatory systems:**

1. That The National Board Architectural Accreditation (NBAA) of China accreditation system in question 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 considers that the overall operational and educational output standards were found to be substantially equivalent to those of other signatory systems in the Canberra Accord.

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

All criteria were found to be substantially equivalent with evidence noted in the following text.

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

#### **I. General Characteristics**

Organizations running accreditation 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 or recognizing programs designed to satisfy the academic requirements for admission to the profession in the locality where accreditation, validation or recognition takes place, subject to additional requirements imposed by local regulations and practice requirements;**

##### **MET**

The Constitution of the National Board Architectural Accreditation (NBAA) of China defines and institutes the NBAA "...with the aim of evaluating the quality of architectural education in China." provided in Annex 2.

- b) be independent of the academic institutions, professional organizations, and government agencies delivering accredited programs within their jurisdiction;**

##### **MET**

The Constitution defines the NBAA as a special organization, "entrusted by the Academic Degree Committee of the State Council, The Ministry of Education, and the Ministry of Housing and Urban-Rural Development (MOHURD), to organize architectural education accreditations at the national level. NBAA is organized and governed by MOHURD and receives guidance from the Architectural Society of China and collaborates with the National Steering Committee of Architectural Higher Education and the National Administrative Board of the Registered Architect." Evidence is provided in Annex 2.

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

##### **MET**

Refer to documents:

- Self Evaluation Report of China NBAA 2017;

- Annex 2 – Constitution of National Board of Architecture Accreditation (NBAA);
- Annex 4 – Standards of Accreditation for B. Arch Program (5-year) and for M. Arch Program;
- Annex 6 – Procedure and Method for B. Arch Program (5-year) Accreditation and for M. Arch Program;
- Annex 7 – Guide for Accreditation Visiting Team, and;
- Annex 8 – Guide for Architectural Education Quality Supervisor.

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

**MET**

60 Architectural programs have been accredited from 1992 to 2016. This list is provided in the Announcement on Architectural Education Accreditation Conclusion By NBAA (2016), Annex 3, and referenced in the Self-Evaluation Report of China NBAA 2017. On the visit to the office of NBAA, the Review Team observed the archive of records documenting the procedures that led to these accreditations.

## **II. Common Agreed Principles**

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

**MET**

The Constitution of National Board of Architecture Accreditation (NBAA) addresses the level of professionalism, ethics, and objectivity necessary for the accreditation process in Chapter 1 General Principles, Chapter 2 Organizational Structures, Chapter 3 Duties and Competence, and Chapter 4 Working Rules, provided in Annex 2, Procedure and Method for B. Arch Program (5-year) and M. Arch Program Accreditation addresses the process, evidence is provided in Annex 6.

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

**MET**

The Self-Evaluation Report of China NBAA (2017), provided to the public, documents the consistency of the processes used for accreditation. The NBAA carries out its work in accordance with the Constitution of NBAA, Annex 2, and Annex 4, Standards for B. Arch Program (5-Year) and M. Arch Program. Documentation of final accreditation decisions, as public information, is made available at the personnel education column of the Ministry of Housing and Urban-Rural Development, website:

<http://www.mohurd.gov.cn/jsrc/zyyg/index.html>. The document Working Rules of the China Institute of Architectural Education and Accreditation – ASC also addresses the nature of the process.

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

**MET**

The Constitution of the National Board of Architecture (NBAA), Annex 2, directs the accreditation process to meet this criterion along with the Standards of Accreditation for B. Arch Program (5-year) and M. Arch Program, provided in Annex 4; Guide for Accreditation Visiting Team, Annex 7;

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

**MET**

The Constitution of National Board of Architecture Accreditation (NBAA), provided in Annex 2, addresses and frames the process of accreditation. The Guide for the Accreditation Visiting Team defines the required composition and qualifications of the visiting team members, Annex 7. Working Rules of the China Institute also offer further guidance to the process, document provided. See B.5. Attachments.

- e) accreditation is of individual programs/academic awards/qualifications and not of institutions;**

**MET**

The Constitution of National Board of Architecture Accreditation (NBAA) states that the major task of the NBAA is to evaluate teaching resources, curriculum, and standards of architecture education to ensure quality while encouraging further developments in architecture education, evidence is provided in Annex 2.

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

**MET**

The Constitution of National Board of Architecture Accreditation (NBAA), Chapter 3, Duties and Competence, outlines the framework for accreditation evaluation, Annex 2. Procedure and Method for B. Arch. Program (5-year) and M.Arch. Accreditation, Annex 6, details the process including information about NBAA site visits to review student work, found in (III) Site Visiting and Inspection.

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

**MET**

Evidence is provided for this criterion in Annex 4 - Standards of Accreditation for B. Arch Program (5-year) (II) Professional Education Quality, where it lists the Accreditation Index System to be utilized for all B. Arch Programs pursuing accreditation. The document defines the standard for assessing the quality of the student work at three levels – 'be familiar with', 'grasp' (having a comprehensive and an in-depth understanding), and 'be able to'. The document frames how these criteria are a part of an encompassing framework providing definitions for 81 items in the standard. Seven requirements are indicated as basic with 34 professional education requirements, 15 education procedure requirements and 25 teaching condition requirements are also defined. The 34 professional education quality requirements prescribe a standard that students need to achieve before graduation framed under the heading of four categories – Architectural design, Architectural related knowledge, Building technology, and Architect Professional knowledge. For the M. Arch degree, Annex 4 also outlines criteria that should be met by student performance in programs seeking accreditation for a postgraduate degree work under three headings using a more advanced set of criteria: Architectural design, Methodology of architectural design, and Methodology of research.

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

**MET**

The Standards of Accreditation for B. Arch. Program (5-year), (IV). Professional Teaching Conditions lists 25 requirements and defines resource standards for faculty; teaching and other specialized spaces; books and references; laboratory facilities; and budget for daily operation of teaching and funding support for the professional education. M. Arch Program, (IV) Teaching Condition Requirements lists prerequisites for meeting required standards listed under four headings: Faculty, Books and References, Equipment and Facilities, and Budget. Evidence for this criterion is provided in Annex 4.

**III. Criteria for Accreditation, Validation or Recognition**

The criteria for accreditation, validation or recognition should address the following:

**a) a suitable environment to deliver the program;**

**MET**

Evidence is located in the NBAA Standards of Accreditation for B. Arch. Program (5-year) in Section (IV) Professional Teaching Conditions mentioned in the Self-Evaluation Report, as well as in the NBAA Standards of Accreditation for M. Arch Program (both Annex 4).

It is also considered in the Guide for Accreditation Visiting Team (Annex 7 – page 5 not numbered).

**b) adequate leadership for the program;**

**MET**

Evidence is located in the NBAA Standards of Accreditation for B. Arch Program (5-year) in Section (III) Professional Education Procedure and (IV) Professional Teaching Conditions, and in the NBAA Standards of Accreditation for M. Arch Program, (both Annex 4).

**c) a team of suitably qualified people teaching in the program;**

**MET**

Evidence is located in the NBAA Standards of Accreditation for B. Arch. Program (5-year) in Section (IV) Professional Teaching Conditions, 1. Faculty, and in the NBAA Standards of Accreditation for M. Arch Program (both Annex 4).

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

**MET**

In the Self-Evaluation document, NBAA directs strengthening the requirements in several aspects that they consider necessary for architectural practice in China covering the basic Canberra Accord criteria. In this sense they have included aspects on environment, sustainable development, protection of historical and cultural heritage regionally, among others that were observed in the visit. In another aspect, requirements were changed from “understanding” to “mastering” in the effort to strengthen the graduates’ opportunities and requirements in future practice and in preparation for the registration examination by NABRA. Other evidence is included in the (I) Accrediting Index System and specifically in the (II) Professional education quality in the Standards of Accreditation for B. Arch. Program of 5 years and M. Arch Program, in Annex 4, and given in the Annex 5, the comparison between the UIA Architectural Education Charter and the NBAA Standards.

**e) appropriate entry, progression, and exit standards;**

**MET**

Evidence provided is located in the (III) Professional Education Procedure of

the Standards of Accreditation for B. Arch Program and M. Arch Program (Annex 4).

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

**MET**

Evidence is provided located in Self-Evaluation Report of China NBAA, in Section IV, Office work, and observed during the CA visit.

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

**MET**

Periodic re-evaluation is directed according to Annex 6 – The Procedure and Method for B. Arch Program (5-year) Accreditation and M.Arch Program Accreditation, 2. Maintenance of the Pass Situation, and also by Annex 7 – Guide for Accreditation Visiting Team – III Visiting Team Report. NBAA Self-Evaluation Report in I Basic Information states, *“There are four kinds of accreditation conclusions: valid for 7 years, 4 years, conditionally valid for 4 years or not passed. According to the provisions of the Board, the school that has passed the accreditation has to accept a mid-term inspection every two years...”* to be carried out according to the Guide for Education Quality Supervisor (Annex 8).

Further evidence is found in:

- Constitution of National Board of Architecture Accreditation (NBAA)
- Procedure and Method for B. Arch Program (5 year) Accreditation and M. Arch Program Accreditation Procedure Method (Annex 4), section (IV) Accreditation Conclusion, which includes the maintenance of the Pass Situation.

**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 normally not less than the equivalent of five years full-time studies.**

**MET**

The accreditation criterion for five-year undergraduate programs is stated in: Self-Evaluation Report of China NBAA, also in Standards of Accreditation for B. Arch Program (5-year) and M.Arch Program in Annex 4, as well as in Procedure and Method for B. Arch Program (5-year) and M. Arch Program Accreditation in Annex 6.

#### **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 published by INQAAHE (revised edition 2006).

The EQAA:

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

**MET**

The Constitution of National Board of Architecture Accreditation (NBAA), Annex 2, Chapter 1, General Principles states in point 1. The NBAA " is established with the aim of evaluating the quality of architectural education in China," and concludes the chapter with "The purpose of the NBAA accreditation is to encourage architectural schools to establish teaching programs and course structures that are appropriate under the national social economic conditions, as well as being compatible internationally. Pedagogical diversity is also endorsed by NBAA."

- 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 Constitution of National Board of Architecture Accreditation (NBAA), Annex 2, Chapter 2 - Organizational Structures, specifies the contribution of several collateral constituents in providing members to the board. The chapter concludes with the statement about funding sources and that NBAA programs will be funded from Ministry of Housing and Urban and Rural Development (MOHURD), accreditation fees from applicant schools along with additional financial support from other donations.

- 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**

The Constitution of National Board of Architecture Accreditation (NBAA), in Annex 2, stipulates that the NBAA be guided by a group of architectural education experts and senior architects with other relevant experts each nominated to 5-year terms. The Self-Evaluation Report of China NBAA (2017) demonstrates the ability of the organization to review action and

evolve with changing circumstances while seeking continuing improvements to the procedures.

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

**MET**

Evidence for this criterion is demonstrated in the Self-Evaluation Report of China NBAA (2017) along with public information and accreditation conclusions of the board action available at the personnel education column of the Ministry of Housing and Urban-Rural Development, website: <http://www.mohurd.gov.cn/jsrc/zypg/index.html>.

**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 Constitution of National Board of Architecture Accreditation (NBAA), Chapter 3, Duties and Competence -15.b) Self-assessment and checking, calls upon each school's self-assessment report to define the particulars of the program that address programmatic quality and quality assurance. The CA team observed how the schools at IMUT and CAFA each produced unique self-assessment reports and programs while responding to the NBAA framework and referencing the 16 articles of the 2011 Revised Edition UIA Architectural Education Charter, Annex 5.

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

**MET**

The Standards of Accreditation for B. Arch Program (5-year) and M. Arch Program, Annex 4, defines professional educational quality with an index system identifying basic education requirements, professional educational quality, professional educational procedures, and professional teaching conditions. The Standards of Accreditation for B. Arch Program (5-year) and M. Arch Program list standards necessary for compliance with the system. Additionally, the team was provided with a comparison diagram that aligns all UIA criteria to these specified NBAA criteria, in Annex 5.

**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 documents that meet this requirement are:

- Procedure and Method for B. Arch Program (5-year) Accreditation, section (II) Self Assessment and Checking from page 3 to 6, and;
- M. Arch Program Accreditation Procedure and Method from page 19 to 22, included in Annex 6.

**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 documents that meet this requirement are:

- Constitution of National Board of Architecture Accreditation (NBAA)
- Standards of Accreditation for B. Arch Program (5-year) and NBAA Standards of Accreditation for M. Arch Program (Annex 4).
- Procedure and Method for B. Arch Program (5-year) Accreditation, and M. Arch Program Accreditation Procedure and Method (Annex 6).
- Guide for Accreditation Visiting Team (Annex 7).

**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 documents that meet this requirement are:

- Constitution of National Board of Architecture Accreditation (NBAA)
- Standards of Accreditation for B. Arch Program (5-year) and NBAA Standards of Accreditation for M. Arch Program (Annex 4).
- Procedure and Method for B. Arch Program (5-year) Accreditation, and M. Arch Program Accreditation Procedure and Method (Annex 6).

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

**MET**

The documents that meet this requirement are:

- Constitution of National Board of Architecture Accreditation (NBAA), Chapter 3 Duties and Competence, 15 d) (Annex 2).
- Procedure and Method for B. Arch Program (5-year) Accreditation section (V) Appeal and Arbitration (page 10), and M. Arch Program Accreditation Procedure and Method section (V) Appeal and Arbitration (page 25), both are found in Annex 6.

**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**

According to the Constitution of National Board of Architecture Accreditation, NBAA works in co-operation with the Academic Degree Committee of the State Council, the Ministry of Education and the Ministry of Housing and Urban-Rural Development (MOHURD), along with other EQAAs. It receives guidance from the Architectural Society of China (ASC) and collaborates with the National Steering Committee of Architectural Higher Education and National Administration Board of the Registered Architect (NABRA).

At the visit, representatives of MOHURD and ASC noted that accredited programs may participate in the China Institute of Architectural Education and Accreditation – ASC as a professional academic group engaged in fields related to architectural education and accreditation, therefore strengthening contact with NBAA and other national and international EQAAs.

Annex 10 provides a list of overseas Colleges and Universities and Institutions that carry out cooperation and exchange with Architecture Universities in China.

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

**MET**

The documents that meet this requirement are:

- Self-Evaluation Report of China NBAA (2017), Section II. Accreditation work, 3. Maintain the status of the accreditation, indicates how those schools that have passed accreditation will be able to “ promote higher level of exchanges” through the attainment of this platform. Annex 10 provides lists of exchanges and cooperation that have occurred.
- Constitution of National Board of Architecture Accreditation (NBAA), Chapter 3 Duties and Competence (Annex 2).
- Standards of Accreditation for B. Arch Program (5-year) and M. Arch Program (Annex 4).

**V. UNESCO-UIA Charter for Architectural Education**

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 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 UNESCO-UIA Charter:

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

**MET**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criteria: (1) Be familiar with the purpose and meaning of architectural design; (3) Grasping the principles and analysis methods of building function.... and (4) Grasping the basic principles of aesthetics and architectural composition....

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

**MET**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4. To address this criterion, NBAA uses the following criteria: (2) Be familiar with the decisive roles of such factors as function, techniques, art, economy, environment, etc...; (14) Grasping the basic process in Chinese and World architecture history. Be familiar with the causes for the situation, characteristics....

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

**MET**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criterion: (4) Grasping the basic principles of aesthetics and architectural composition....

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

**MET**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criteria: (5) Grasping the design principles of harmony between building and environment....; (17) Be familiar with the theories and methodologies of urban planning, urban design 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**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criterion: (16) Be familiar with environmental psychology. Be aware of people's psychological and physical reactions....

- 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**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criteria: (29) Be familiar with the requirements of building safety....; (30) Be familiar with the legal and moral responsibility....; (31) Be familiar with the Architect Registration System....; (32) Be familiar with the design procedure and approval system....

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

**MET**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criteria: 1.2 Procedure and methodology of architectural design, (7) - (10), and; 1.3 Presentation of architectural design, (11) - (13).

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

**MET**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criteria: 3. Building technology, 3.1 Structure (21) - (23); 3.3 Building materials and tectonics, (27) - (28), and; (34) Be familiar with the basic principles of construction site management and the common process of construction engineering....

- 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**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criteria: 3.2 building Physical environment control, (24) – (26).

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

**MET**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criteria: 2.5 Economy and regulations, (19) - (20).

**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**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criteria: (5) Grasping the design principles of harmony between building and environment....; (18) Be familiar with theories and methodologies of landscape design....; (20) Be familiar with basic principles and content of related regulations....

And, that the following special points be considered in the development of a curriculum:

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

**MET**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criterion: (15) Be familiar with the importance and basic principal of protection of historic cultural heritage and existing architectures....

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

**MET**

All standards of student achievement are detailed in Standard of

Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criteria: (6) Be familiar with architectural design principles and theories of sustainable development...; 2.4 Landscape design, (18) Be familiar with theories and methodologies of landscape design....

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

**MET**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criteria: (9) Be able to scheme design following architecture principles....; (10) Be familiar with the importance of coordinating all the related professional parties....

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

**MET**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criteria: (7) Be familiar with the requirements, contents and relations of all stages through a complete architectural design process....; (33) Be familiar with the earlier phase preparations of building project....

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

**MET**

All standards of student achievement are detailed in Standard of Accreditation for B. Arch Program, Annex 4, page 4. To address this criterion, NBAA uses the following criterion: (8) Understanding the significance of learning from practice, investigation and engaging public participation....

**B. 4. Commentary**

**a) Self evaluation by signatory system**

The review team received the NBAA self-evaluation document with annexes on April 17. The document framing self-evaluation works and procedures by the signatory system summarizes the process. The text refers to other documents in the set of annexes it references where important organizational subjects are explained in greater detail. These documents were very helpful for the visit and to this report, specifically:

- Annex 2 – Constitution of National Board of Architecture Accreditation (NBAA);
- Annex 4 – Standards of Accreditation for B. Arch Program (5-year) and for M. Arch Program;
- Annex 5 – Comparison between the 2011 Revised Edition of Architectural Education Charter of the UIA and Standards for NBAA Document in China (2013 edition);
- Annex 6 – Procedure and Method for B. Arch Program (5-year) Accreditation and for M. Arch Program, and;
- Annex 7 – Guide for Accreditation Visiting Team, and; Guide for Architectural Education Quality Supervisor.

**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**

No changes to the system have been identified, although the NBAA documents have been revised now using the 2013 Edition for the school reviews. This takes into account the Canberra Accord Recommendations from the 2011 review.

There have not been any challenges to the system.

**c) Other documentation by signatory system**

See Section B.5.

**d) Accreditation visit by signatory system**

The visits observed by the Review Team were:

- Inner Mongolia University of Technology (IMUT), May 23 to 25.
- China Central Academy of Fine Arts (CAFA), May 26.
- NBAA plenary meeting, May 27.

The review team had full access to the Accreditation Teams, the exhibition of students, all teaching spaces and documents. At IMUT, the Review Team also attended the Accreditation Team's introduction to the school and observed many parts of the visit along with the team. At CAFA, the Review Team observed the Synopsis of the Report to the Faculty and also the report to the University Leaders. The CA review team observed the 2017 Plenary Meeting of NBAA and was invited to make remarks during the NBAA plenary meeting. The Visit Schedule is attached for the full schedule.

**e) Meetings with representatives of signatory system**

The Review Team met in the offices of NBAA, Room 814 of ASC, No. 9 Sanlihe Road, Beijing, China on Tuesday, May 23<sup>rd</sup>, 2017 from 11:00 am to 12:00pm.

The Review Team met with the following attendees:

- He Zhifang – Director Senior Engineer of Professional Education

Division of the Department of Personnel, Ministry of Housing and Urban-Rural Development of the P. R. China.

- Zhao Qi – Executive Secretary General of NBAA

An overview of accreditation and practice was given along with comments made about the importance of the Accreditation of Architectural Programs, undergraduate and postgraduate levels, to Government and Chinese Society. Additionally, mention was made that to have a review of the Accreditation process of NBAA by the Canberra Accord is of great importance. After this, the CA Team viewed the NBAA's archive of well-organized documents related to the process of the accreditation of architectural programs throughout the years.

The Review Team also met with representatives of Practice Qualification Registration Center, Ministry of Housing and Urban-Rural Development of the P. R. China. (NABAR). The attendees to this meeting were:

- Tao Jian Ming – President
- Shang Liping – Vice President
- Cai Chen – Project Supervisor

Comments were made on the importance of accreditation to registration of architects with the note that less years of practice were required for graduates of accredited programs, and noting further that those students from accredited programs benefitted with a higher percentage of registration.

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

### **Criteria**

Criteria for accreditation of schools of architecture is set forth by the National Board of Architectural Education in the document *NBAA Accreditation criteria – Standards of Accreditation for B. Arch Program (5-year) and Standards of Accreditation for M. Arch Program* both found in Annex 4. Two indexes in the document outline each program with specific educational items defined and outcomes specified. Additionally, the recent *Self-Evaluation Report of China NBAA (2017)* provides an overview with commentary on architectural accreditation. The Self-Evaluation cites suggestions from the 2011 CA review team with accomplishments achieved that are addressing stated concerns. In particular, the criteria now calls for assessment of “*Quality Attainment*” and “*Basic Principles of Architectural Design*” to measure student capabilities on humanity, fine art, and the environment. Also, now the accreditation process is directed to review student work as a measure of this achievement. The 2017 CA review team found student work a principal focus of the review process with substantial exhibitions mounted for review in the presentations to the accreditation teams and with multiple other student exhibitions mounted throughout the two schools. The *Comparison on Accreditation criteria between UIA Chart*

*and NBAA standard, Annex 5*, presents how all NBAA accreditation criteria are in correspondence and link with the standards of the UIA.

### **Policy**

Policy guidance for the accreditation process as specified in the Constitution of the NBAA is put forth during the annual NBAA Plenary with other meetings designated as required. Board meetings require 2/3 of the total members be present with decisions coming to a vote requiring a majority of the Board's members to support. The Board functions to advance the quality of architectural education; issues accreditation documents; sets standards and procedures; provides guidance for visiting and supervising teams; and reviews through self-studies, the accreditation process.

### **Procedures**

To serve the full scope of the accreditation process as specified in the Constitution of the National Board of Architectural Accreditation (NBAA), NBAA members are nominated jointly by national organizations and senior individuals - MOHURD, The Architectural Society of China, NBAA Chairs, vice chairs and secretary generals along with others. The board normally has 29-31 members composed of 14 professors and 14 practicing architects with two members from the state education authority and the construction authority, and one from the Architectural Society of China (ASC).

As stated in the constitution, evaluating architectural education helps the state and building industry validate the quality of architectural education. The constitution states the major task of the NBAA is to evaluate teaching resources, curriculum, and standards of architectural education to ensure overall quality and to help architectural graduates gain sufficient professional knowledge and skills to become registered while furthering the development of architectural education. Procedures for accreditation begin with consultations with schools that seek accreditation; a self-study application from the school and a review by the board to accept or reject the self-study; sending a visiting team to the qualified school to review the school; reviewing the visiting team reports; and finally making a conclusion from the visiting team recommendations to issue the final determination. The Procedure Diagram, Procedure and Method for B. Arch (5-year) Accreditation and Procedure and Method for M. Arch Program, Page 1, Annex 6, shows this process. The annual NBAA Plenary session concludes the accreditation cycle with the document Announcement on Architectural Education Accreditation Conclusion by NBAA, one of the documents provided to the CA review team, Annex 3.

The annual NBAA Plenary session advances discussion on the overall process. In making the final determinations about accreditation, the plenary

session also addresses other issues while organizing and planning for the evolution of national standards to uphold and develop quality in architectural education.

## **g) Conclusion**

Overall, the NBAA is clear about the need to look ahead in the process of accreditation. The large number of schools of architecture that will likely pursue accreditation in the future is a situation noted throughout discussions. Taking into account that according to the Self-Evaluation Report of China NBAA, 60 is the total number of colleges and universities that have passed the professional accreditation of architecture from 1992 to 2016, this includes 59 undergraduate institutions and 38 master institutions (Annex 3), which is 21.3 % and 22.4 % of the total programs opened respectively. From the last Canberra Accord visit in 2011 to the 2017 visit, only 15 new undergraduate and 16 masters programs were accredited. These facts suggest NBAA needs to expand coverage to a larger number of architectural undergraduate and master programs in order to meet their constituent goals in less time. To uphold the standards NBAA has established increasing the number of professionals and academics that participate in visiting teams may be needed along with attention to other matters related to these processes.

At the 2017 Plenary Meeting, a new procedure for accreditation was approved and will be implemented in the 2017-2018 accreditation cycle; this will include 20 schools to be re-accredited and two schools for interim review. This new procedure is in response to the challenge that must be dealt with in expectation of better results and a larger number of schools ahead that will participate in the NBAA Accreditation process. Overall, the 2017 NBAA Plenary meeting gave an important insight into the diversity of school programs the NBAA is supporting through the accreditation process.

The CA review team found that the NBAA has responded to recommendations from the 2011 CA review and that these are now implemented in the system with new definitions and procedures to support these recommendations: accreditation review teams evaluation of schools now look largely to student performance with students mastery an overall criteria; the fine arts are recognized as an important contributor to architectural education; and cultural heritage and sustainability are included in the student assessment criteria. It was clearly demonstrated throughout the breadth of student work, that the schools visited were taking full advantage of various opportunities and contexts including, sustainability, regions, history, and cultural practices to advance the depth of architectural projects.

## **B. 5. Attachments**

### **a) Documentation provided prior to the review visit**

1. Canberra Visiting Team General Time Schedule 2017
2. Self Evaluation Report of China NBAA 2017
3. Annex 1 – Member list of the Sixth National Board of Architectural Accreditation of China (Term of office 2015 – 2010)
4. Annex 2 – Constitution of National Board of Architecture Accreditation (NBAA)
5. Annex 3 – Announcement on Architectural Education Accreditation Conclusion by NBAA
6. Annex 4 – Standards of Accreditation for B. Arch Program (5-year) and, Standards of Accreditation for M. Arch Program
7. Annex 5 – Comparison between the 2011 Revised Edition of Architectural Education Charter of the UIA and Standards for NBAA Document in China (2013 edition)
8. Annex 6 – Procedure and Method for B. Arch Program (5-year) Accreditation and Procedure and Method for M. Arch Program
9. Annex 7 – Guide for Accreditation Visiting Team
10. Annex 8 – Guide for Architectural Education Quality Supervisor
11. Annex 9 – Working rules of the China Institute of Architectural Education and Accreditation --ASC
12. Annex 10 – List of overseas Colleges and Universities and Institutions that carry out cooperation and exchange with Architecture Universities in China
13. Annex 11 – Progress Report since Canberra Accord Review to NBAA in 2011

### **b) Additional information supplied during the review visit**

13. Experts of Architecture Assessment Team Working Schedule
14. 2017 NBAA Plenary Meeting Agenda
15. 2017 NBAA Plenary Meeting working documents (not translated to English)
16. Inner Mongolia University of Technology (IMUT) Self-assessment Report, (For Bachelor of Architecture Program), Inner Mongolia University of Technology, January 2017
17. Architecture (Undergraduate) Self-Evaluation Report, Additional Materials, 2017
18. Self-Evaluation Report (Undergraduate), Appendixes, January 2017

19. Professional Architecture Assessment of IMUT, Work Book, 23/5/2017
20. China Central Academy of Fine Arts, Bachelor Degree in Architecture Specialty of Central Academy of Fine Arts, (Five Years) Self-evaluation Report, January 12, 2017
21. China Central Academy of Fine Arts, Master Degree in Architecture of China Central Academy of Fine Arts, (Three Years) Self-evaluation Report, May 23, 2017
22. China Central Academy of Fine Arts, CAFA2016 Bachelor's portfolio

**c) Review visit agenda and record of meetings**

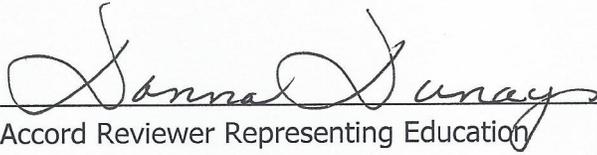
1. 23 May – NABRA visit and interview with representatives
2. 23 May – Office of NBAA, interview with OFFICIAL Ministry, ASC President and NBAA Executive Secretary General
3. 24 May – 25 May, refer to Experts of Architecture Assessment Team Working Schedule at Inner Mongolia University of Technology (IMUT) Accreditation visit
4. 26 May –China Central Academy of Fine Arts (CAFA) Accreditation visit
5. 27 May – Plenary NBAA Meeting

**B. 6. Report Signatures**

A handwritten signature consisting of a large, stylized loop followed by the letters 'S' and 'L'.

---

Accord Reviewer Representing Practice

A handwritten signature in cursive script that reads 'Sanna Dunay'.

---

Accord Reviewer Representing Education

---

Local Facilitator (observer of above signatures)