



CANADIAN ARCHITECTURAL CERTIFICATION BOARD

CONSEIL CANADIEN DE CERTIFICATION EN ARCHITECTURE

# The Canberra Accord at a Glance

<https://canberraaccord.org/>

**Since 2008**

The CACB has been one of the founding members and a signatory of the Canberra Accord, recognizing architectural accreditation systems as substantially equivalent across participating organizations.

## Objective of the Accord

The Accord is intended to facilitate the international mobility of architecture graduates and to contribute to improving the quality of architectural education through benchmarking

## The Signatories of the Accord in 2024

- Acreditadora Nacional de Programas de Arquitectura y Disciplinas del Espacio Habitable (ANPADEH)-[MEXICO](#)
- The Canadian Architectural Certification Board/ e Conseil canadien de certification en architecture (CACB-CCCA)-[CANADA](#)
- The Hong Kong Institute of Architects (HKIA)-[HONG KONG](#)
- Institute of Engineering Education Taiwan (IEET)-[TAIWAN](#)
- JABEE (Accreditation organization of Japan)-[JAPAN](#)
- Korea Architectural Accrediting Board (KAAB)-[SOUTH KOREA](#)
- National Architectural Accrediting Board (NAAB)-[USA](#)
- National Board of Architectural Accreditation (NBAA)-[CHINA](#)
- South African Council for the Architectural Profession (SACAP)-[SOUTH AFRICA](#)

## Substantial Equivalency

The term 'substantial equivalency' identifies a program/me as comparable in educational outcomes in all significant aspects, and indicates that it provides an educational experience meeting acceptable standards, even though such a program/me may differ in format or method of delivery. Substantial equivalency is not accreditation or validation.

## Substantial Equivalency

### Comparative Analysis

The comparative analysis on compliance of all signatories with the 2020 Canberra Accord on Architectural Education Operational Rules and Procedures (R+Ps), Section 7—*Required Characteristics, Principles, and Criteria to Become a Signatory*. A key principle of the Accord is the assertion of the substantial equivalency of the conditions/criteria and procedures used by all signatories.



Canberra Accord  
on Architectural Education

Interim Meeting  
26-27 May 2022  
Zoom

#### Agenda Item #06: Report from Comparative Analysis Task Force

Speaker(s) at Meeting: Raúl Rivera-Ortiz, Task Force Chair

Action Sought: Information

Outcome: Presentation and discussion.

**Background:** During the Canberra Accord General Meeting, held in June 2021, a task force was formed to update the comparative analysis on compliance of all signatories with the 2020 Canberra Accord on Architectural Education Operational Rules and Procedures (R+Ps), Section 7—*Required Characteristics, Principles, and Criteria to Become a Signatory*.

A key principle of the Accord is the assertion of the substantial equivalency of the conditions/criteria and procedures used by all signatories. A side-by-side comparison of the core documents that support each signatory's accreditation activities is critical to determining the relative equivalency of the criteria and procedures. The last comparative analysis was completed in 2006–07, and most signatory systems have revised or updated their documents since then.

Attached: 2021 Comparative Analysis Task Force report

## Substantial Equivalency

### Comparative Analysis

A side-by-side comparison of the core documents that support each signatory's accreditation activities is critical to determining the relative equivalency of the criteria and procedures.

#### Criteria (Conditions)

#### CA CRITERIA FOR ACCREDITATION

R+Ps REF	CRITERIA	ANPADEH	CACB/CCCA	CAA	HKIA	IET-AAC	JABEE	KAAB	NAAB	NBA	SACAP
7.3 a	A suitable environment to deliver the program.										
7.3 b	Adequate leadership for the program.										
7.3 c	A suitable team of qualified people teaching in the program										
7.3 d	A curriculum providing broad preparation for architecture practice.										
7.3 e	Appropriate entry, progression, and exit standards.										
7.3 f	Adequate human, physical, financial, and information resources to support the program.										
7.3 g	Periodic reevaluation to maintain accreditation status.										
7.3 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 normally be not less than the equivalent of five years of full-time studies.										
7.5 p	Training in research techniques as an inherent part of architectural learning, for both students and teachers.										

Legend of Compliance with Criteria:

NO  
NOT YET  
YES

## Substantial Equivalency

### Comparative Analysis

A side-by-side comparison of the core documents that support each signatory's accreditation activities is critical to determining the relative equivalency of the criteria and procedures.

#### Student Performance Criteria

#### CA STUDENT PERFORMANCE REVIEW

R+Ps REF	CRITERIA	ANPA/ASH	CACB/CCCA	CNA	INRA	IBT-AAC	IAABE	KAAB	NAAB	NBA	SACAP
<b>DESIGN</b>											
7.5 a	Ability to create architectural designs that satisfy both aesthetic and technical requirements.										
7.5 c	Knowledge of the fine arts as an influence on the quality of architectural design.										
7.5 d	Adequate knowledge of urban design, planning, and the skills involved in the planning process.										
7.5 e	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.										
7.5 g	Understanding of the methods of investigation and preparation of the brief for a design project.										
7.5 j	Design skills necessary to meet building users' requirements within the constraints imposed by cost factors and building regulations.										
<b>TECHNOLOGY</b>											
7.5.b	Adequate knowledge of the history and theories of architecture and the related arts, technologies, and human sciences.										
7.5.h	Understanding of the structural design, construction, and engineering problems associated with building design.										
7.5.i	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.										
7.5.m	Adequate knowledge of the means of achieving ecologically sustainable design and environmental conservation and rehabilitation.										
7.5.n	Development of a creative competence in building techniques, founded on a comprehensive understanding of the disciplines and construction methods related to architecture.										

#### HISTORY & THEORY

7.5.b	Adequate knowledge of the history and theories of architecture and the related arts, technologies, and human sciences.										
7.5.c	Knowledge of the fine arts as an influence on the quality of architectural design.										
7.5.e	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.										
7.5.i	Awareness of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage.										

#### PROFESSIONAL PRACTICE

7.5.f	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.										
7.5.o	Adequate knowledge of project financing, project management, cost control, and methods of project delivery.										
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7.5.o	Adequate knowledge of project financing, project management, cost control, and methods of project delivery.										
7.5.k	Adequate knowledge of the industries, organizations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall										

#### ETHICS

7.5.l	Awareness of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage.										
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Legend of Compliance with Criteria:



## Substantial Equivalency

### Comparative Analysis

A side-by-side comparison of the core documents that support each signatory's accreditation activities is critical to determining the relative equivalency of the criteria and procedures.

#### Procedures

#### CA ACCREDITATION PROCEDURES

R+Ps REF	CRITERIA	ANPA/DEH	CACB/CCCA	CAA	HKIA	IEET-AAC	JABEE	KAAB	NAAB	NBA	SACAP
7.2 b, c	The process must be transparent and consistent, conducted in relation to individual programs in confidence and with firmly established procedures and conditions.										
7.2 d	Those involved in the accreditation process must be knowledgeable and competent in matters related to architecture accreditation, education, and practice.										
7.2 e	Accreditation is of individual programs, academic awards, or qualifications and not of institutions.										
7.2 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.										
7.2 g	The standard of students' work should be the main criterion in determining accreditation.										
7.3 g	Periodic reevaluation to maintain accreditation status.										
7.4 b	Has adequate mechanisms to prevent conflict of interest in the decisions it makes.										
7.4 i	Recognizes that quality is primarily the responsibility of the HEIs themselves, and supports this principle in its criteria and procedures.										
7.4 j	Has criteria and procedures that promote internal quality assurance and provide HEIs with clear guidance on the requirements for self-assessment and external review										
7.4 k	Has standards and criteria that have been subject to reasonable consultation with stakeholders and are revised at regular intervals to ensure relevance to needs.										

7.4 l	Has criteria or standards and procedures that take into account follow-up mechanisms.										
7.4 m	Specifies the way in which criteria will be applied and the types of evidence needed to demonstrate that they are met.										
7.4 o	Has published documents, which clearly state what it expects from HEIs, in the form of quality criteria or standards and procedures for self-assessment and external review.										
7.4 p	Has an external review process that is carried out by teams of experts consistent with the characteristics of the institution or program being reviewed. Experts can provide input from various perspectives, including those of institutions, academics, students, employers or professional practitioners.										
7.4 q	Provides HEIs with an opportunity to correct any factual errors that may appear in the external review report.										
7.4 r	Makes public its policies and decisions about institutions and programs, discloses the decisions about its own performance and disseminates reports on outcomes of quality assurance processes.										
7.4 s	Has policies and procedures in place that ensure a fair and independent decision-making process in the final review of the institution or the program. It provides effective procedures to deal with appeals and complaints.										
7.4 t	Makes decisions about an institution or program that take into consideration both the institution's self-assessment process and the external review.										

Legend of Compliance with Criteria:



## Periodic Signatories Reviews

The signatories are periodically reviewed to ensure compliance with the Accord Rules and Procedures, which monitor their substantial equivalency

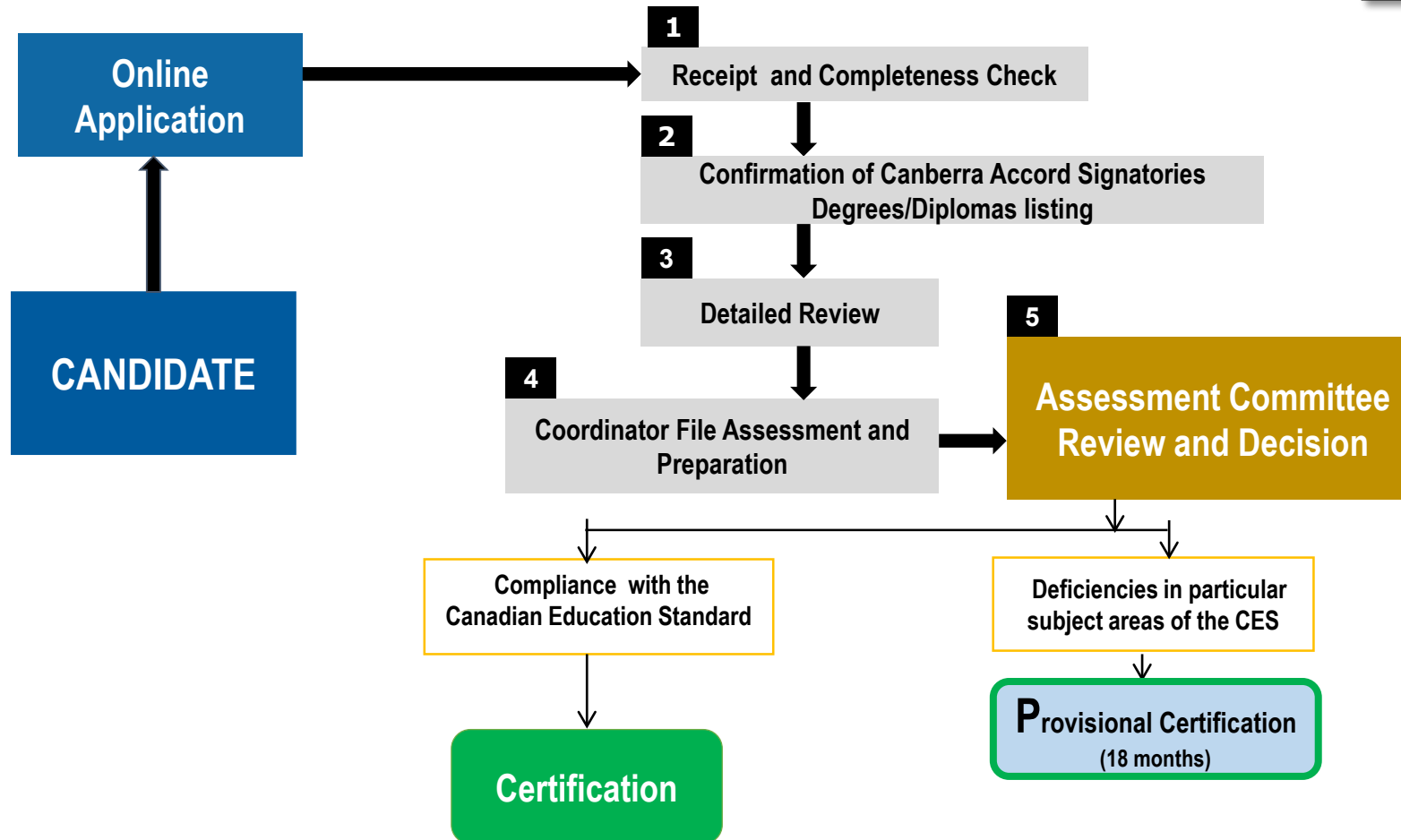
Since 2008, the CACB has hosted three Periodic Reviews, each resulting in the granting of a full 6-year term to acknowledge full compliance with the Accord's Rules and Procedures.

The most recent visit took place in March 2024, with the next scheduled for 2030.

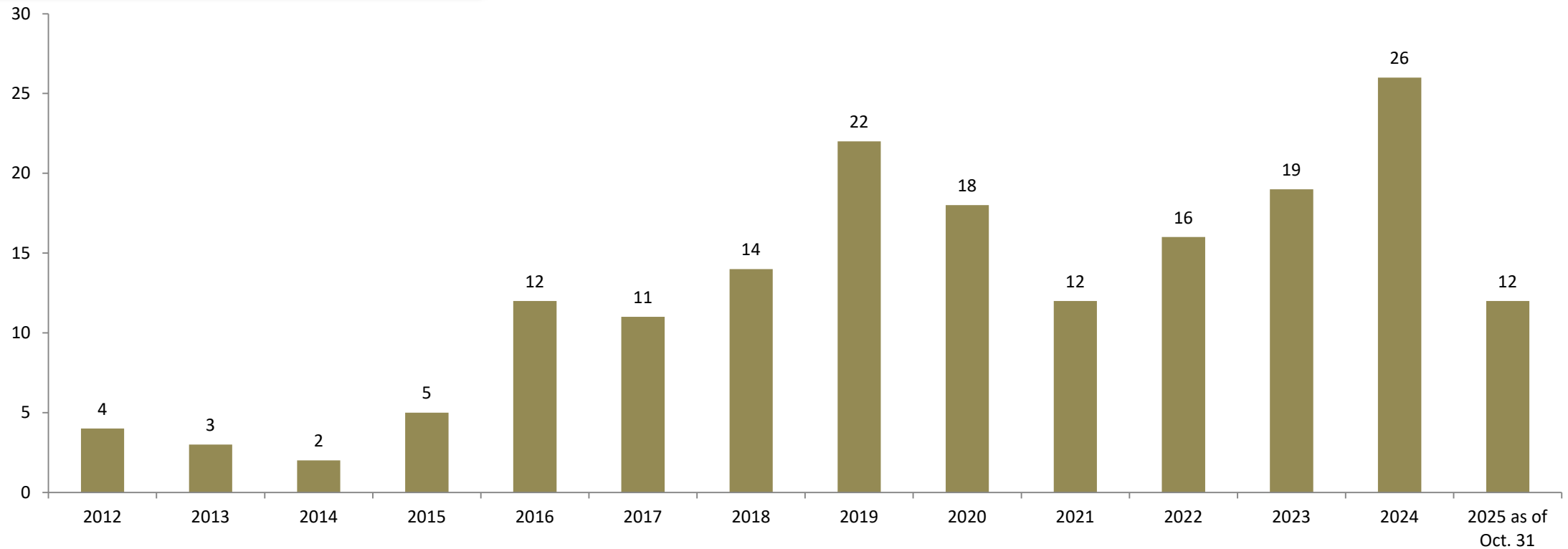
## Canberra Accord Graduates Mobility

The CACB has developed a specific Academic Certification Assessment Stream for Canberra graduates since 2012.

## CANBERRA ACCORD GRADUATES ACADEMIC CERTIFICATION ASSESSEMENT PROCESS



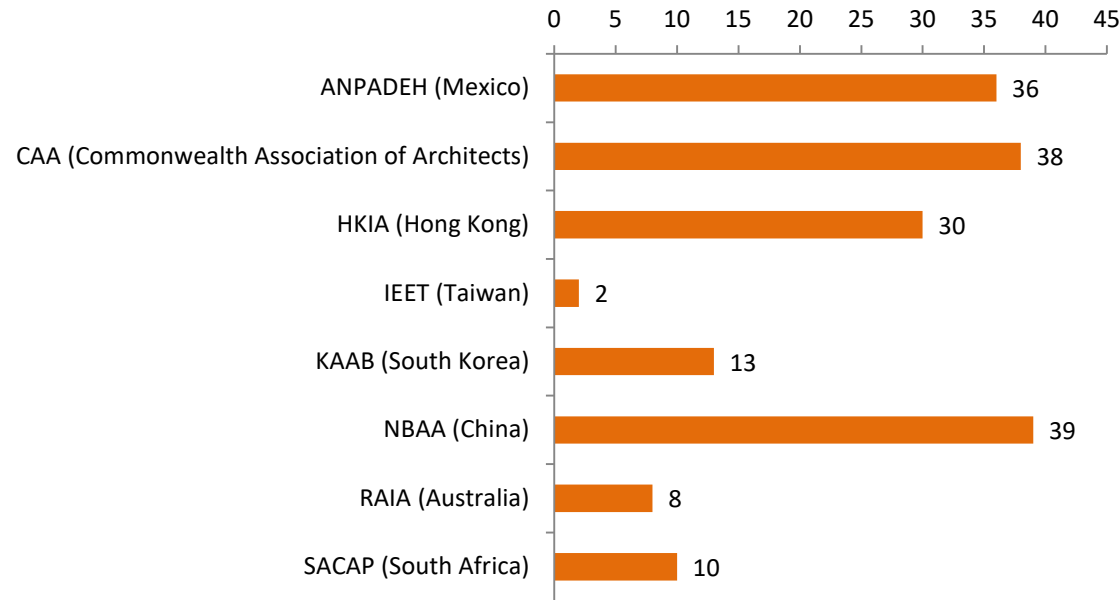
## APPLICATIONS RECEIVED



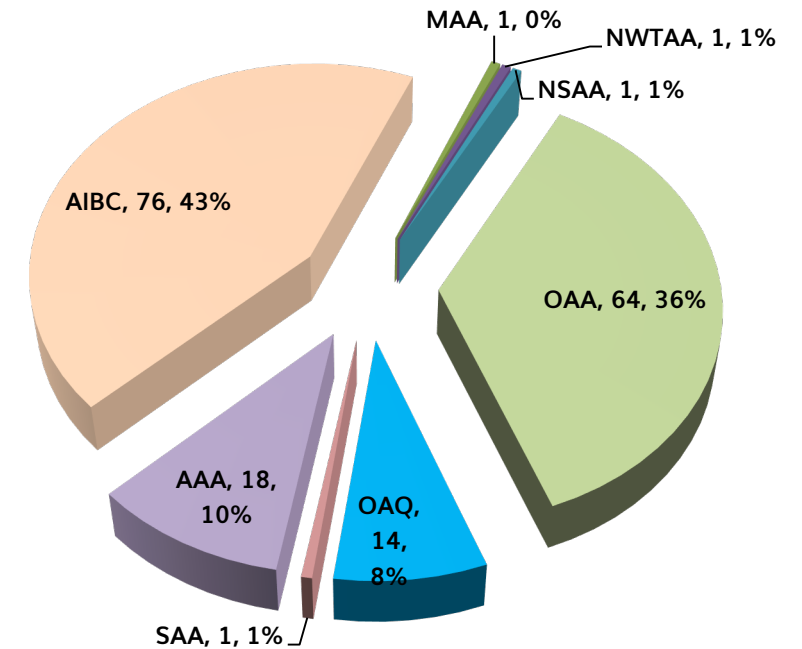
Total Applications received per year

Grand Total =176 applications as of October 31, 2025

## APPLICATIONS RECEIVED



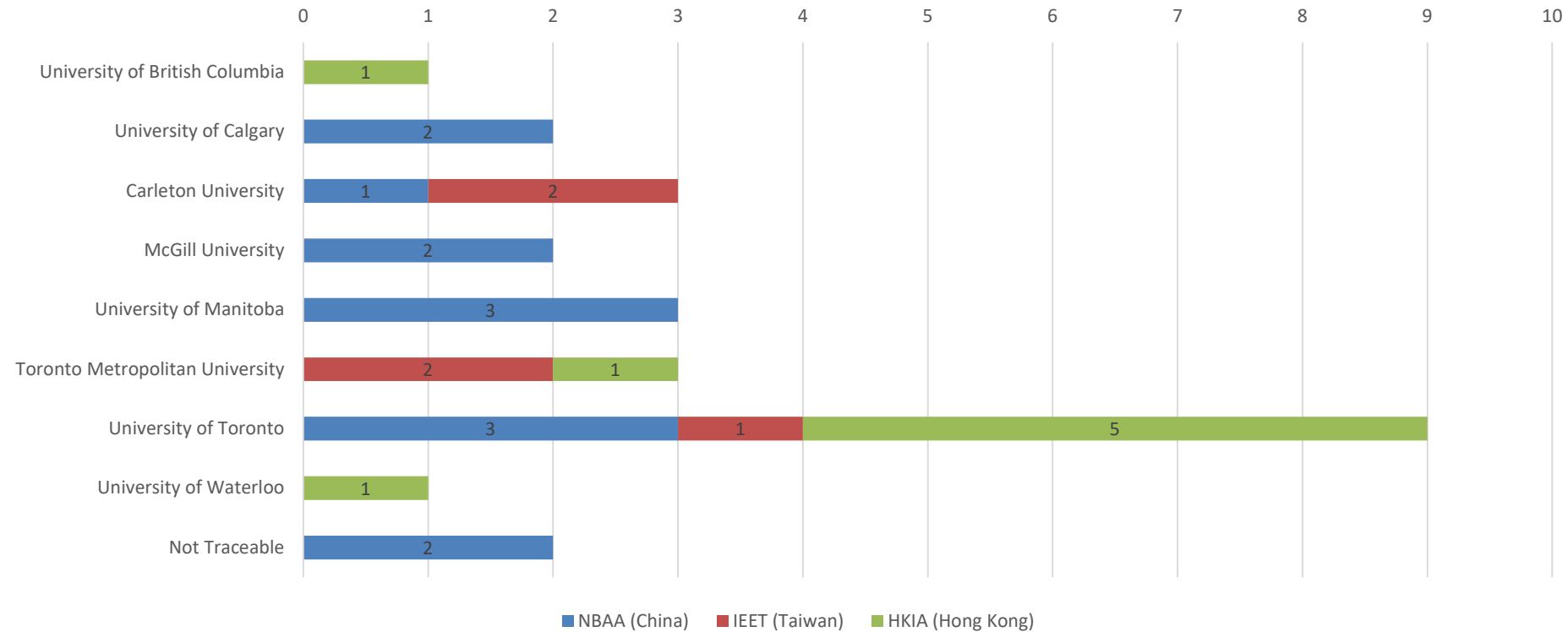
Applications received by Signatory



Applications received by desired Jurisdiction

## CACB APPLICATIONS

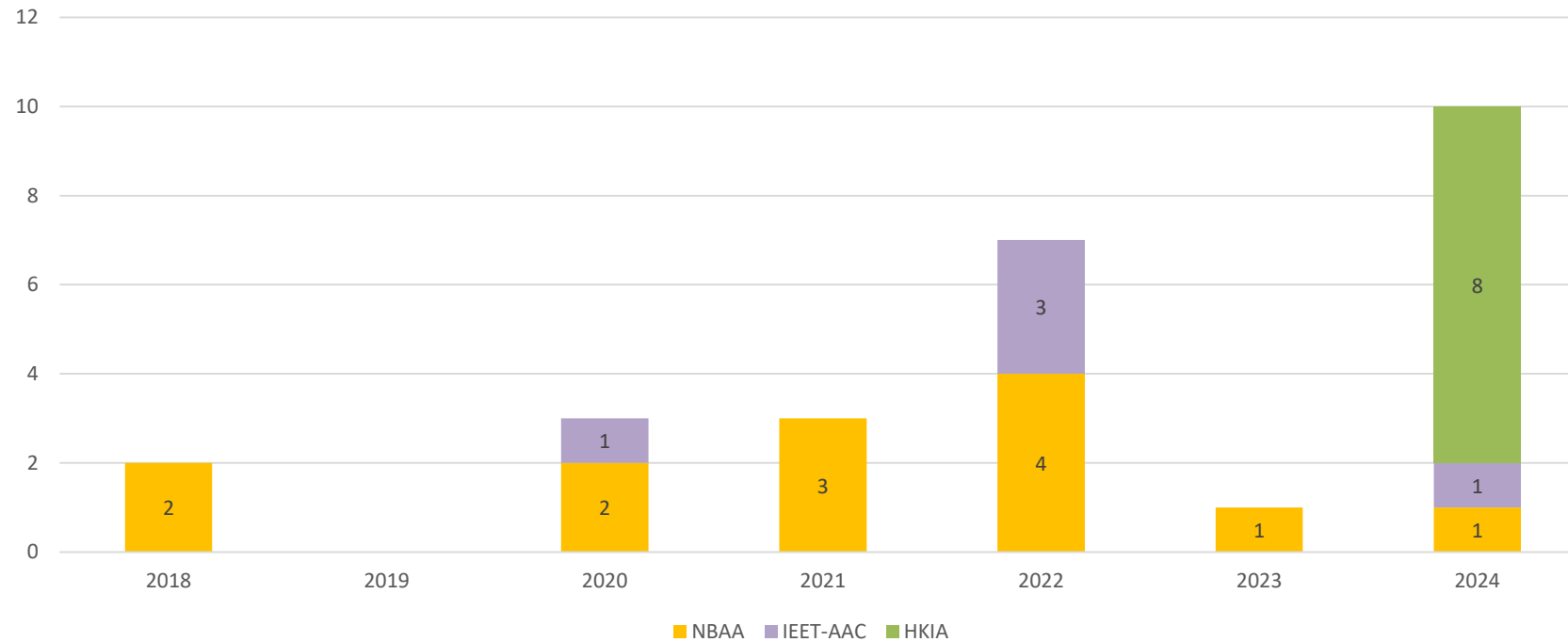
Canadian Graduates to CA



Canadian Applications to Canberra Accord Signatories (2018-2024)

## CACB APPLICATIONS

Canadian Graduates Applications per Year



Canadian Applications to Canberra Accord Signatories per year (2018-2024\_