



Practice Guideline: Continuing Education System (CES)

August 2026

1.0 Introduction

- 1.1 This Practice Guideline supports the understanding of and compliance with the AIBC's CES requirements found in AIBC Bylaws 5.7 – 5.24, Schedule P: Board Rules for the Continuing Education System (CES), and Professional Standard 3.6 in Schedule A: Code of Ethics and Professional Conduct.
- 1.2 CES Participants consist of Architects, Architectural Technologists, and Intern Architects. All CES Participants must comply with mandatory CES requirements. A thorough understanding of the above Bylaws and Schedules noted in paragraph 1.1 is recommended.
- 1.3 Capitalized terms in this document are defined terms in the [AIBC Bylaws](#) and have the same meaning.

2.0 Earning and Reporting Learning Units

Learning Units

- 2.1 CES Participants are required to demonstrate their commitment to ongoing education and professional development by earning and reporting Learning Units (LUs). One LU represents one full hour (60 minutes, not including breaks) of eligible educational activity.
- 2.2 The minimum number of LUs that can be reported is 0.5 (one-half). Beyond this, LUs can be reported in increments of 0.25 (rounded to the nearest quarter of an hour). LUs should be reported non-inclusive of breaks.

Examples:

- A 45-minute session is eligible for 0.75 LU
- A 90-minute session is eligible for 1.5 LUs.
- A three-hour session that includes two 15-minute breaks is eligible for 2.5 LUs.

- 2.3 For an activity to be eligible for LUs, it must be:

- At least one half-hour long excluding breaks;
- Architecturally relevant and clear in educational value with stated learning objectives; and,
- Planned and yield new knowledge for the CES Participant.

- 2.4 Time spent for registration, travel, award presentations, receptions, networking, promotional and marketing activities, or meals are not eligible for LUs. If an educational presentation is being offered

simultaneously during a meal, then LUs are available only for the presentation time. Product demonstrations that are focused on the marketing and promotion of merchandise or services are not eligible for LUs.

- 2.5 While *probono* work is a valuable contribution to the community and the profession, it is considered normal practice of professional work and therefore does not qualify for LUs.

Core and Non-Core Classification of LUs

- 2.6 The AIBC categorizes all eligible learning activities into either **Core** or **Non-Core** LUs based on the delivery method of the activity and topic area.
- 2.7 A learning activity can be considered for **Core** LUs if the activity is both structured and focused on a **Core** topic.
- 2.8 **Core** topics are those that relate to the design or construction of buildings; use and maintenance of buildings; documentation and presentation techniques; social and environmental responsibilities; professional practice; professional conduct and ethics; or other topics as approved by the Registrar or designate.
- 2.9 A **structured** learning activity must include a component that permits learners to interact with the instructor or receive informative feedback through the learning resources. Passive learning without an interactive component is not considered a **structured** activity.

Examples of **Core** learning activities are:

- Live broadcast or in-person course, lecture, seminar or workshop;
 - Pre-recorded webcast with a testing component;
 - Interactive computer software exercises and quizzes; and
 - Reading an article or publication supported by a certificate upon completion of an online quiz.
- 2.10 A learning activity is considered for **Non-Core** LUs if the activity is either:
- an **independent** learning activity focused on a **Non-Core** topic; or
 - an **independent** learning activity focused on a **Core** topic; or
 - a **structured** learning activity focused on a **Non-Core** topic.
- 2.11 **Non-Core** topics are those that are supplemental to the practice of architecture. Examples of **Non-Core** topics include:
- leadership or general employment: management skills; professional writing skills; marketing; human resource management; workplace equity, diversity, and inclusion (EDI); or
 - trade knowledge: interior design; urban transportation; landscape design; construction safety; biomimicry, regenerative design.

- 2.12 An **independent** activity is a passive learning opportunity without an interactive component (i.e., testing or informative feedback) and is always **Non-Core**. Examples of independent activities include watching pre-recorded webcasts, video tutorials, films, listening to podcasts or reading articles not supported by a quiz, self-guided architectural tours/exhibits, the educational component of trade shows, research, and professional writing. In addition, an independent activity may include providing support to the profession or community through volunteering.

Examples of **Core** and **Non-Core** classification:

- Attending a live webinar on updates to the BC Building Code is eligible for **Core** LUs. This activity is a **Core** topic area and is structured.
- Watching a recording of the above-mentioned BC Building Code webinar is eligible for **Non-Core** LUs. This activity is a **Core** topic, however, can be completed independently at any time and offers no mechanism to receive immediate informative feedback.

- 2.13 Specific examples of **Core** and **Non-Core** learning topics can be found in the Appendix.

CES Participant Requirements

- 2.14 CES requirements for newly registered CES Participants are determined depending on the date of registration with the AIBC as follows:

Date of Registration with the AIBC	Total Min. LUs	Min. Core LUs	Core Indigenous Peoples LUs*	Reporting Period Deadline
During the first year of a reporting period	18	8	2	June 30 of the current reporting period
During the second year of a reporting period	36	16	2	June 30 of the <u>following</u> reporting period

*Included within the minimum Core LU requirement.

Examples:

- An individual is registered as an Intern Architect in November 2024. They would need to earn and report a total of 18 LUs, of which eight (8) must be Core LUs. Their first CES reporting period deadline would be on June 30, 2026.
- An individual is registered as an Architect in August 2023. They would need to earn and report a total of 36 LUs, of which 16 must be Core LUs. Their first CES reporting period deadline would be on June 30, 2026.

- 2.15 CES requirements for CES Participants seeking reinstatement can be found under heading 8.0 of Schedule P: Board Rules for the Continuing Education System, found in the [AIBC Bylaw document](#).

- 2.16 CES requirements can be viewed at any time in the transcript section of a CES Participant's AIBC Registrant Portal.

Mandatory Indigenous Peoples Learning Requirement

- 2.17 The intent of this requirement is to improve CES Participants' abilities in working respectfully and effectively with Indigenous Peoples by fostering a broader and deeper understanding of Indigenous history, art, culture and values. Through education, awareness, and cultural understanding and competency, CES Participants are better equipped to address and dismantle systemic barriers that exists for Indigenous Peoples.
- 2.18 CES Participants are required to complete new Indigenous Peoples Learning eligible activities in **each** reporting period. The requirement is not adjusted for newly registered CES Participants.
- 2.19 The mandatory two **Core** LUs for Indigenous Peoples Learning are included within the minimum Core requirements.
- 2.20 There is no maximum on the number of Indigenous Peoples Learning LUs that can be reported in a reporting period; however, the mandatory LUs for the Indigenous Peoples Learning cannot be carried forward. They must be earned and reported each reporting period. Excess Indigenous Peoples Learning LUs are eligible to be carried forward to the next reporting period as **Core** LUs only and are not eligible to fulfill the mandatory requirement.
- 2.21 Eligible Indigenous Peoples Learning activities must be structured, and do not need to be directly related to architecture or the built environment and can include:
- building an awareness of the legal rights of Indigenous peoples and their cultures and values through the history and impact of colonialization in Canada, the legal rights of Indigenous peoples and relevant law and reconciliation actions; and
 - skills to improve relationships and collaboration to identify and accommodate Indigenous Peoples through communication, consultation, engagement, and understanding and respect for the impact of Indigenous knowledge.
- 2.22 The Indigenous Peoples Learning requirement can be achieved by completing one or more eligible AIBC-Delivered, AIBC-Recognized or external activities so long as they are **structured**.

Examples of **structured** Indigenous Peoples Learning:

- Attending a live webinar or in-person event
- Completing an online course that includes a testing component
- Watching a recording of a live event that is supported by an online quiz

- 2.23 Activities that encompass Indigenous Peoples Learning topics that are **unstructured** are eligible for **Non-Core** LUs only.

Examples:

- Watching a film or listening to a podcast
- Reading reconciliation documents and legislation
- Watching a recording of a live event that does not include a testable component

Generally, the time spent working with Indigenous communities or Clients on Projects is not eligible for LUs. However, scenarios where a separate meeting was intentionally planned to learn about an Indigenous community or topic may be eligible for credit. To be considered for credit, the learning activity (e.g., a meeting with Indigenous community leaders) must be planned in advance, have clear learning objectives and an agenda of the topic(s) that will be discussed. When self-reporting, the learning objectives must be detailed to outline the new learning that took place.

- 2.24 Self-reporting an eligible Indigenous Peoples Learning activity is to be done through the AIBC Registrant Portal. Select “Indigenous Peoples Learning” from the “Activity Category” drop-down menu on the self-report form.
- 2.25 Architects who elect to complete CES requirements via the Canadian reciprocity option (see heading 8.0 CES Reciprocity Option section below) also must fulfill the Indigenous Peoples Learning requirement and report it directly to their AIBC transcript using the Registrant Portal before the reporting period deadline. This is in addition to submitting a Declaration of Out-of-Province CES Compliance.
- 2.26 CES Participants who do not earn and report this requirement by the reporting period deadline will be considered non-compliant and the consequences of CES non-compliance will apply.
- 2.27 For further clarification, please reach out to the Professional Services department.

Carry-Forward of Learning Units

- 2.28 The AIBC recognizes CES Participants who have earned and reported a higher amount of LUs than are required in one reporting period. Up to a maximum of eight (8) **Core** LUs earned in excess of the required number may be carried forward to the following reporting period. **Non-Core** LUs and the mandatory Indigenous Peoples Learning requirement are not eligible to be carried forward.
- 2.29 The process of carrying LUs forward is automatic and individual CES Participants do not need to declare or submit documentation for the carry-forward process to take place. The carry forward status is detailed in the CES Participant’s transcript.

Backdating

- 2.30 LUs earned prior to a CES Participant's date of registration are not eligible to be reported, except for CES Participants who are CES non-compliant and CES Participants who are reinstating within one year. For more information on backdating, see paragraphs 3.10–3.11 in Schedule P: Board Rules for the Continuing Education System (CES), found in the AIBC Bylaws.

Repetition of Courses

- 2.31 Learning activities repeated in the same reporting period are not eligible for LUs – they will only receive credit once in a reporting period.

Concurrent Activities

- 2.32 CES Participants remotely participating in two or more learning activities (e.g., live webinars) at the same time will only earn LUs for one of the activities.

3.0 AIBC-Delivered & AIBC-Recognized Activities

- 3.1 The AIBC provides CES Participants with various opportunities to complete their CES requirements, through both AIBC-Delivered and AIBC-Recognized activities. Attendance at AIBC-Delivered and AIBC-Recognized events is recorded on behalf of CES Participants by the Professional Services department after confirmation of activity completion.

AIBC-Delivered

- 3.2 The AIBC delivers a variety of educational opportunities and events, to assist CES Participants with meeting their LU requirements. AIBC-Delivered activities can be found in the [AIBC Calendar of events](#) and some examples include:

- Mandatory Intern Architect and Broadley Experienced Applicant (BEA) courses;
- Conference and PD Day;
- PD Series and other PD opportunities; and
- Certified Professional and Advanced Code Knowledge courses.

AIBC-Recognized

- 3.3 AIBC-Recognized activities are those submitted to and reviewed by the Professional Services department for LU approval and are presented by Recognized Educational Providers (REPs). A wide variety of educational opportunities offered by professional organizations, educational institutions, Architectural Firms, commercial enterprises and individual professionals are available to CES Participants. These activities are approved in advance as either Core or Non-Core with defined learning objectives and a pre-determined number of LUs.

- 3.4 LUs earned through REP activities will be reported on the CES Participant's behalf by the Professional Services department. CES Participants *should not* self-report these activities.
- 3.5 AIBC-Recognized events are included in the [AIBC Calendar](#). The calendar is searchable by keywords (such as topic, presenter, or location) and includes tabs for activity categories at the top for ease of reference. Upcoming REP events are also listed in the AIBC's monthly newsletter, *Connected*. A complete list of current REPs can be found on the [AIBC website](#).

4.0 Self-Reporting Requirements

- 4.1 Aside from AIBC-Delivered and AIBC-Recognized activities, the AIBC recognizes many other learning opportunities that may assist a CES Participant in meeting their CES requirements. These learning activities may be self-reported. For instructions on how to self-report, see the [Registrant Portal Quick Guide – Submit a Self-reported Educational Activity](#).
- 4.2 Review of self-reported activities is ongoing throughout the reporting period to verify that all self-reports adhere to the Bylaws and Schedule P: Board Rules for the Continuing Education System requirements. CES Participants may be contacted to provide additional information, such as more detailed learning objectives, provider information, clear titles, etc., to support the validity of a self-reported learning activity.
- 4.3 Should a CES Participant disagree with the classification of an activity, they may provide additional information about the activity in question for consideration and further review.
- 4.4 If corrections need to be made on a CES Participant's self-report(s), they will receive an email directing them to log in to the AIBC Registrant Portal to provide further information. Until the request is resubmitted and reviewed, the LUs will not count towards the reporting period total.
- 4.5 Although continuing education may be delivered in any language, self-reports must be provided in English.

Required Self-Reporting Fields

- 4.6 The following fields and details are required to be included when self-reporting LUs in the Registrant Portal.

Date

- 4.7 Enter the date the activity was completed, not the date the self-report is submitted.

Activity

- 4.8 Self-reported entries can be categorized under the following activity types:

- Course

- Examination – Independent Study
- Indigenous Peoples Learning
- Live Webinar
- Professional-Guided Tour
- Reading – Article with Quiz
- Reading – Book; Periodical; Manual
- Recorded Podcast/Webcast/Film
- Recorded Webcast with Quiz
- Research/Professional Writing
- Self-Guided Tour/Exhibit
- Seminar/Lecture/Workshop
- Teaching/Presenting
- Volunteer/Juror/Critic/Mentor

4.9 Categories should be reviewed carefully when self-reporting to ensure correct classification of each self-report. CES Participants are encouraged to reach out to the Professional Services department if they have completed unique educational activities and are unsure of its categorization.

Examples:

- The category of “Teaching/Presenting” should only be used if the CES Participant was the instructor for a particular course or lecture.
- If the CES Participant simply attended a session, that report should be classified under “Seminar/Lecture/Workshop”, “Live Webinar” or “Course”.
- Viewing pre-recorded content without a testable component is eligible for **Non-Core** LUs only under the category of “Recorded Podcast/Webcast/Film”.

Title of Activity

4.10 All self-reported activities must provide a detailed title that clearly describes the activity content. Titles such as “Lunch and Learn”, “Presentation”, “Course” etc. do not provide sufficient information and as such the LUs may be removed from the CES Participant’s record until appropriate and complete titles are provided.

Provider Name

4.11 Stating the complete name (no acronyms) of the company/organization that delivered the activity is required as it is taken into consideration when evaluating educational activities for **Core** or **Non-Core** LUs.

Examples:

- A business development session may qualify for **Non-Core** LUs. However, if the provider is a consultant who works primarily with Architectural Firms and the session is tailored to focus on Architectural Firm development, this session may be eligible for **Core** LUs. The specialization of the provider is the distinguishing factor in this case.
- A lunch and learn about 'roofing' delivered by a manufacturer should list the name of the company, not only the name of the presenter.

Learning Objectives

- 4.12 Detailed learning objectives are required for every self-reported entry. A learning objective is an explicit statement that clearly expresses the goal of a course, lesson or activity. It is an observable and measurable outcome statement. A learning objective should identify the behaviour(s), such as skills or knowledge, acquired after the completion of an activity. This information is often available in event programs or on provider websites.
- 4.13 CES Participants are encouraged to provide as much information about the activity as possible.

Examples (taken from AIBC mandatory courses):

- BC Building Code: Explain the basic principles of the following: combustible/non-combustible construction; requirements related to building area and occupancy; fire separations; fire stopping/blocking; spatial separation; interconnected floor space; high buildings. Determine exit capacity. Determine life safety measures prescribed by the building code.
- Architects and the Law: List the underlying legal tenets of architectural practice: protection of the public; concept of the reasonable person; ignorance of the law is not a defence. Explain basic Canadian legal structures, and their application to the practice of architecture. Identify primary rules/codes/ legislation that apply to architects in their practice. Identify legal/regulatory structures that apply to an Architect's work.

Multiple-Session Events

- 4.14 When self-reporting conferences or other events where multiple sessions are attended on the same day or over multiple days, each session attended must be reported as a separate entry. Do not report the entire event as one entry, as each session has different learning objectives and covers a distinct topic. Providing separate entries also allows for separation of sessions, as some may qualify for **Core** LUs while others may be **Non-Core**, or not eligible. If LUs for a multi-session event are reported as one entry, the LUs will be removed. CES Participants will be asked to report each session individually.

Editing of Self-Reports

- 4.15 Once a self-report is submitted, it cannot immediately be edited by the CES Participant. To request changes, email professionaldevelopment@aibc.ca to reopen the self-report. Once the self-report has been reopened, the CES Participant can login to the Portal to make changes and resubmit.

5.0 CES Exemptions and Extensions

- 5.1 Applications for exemptions or extensions for medical and extraordinary circumstances will be reviewed on an individual basis at the discretion of the AIBC.
- 5.2 An individual on parental or family leave will normally be required to fulfill their continuing education requirements. Being on parental or family leave does not inherently warrant an exemption or extension from the CES requirements. An individual may apply for an exemption or extension under extraordinary circumstances in the case of parental or family leave.
- 5.3 For more information on CES exemptions and extensions, see heading 4.0 in Schedule P: Board Rules for the Continuing Education System (CES), found in the [AIBC Bylaws](#).

6.0 Unique Educational Activities

- 6.1 The following categories of unique educational activities are provided to assist CES Participants in classifying less common activities, where classification and the required supporting information may not be clear. Examples are provided for guidance and further clarification.

Volunteering

- 6.2 Voluntary service in and of itself is not continuing education as it generally involves the application of existing knowledge. The intent of the AIBC CES is to reinforce the value of continuing education and the acquisition of **new** knowledge. That said, the AIBC acknowledges contributions of architecturally related volunteer service to the community and profession. CES Participants may earn limited **Non-Core** LUs for such activities.
- 6.3 The following charts indicate how many LUs can be earned:

AIBC Activities (Reported by AIBC)	LU Credits
Active AIBC Board, Committee, Advisory Group, Task Force, or Working Group	1 Non-Core LU, per group, per 12-month period
Active AIBC Oral Examiner/Assessors	1 Non-Core LU, per round

Other Activities (To be self-reported)	LU Credits
Regular, active participation in an architectural civic/professional service committee, municipal design panels	1 Non-Core LU, per committee, per 12-month period
Active mentor in the AIBC Internship in Architecture Program, Syllabus Program, or a recognized school of architecture	1 Non-Core LU, per intern/student, per 12-month period
Guest critic at a recognized school of architecture, or architectural design jury member	1 Non-Core LU, per term or competition

6.4 CES Participants who report mentor hours should include names of Intern Architects or students mentored and the associated school and program.

6.5 The AIBC also recognizes the amount of work that can go into architecturally related volunteer service. Specific learning experiences during volunteer service may qualify as educational activities and earn additional LUs which can be self-reported as separate, unique entries along with detailed learning objectives.

Examples:

- A CES Participant volunteering on a Municipal Advisory Design Panel (ADP) cannot claim LUs for every hour they spend at ADP meetings.
- During an ADP meeting a topic came up that required further research into development bylaws in order to provide relevant commentary. The research time dedicated to that may be self-reported for **Non-Core** LUs under the category of “Research/Professional Writing”.
- Guest speakers attending a committee meeting to deliver a presentation on a specific topic may earn separate **Core** or **Non-Core** LUs, depending on the topic. This presentation would be planned in advance and have defined learning objectives. General discussions around the committee table are not eligible.
- A CES Participant who volunteers as a juror or critic can earn 1 **Non-Core** LU for participating per competition or academic term. The actual time spent reviewing all submissions is not eligible to be reported.

Teaching

6.6 Teaching of courses may be eligible for **Core** or **Non-Core** LUs, depending on the topic.

6.7 LUs are only available for instruction time for the first occasion in a reporting period. On subsequent occasions, instruction time will not earn LUs unless the presentation has been significantly revised.

- 6.8 Time spent for preparation (e.g., preparing a PowerPoint or speaking notes) is not eligible for continuing education credit.
- 6.9 Any time spent researching material for a presentation may earn separate **Non-Core** LUs. This may be self-reported under the category of “Research/Professional Writing.” It must not be included in the time reported for teaching.
- 6.10 Instruction of AIBC courses may be eligible for LUs for the first delivery in a reporting period. These LUs will be determined based on content and reported on behalf of AIBC course presenters.

Design Studio Critiques

- 6.11 Facilitating critiques (“crits”) or studio reviews for architectural students or other Architects can be of great value to the individual presenting the work and is a fundamental part of architectural education. However, it is not an activity that necessarily yields new knowledge to the critic and is therefore not eligible for LUs. Certain components of crits may be eligible for credit and can be reported separately for LUs.

Examples:

- Preparation for crits requiring research may be self-reported under the category of “Research/Professional Writing.”
- Presenting a formal presentation in advance of the crit may be self-reported under the category of “Teaching/Presenting.”

Tours

- 6.12 When reporting **Non-Core** LUs for self-guided tours, it is important to provide the architectural context of the tour. All relevant details as to what architectural elements were the focus of the self-guided tour must be provided.
- 6.13 Tours that are guided by travel guides, museum volunteers, etc. are only eligible for **Non-Core** LUs and must be architecturally relevant to be eligible to receive credit.
- 6.14 **Core** LUs for tours are only given if a tour is led by an Architect, engineer or other related building professional. This is at the sole discretion of the Professional Services department and as such, providing as much information as possible in each self-report is critical.

Examples:

- Factory tours of a product manufacturing plant may be eligible for LUs, if the tour focuses on the unique technology or make up of the products which could be beneficial in meeting code requirements, etc.
- Touring a gallery or museum to view art/sculptures/photography is not eligible for LUs. The tour must be focused on the building elements and building design.

Post-Graduate Studies

- 6.15 The AIBC recognizes the amount of learning that can take place while pursuing post-graduate studies. Some of this may be eligible for learning units. To be eligible, each component must be reported separately, based on the type of activity.

Examples:

- Attending classes on a regular basis with an instructor can be categorized as a “Course” and may earn **Core** or **Non-Core** LUs, depending on the topic and content. A course that relates to the design, construction, use and maintenance of buildings, professional practice or professional conduct and ethics will be eligible for **Core** LUs.
- Time spent researching a specific aspect of a thesis, may qualify for **Non-Core** LUs under “Research/Professional Writing.”
- Reading related articles or books as part of post-graduate studies may earn **Non-Core** LUs under “Reading – Book; Periodical; Manual.” All self-reports must provide the title of the article or book, a synopsis and detailed learning objectives.

Examinations and Independent Examination Study

- 6.16 While completing a course may be eligible for LUs, any associated study time or time spent writing an exam is not eligible for LUs.
- 6.17 For occasions where an exam is not preceded by a corresponding course, CES Participants may self-report **Non-Core** LUs for independent study time, however the time spent writing the exam remains not eligible for LUs.
- 6.18 Formal exam preparation courses will be evaluated on an individual basis, with the same criteria as a structured course. In this instance, further independent study time is not eligible for LUs.

7.0 Intern Architect Specific Activities

Mandatory Courses

- 7.1 The four mandatory AIBC professional development courses required for registration are eligible for LUs and the AIBC will record these LUs on the CES Participant’s behalf.

Examination for Architects in Canada (ExAC) / Oral Examination

- 7.2 CES Participants may self-report **Non-Core** LUs for independent study time for the ExAC and Oral Examinations under the category of “Examination – Independent Study.” When self-reporting, specify the details of the content studied and for which exam. The actual time spent writing these exams or participating in the Oral Examination is not eligible for LUs.

CERB Hours

- 7.3 CERB hours are not eligible to be reported for LUs. CERB hours track work experience. Work experience, or hours spent at work, are not eligible for LUs. Activities that may be eligible for LUs must be dedicated educational activities which have defined learning objectives. They must also be planned and yield new knowledge for the CES Participant.

Meetings with Mentor

- 7.4 In general, the time that an Intern Architect spends with their mentor is not eligible for LUs. However, scenarios where a separate meeting was intentionally planned to gain knowledge on a specific architectural topic may be eligible for credit. To be considered for credit, the learning activity (e.g., meeting with a mentor) must be planned in advance, have clear learning objectives and an agenda of the topic(s) that will be discussed. When self-reporting, the learning objectives must be detailed to outline the new learning that took place. Eligibility for Core or Non-Core will be determined on the same basis as all other learning activities.
- 7.5 Conversations with a mentor, including those which may take place at meetings planned to review CERB hours, are not eligible for credit.
- 7.6 For further clarification, please reach out to the Professional Services department.

8.0 CES Reciprocity Option

- 8.1 The AIBC recognizes that all Canadian jurisdictions currently have credible, mandatory continuing education systems. As such, the AIBC offers a reciprocity option for Architects registered in multiple Canadian jurisdictions to avoid repetitive reporting or duplicative CES requirements. As each jurisdiction has unique reciprocity requirements, all Architects considering this option are encouraged to fully understand the requirements of each jurisdiction in which they are registered.
- 8.2 CES Participants who elect to complete AIBC's CES requirements via the Canadian Reciprocity Option must also fulfill the Indigenous Peoples Learning requirement and report it directly to their AIBC transcript using the Registrant Portal. This is in addition to submitting a Declaration of Out-of-Province CES Compliance.

Canadian Jurisdictions

- 8.3 Currently, only Architects AIBC are eligible for AIBC CES reciprocity by filing a Declaration of Out-of-Province CES Compliance with the AIBC before the end of each reporting period. A declaration can be submitted at any time during a reporting period.
- 8.4 Architects AIBC residing in Yukon or Nunavut, where there is currently no architectural licensing authority, may choose any one of the Canadian jurisdictions in which they are registered as their 'declared' jurisdiction for CES reporting purposes in B.C.

- 8.5 Following the end of the reporting period, the AIBC will verify the CES Participant's compliance with their declared Canadian jurisdiction.
- 8.6 For more information on the Canadian reciprocity option, see heading 5.0 of Schedule P: Board Rules for the Continuing Education System (CES).

International Jurisdictions

- 8.7 Currently, there is no international CES reciprocity available to Architects AIBC. Architects registered with the American Institute of Architects (AIA) or an international jurisdiction, must record their AIBC continuing education using the self-report form. For instructions on how to self-report, see the [Registrant Portal Quick Guide – Submit a Self-reported Educational Activity](#).

9.0 Audit of Self-Reported Activities

- 9.1 Within six months of the close of each reporting period, the Professional Services department conducts a Board-mandated audit of self-reported activities. AIBC-Delivered and AIBC-Recognized activities are exempt from the audit.
- 9.2 It is the responsibility of each CES Participant to retain any back-up documentation that supports self-reported activities for one year after the closing of a reporting period. During each audit, approximately five percent of CES Participants will receive an audit notice and will have 30 days to provide all supporting documentation for review. Some examples of supporting documentation include:
- Certificate of completion;
 - Confirmation emails;
 - Registration receipts;
 - Event programs;
 - Personal notes, and
 - Photographs (from tours)
- 9.3 Supporting documentation will be reviewed to ensure consistency with entries listed on a CES Participant's transcript. In addition, compliance with the **Core** and **Non-Core** categories of learning activities will also be reviewed.
- 9.4 Any self-reports not supported by, or inconsistent with the submitted documentation will be removed or adjusted on the CES Participant's transcript. This may result in non-compliance for the reporting period.
- 9.5 Should a CES Participant be found non-compliant as a result of the audit, the consequences of non-compliance will apply.

10.0 CES Non-Compliance

- 10.1 Mandatory CES requires compliance by all CES Participants. Should a CES Participant fail to meet their CES requirements, by the reporting period deadline, they will be deemed non-compliant for that reporting period. For more information on CES non-compliance, see AIBC Bylaws 5.14 – 5.24.

Practice Guideline Amendment History

- 2026 August 6 – Minor administrative updates.
- 2025 June – Adjustments have been made to improve syntax and to update the document’s organization and format. Other updates include additional guidance on the mandatory Indigenous Peoples Learning requirement.
- 2024 June – Guidelines updated to include details about the reinstatement of CES Participants and backdating of LUs.
- 2023 November – Guidelines substantively updated for compliance with the *Professional Governance Act*. The guideline is now a supplemental document to AIBC Bylaws and Schedules.
- 2022 November 8 – Guidelines updated to include details about the mandatory Indigenous Peoples Learning requirements. Other minor revisions to update the document’s organization and format.
- 2021 December 1 – Adjustments made to the reflect the new AIBC Registrant Portal administrative functions.
- March 25 – CES Guidelines converted to a Practice Guideline and new graphic template has been applied. Adjustments have been made to improve syntax and to update the document’s organization and format. Other updates include additional guidance on the classification of learning activities and a new section on Intern Architect specific activities.
- 2019 June – First edition. Published as Continuing Education System (CES) Guidelines.

The AIBC does not provide legal, accounting or insurance advice and expressly disclaims any responsibility for any errors or omissions with respect to legal, accounting or insurance matters that may be contained herein. Readers of AIBC documents are advised to consult their own legal, accounting or insurance representatives to obtain suitable professional advice in those regards.

Appendix – Examples of Core and Non-Core Learning Topics

Core Topics in Architecturally Related Learning	
• Accessibility in the Built Environment • Acoustics • Affordable Housing, as it relates to the design and construction of buildings and components • Artificial Intelligence, in relation to architectural practice • Architectural Firm Marketing • Architectural Presentation techniques, Illustration, Model Making • Building Commissioning • Building Design, Principles • Building Envelope Design, Remediation and energy issues • Building and Fire Codes • Building Performance, Monitoring, Maintenance Protocols • Business Practice (learning business practice and management specific to architectural firms) • Building Safety and Security Systems, design of • Building Science • CAD, BIM and Energy Modeling Software Training & Applications • Codes, Acts, Bylaws, Code of Ethics and Professional Conduct, and Regulations governing the practice of architecture – including <i>Professional Governance Act</i>, IAP, registration or licensing regulation, policy and procedures • Construction Administration • Construction – legal aspects of Contract Law • Construction Documents and Services • Construction Processes, Materials, Methods, and Systems • Cultural Studies – as it relates to building design • Deconstruction and Salvage Materials • Energy Efficiency, Energy Modeling	• Environmental – hazardous materials, toxic emissions, air and water quality • Environmental Analysis and issues of building materials and systems • Ergonomics – as it relates to the design of building and building components • Fire Safety Systems – detection and alarm standards • Insurance – professional and public liability • Indigenous history, Truth and Reconciliation, engagement • Industrial Design – as it relates to the design of buildings and components • Interior Design – as it relates to the design of buildings and components • Landscape Design – as it relates to the design or siting of buildings • Management of Architectural Projects • Mechanical, Plumbing, Electrical – system concepts, materials and methods • Natural Hazards (earthquake, hurricane, flood) – as it relates to building design • Preservation (heritage), Renovation, Restoration, and Adaptive Re-use • Procurement – quality-based services, RFPs • Risk management, in relation to architectural practice • Site and Soils Analysis • Site Design • Specification Writing • Structural Issues • Surveying Methods and Techniques • Sustainability and resilience, in the design of buildings • Urban Planning and Design – as it relates to the design and siting of buildings • Waste Management – construction, environmental

NOTE: Non-Core topics chart found on following page.

Non-Core Topics as Applied to Architecture

- Affordable Housing – as it relates to government policy, trends, funding, programs
- Artificial Intelligence, general use, project management
- Biomimicry Studies
- Business practice, general (employment standards, accounting)
- Communications, Media/Public Relations
- Computer Software for architectural practice – e.g. Photoshop, Adobe Illustrator, Microsoft Office
- Construction Safety
- Economic, Development and Real Estate - trends, market outlook
- Ergonomics – as it relates to workplace health and safety
- Firm Marketing, general techniques
- Graphic Design
- Interior Design (decoration, furnishing)
- Human Resources (labour relations, staff management, leadership training, equity, diversity and inclusion)
- Landscape Design
- Negotiation
- Property Development and Management – pro-forma studies, trends, laws, strata
- Quality Management
- Regenerative Design
- Technical Writing
- Urban Planning and Design – as it relates to transportation, community development, etc.