



CANADIAN ARCHITECTURAL CERTIFICATION BOARD

CONSEIL CANADIEN DE CERTIFICATION EN ARCHITECTURE

# L'Accord de Canberra en un clin d'œil

<https://canberraaccord.org/>

Since 2008

Le CCCA a été l'un des membres fondateurs et un signataire de l'Accord de Canberra, reconnaissant que les systèmes d'accréditation en architecture sont substantiellement équivalents entre les organisations participantes..

## Objectif de l'Accord

L'Accord a pour objectif de favoriser la mobilité internationale des diplômés en architecture et de contribuer à l'amélioration de la qualité de l'enseignement architectural par la mise en œuvre de références comparatives

## Les Signataires de l'Accord en 2025

- Acreditadora Nacional de Programas de Arquitectura y Disciplinas del Espacio Habitable(ANPADEH)-**MEXIQUE**
- 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)-**JAPON**
- Korea Architectural Accrediting Board (KAAB)-**CORÉE DU SUD**
- National Architectural Accrediting Board (NAAB)-**ÉUA**
- National Board of Architectural Accreditation (NBAA)-**CHINE**
- South African Council for the Architectural Profession (SACAP)-**AFRIQUE DU SUD**

## Équivalence substantielle

Le terme « équivalence substantielle » désigne un programme ou un diplôme dont les résultats éducatifs sont comparables dans tous les aspects essentiels et qui offre une expérience d'apprentissage conforme aux normes acceptables, même si sa structure ou ses méthodes pédagogiques peuvent différer. L'équivalence substantielle ne constitue ni un agrément ni une validation.

# Équivalence substantielle

## Analyse Comparative

L'analyse comparative de la conformité de tous les signataires avec les Règles et Procédures opérationnelles (R+P) de l'Accord de Canberra sur l'enseignement de l'architecture de 2020, section 7 — Caractéristiques, principes et critères requis pour devenir signataire.

Un principe clé de l'Accord est l'affirmation de l'équivalence substantielle des conditions, critères et procédures appliqués par tous les signataires.



**Canberra Accord**  
on Architectural Education

Interim Meeting  
26-27 May 2022  
Zoom

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

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

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Action Sought: Information

Outcome: Presentation and discussion.

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**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.

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Attached: 2021 Comparative Analysis Task Force report

## Équivalence substantielle

### Analyse Comparative

Une comparaison côté à côté des documents de référence encadrant les activités d'agrément de chaque signataire est essentielle pour mesurer l'équivalence relative des critères et des procédures.

### Critères (Conditions)

| CA<br>R+Ps REF | CRITERIA  | CITERIA FOR ACCREDITATION |           |       |       |          |       |       |       |       |
|----------------|---|---------------------------|-----------|-------|-------|----------|-------|-------|-------|-------|
|                |   | ANPADEH                   | CACB/CCCA | CAA   | HKIA  | IEET-AAC | JABEE | KAAB  | NAAB  | NBAA  |
| 7.3 a          | A suitable environment to deliver the program.  | Green                     | Green     | Green | Green | Green    | Green | Green | Green | Green |
| 7.3 b          | Adequate leadership for the program.  | Green                     | Green     | Green | Green | Green    | Green | Green | Green | Green |
| 7.3 c          | A suitable team of qualified people teaching in the program   | Green                     | Green     | Green | Green | Green    | Green | Green | Green | Green |
| 7.3 d          | A curriculum providing broad preparation for architecture practice.   | Green                     | Green     | Green | Green | Green    | Green | Green | Green | Green |
| 7.3 e          | Appropriate entry, progression, and exit standards.   | Green                     | Green     | Green | Green | Green    | Green | Green | Green | Green |
| 7.3 f          | Adequate human, physical, financial, and information resources to support the program.  | Green                     | Green     | Green | Green | Green    | Green | Green | Green | Green |
| 7.3 g          | Periodic reevaluation to maintain accreditation status.   | Green                     | Green     | Green | Green | Green    | Green | Green | Green | Green |
| 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. | Green                     | Green     | Green | Green | Green    | Green | Green | Green | Green |
| 7.5 p          | Training in research techniques as an inherent part of architectural learning, for both students and teachers.  | Green                     | Green     | Green | Green | Green    | Green | Green | Green | Green |

Legend of Compliance with Criteria:



# Équivalence substantielle

## Analyse Comparative

Une comparaison côte à côte des documents de référence encadrant les activités d'agrément de chaque signataire est essentielle pour mesurer l'équivalence relative des critères et des procédures.

### Critères de performance de l'étudiant

| CA STUDENT PERFORMANCE REVIEW   |  | R+Ps REF CRITERIA |           |       |       |          |       |       |       |       |
|---|--|-------------------|-----------|-------|-------|----------|-------|-------|-------|-------|
|   |  | ANPACB            | CACB/CCCA | QAA   | NUAA  | ISBT-AAC | JABEE | NAAB  | NEAA  | 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 architecture design.  | Green             | Green     | Green | Green | Green    | Green | Green | Red   |       |
| 7.5 d   | Adequate knowledge of urban design, planning, and the skills involved in the planning process.   | Green             | Green     | Green | Green | Green    | Green | Green | Green |       |
| 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. | Green             | Green     | Green | Green | Green    | Green | Green | Green |       |
| 7.5 g   | Understanding of the methods of investigation and preparation of the brief for a design project.   | Green             | Green     | Green | Green | Green    | Green | Green | Green |       |
| 7.5 j   | Design skills necessary to meet building users' requirements within the constraints imposed by cost factors and building regulations.  | Green             | Green     | Green | Green | Green    | Green | Green | Green |       |
| <b>TECHNOLOGY</b>   |  |                   |           |       |       |          |       |       |       |       |
| 7.5.b   | Adequate knowledge of the history and theories of architecture and the related arts, technologies, and human sciences  | Green             | Green     | Green | Green | Green    | Green | Green | Green |       |
| 7.5.h   | Understanding of the structural design, construction, and engineering problems associated with building design   | Green             | Green     | Green | Green | Green    | Green | Green | Green |       |
| 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.      | Green             | Green     | Green | Green | Green    | Green | Green | Green |       |
| 7.5.m   | Adequate knowledge of the means of achieving ecologically sustainable design and environmental conservation and rehabilitation.  | Green             | Green     | Green | Green | Green    | Green | Green | Green |       |
| 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.                   | Green             | Green     | Green | Green | Green    | Green | Green | Green |       |

| HISTORY & THEORY      |  |       |       |       |       |       |       |       |        |
|-----------------------|--|-------|-------|-------|-------|-------|-------|-------|--------|
| 7.5.b                 | Adequate knowledge of the history and theories of architecture and the related arts, technologies, and human sciences.   | Green  |
| 7.5.c                 | Knowledge of the fine arts as an influence on the quality of architectural design.   | Green | Yellow |
| 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. | Green  |
| 7.5.i                 | Awareness of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage.   | Green  |
| 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.                                     | Green  |
| 7.5.o                 | Adequate knowledge of project financing, project management, cost control, and methods of project delivery.  | Green | Yellow |
| 7.5.o                 | Adequate knowledge of project financing, project management, cost control, and methods of project delivery.  | Green  |
| 7.5.o                 | Adequate knowledge of project financing, project management, cost control, and methods of project delivery.  | Green | Yellow |
| 7.5.o                 | Adequate knowledge of project financing, project management, cost control, and methods of project delivery.  | Green | Yellow |
| 7.5.k                 | Adequate knowledge of the industries, organizations, regulations, and procedures involved in translating design concepts into buildings and integrating plans into overall                             | Green  |
| ETHICS                |  |       |       |       |       |       |       |       |        |
| 7.5.l                 | Awareness of responsibilities toward human, social, cultural, urban, architectural, and environmental values, as well as architectural heritage.   | Green  |

Legend of Compliance with Criteria:

|         |        |
|---------|--------|
| NO      | Red    |
| NOT YET | Yellow |
| YES     | Green  |

## Équivalence substantielle

### Analyse Comparative

Une comparaison côté à côté des documents de référence encadrant les activités d'agrément de chaque signataire est essentielle pour mesurer l'équivalence relative des critères et des procédures.

### Procédures

| CA<br>R+Ps REF | CRITERIA   | ACCREDITATION PROCEDURES |           |     |      |          |       |      |      |      |
|----------------|--|--------------------------|-----------|-----|------|----------|-------|------|------|------|
|                |  | ANPADEH                  | CACB/CCCA | CAA | HQIA | IEET-AAC | JABEE | KAAB | NAAB | NBAA |
| 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:

|         |        |
|---------|--------|
| NO      | Red    |
| NOT YET | Yellow |
| YES     | Green  |

## Examens périodiques des signataires

Les signataires font périodiquement l'objet d'un examen pour assurer la conformité aux règles et procédures de l'Accord qui contrôlent leur équivalence substantielle

Depuis 2008, le CCCA a fait l'objet de trois examens périodiques qui ont donné lieu chacun à l'octroi d'un mandat complet de six ans, reconnaissant ainsi la pleine conformité aux règles et procédures de l'Accord. La dernière visite a eu lieu en mars 2024 et la prochaine est prévue pour 2030.

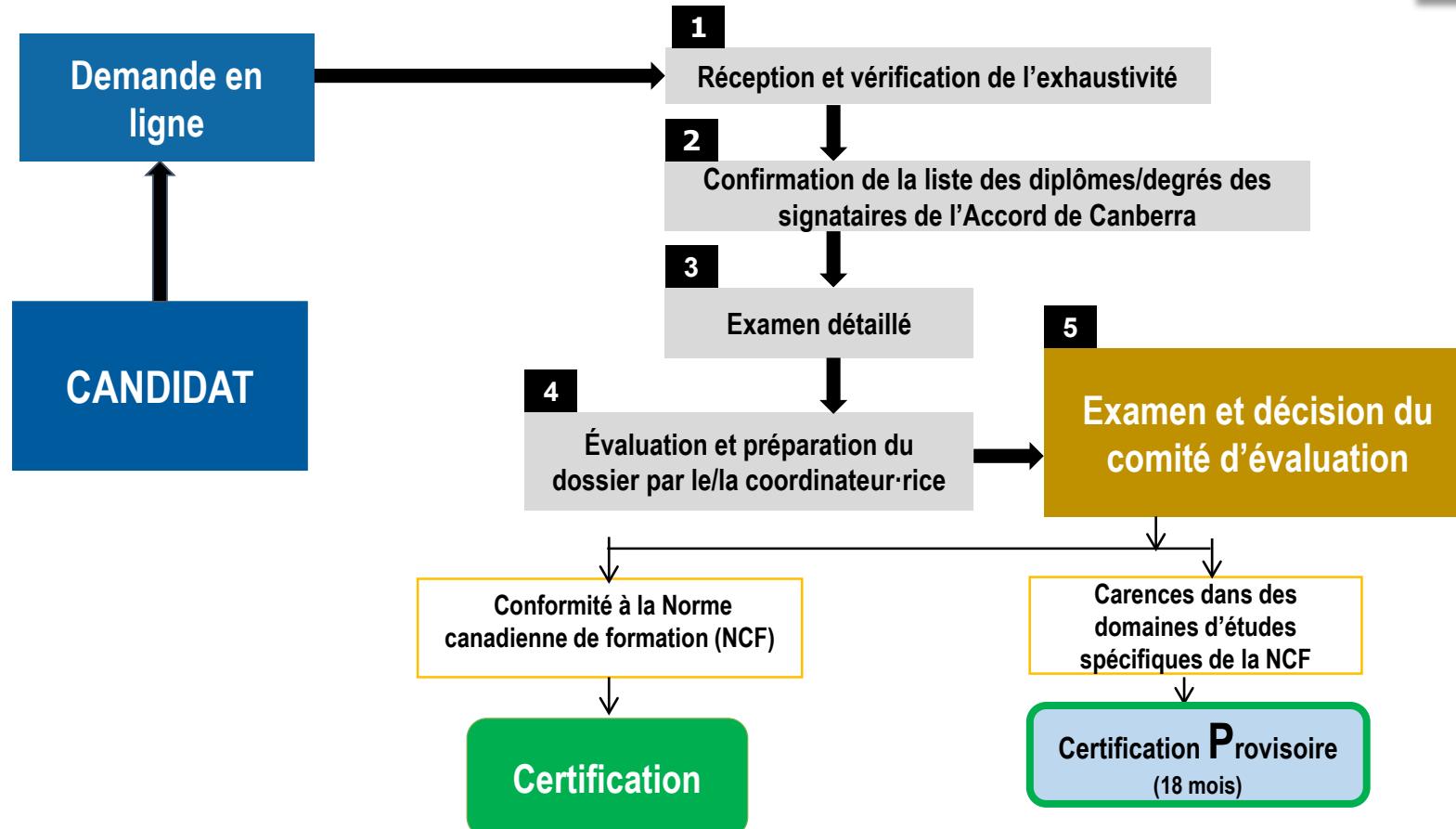
## Mobilité des diplômés de l'Accord de Canberra

Le CCCA a créé un mode d'évaluation de la certification académique spécifique pour les diplômés visés par l'Accord de Canberra depuis 2012.

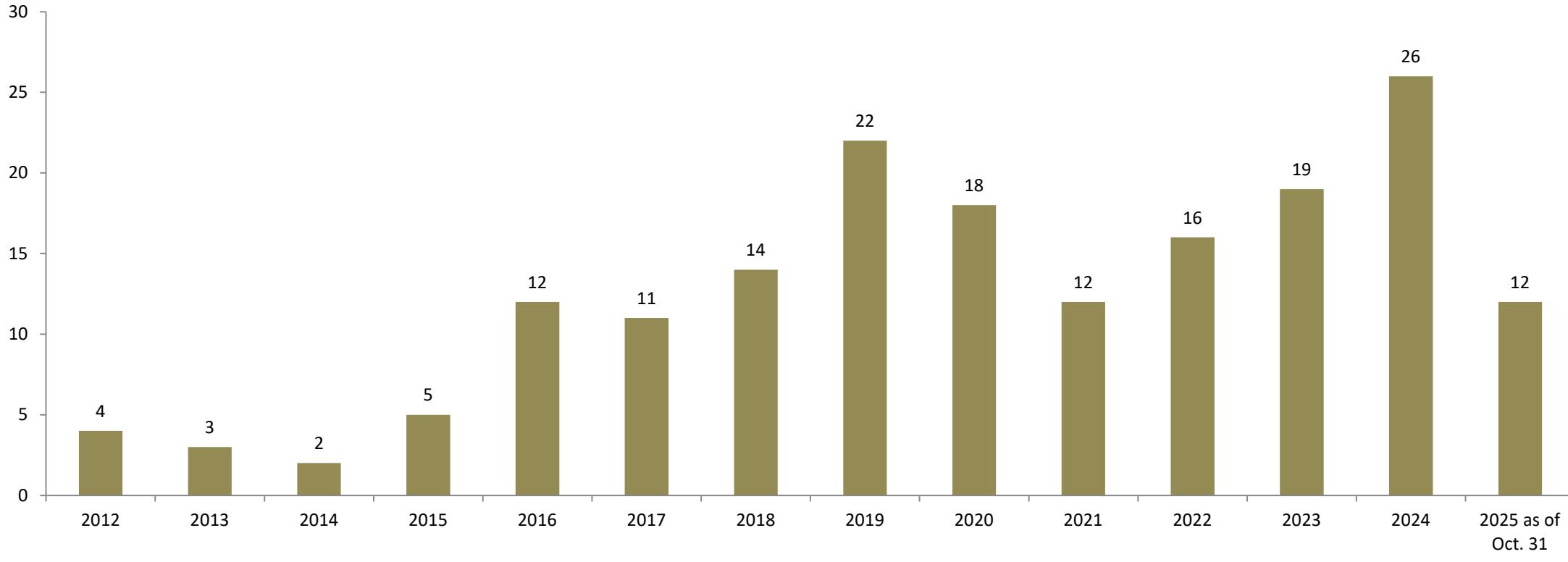
## Canberra Accord Graduates Mobility

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

## Processus d'évaluation académique des diplômés dans le cadre de l'Accord de Canberra



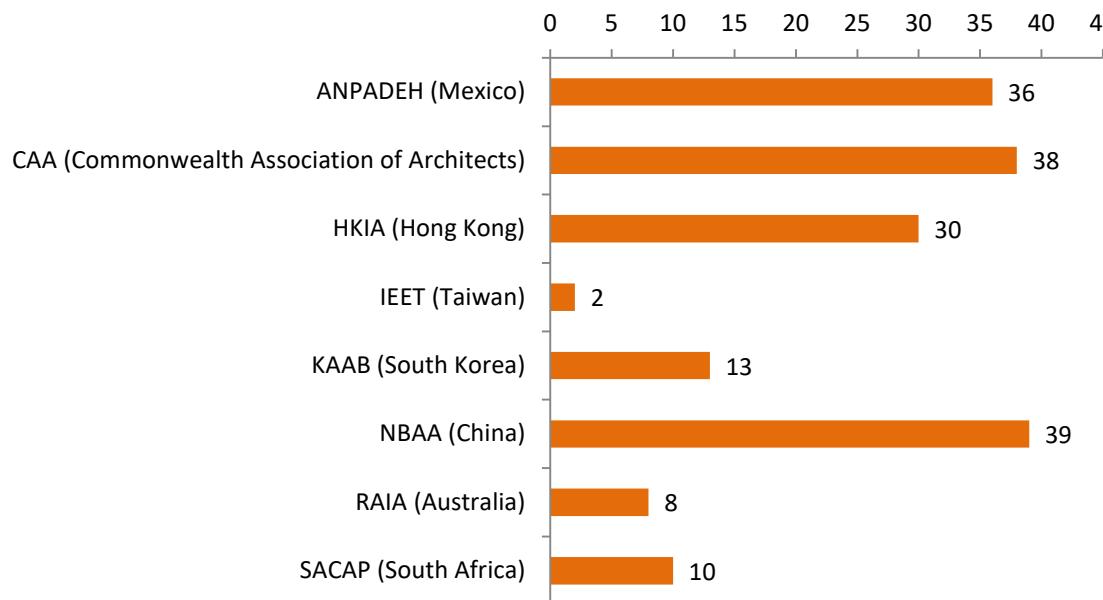
## DEMANDES REÇUES



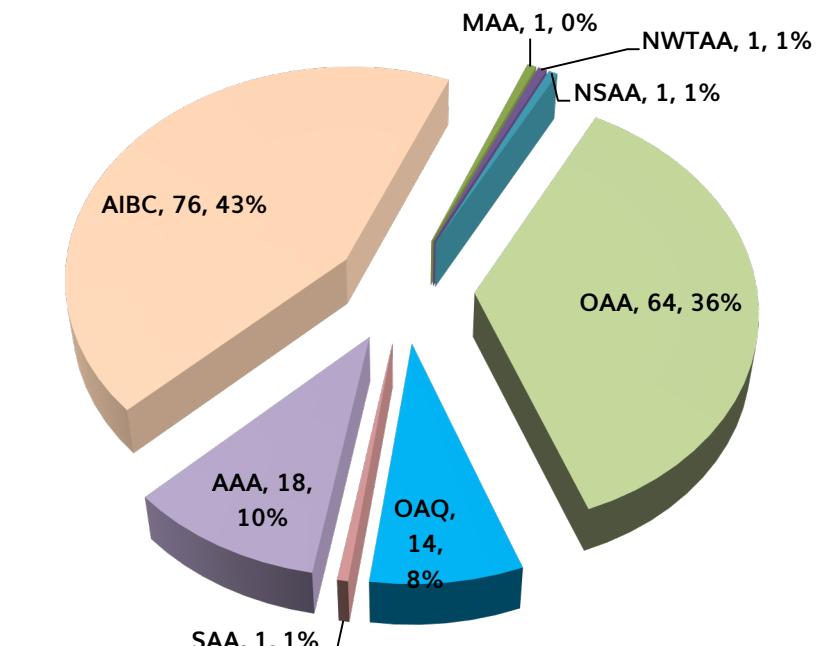
Total Applications received per year

Grand Total = 176 applications as of October 31, 2025

## DEMANDES REÇUES



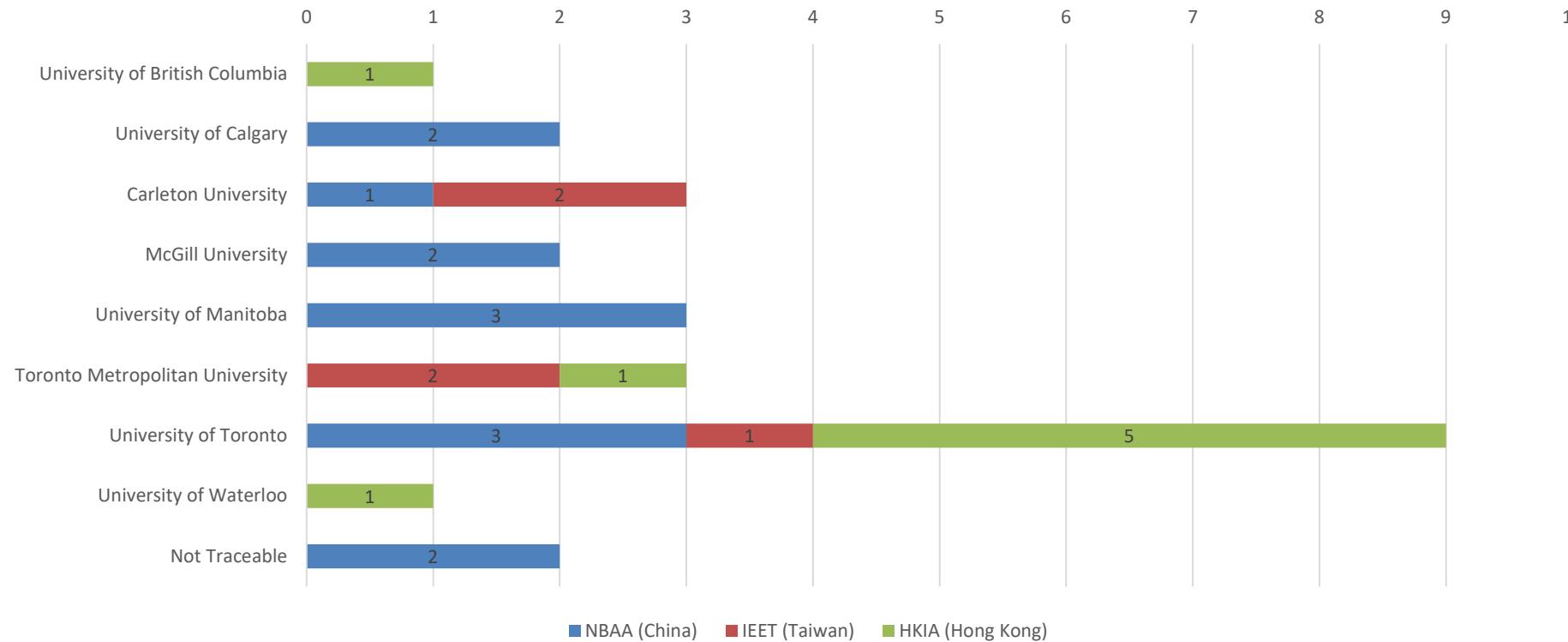
Demandes reçues selon le signataire



Demandes reçues selon l'ordre d'architectes désiré

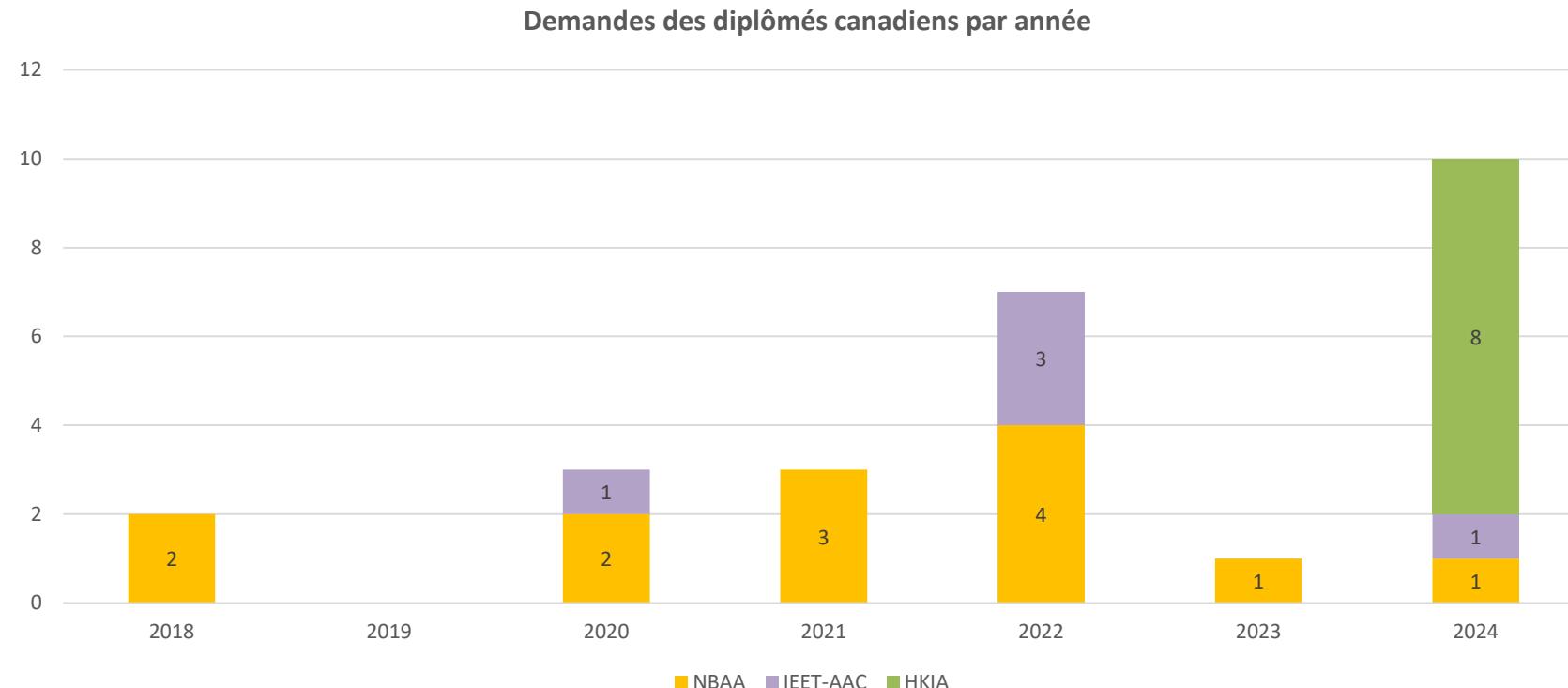
## DEMANDES CCCA

Diplômés canadiens à l'AC



Demandes canadiennes aux signataires de l'accord Canberra (hors USA)-(2018-2024)

## CACB APPLICATIONS



Demandes canadiennes aux signataires de l'accord Canberra (hors USA)-(2018-2024)