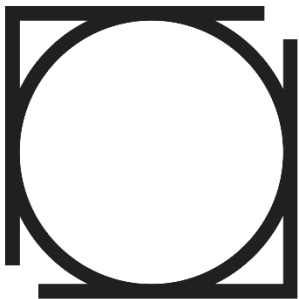


Mentorship Guide



A Special Note of Thanks

A special note of thanks to all current, past, and future Supervising Architects and Mentors. Thank you for your interest and dedication to your profession by helping Interns meet the requirements of the IAP! Your support of the future of the architectural profession in Canada is greatly appreciated.

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1. Introduction

There is a long tradition of mentoring in architecture, originating from the master builder teaching a chosen apprentice the skills required to one day succeed them. While architecture has evolved since those days, the profession still relies on this transfer of knowledge to move forward effectively.

With an ever-increasing reliance on technology and an incredible amount of information at our fingertips, it has become easy to find alternatives to mentorship. While these alternatives may indeed be helpful, mentorship remains an incredibly useful tool for navigating through the increasingly complicated profession that is architecture, and benefits not only the mentee, but the mentor and architectural profession as well.

In Canada, the self-regulating licensing bodies have the mandate to establish the criteria and process for granting licensure as an Architect.

They have determined that licensure can occur upon the successful completion of several key elements:

Education	Experience	Examination
<p>Completion of a professional degree/diploma in architecture from a post-secondary institution or completion of the RAIC Professional Diploma in Architecture.</p> <p>Professional degree/diploma needs to be certified by the Canadian Architectural Certification Board (CACB).</p>	<p>Completion of the minimum prescribed hours of experience as set out in the Internship in Architecture Program (IAP).</p>	<p>Successfully completion of:</p> <ul style="list-style-type: none"> the Examinations for Architects in Canada (ExAC) OR The Architect Registration Examinations (ARE)

In addition to these, each CALA jurisdiction may have additional requirements that must be met prior to licensure. In Ontario, all Intern Architects must complete the OAA Admissions Course and the Ontario currency of experience requirement.

In order to ensure the future of our profession and encourage the next generation of Architects, everyone must play a key role in the Intern's successful completion of the IAP. By engaging in and passing on years of valued experience and with continued support and guidance, Architects can ensure that the future generation of the profession will learn and develop professionally to carry on this important role.

This guide seeks to clarify the expectations and responsibilities of the **Intern Architect/Student Associate**, the **Mentor/Advisor**, the **Supervising Architect**, and the **Place of Employment**.



2 . The Intern Architect and Student Associate

2.1. Eligibility

After graduating with a professional degree in architecture or the RAIC Professional Diploma in Architecture and having their education certified by the Canadian Architectural Certification Board (CACB), each graduate is eligible to apply for Intern status with the OAA. Once the application is approved, the new Intern Architect can then begin fulfilling the requirements of the Internship in Architecture Program (IAP).

It should be noted that prior to holding Intern Architect status, OAA Student Associates may log hours toward the Canadian Experience Record Book (CERB) if certain requirements are met (acquiring a Mentor is one of them). Please refer to the OAA's website for more information on how to log hours as a Student Associate.

2.2. Responsibilities

- Become familiar with the IAP manual, appendices, and related documents.
- Become familiar with the *Architects Act*, Regulations, and OAA By-Laws, and other relevant legislative documents in Ontario.
- Keep their Place of Employment, Supervising Architect, and Mentor/Advisor information current with the OAA. Before changing their Place of Employment, Interns/Students should ensure their work experience will meet the requirements of the IAP.
- Adhere to regular CERB submissions to the OAA as outlined in the IAP. Interns should be aware of the OAA's policy regarding CERB submissions, including deadlines and penalties for late submissions.
- *Prior* to informing an employer of their intent to part ways, an Intern should obtain sign-off on their hours. It can be very difficult to get sign-off after one's departure.
- Interns may be eligible to record experience gained in a foreign jurisdiction but should confirm with the OAA before claiming this experience to confirm it satisfies the requirements of the IAP.
- The OAA has policies related to parental leave, financial hardship, leave of absence, etc. This information is available on the OAA's website. Alternatively, Interns are encouraged to contact the IAP staff at iap@oaa.on.ca directly for further information.

For candidates wishing to utilize an alternate method to obtain licensure such as the RAIC Syllabus Program or the Broadly Experienced Foreign Architect Program (BEFA), please contact the IAP staff at iap@oaa.on.ca for specific requirements and additional details.

2.3. Selecting a Mentor/Advisor

The mentoring relationship epitomises the profession's historic apprenticeship system and emphasises the importance of relationships in a small and collegial profession. Intern Architects/Student Associates should select a Mentor/Advisor willing to commit to their professional growth, and it should be someone with whom they connect on multiple levels. IAP Mentors must be an Architect, Retired Member, or Life Member with the OAA and independent from your employment situation. Finding a Mentor early on in one's career (even as a student is not too

early!) is recommended as a Mentor has a great deal of experience and advice that is immeasurably helpful to any Intern.

Meeting potential Mentors can often prove to be challenging, but there are a number of ways one can get out there and find one:

- Use professional networks, which can include professors, peers, friends, family members, etc. Ask around and make sure people know you're looking for a Mentor.
- Attend events hosted by your [Local Architectural Society](#).
- Events, lectures, and conferences are all opportunities to further your knowledge of architecture and to grow your professional network.

When choosing a Mentor, Interns/Student Associates should take into consideration this individual's ability to provide confidential support and guidance beyond the workplace on a career scale, keeping in mind that a successful Mentor/Mentee relationship continues beyond licensure.

Other suggested criteria in selecting a Mentor/Advisor include:

- Individual Qualities: A Mentor/Advisor and an Intern Architect/Student Associate should have a good connection. An ideal Mentor will be an active listener and communicator, observe confidentiality, and be a patient, responsible, and encouraging role model committed to the Intern's professional and personal success.
- Availability: Intern Architects should seek a Mentor/Advisor who is able to provide the support their needs. When approaching a potential Mentor, think about factors such as their current career demands, availability, approachability, other mentorship commitments, and physical distance.
- Professional Experience: Consider the knowledge, experience, and networking opportunities they can offer. Intern Architects should assess if they would like to follow a career path similar to their potential Mentor/Advisor, and if this individual has experienced and overcome similar challenges.

2.4. Selecting a Supervising Architect/Employer

While the provision of mentorship may fall down the list of priorities when pursuing employment for many, it should be addressed during the interview process (also ask whether or not your prospective employer covers professional fees). An employer that values mentorship is an employer that values their staff and the profession; everyone, regardless of age or experience, requires mentoring and guidance throughout their career.

2.5. Experience

While at their Place of Employment, Interns accumulate hours of experience toward the required minimum of number of hours in specific categories as set out in the IAP Manual and detailed in the [Canadian Experience Record Book \(CERB\)](#)—refer to Appendix B, available on the OAA's website, for additional requirements in Ontario. These hours must be completed under the supervision and direction of the Supervising Architect and then reviewed by the Mentor.

It is the Intern's responsibility to be aware of their employer's commitment to their career growth. This means keeping their Employer/Supervising Architect aware of their needs in the context of their career progression and the IAP, and reminding them if they feel opportunities are not being provided. If the Intern experiences an employer who is either unable or unwilling to accommodate the requirements of the IAP, it is recommended they consult with their Mentor/Advisor to help manage expectations for all parties involved.

2.6. OAA Admission Course

The OAA Admission Course is a mandatory requirement for licensure for all Intern Architects and OAAAS Technologists in Ontario. It covers topics related to regulatory matters, legal issues and information specific to the practice of architecture in Ontario. More information about the OAA Admission Course can be found on the OAA website.

2.7. Examination

After meeting the minimum experience requirements, Interns may write the Examination for Architects in Canada (ExAC). For more information on the exams, refer to the ExAC website, www.exac.ca, early and often. Alternatively, Interns have the option of writing the Architect Registration Examinations (ARE). For more information on the ARE, visit www.ncarb.org, and click on Pass the ARE.

2.8. Licensure

Once an Intern has successfully completed each element of the IAP (Education, Experience, Examination), they are eligible to apply for membership and become an Architect. Obtaining a licence is a huge achievement with several key advantages:

- Architects, under law, have a protected title and a protected scope of work that allows them to design buildings that no other person in Ontario can legally undertake. This protected scope of work is one of the key features of our legislation and is critical to ensuring Architects are responsible for the present and future of our built environment.
- Architects are able to contribute professionally with a certain level of credibility as they are well-respected by peers, clients, and members of the public.
- Employers may obtain more work if they have more licensed professionals on staff. Clients often expect an Architect to be heavily involved in their project, usually at the head of the team.
- Autonomy in many practices is often more readily obtainable by those with licences.
- While earning the title cannot guarantee an immediate increase in salary or promotion, it generally raises this ceiling.
- Having a licence gives you a competitive edge.
- Only an Architect can personally supervise and direct a practice.

2.9. Tips for Being a Successful Intern Architect/Student Associate

- Know the categories that make up the CERB. These are the areas of experience you need to complete to become an Architect, and they are included in the IAP Manual for a very good reason. Please note that these evolve with the profession and may change during your internship.
- Obtaining the required hours isn't the most important thing about being an Intern. Remember that the reason the IAP exists is to ensure Architects have the necessary competency to practise responsibly. This isn't a race!
- Find a Mentor early, but select someone appropriate. Make sure you connect with them on a personal level and that they're genuinely interested and willing to help.
- Don't be afraid to ask. Architects never stop learning; know what you know, and know what you don't know.
- Write your exams early. The amount of knowledge accumulated during exam preparation is often understated, and is all applicable to your career. Study hard—it's all useful!
- Don't hesitate to contact the OAA if you have concerns/questions.



3 . The Mentor/Advisor

A Mentor/Advisor provides confidential professional guidance and advice to the Intern Architect/Student Associate's career development and goals, independent of the Intern/Student Associate's Place of Employment. They proactively engage and encourage the Intern/Student Associate throughout not just the IAP, but through other career milestones and challenges.

3.1. Eligibility

Interns/Student Associates must have a Mentor/Advisor who is an Architect with the OAA and is not employed in the Intern/Student Associate's Place of Employment. In some cases, a retired Architect can act as Mentor/Advisor.

The Mentor's role is typically less structured than the Supervising Architect's, and is expected to evolve during both the Mentor's and Intern/Student Associate's careers. The Mentor/Advisor can discuss workplace concerns, their career choices and objectives, and other issues related to the profession, without the prescribed restrictions/responsibilities of a Supervising Architect. The Mentor acts as an independent advocate for the Intern/Student Associate, and provides information and a perspective that is separate from the role of the Supervising Architect. They are, essentially, a career advisor.

3.2. Responsibilities

- Fosters a safe place to discuss concerns and challenges faced in the workplace.
- Offers guidance in finding solutions to professional challenges.
- Meets with the Intern/Student Associate to review their CERB prior to each submission. At this meeting, CERB progress is reviewed and the Mentor must be satisfied the requirements and objectives of the IAP are being met. More frequent meetings are encouraged to review progress towards identified career goals and objectives, work experiences, understanding of professional practice responsibilities, and to ultimately foster a healthy and professionally supportive relationship with the Intern/Student Associate.
- Advise the Intern/Student Associate on items related to obtaining the required experience in the subject areas of the CERB. If there are concerns, the Mentor should contact the IAP staff at iap@oaa.on.ca. Contacting the Supervising Architect or Place of Employment directly may not be an appropriate solution.
- Shares insights/concerns/recommendations about the Intern/Student Associate, within the CERB submission.
- Discusses career objectives and broader issues related to the profession.
- Is sufficiently aware of the Intern/Student Associate's responsibilities, experience, and progress.
- Invites the Intern/Student Associate to their office or to see their projects, where possible and practical.
- In the event the Mentor can no longer fulfil their role, they must notify the Intern/Student Associate in a timely manner and assist them in finding a new Mentor if possible.

3.3. Mentor/Advisor and Intern Architect/Student Associate Meetings

In order to assist the Mentor in understanding the importance of their role and what is expected when they meet with the Intern/Student Associate, template Agendas have been developed (Appendix 1) for initial and follow-up meetings between the Mentor and the Intern/Student Associate.

In an effective mentoring relationship, an Intern Architect/Student Associate will learn from the leadership and support of their Mentor. Mentoring can occur in a variety of ways. At a minimum, the Mentor must meet (or if unable, converse) with the Intern/Student Associate prior to each submission of their CERB. Refer to the IAP for more information on CERB submissions.

More frequent meetings are highly recommended to provide a better understanding of the Intern/Student Associate's goals and work experience during their IAP progress. If an Intern/Student Associate is facing concerns relating to their required experience in the workplace, the Mentor should assist in facilitating a productive solution and provide career guidance. Regular contact between CERB submissions will offer more opportunities for Mentors to take on a positive and influential role in the mentee's development as an Intern Architect/Student Associate.

When the Intern/Student Associate and Mentor are planning to connect, consider the meeting type/location and topics of discussion. In-person sessions are recommended, but if this is not possible, then tele-mentoring or e-mentoring may be possible. In-person meetings can occur in a variety of settings including libraries, cafés, or offices. Regardless of the selected location, it is important to ensure the setting is quiet and private enough to facilitate a meeting for productive, open, and safe conversation.

3.4. Topics of Discussion

It is important for Interns/Student Associates and Mentors to actively engage each other by preparing for each meeting with topics and questions ready for discussion. During the initial meetings, discussion can begin with an introduction to each other's backgrounds and with developing a framework for how the Mentor can provide assistance and support during the Intern's initial steps in the IAP and career in architecture. As the professional learning curve can be quite formidable, it is expected that the conversation will delve into employment-based challenges and helpful advice.

Subsequent meetings can concentrate on reviewing current progress, obstacles, and meeting goals within the targeted timeframes. Appendix 1 has some suggested topics to guide both initial and subsequent meetings between Intern Architects and their Mentors.

In Ontario, Continuing Education (ConEd) hours are available for performing the duties of a Mentor. Contact the OAA Continuing Education staff at OAAConEd@oaa.on.ca for more details.

3.5. Tips for Being a Successful Mentor

- Don't stop at just one mentee. Interns need all the good Mentors they can get!
- Don't be afraid to say no. If you're not a good match for your mentee, then someone else will be better. This is a long-term relationship and a terrific opportunity for both parties.
- Be responsive. There are many demands on an Architect's time, but how you respond to your mentee may be more important than you think. If you can be difficult to reach, then work out a system with your mentee on how to circumnavigate your full voicemail and cluttered inbox.
- Be open-minded. You will be surprised at what Interns can teach you.
- Reflect on your experience becoming an Architect and any significant or specific challenges you may have faced—sharing these experiences with an Intern Architect with a similar background or path to licensure can be invaluable to their success in the IAP and beyond.
- Don't hesitate to broaden the conversation to include topics on the periphery of the profession. Maintaining a healthy work/life balance, starting a business, and raising a family are all topics that can help shape an Intern's career and deserve to be discussed.
- Familiarise yourself with Ontario's *Employment Standards Act*, and what rights those working in the profession of architecture have (or don't!).
- Be aware that the OAA adheres to the Human Rights Code, R.S.O. 1990, c. H. 19, s. 6 'Vocational Associations'—see the OAA Website or the Ontario Human Rights Commission (<http://www.ohrc.on.ca/en>) for more info.
- Don't hesitate to contact the OAA and/or the Intern's Supervising Architect if necessary. Interns may not be aware that the OAA is there to assist, or who they can reach out to if they run into problems. Contacting the Supervising Architect is always an option, but this may take some finesse and may not necessarily be a good idea depending on the issue on hand.



4 . The Supervising Architect

The Supervising Architect provides detailed and frequent direction and guidance to the work and learning experience of the Intern Architect/Student Associate, usually in an architectural practice or Place of Employment. The Supervising Architect is an architect or Licensed Technologist OAA and recognizes the value in licensure and supports the Intern/Student Associate throughout the IAP. They respond to the requirements of the IAP, providing the Intern/Student Associate with the opportunities to complete the prescribed hours in a timely manner, and understand that investing in a well-trained Intern Architect will benefit the company. Recent graduates may not always see the value in licensure, and the Employer/Supervising Architect is well-positioned to illustrate the benefits.

4.1. Eligibility

Interns/Student Associates accumulate IAP experience hours under the personal supervision and direction of the Supervising Architect, in either an architectural practice or other eligible architectural employment situations. Interns and Supervising Architects should note that pre-approval by the OAA may be required for “other” eligible employment situations.

4.2. Responsibilities

- Guides the Intern to develop an understanding of the profession and the practice of architecture by providing opportunities, work assignments, and experiences that fulfil the requirements of the IAP.
- Are familiar with the IAP’s objectives, experience requirements, and documentation processes.
- Provides detailed comments on the Intern’s CERB prior to submission. Since the Supervising Architect has first-hand knowledge about the work of the Intern, they ensure the information submitted is accurate. Written comments from the Supervising Architect provide insight on the Intern’s progress to the OAA.
- Reviews the CERB submission in a timely manner, certifying that the Intern has completed the hours submitted.
- If necessary, assists the Intern in responding to questions from the OAA.
- Together with the Intern, reviews the Periodic Assessment Form (PAF) that the OAA provides after each CERB submission has been reviewed and approved.
- Assists the Intern in understanding the practice of architecture in the context of the Intern’s Place of Employment and current projects.
- Provide guidance to the Intern about resources to increase skill and knowledge.

4.3. Supervising Architect and Intern Architect/Student Associate Meetings

Intern Architects/Student Associates are expected to schedule meetings at regular intervals with their Supervising Architect to review completed work in the context of the IAP. These opportunities provide Supervising Architects with an opportunity to help the Intern Architect/Student Associates gain a more comprehensive understanding of professional expectations and objectives. A recommended goal is to meet every three to four months to review progress. These meetings should be open and honest discussions to assess completed work and to strategize on future direction.

4.4. Topics of Discussion

- Expectations of the Intern Architect/Student Associate
- Expectations of the Employer/Supervising Architect.
- Strengths/weaknesses of the completed work.
- Areas for improvement (for both parties).
- Workplace challenges.
- Expected opportunities and responsibilities for the Intern that may arise as projects evolve/change.
- Whether the Intern Architect/Student Associate is gaining the exposure and opportunities required to complete their hours.
- Anticipated timeline/strategy to complete of all sections of the CERB.
- Employer/Supervising Architect's timeline of current projects and what the Intern/Student Associate's role will likely be.

4.5. Tips for Being a Successful Supervising Architect

- Ensure your Place of Employment has dedicated resources to support the Intern(s) you are supervising.
- Communicate clearly and often. If an Intern's career choices are leading them down a different path, make sure it's a deliberate choice and not due to lack of guidance.
- Do your best to provide direction and exposure to experience categories required by the CERB. If you have an Intern that is struggling to complete the hours they need, discuss the issue with management.
- Challenge Interns to be their best, but don't forget to support and guide.
- Use your own experiences to help you empathize and guide, providing resources wherever possible. What did you find most helpful when you were an Intern? What was an effective way to study for your licensing exams? What has helped you over the years to get to your current position?
- Don't hesitate to contact the OAA if you have concerns/questions.



5 . The Place of Employment

The Place of Employment is an important part of mentorship, but is often overlooked as it isn't specifically mentioned in the IAP, and mentorship can fall off the list of priorities in some companies. Many in the industry feel that the Place of Employment is where the mentoring culture fails most noticeably as the investment of time and resources may not yield immediate returns. A forward-thinking employer should be aware of the general requirements and commitment required of the IAP, and should encourage its staff to pursue licensure.

The investment into licensure and a strong mentoring culture is beneficial to all parties and the profession. An increased and shared knowledge base speaks to overall competency, culture, design, and document quality.

A better studio culture and quality of design and documentation will be its own return on investment and will likely generate more work and repeat clients. The future of a practice relies on the time and investment it commits to its studio culture.

5.1. Eligibility

Every architectural firm has the capacity and responsibility to foster a healthy mentoring culture. Any architectural studio practising under a Certificate of Practice with the OAA is eligible to be a Place of Employment for the IAP.

IAP mentorship requires a Supervising Architect who is an Architect licensed in the jurisdiction in which the Intern/Student Associate is gaining the architectural experience, and not every employment situation is eligible. Questions about the eligibility of employment situations should be directed to the OAA's IAP staff in the Office of the Registrar.

5.2. Responsibilities

- Provides Supervising Architects with the time and resource allowances to effectively guide and assist Intern Architects.
- Communicates with Supervising Architects to ensure they understand the importance of their role in the growth of all staff.
- Provides opportunities for Interns to gain experience in the many categories of the IAP both in the office and on site.

5.3. Reasons for Encouraging Licensure

- A strong mentorship culture can be a terrific selling feature when it comes to staff acquisition and retention.
- Architects are usually billed out at a higher rate than Interns.
- There is a level of proficiency that peers and clients expect of an Architect.
- Employers may obtain more work if they have more licensed professionals on staff. Clients often expect an Architect to be heavily involved in their project, usually at the head of a team

5.4. Tips for Fostering a Supportive Work Environment

- Maintain a resource library that should include content for ExAC preparation.
- Be familiar with the requirements of the IAP to better gauge the capabilities and progress of Interns.
- Encourage staff to pursue a professional architectural degree if they are undecided (and would make a good Architect). If the traditional route of obtaining the professional degree in Canada is not feasible, there are other options, such as the RAIC's Syllabus program. Contact the RAIC for more information.
- If possible, provide incentives for career advancement (e.g. exam fee remuneration, IAP milestone bonuses, etc.).
- Try to ensure that opportunities are available for Interns to complete the more difficult requirements of the IAP.
- In many cases, small amounts of effort can have a big impact if strategically implemented. Communicate regularly with your Interns to determine how you can help manage the steep learning curve that is the path to licensure.
- Strongly consider covering professional fees for Interns, Architects, and Licensed Technologists OAA.
- Don't hesitate to contact the OAA if you have concerns/questions.



6 . FAQs

Q: What if I have questions about the internship process or the IAP?

If at any time you have questions regarding your internship or the IAP, the best place to start your query is with the person(s) at the OAA responsible for the IAP; contact the IAP staff at iap@oaa.on.ca.

Q: I am applying to the Internship in Architecture program. How do I find a Mentor/Advisor?

If you are a potential Intern Architect, you should first try to find a Mentor through your own personal networks. This can include friends, relatives, professors, colleagues, or former Supervising Architects. Ideally, you should find a Mentor with whom you can establish a positive and supportive connection.

Those who are new to Ontario, or have difficulty finding a Mentor/Advisor, can contact the OAA to obtain a list of volunteer Mentors.

Q: Can an Intern Architect change their Supervising Architect or Mentor/Advisor anytime during their internship?

Yes. The Intern Architect must notify their local jurisdiction by submitting a confirmation of employment or mentor letter. Sample templates are available on the OAA website.

Q: If I am an Intern Architect temporarily working outside of Ontario, can my Mentor/Advisor remain the same?

Yes. Intern Architects and their Mentors are still expected to keep in touch regularly to review the CERB submissions within the usual submission guidelines. Intern Architects can set up these meetings through phone, email, or video calls if they are unable to meet in-person. Refer to the IAP for questions regarding currency.

Q: Who can be a Mentor/Advisor?

Any Architect or anyone with retired or life member status with the OAA in Ontario can be a Mentor, but they cannot be employed at the same company as the Intern/Student Associate.

Q: Can a Mentor/Advisor be a Supervising Architect?

Not simultaneously for the same Intern/Student Associate. A Mentor/Advisor cannot be someone at your Place of Work, but they can be a former Supervising Architect.

Q: Can Mentors have more than one mentee?

Yes. Mentors can assume this role for more than one Intern Architect/Student Associate as long as they are able to allocate the required level of commitment and attention to each.

Q: Can Mentors earn Continuing Education System learning units for their participation?

Yes. Please refer to the OAA Website for more information.

7 . Key Terms & Suggested Reference Material

Appendix B – This document, specific to each CALA jurisdiction, outlines the specific CALA requirements of each jurisdiction that is different due to the respective governing legislations.

Architect – The holder of a licence to practise architecture, a Certificate of Practice, or a temporary licence to practise architecture.

Architect Registration Examination (ARE) – The US Licensing Exam is the ARE and is accepted in lieu of ExAC in Ontario. It is important to note that the individual CALA jurisdictions agree to recognize the ARE under the MRA, and that some CALA jurisdiction DO NOT accept the ARE for licensure for domestic individuals.

Canadian Architectural Certification Board (CACB) – CACB is the primary organization for architectural certification and accreditation in Canada.

Canadian Architectural Licensing Authorities (CALA) – CALA represents nationally the architectural regulators in Canada. These provincial and territorial self-regulatory bodies are responsible for setting the standards for entry into the profession and for issuing licences to those who meet established standards of qualifications and practice. The regulators govern the practice of architecture in order that the public interest is served and protected within their respective province or territory. Through CALA, the Canadian architectural regulators work collectively to develop and adopt nationally recognized standards and programs that help to meet their regulatory responsibilities as well as the needs of the architectural profession.

Canadian Experience Record Book (CERB) – The purpose of the CERB is to provide the Intern with a tool to record the mandated architectural experience, and to enable the CALA jurisdiction to verify and assess this experience. The Intern is responsible for maintaining a record of the required architectural experience in the CERB. This record has several functions. For the Intern, it identifies areas where architectural experience is being gained and areas where deficiencies

exist. The Intern can also use the CERB as a tool in discussions with the employer to ensure they are getting suitable work experience in each of the required categories. For the Supervising Architect, it is an assessment and personnel management tool.

Certificate of Practice – This means a Certificate of Practice to engage in the practice of architecture as set out in the *Architects Act*.

The Examination for Architects in Canada (ExAC) – The ExAC was developed to test the minimum standards of competency acquired by an Intern during the internship period, to ensure both public safety and the professional and skilled delivery of architectural services.

Intern Architect – The Intern Architect status reflects enrolment in the Internship in Architecture Program (IAP)—a national program that provides a pathway for Intern Architects to become licensed as Architects. The Canadian Architectural Licensing Authorities (CALA) in each province and territory have statutory obligations to set and maintain standards of education, experience, and examination for entry to the profession of architecture, with the OAA overseeing the IAP in Ontario.

Internship in Architecture Program (IAP) – The **Internship in Architecture Program (IAP)** is one of the paths to licensure for an architect becoming licensed in Ontario. The IAP has been established by the licensing authorities (CALA) to continue to maintain a program of architectural licensing in Canada that is both meaningful and effective. Licensing requirements are set out in the legislation that governs each jurisdiction, and within that framework, the CALA created a national program to support mobility and facilitate licensure. To become licensed in Canada, a person must demonstrate competency and qualifications as set out in the respective Legislation and Regulations to provide architectural services to the public.

National Council of Architectural Registration Boards (NCARB) – NCARB administers the ARE and the Architectural Experience Program (the U.S. approximate equivalent of CALA's IAP).

Periodic Assessment Forms (PAF) – Each CALA jurisdiction will provide a summary or approve a summary of the total hours approved to date on a PAF and may make comments or suggestions it believes will benefit the Intern. These comments should serve to reinforce the advice already given to the Intern by the Supervising Architect and Mentor.

Suggested Reference Material

[IAP Manual](#)

[Appendix B](#)

[Schedule A](#)

[Canadian Handbook of Practice \(CHOP\)](#)

[The Ontario Building Code \(OBC\)](#)

[Architects Act and OAA By-Laws](#)

[Practice Advisory Knowledge Base](#)

The measurable outcome criteria required for [Broadly Experienced Foreign Architect \(BEFA\)](#) candidates.

[OAA Website](#)

[ExAC](#) and [CALA](#) websites

8 . Appendix 1: Proposed Template Agendas for Mentor/Advisor – Intern Architect/Student Associate Meetings

01. Proposed Template Agenda – 1st Meeting

i. Personal Introduction:

1. Why have you connected? Why is this a good match?
2. Who was the Mentor's mentor?
3. What did they learn from them?
4. Did the Mentor write EXAC, NCARB ARE, or other exams?
5. How did the Intern/Student Associate meet the education requirements? Have they been completed, or are they still in progress?

ii. Career Direction:

1. Why does the Intern Architect/Student Associate want to become licensed?
2. Why did the Mentor originally want to become licensed?
 - o Did that change, and if so, why?
3. Does the Mentor recommend licensure? Why or why not?
4. What different kinds of practices exist?
 - o Are there local examples?
 - o What are other career paths an Architect can pursue?
 - o In what kind of practice does the Intern Architect/Student Associate see themselves after licensure?
 - o What kinds of practices have the Mentor been involved in?
5. What strategies did the Mentor/Advisor find useful in completing their architectural internship?
6. What obstacles did the Mentor/Advisor experience during their path to licensure and how did they overcome them?
7. When and how was the Mentor/Advisor licensed?
8. How many years did it take to become licensed?

9. Intern and Mentor discussion:

- Intern/Student Associate's current work experience, professional practice, issues arising
- Mentor/Advisor to provide feedback and guidance

iii. IAP:

1. Review the program requirements in the IAP, identifying areas that may be challenging to complete.
2. Intern/Student Associate to identify short and intermediate term goals and develop a plan.
 - Identify possible obstacles for completing plan and intended schedule
 - Include goals, specific CERB experience categories
 - Goal for written examinations
 - Goal for other components of the IAP
 - Consider together priority and logistics
 - Discuss how Mentor/Advisor can assist, support, and encourage development of goals
3. Intern/Student Associate to establish long-term goals, including completion of IAP
 - Identify time frame
 - Discuss how Mentor/Advisor can provide assistance and support to encourage development of goals

iv. Accumulating Knowledge:

1. Are there any books, websites, or reading material either the Intern/Student Associate or Mentor recommends?
2. Which connections are important to establish early in one's career (e.g. trusted accountant for personal finances, banker for a line of credit/business loans, professional references for changes in employment, etc.)?
3. Are there specific Continuing Education courses that either feels would be beneficial to the other?
4. Which organizations can either join outside of the office (RAIC, Local Architectural Societies, alumni groups, etc.)?
 - Are there some group outside architecture that the Mentor would recommend? A healthy life balance is important.

5. What inspires both of you about architecture?
 - Which Architects?
 - Which types of projects?
 - Which specific projects?
 - Are there recommended resources for learning more?
6. Is there something either Mentor/Intern/Student Associate would like to learn more about? Which resources are available for pursuing?

02. Proposed Template Agenda – Subsequent Meetings

i. IAP:

1. Review the most recent CERB submission and the type of work completed.
 - Has the Intern Architect/Student Associate progressed in the manner as expected?
 - What advice does the Mentor have with respect to current progress?
 - Review the range of project types, sizes, and occupancies.
 - Is the Intern/Student Associate able to gain experience in the required areas? Are there any that are tricky?
 - What advice can the Mentor provide in obtaining experience in challenging areas? What is their professional experience in these areas?
 - If the required experience is not being obtained, what steps can the Intern Architect/Student Associate take?
 - Identify the Intern/Student Associate's strengths and areas for improvement.
 - Review where emphasis should be focused on for the next work period.

2. Review, together, the PAF for the last CERB submission
 - Has the Intern/Student Associate responded to the comments in the current CERB submission?
 - If not, what strategy can be implemented to address any concerns?
3. How often does the Intern/Student Associate speak with their Supervising Architect?
 - Discuss, together, strategies for requesting new types of experience from Employers/Supervising Architect.
 - What should an Intern do if assigned with a task in which they do not feel comfortable (lack of knowledge/ experience, etc.)?
4. Are there any personal challenges the Intern/Student Associate is facing in or out of the workplace where the Mentor can provide advice or suggestions?
5. Review progress of short and intermediate-term goals; adjusting as necessary
6. Review progress toward long-term goals, adjusting as necessary

ii. Areas of Practice:

1. What is a professional (or personal) challenge that occurred recently? How is/was it being met? (this could be for either Mentor or Intern/Student Associate)
2. What advice does the Mentor have in respect to working effectively and efficiently?
 - What is the difference between working harder and working smarter? How is this practised in the Intern/Student Associate's office? How is this practised in the Mentor's office?
3. What advice does the Mentor have with respect to salary/benefits?
4. How does the Mentor balance "design integrity" with a client's requirements?
 - How is design integrity defined?
 - How is the role of "design" viewed in the Intern/Student Associate's firm?
 - How does the Mentor view the role of "design" in business?

5. How should an Architect deal with clients?
 - What are different types of clients?
 - Does the Mentor's firm focus on a particular type of client?
 - Does the Intern/Student Associate's firm focus on a particular type of client?
6. How does the Mentor (or the Mentor's firm) pursue new work?
 - What are important things to know about business development?
7. Who does which job(s) in the Mentor's firm?
 - How does a construction document set get produced? Who writes specifications? Who develops details?
 - Would the Mentor feel comfortable with taking the Intern Architect/Student Associate to their own firm to observe how certain projects are dealt with and to include their staff in that discussion?