



Interior Design (570.E0)

College program

SECTOR 04 – ARTS

COLLEGE EDUCATION PROGRAM

Coordination and development

Direction des programmes de formation collégiale
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Please note the modifications made to the program of study

Interior Design – 570.E0, 2019 version

Changes have been made to the program-specific component of the program of study in order to take into consideration the new realities of the occupation for five of the 21 competencies:

- 022E Model objects and spaces
- 022J Specify the furniture line, decorative accessories and equipment required by a project
- 026H Produce an interior architectural composition
- 029X Produce working drawings
- 029Y Carry out project management activities

In addition, to create overall coherence, all the achievement contexts and some performance criteria have been modified in order to better take into account the following:

- technological advances in tools and equipment used in the practice of the profession
- work in a multidisciplinary context
- environmental aspects in the various projects

Modification approved in 2019

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Type of certification:	Diploma of College Studies
Number of credits:	91 2/3 credits
Number of periods of instruction:	2 625 periods of instruction

General education component:	660	periods of instruction
Program-specific component:	1 965	periods of instruction

Admission Requirements:

To be admitted to the program, a person must meet the general requirements for admission set out in the *College Education Regulations*, as well as the following special requirements, where applicable:

- None

College-Level Programs

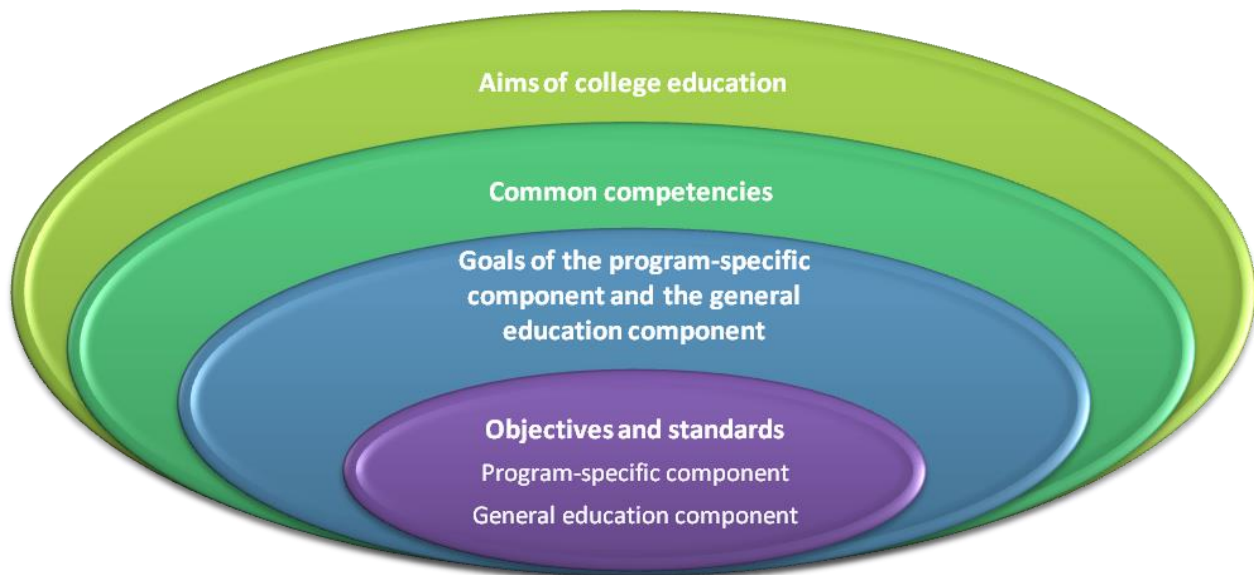
In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Minister of Education establishes the programs of study, while individual colleges ensure their implementation.

A college-level program provides the frame of reference within which the students acquire designated competencies in order to qualify for a profession or to pursue their studies. For the teachers, the program outlines learning objectives and defines the scope of their application.

The following figure illustrates the relationships among the elements of a college-level program, going from the general to the specific:

- Aims of college education
- Common competencies
- Goals of the program-specific component and the general education component
- Objectives and standards of the program-specific component and the general education component

Figure 1 – Elements of a College-Level Program



Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, whenever possible. General education is an integral part of each program and, when coupled with the program-specific component as part of an integrated approach, fosters the development of the competencies required by all programs.

All college-level programs are characterized by three educational aims and five common competencies.

Aims of College Education

Educational aims guide the actions of those involved in the students' education. They facilitate the program-based approach by establishing the outcomes expected of students at the end of their college studies.

To educate students to live responsibly in society

At the personal level, students show they are engaged in their learning. They demonstrate rigour and perseverance as well as skills enabling them to analyze, synthesize and carry out research. At the professional level, they draw on their ability to apply their knowledge, skills and attitudes and to adapt to new situations. In the realm of social and civic life, students assume their role as informed and responsible citizens by adopting desirable attitudes and behaviours. They show evidence of open-mindedness and a sense of community in their dealings with others.

To help students integrate cultural knowledge into their studies

Students continue to enhance their personal culture and are able to appreciate various forms of cultural expression. Through their studies, they have become familiar with cultural productions. They can interpret the meaning and assess the value of these productions and are aware of the role they themselves play in the expression of culture. The development of their critical judgment and social conscience and the consolidation of their historical references have broadened their cultural horizons. Students recognize the diversity of social and cultural realities and appreciate the breadth and wealth of Québec's culture. Lastly, they apply their cultural knowledge by making connections among events occurring around them and by being involved in cultural, artistic, sports, technical or scientific activities.

To help students master language as a tool for thought, communication and openness to the world

Students understand and produce various forms of complex discourse in different situations. They are able to read and write independently at an advanced skill level. Their mastery of language allows them to engage in independent reflection, to know where they stand relative to various forms of discourse, and to express themselves in a structured, rational and precise manner. When faced with different communication situations, students are able to express their world view and identity. Language mastery also helps students be receptive to the dissemination of a broad range of knowledge. It allows them to share points of view and improve their communication skills in both the language of instruction and a second language.

Common Competencies of College Education

Common competencies are associated with the aims of college education. They help to ensure students are adequately prepared for personal and professional life.

Solve problems

Students can identify a problem and analyze its elements. They can list and classify possible solutions and implement the one they feel is most effective. They reflect on their approach, assess the appropriateness of the chosen solution and determine whether it can be applied in other situations.

Use creativity

Students discover new possibilities by juxtaposing, combining and reorganizing existing concepts, and by using ideas, strategies and techniques in new ways. Students are open to new ideas and different ways of doing things, while assessing their effectiveness.

Adapt to new situations

When faced with a new situation, students are both open and critical. After analyzing the situation at hand, they identify and test ways of dealing with it. To adapt to a world that is constantly changing, students work in teams and show concern for keeping their knowledge up to date.

Exercise a sense of responsibility

Students assume their role as responsible citizens and act in accordance with socially and democratically desirable attitudes and behaviours. They act ethically and with integrity, exercise critical judgment and are fully engaged, personally, socially and professionally. Independent and organized, they respect their commitments.

Communicate

Students deliver a coherent message adapted to each situation. They are able to listen and to structure their thoughts in order to formulate a clear message. They rely on a variety of communication strategies and use information and communications technologies. They evaluate the impact of their communication and review their strategies, as needed.

Implementation of College-Level Programs

Each college determines the ways in which the educational aims, common competencies, goals, objectives and standards are implemented. This does not mean that students in a college must follow common courses. Each course may contribute to the full or partial achievement of these elements. The important thing is that all of these elements are taken into consideration in one or more courses and that they become specific focuses of teaching and learning, since they have been recognized as essential to the practice of a profession or to the pursuit of university studies in a given discipline.

The Interior Design Program

The *Interior Design* program was designed in accordance with the framework for developing technical programs. This approach involves the participation of partners working in the occupational field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and evaluation of learning activities, for which the colleges are responsible. By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise the occupation, but also a range of knowledge, skills and attitudes that will ensure their versatility.

The *Interior Design* program includes four components: a program-specific component, a general education component that is common to all programs, a general education component that is specific to each program, and a general education component that complements the program.

- The program-specific component consists of $91\frac{2}{3}$ credits.
- The general education component that is common to all programs consists of $16\frac{2}{3}$ credits:
 - Language of Instruction and Literature: $7\frac{1}{3}$ credits
 - Philosophy or Humanities: $4\frac{1}{3}$ credits
 - Physical Education: 3 credits
 - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
 - Language of Instruction and Literature: 2 credits
 - Philosophy or Humanities: 2 credits
 - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
 - Social Sciences
 - Science and Technology
 - Modern Language
 - Mathematics Literacy and Computer Science
 - Art and Aesthetics
 - Contemporary Issues

Students may choose courses only in those areas that are outside their program of study.

Goals of the Program

Program-Specific Component

The goals of the program-specific component of the *Interior Design* program are based on the general goals of vocational and technical training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the workforce, that is:
 - to familiarize students with the job market in general and the context surrounding the occupation they have chosen
 - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and the desire to learn, and acquire effective work methods
 - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
 - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
 - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

Educational aims in the program-specific component are based on important values and concerns and serve as guidelines for interactions with students. As a general rule, educational aims focus on important aspects of the students' professional and personal development, such as attitudes, work habits and intellectual skills, which have not been explicitly formulated in the program's goals, objectives and standards.

In keeping with the aims of college education, the program-specific component is also intended to educate students to live responsibly in society, to help them integrate cultural knowledge into their studies and, lastly, to help them master language as a tool for thought, communication and openness to the world.

General Education Component Common to All Programs and General Education Component Specific to the Program

The general education components that are common to all programs and specific to the program contribute to the development of 12 competencies associated with the three aims of college education:

- for the aim To educate students to live responsibly in society:
 - Demonstrate independence and creativity in thought and action
 - Demonstrate rational, critical and ethical thinking
 - Develop strategies that promote reflection on their knowledge and actions
 - Pursue the development of a healthy and active lifestyle
 - Assume their social responsibilities
- for the aim To help students integrate cultural knowledge into their studies:
 - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
 - Recognize the influence of the media, sciences or technology on culture and lifestyle
 - Analyze works in philosophy or the humanities emanating from different historical periods and movements
 - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements
- for the aim To help students master language as a tool for thought, communication and openness to the world:
 - Improve communication in the second language
 - Master the basic rules of discourse and argumentation
 - Refine oral and written communication in the language of instruction

English, Language of Instruction and Literature

Students who have achieved the general education objectives in English, Language of Instruction and Literature:

- will be able to demonstrate their knowledge of the following:
 - the basic vocabulary and terminology used when discussing literary works
 - ways to apply an independent analytical approach to literary genres
 - ways to apply an independent analytical approach to literary themes
 - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
 - ways to identify the socio-cultural and historical context of different periods and movements
 - ways to refine oral and written communication in the language of instruction

- will be able to demonstrate their ability to do the following:
 - read, write, listen and speak at a college level of proficiency
 - develop their own ideas in arguments and theses
 - organize their arguments and theses in a discourse and edit their work
 - produce and analyze various styles of discourse
 - communicate in the styles of discourse appropriate to one or more fields of study
- will be encouraged to develop the following attitudes:
 - independence, individuality, and open-mindedness in thought and action
 - an appreciation of literature and other artistic works from different periods
 - a recognition of the role of media within a society and its culture
 - an awareness of strategies that foster self-reflective practice in their learning and actions
 - critical and ethical thought

Humanities

Humanities constitutes a thematic, multidisciplinary and, at times, transdisciplinary exploration of humankind, including its accomplishments, failures, abilities, creations, ideas and values. Students who have achieved the general education objectives in humanities:

- will be able to demonstrate their knowledge of the following:
 - the main concepts, limits and uses of a form of knowledge including significant historical reference points
 - the main concepts, limits and uses of a world view
 - the nature and organization of the basic elements of an ethical question
 - methods for coherent integration of concepts and the formulation and synthesis of ideas
 - the importance and practice of adequately substantiated argumentation, written and oral
- will be able to demonstrate their ability to do the following:
 - describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
 - compare world views
 - recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
 - recognize forms of creativity and original thought
 - define the dimensions, limits and uses of knowledge in appropriate historical contexts
 - identify, organize and synthesize the salient elements of a particular example of knowledge
 - situate important ethical and social issues in their appropriate historical and intellectual contexts
 - explain, analyze and debate ethical issues in a personal and professional context
 - utilize the multiple strategies of critical thinking
- will be encouraged to develop the following attitudes:
 - openness to diversity and pluralism
 - awareness of the limits of knowledge claims, world views and ethical perspectives
 - respect for the points of view of others
 - empathy and acceptance of others
 - concern for global issues
 - determination to continue learning

French as a Second Language

Students who have achieved the general education objectives in French as a Second Language:

- will be able to demonstrate their knowledge of the following:
 - different reading techniques
 - the formal elements needed to produce a structured text, both orally and in writing
 - different forms of discourse and their specific uses
- will be able to demonstrate their ability to do the following:
 - question, analyze, judge and defend an argument in French
 - reflect on their knowledge and actions notably by revising their written productions
 - maintain social relationships and share in the cultural life of Québec
 - establish and maintain work-related relationships in French
- will be encouraged to develop the following attitudes of:
 - openness to the various aspects of Québec culture
 - recognition and promotion of creativity
 - readiness to participate in social and economic life

Physical Education

Students who have achieved the general education objectives in physical education:

- will be able to demonstrate their knowledge of the following:
 - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
 - the relationship between lifestyle, physical activity, physical fitness and health
 - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
 - the rules, techniques and conditions involved in different types of physical or sporting activity
 - the main socio-cultural determinants of physical activity and a healthy lifestyle
- will be able to demonstrate their ability to do the following:
 - give an initial account of their abilities, attitudes and needs
 - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
 - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
 - set goals that are realistic, measurable, challenging and situated within a specific time frame
 - improve their mastery of basic techniques and strategies associated with physical activities
 - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
 - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
 - use their creativity in physical activities
 - express their choice of activities in a clear and reasoned manner

- will be encouraged to develop the following attitudes:
 - awareness of the importance of regular and sufficient physical activity in order to improve their fitness
 - awareness of the factors that encourage them to practise physical activity more often
 - awareness of the importance of evaluating and respecting their ability to adapt to effort, as well as an awareness of the conditions necessary to carry out a physical activity program, before committing to it
 - self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
 - respect for ethical behaviour when participating in a sport or a physical activity
 - respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
 - appreciation for the aesthetic value of physical activity as well as the opportunities for enjoyment it provides
 - readiness to adopt the values of discipline, effort, consistency and perseverance
 - readiness to promote, as a social value, the regular and sufficient practice of physical activity

Complementary General Education Component

Social Sciences

The goal of this subject area is to help students view the social sciences as a specific approach to the study of human existence. This goal may cover various aspects, including the study of the specific contribution of the social sciences to an understanding of contemporary issues and the application of approaches from the social sciences.

Science and Technology

The goal of this subject area is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This goal may cover various aspects, including the study of the general nature of science and technology and contemporary scientific or technological issues as well as the application of the scientific method.

Modern Language

The goal of this subject area is to introduce students to the basic structures and vocabulary of a third language and help them develop an awareness of the culture of its native speakers.

Mathematics Literacy and Computer Science

The goal of this subject area is to highlight a culture of mathematics and computer science. This goal may cover various aspects, including the study of the role of mathematics or computers in contemporary society as well as the use of mathematical or computer concepts, procedures and tools.

Art and Aesthetics

The goal of this subject area is to provide students with a cultural awareness by exploring various forms of art and to help students develop an aesthetic awareness. This goal may cover various aspects, including an appreciation of different art forms and the production of a work of art.

Contemporary Issues

This subject area focuses on current, transdisciplinary issues. The concept of transdisciplinarity refers to a type of approach that addresses a contemporary issue from the perspective of different disciplines and areas of knowledge, beyond a mere juxtaposition of the subjects studied.

Goals of the Program-Specific Component

The aim of the *Interior Design* program is to prepare students to practise the occupation of interior designer.

This program aims to train interior designers who are able to create, develop and propose functional and aesthetically pleasing designs for interior spaces in residential, commercial and industrial buildings, as well as in public institutions. They prepare working drawings and participate in coordinating the construction work. They also perform quality control and ensure that the project complies with the applicable standards and codes.

Interior designers work for interior design firms, real estate promoters, architectural firms, furniture stores, decor centres, kitchen cabinet manufacturers and so forth. These specialists may also be self-employed.

Interior designers are working in an environment that is becoming increasingly computerized. They use word-processing and spreadsheet software, as well as use computer-assisted drawing and visualization programs to conceptualize, plan and produce plans and specifications. These specialists use the information highway for researching materials, finishes and elements, among other things.

Depending on the position they hold, and the nature and scope of a project, interior designers communicate with many people, including clients, architects, engineers, entrepreneurs, owners, lighting specialists, acoustics specialists, artists, craftspeople and suppliers of specialized services (upholstery, sewing, furnishings, materials, accessories, etc.). Interior designers also have working relationships with colleagues such as designers, graphic artists, researchers and drafters. The work environment requires that they have sound communication, teamwork and interpersonal skills.

In practising their occupation, interior designers must demonstrate autonomy, analytical and synthesis skills, and effective planning and organizational skills. Given that new trends are constantly emerging, interior designers must be adaptable to change, innovative and creative.

The *Interior Design* program enables students to reconcile two requirements of college education: versatility and technical mastery.

Versatility is ensured through the acquisition of general competencies that will enable these future interior designers to demonstrate autonomy in carrying out their tasks and to adapt to a variety of work situations. The general competencies in the *Interior Design* program will help them carry out the intellectual processes required by their work, communicate effectively, manage work-related activities and apply the principles, techniques and methods specific to interior design.

Technical mastery, which is necessary in order to integrate harmoniously into the workforce, is ensured through the acquisition of specific competencies that are directly related to occupational tasks. These competencies encompass different facets of the occupation and thus promote job mobility.

Objectives

Statements of the Competency

Program-Specific Component

- 022A Analyze the occupation
- 022B Integrate historic or artistic trends into interior design
- 022C Develop ideas
- 022D Produce sketches
- 022E Model objects and spaces
- 022F Produce drawings using a computer-assisted drafting system
- 022G Interact with clients, resource persons and colleagues
- 029H Create moods using colour
- 022H Suggest finishes and materials for a project
- 022J Specify the furniture line, decorative accessories and equipment required by a project
- 026H Produce an interior architectural composition
- 026J Design custom elements
- 026K Create an interior design concept for a residence
- 027Y Present a design project
- 027Z Create lighting concepts
- 029X Produce working drawings
- 029Y Carry out project management activities
- 029Z Plan a layout for a commercial, industrial or public building
- 02A0 Create an interior design concept for a commercial, industrial or public building
- 029V Promote one's services
- 02A1 Develop an interior design project

General Education Component Common to All Programs and General Education Component Specific to the Program

16½ credits and 420 periods of instruction, 6 credits and 150 periods of instruction

English, Language of Instruction and Literature

- 4EA0 Analyze and produce various forms of discourse
- 4EA1 Apply an analytical approach to literary genres
- 4EA2 Apply an analytical approach to a literary theme
- 4EAP Communicate in the forms of discourse appropriate to one or more fields of study

Humanities

- 4HU0 Apply a logical analytical process to how knowledge is organized and used
- 4HU1 Apply a critical thought process to world views
- 4HUP Apply a critical thought process to ethical issues relevant to the field of study

French as a Second Language

One objective to be met from the following:

- 4SF0 Apply basic concepts for communicating in standard French
- 4SF1 Communicate in standard French with some ease
- 4SF2 Communicate with ease in standard French
- 4SF3 Explore a cultural and literary topic

One objective to be met from the following:

- 4SFP Apply basic concepts for communicating in French in relation to the student's field of study
- 4SFQ Communicate in French on topics related to the student's field of study
- 4SFR Communicate with ease in French on topics related to the student's field of study
- 4SFS Produce a text in French on a topic related to the student's field of study

Physical Education

- 4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle
- 4EP1 Improve one's effectiveness when practising a physical activity
- 4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity

Complementary General Education Component

4 credits, 90 periods of instruction

Two objectives to be met from the following, in subject areas outside the student's program of study:

000V	Estimate the contribution of the social sciences to an understanding of contemporary issues
000W	Analyze one of the major problems of our time using one or more social scientific approaches
000X	Explain the general nature of science and technology and some of the major contemporary scientific or technological issues
000Y	Resolve a simple problem by applying the basic scientific method
000Z	Communicate with limited skill in a modern language
0010	Communicate on familiar topics in a modern language
0067	Communicate with relative ease in a modern language
0011	Recognize the role of mathematics or computer science in contemporary society
0012	Use various mathematical or computer science concepts, procedures and tools for common tasks
0013	Consider various forms of art produced according to aesthetic practices
0014	Produce a work of art
021L	Consider contemporary issues from a transdisciplinary perspective
021M	Explore a contemporary issue from a transdisciplinary perspective

Grid of Competencies

The grid of competencies provides an overview of a technical program. It brings together all of the components of a program and shows the relationship among the competencies.

The grid of competencies includes:

- the general competencies of the program-specific component, which deal with work-related activities common to various tasks or situations
- the specific competencies, which deal with tasks directly related to the practice of the trade or occupation

The grid of competencies shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (O) indicates a correlation between a general and a specific competency.

The order in which the competencies are presented reflects the program's design; it does not dictate the course sequence. The grid of competencies is provided for information purposes only.

GRID OF COMPETENCIES

		GENERAL COMPETENCIES														
		Competency Number	Analyze the occupation	Integrate historic or artistic trends into interior design	Develop ideas	Produce sketches	Model objects and spaces	Produce drawings using a computer-assisted drafting system	Interact with clients, resource persons and colleagues	Create moods using colour	Suggest finishes and materials for a project	Specify the furniture line, decorative accessories and equipment required by a project	Produce an interior architectural composition	Create lighting concepts	Carry out project management activities	Promote one's services
SPECIFIC COMPETENCIES		Competency Number	1	2	3	4	5	6	7	8	9	10	11	15	17	20
Design custom elements	12	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		
Create an interior design concept for a residence	13	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Present a design project	14	☐		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐			☐
Produce working drawings	16	☐		☐		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Plan a layout for a commercial, industrial or public building	18	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Create an interior design concept for a commercial, industrial or public building	19	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Develop an interior design project	21	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Program-Specific Component

Code: 022A

Objective

Standard

Statement of the Competency	Achievement Context
Analyze the occupation.	• During visits to businesses, trade shows, exhibits and conferences, etc. • Situating interior design within its social and historical context • Working alone or as part of a team • Taking into account environmental aspects related to interior design • Using recent data on the occupation and businesses in the sector of activity • Using specialized documentation • Based on laws, standards, codes and regulations in effect • Applying ergonomic principles and standards for user comfort
Elements of the Competency	Performance Criteria
1. Describe the occupation and the conditions under which it is practised.	• Relevance of information gathered. • Thorough examination of the characteristics of the occupation and the conditions under which it is practised • Accurate identification of work environments and the role of specialists • Accurate identification of work methods • Accurate identification of the different career paths possible • Consideration of the impact of design as value added
2. Examine the tasks of the occupation.	• Careful examination of tasks, the conditions under which they are performed and their requirements • Accurate determination of the relative importance of the tasks • Establishment of a relationship between the steps in the design process and the tasks of the occupation
3. Examine the skills and behaviours needed to practise the occupation.	• Relevant connections made between the skills and behaviours and the different tasks of the occupation • Accurate determination of the behaviours needed for working in a team • Accurate identification of the rules of professional ethics

Elements of the Competency	Performance Criteria
4. Describe the health and safety aspects related to the practice of the occupation.	• Accurate identification of the health and safety risks in interior design working environments • Accurate identification of the interior designer's responsibilities in the design and layout of space • Consideration of the requirements specific to work on a construction site
5. Examine the legislation governing the practice of the occupation.	• Identification of the roles and responsibilities of the various job classifications in the field of interior design • Careful examination of the legal limits of the practice of the occupation
6. Explore business opportunities in the field of interior design.	• Accurate identification of entrepreneurship opportunities in the field of interior design • Consideration of the financial and personal repercussions of managing a business • Careful examination of the specific legal aspects related to starting a business

Objective**Standard**

Statement of the Competency	Achievement Context
Integrate historic and artistic trends into interior design.	• For the composition of an interior design project, concept, etc. • Based on the criteria for the creation • Using reference documents and the information highway

Elements of the Competency	Performance Criteria
1. Explore artistic trends in visual arts, applied arts, styles, arts and crafts, and architecture.	• Accurate identification of major artistic trends • Consideration of the major artistic periods • Proper differentiation of the elements that characterize the trends
2. Compare the characteristics of each artistic period.	• Accurate illustration of the characteristics of each artistic period • Relevant identification of significant visual elements • Proper use of tools for interpreting visual language • Proper association of the iconographic components of various productions • Correct association of styles with objects, furniture and architecture
3. Associate major artistic trends with the corresponding social movements.	• Distinction of the main processes specific to visual arts, applied arts, styles, arts and crafts, and architecture and their role in history • Relevant connections made between artistic trends and social movements
4. Adapt artistic trends to an interior design concept.	• Consideration of concepts that have played a determining role in the evolution of design • Coherent organization of visual elements according to the trends selected • Meaningful adaptation of styles in an interior design concept • Demonstration of openness to major artistic trends

Objective**Standard**

Statement of the Competency	Achievement Context
Develop ideas.	- For the composition of an interior design project, concept, etc. - Based on a client request, verbal or written instructions from a superior, or a personal initiative - Working alone or as part of a team - Using visual references

Elements of the Competency	Performance Criteria
1. Prepare to search for a concept	- Proper analysis of the request - Consideration of the constraints and needs associated with the request - Gathering of information likely to be used during the generation of ideas - Demonstration of an attitude that encourages creativity - Demonstration of good listening skills and initiative
2. Generate ideas.	- Consistent use of techniques conducive to creativity - Demonstration of reflection and imagination in searching for ideas - Application of problem-solving methods - Demonstration of spontaneity and open-mindedness - Development of original and relevant ideas - Creative use of tools for representing ideas - Uncensored representation of ideas
3. Select concept orientations.	- Appropriate exploration of various orientations - Demonstration of discernment - Selection of ideas with true potential - Balance between originality and functionality - Convincing translation of ideas
4. Represent the selected ideas.	- Refinement of ideas in accordance with the orientations selected - Harmonious integration of criteria related to the request - Clear and coherent explanation of the ideas selected and the subject of the request - Appropriate selection of representation methods - Explicit representation of ideas

Objective**Standard**

Statement of the Competency	Achievement Context
Produce sketches.	• For the design, development and popularization of an interior design project, a concept, etc. • Based on a drawing or image • According to a relative scale • Employing commonly used media, supports and drawing instruments

Elements of the Competency	Performance Criteria
1. Organize one's work.	• Relevant analysis of the nature of the work to be completed and the objective of the representation of the idea • Appropriate selection of work tools • Establishment of a work sequence • Consideration of the time allotted
2. Make an observational drawing of an object.	• Accurate assessment of an object's proportions • Appropriate use of media • Proper placement of the drawing on the support • Ability to give the drawing character • Precise definition of areas of shadow and areas of light • Appropriate use of shading • Strong, clear, accurate drawing • Observance of the object's proportions and shapes • Quick execution • Realistic rendering of the subject
3. Use a sketch to bring an idea to life.	• Appropriate selection of view or detail to be represented • Accurate interpretation of the language of lines, shapes and textures used in a drawing • Appropriate use of media • Proper placement of the drawing on the support • Rigorously accurate transition from two to three dimensions, if applicable • Ability to give the drawing character • Precise definition of areas of shadow and areas of light • Appropriate use of shading • Strong, clear, accurate drawing • Observance of proportions • Quick execution

Elements of the Competency	Performance Criteria
4. Finalize the sketches.	• Appropriate selection of representation methods • Quality, coherent assembly of sketches • Clear and concise noted elements, if applicable • Sensitive, realistic rendering

Objective**Standard**

Statement of the Competency	Achievement Context
Model objects and spaces.	• Using an object, space or building in interior design • Working alone or as part of a team • Based on an architectural survey, colleagues' drawings, or a sketch and design plans • Using software packages, digital tools, cloud platforms, virtual reality tools, etc. • Using a printer • Using graphic standards and conventions

Elements of the Competency	Performance Criteria
1. Plan the work.	• Accurate assessment of the drawings to be produced and the information to be conveyed • Appropriate selection of work tools • Accurate identification of formats, templates and configuration • Appropriate determination of the level of precision of the drawing to be modelled • Establishment of an appropriate work sequence and schedule
2. Create models of objects and spaces.	• Appropriate selection of a drawing template • Accurate identification of the parameters for a digital model • Efficient use of the main functions of a modelling software package • Rigorous modelling of a digital model
3. Produce 2D and 3D views.	• Rigorous assessment of the views to be produced • Accurate application of the conventions specific to each view selected • Appropriate placement of views • Correct use of scales of measurement
4. Dimension and annotate drawings.	• Clear and concise dimension and annotation styles • Compliance with general standards for dimension style • Correct use of systems of measurement • Appropriate placement of notes on the drawing and in the title block

Elements of the Competency	Performance Criteria
5. Share a model and publication of views.	• Proper 2D and 3D views in accordance with the usual graphic modes • Proper consideration of the format of the visual support and the size of the view to be shared • Correct determination of the file formats and file extensions • Clear file structure • Efficient use of file-sharing platforms
6. Print the views.	• Proper preparation of the page layout • Selection of the print format • Following of the procedures for printing views • Correct determination of the extension of the print file • Satisfactory correlation between the printout and the established parameters • Methodical evaluation of the printed result

Objective**Standard**

Statement of the Competency	Achievement Context
Produce drawings using a computer-assisted drafting system.	- Based on an architectural survey, colleagues' drawings, or a sketch and plans for interior design projects - Working alone or as part of a team - Using a scale ruler - Using technical documentation - Using software packages, digital tools, cloud platforms, virtual reality tools, etc. - Using the standards and conventions specific to the software being used

Elements of the Competency	Performance Criteria
1. Plan the work.	- Proper selection of design software, backup tools, cloud platforms, etc. - Accurate identification of the rules for naming files - Accurate assessment of the drawings to be produced and the information to be conveyed - Establishment of an appropriate work sequence and schedule - Clear file structure
2. Produce drawings.	- Proper selection of a template in accordance with the design software being used - Proper use of the basic configurations of the design template - Proper determination of the parameters of the template - Correct use of commands and design tools - Efficient management of the information and data related to the project - Observance of the software's layer system - Accurate representation of different orthographical views and sections - Methodical organization for saving/backing up - Clarity and accuracy of drawings, annotations and dimensions
3. Check the quality of the work.	- Observance of the verification method - Verification of the drawing's compliance with the initial data - Identification of modifications to be made - Proper correction of anomalies - Thorough verification of all drawings that were modified

Elements of the Competency	Performance Criteria
4. Publish the drawings.	• Proper publication of 2D and 3D drawings in accordance with the usual graphic standards • Proper consideration of the format of the visual support and the size of the view to be shared • Correct determination of the format and extension of the sheets to be published • Clear file structure • Efficient use of sharing platforms
5. Print the drawings.	• Appropriate preparation of the material • Appropriate establishment of the parameters • Following of the procedures for printing files • Use of appropriate scales for the page layout and annotations • Correct use of the plotter and the printer • Satisfactory correlation between the printout and the established parameters • Methodical evaluation of the printed result

Objective**Standard**

Statement of the Competency	Achievement Context
Interact with clients, resource persons and colleagues.	• In a variety of work-related situations: ○ meeting with a client ○ presentation of an offer of services ○ presentation of a concept, fee negotiation, etc. • In collaboration with resource persons, colleagues, etc. • Based on the rules of professional ethics

Elements of the Competency	Performance Criteria
1. Establish professional relationships.	• Consideration of one's strengths and weaknesses • Demonstration of attitudes that promote harmonious interpersonal relations • Observance of rules of ethics • Appropriate adaptation of one's approach to specific people and situations
2. Communicate with colleagues, suppliers and clients.	• Demonstration of open-mindedness and flexibility • Appropriate use of techniques for defusing difficult situations • Adequate control of one's reactions and emotions • Clear, precise communication of information • Effective use of tools for discussing and sharing information • Efficient formulation and management of digital communications
3. Advise clients.	• Consideration of the clients' cultural and social characteristics • Clarification of the needs, expectations and values of the people involved • Proper explanation of the design process • Clear communication • Demonstration of receptiveness and attentive listening • Explanation of technical information in everyday terms • Relevance of the advice provided • Concern for the company's image

Elements of the Competency	Performance Criteria
4. Work in a team.	• Accurate identification of the roles and responsibilities of the team members • Active contribution to the team • Demonstration of attitudes that encourage teamwork • Observance of the work process established by team members • Efficient coordination of one's activities with those of other team members • Clear and effective communication with other team members • Satisfactory participation in the team's work process
5. Manage stress.	• Accurate evaluation of one's ability to handle stress and one's limits • Effective use of stress management techniques • Use of appropriate means to manage one's stress (time management, managing one's work-related activities, etc.)

Objective**Standard**

Statement of the Competency	Achievement Context
Create moods using colour.	• For the design and presentation of a concept • Based on a request or mandate • Based on the broad principles of colour theory • Using instruments, digital tools, software, cloud platforms, virtual reality tools, etc. • Using appropriate media and supports, and manufacturers' colour charts and samples • In accordance with the laws, standards, codes and regulations in force

Elements of the Competency	Performance Criteria
1. Analyze the project data.	• Relevant interpretation of project data • Accurate analysis of the physical and psychological effects of colour in relation to the project • Clear establishment of the client's expectations • Consideration of the client's preferences • Realistic assessment of the expected result • Consideration of the schedule • Appropriate use of terminology specific to colour
2. Create colour harmonies.	• Proper assessment of the atmosphere to be created • Consideration of the cultural and symbolic aspects of colour • Demonstration of the ability to perceive colour nuances • Consideration of the nature of the materials and textures that enter into the composition of a harmonious scheme • Appropriate use of media • Proper selection of colour-harmonization methods • Selection of colours in accordance with client criteria, needs and spatial effects • Quality of the harmonies created • Demonstration of creativity • Quality of the graphic representation • Critical assessment of the result

Elements of the Competency	Performance Criteria
3. Solve colour-related problems.	• Clear description of the problem • Accurate determination of the causes and consequences of the problem • Selection of the best solution to the problem • Appropriate use of tools, media and supports • Balanced volumes, masses and surface areas created by colour • Proper use of colour-harmonization methods

Objective**Standard**

Statement of the Competency	Achievement Context
Suggest finishes and materials for a project	- Based on an order, concept or design plan - Individually or as part of a team - Using a set of plans, classification systems for finishes and materials, the master specification, samples, catalogues, etc. - By visiting product showrooms and workshops, if applicable - In collaboration with suppliers - Using modelling or drawing software, digital tools, cloud platforms, virtual reality tools, etc. - In compliance with the laws, standards, codes and regulations in force - Applying ergonomic principles and standards for user comfort

Elements of the Competency	Performance Criteria
1. Analyze the request.	- Gathering of complete and accurate data for the project - Accurate examination of the scope of the project - Appropriate analysis of the request - Consideration of the schedule and budget, if applicable - Demonstration of realism and sense of organization - Respect for cultural and aesthetic values
2. Research finishes, materials and elements.	- Accurate determination of the finishes, materials and elements needed to carry out the project - Exhaustive search for information - Relevant validation with suppliers - Visit to product showrooms and workshops, if necessary - Compliance with the laws, standards and regulations in force - Proper determination of performance and life cycle - Methodical organization of research work and saving of information

Elements of the Competency	Performance Criteria
3. Select finishes and materials.	• Demonstration of creativity, curiosity and a sense of aesthetics • Assessment of constraints related to preparing surfaces, and installing and maintaining the finishes and materials • Appropriate selection of finishes and materials in accordance with the feasibility of the project, budget constraints and environmental aspects • Careful consideration of technical data sheets • Specification of appropriate, harmonious finishes and materials
4. Calculate quantities and costs of finishes, materials and elements.	• Selection of an appropriate calculation method for the types of finishes and materials • Accurate determination of the placement of finishes and materials in accordance with the surface area calculations • Thoroughness and exactness of surface area calculations • Correct solution of equations • Verification of results
5. Record and share information.	• Clear recording of information on drawings • Proper use of terminology • Exactness of the information • Effective sharing of the information with resource persons and the client

Objective**Standard**

Statement of the Competency	Achievement Context
Specify the furniture line, decorative accessories and equipment required by a project.	• Based on an order, concept or design plan • Individually or as part of a team • Using a set of plans, master specifications, samples, online catalogues, etc. • By visiting product showrooms and workshops • In collaboration with suppliers • Using modelling or drawing software, digital tools, cloud platforms, virtual reality tools, etc. • Considering environmental aspects associated with interior design • In compliance with the laws, standards, codes and regulations in force • Applying ergonomic principles and standards for user comfort

Elements of the Competency	Performance Criteria
1. Analyze the request.	• Gathering of complete and accurate data for the project • Accurate examination of the scope of the project • Appropriate analysis of the request • Demonstration of realism and sense of organization • Consideration of the schedule and budget, if applicable • Respect for cultural and aesthetic values
2. Research the furniture, accessories and equipment needed.	• Accurate determination of the furniture, accessories, and equipment needed to carry out the project • Exhaustive search for information • Relevant technical verification with resource persons • Proper determination of performance and life cycle • Compliance with the laws, standards and regulations in force • Methodical organization of research work and saving of information • Visits to product showrooms and workshops, if applicable

Elements of the Competency	Performance Criteria
3. Select the furniture, accessories and equipment.	• Demonstration of creativity, curiosity and a sense of aesthetics • Evaluation of constraints related to the installation and maintenance of the furniture, accessories and equipment • Appropriate selection of furniture, accessories and equipment in accordance with the feasibility of the project • Proper consideration of environmental aspects • Careful consideration of technical data sheets • Specification of appropriate, harmonious furniture, accessories and equipment
4. Calculate the quantities and costs of the furniture, accessories and equipment.	• Precise location of furniture, fixtures, and equipment • Accurate calculation of quantities • Correct selection of calculation method in relation to the product's pricing • Correct solution of equations • Verification of results
5. Record and share information.	• Clear recording of information on drawings • Proper use of terminology • Exactness of the information • Effective data sharing

Objective**Standard**

Statement of the Competency	Achievement Context
Produce an interior architectural composition.	• For various projects such as the layout of a space, the design of built-in furniture, or additions to a residence or a commercial establishment • Using a set of plans for a residential, commercial or industrial space, or a public building • Using technical documents and digital tools • Taking into consideration environmental aspects related to interior design • In compliance with the laws, standards, codes and regulations in force • Applying ergonomic principles and standards for user comfort

Elements of the Competency	Performance Criteria
1. Interpret the different elements of the architectural plans and specifications.	• Correct use of terminology • Thorough examination of all the elements in the architectural specifications and sets of plans • Ability to adapt reading in accordance with subsystem drawings • Accurate interpretation of measurement standards for a set of architectural plans • Accurate interpretation of architectural plans and specifications
2. Select interior architectural and construction elements.	• Appropriate search for possible compositions • Correct determination of construction methods • Appropriate selection of architectural and construction elements • Appropriate validation of construction methods associated with sustainable development • Recording of all information associated with the drawings

Elements of the Competency	Performance Criteria
3. Illustrate interior architectural and construction elements.	• Accurate illustration of construction methods and interior architectural elements • Accurate, precise representation of interior architectural and construction elements • Compliance with construction standards and codes • Quality of drawings • Accurate determination of the drawings to be completed • Relevant representations of the views to be illustrated • Taking into consideration universal accessibility standards • Observance of architectural graphic standards
4. Dimension and annotate drawings.	• Complete list of information related to dimensions • Accurate determination of the elements to be annotated and the value of the dimensions • Relevant connections made between the dimensions and the surfaces in different views • Relevant, accurate information recorded on the drawings • Consistent dimensioning

Objective**Standard**

Statement of the Competency	Achievement Context
Design custom elements.	• Based on an order or mandate • Using reference documents, plans and specifications, computer-assisted drawing equipment, a printer and a plotter • By consulting materials suppliers regarding the manufacturing of custom elements • By visiting custom manufacturing and assembly workshops, if applicable • In compliance with the laws, standards, codes and regulations in force • Applying ergonomic principles and standards for user comfort

Elements of the Competency	Performance Criteria
1. Analyze the set of specific criteria and needs related to the project.	• Gathering of complete information • Demonstration of the ability to synthesize information • Thorough, accurate measurements • Accurate annotations on the sketches • Consideration of functional and aesthetic needs • Consideration of the client's financial means • Careful analysis of all data related to the project • Consideration of the schedule and budget
2. Define the concept.	• Observance of the design process • Realistic formulation of ideas in the form of sketches • Search for balance between originality and function in the concept • Taking into consideration ergonomics and universal accessibility • Appropriate selection of finishes, materials and accessories • Effective concretization of ideas • Accurate and concise development of all the elements of the concept • Harmonious integration of design criteria and proposed concepts • Demonstration of creativity and open-mindedness

Elements of the Competency	Performance Criteria
3. Specify the manufacturing, assembly and installation methods.	• Consideration of the manufacturing and assembly methods for the different custom elements • Alignment of the design of the custom element with functions and needs • Structural feasibility of custom elements • Careful selection of materials and hardware in accordance with use • Explicit visual representations of construction and manufacturing methods • Accurate, concise formulation of installation methods
4. Produce the plans for the custom elements.	• Accurate determination of the drawings to be produced and the information to be conveyed • Careful selection of formats, scales and line weights • Consistent placement of drawings and dimensions • Proper positioning of symbols • Accuracy of details • Methodical placement of information in the title block • Proper integration of the drawings of custom elements into the project's plans • Demonstration of meticulousness, accuracy, clarity and neatness in the production of drawings

Objective**Standard**

Statement of the Competency	Achievement Context
Create an interior design concept for a residence.	- Based on an order or mandate - Using reference documents, plans and specifications, computer-assisted drawing equipment, catalogues and samples of colours, finishes, materials, furniture, accessories and equipment - By consulting a document resource centre - In compliance with the laws, standards, codes, and regulations in force - Applying ergonomic principles and standards for user comfort

Elements of the Competency	Performance Criteria
1. Analyze the set of specific criteria and needs related to the project.	- Gathering of complete information - Accurate, proportional sketches of the site - Comprehensive site inventory - Complete list of elements to be retained and reused in the project - Collection of meticulous and exact measurements of the furniture to be retained - Accurate annotations on the drawings - Taking into consideration universal accessibility - Demonstration of the ability to synthesize information - Consideration of the schedule and budget - Careful analysis of all data related to the project
2. Organize spaces.	- Clear indications of the aesthetic intent - Logical determination of spaces and traffic areas - Proper estimate of space dimensions in accordance with needs - Careful use of the inventory of existing elements - Harmonious integration of new elements - Appropriate modification of spaces in accordance with needs - Proper organization of spaces through drawing - Respect proportions - Planning that meets with standards, codes, ergonomics and universal accessibility

Elements of the Competency	Performance Criteria
3. Formulate a preliminary concept.	• Observance of the design process • Effective use of creative techniques • Realistic development of ideas with the use of sketches • Skilful blending of formal and functional elements • Balance between the requirements of originality and functionality in the custom elements • Original spatial organization • Effective rendering of ideas • Effective lighting concepts • Appropriate determination of finishes, colours, materials, furniture, accessories and equipment • Accurate and concise drawings of all concept elements • Preliminary cost estimate
4. Validate the applicability of the concept.	• Correlation between the client's needs and the proposed concept • Assessment of whether custom elements can be utilized, if applicable • Realistic project execution, according to the allotted budget
5. Lay out the concept.	• Consideration of the aesthetic characteristics of the concept • Accurate determination of the drawings to be produced and the information to be conveyed • Quality communication graphics • Appropriate specification of finishes, colours, materials, furniture, accessories and equipment • Harmonious integration of the design criteria and the proposed concepts • Explicit representation of the concept • Careful execution of the drawings needed to understand the concept • Demonstration of thoroughness, precision, clarity and neatness in the execution of the drawings
6. Finalize the concept.	• Realistic planning of the work • Proper verification of product and subcontractor availability • Data recorded in a structured, appropriate form

Objective**Standard**

Statement of the Competency	Achievement Context
Present a design project.	- Based on a concept - Visual and oral presentation of the concept - Using modelling or drawing software, digital tools, cloud platforms or multimedia, virtual reality tools or videos, etc. - In compliance with company policies
Elements of the Competency	Performance Criteria
1. Plan the work.	- Thorough analysis of the project - Appropriate selection of visual presentation format and elements to be illustrated - Appropriate selection of the level of development of the project and the level of detail in the drawings - Complete list of all samples to be presented - Consideration of the schedule
2. Illustrate the concept.	- Careful selection of the illustrations to be done - Appropriate selection of visual presentation tools - Effective use of visual presentation tools, in accordance with the application - Demonstration of creativity and meticulousness - Clear rendering of the proposed concept
3. Prepare the presentation package.	- Original and relevant presentation of samples - Appropriate consideration of the visual support format and the size of the view to be shared - Preparation and importation of quality images - Refined assembly of the presentation - Relevant annotations - Methodical organization and saving of the presentation - Meticulously constructed models, if applicable

Elements of the Competency	Performance Criteria
4. Propose the concept to the client.	• Observance of the rules of effective communication • Explicit presentation of the concept • Effective oral presentation and quality arguments • Demonstration of self-assurance and the ability to sustain interest during the presentation • Demonstration of receptiveness to criticism • Respectful discussions concerning changes to be made • Alignment of results with expectations and consideration of constraints • Demonstration of calmness and professionalism

Objective**Standard**

Statement of the Competency	Achievement Context
Create lighting concepts.	- Based on a design concept, an order or mandate, and plans and specifications - Using reference documents, catalogues, samples, directories and the Internet - By visiting product showrooms and workshops, if applicable - In collaboration with suppliers

Elements of the Competency	Performance Criteria
1. Analyze the mandate.	- Accurate assessment of the type of space - Gathering of complete, accurate data in relation to the project - Proper analysis of needs - Consideration of energy costs - Consideration of schedule and budget
2. Conceptualize the lighting.	- Consideration of the effect of light on colour and shapes - Consideration of the psychological and physiological effect of light on end-users - Accurate determination of light levels in accordance with the space - Appropriate determination of the type of lighting - Careful selection of light fixtures - Quality of the arrangements - Illustration of the concept, if applicable - Demonstration of creativity and originality
3. Specify the light fixtures needed.	- Accurate assessment of constraints affecting the installation of lighting fixtures - Specification of appropriate, harmonious lighting fixtures - Accurate calculation of number of light fixtures needed - Accurate calculation of light intensity - Careful use of technical resources - Appropriate use of terminology - Information carefully recorded, without spelling errors - Demonstration of the ability to make decisions autonomously regarding lighting specifications
4. Indicate the lighting on the plan.	- Effectiveness of lighting concept drawings - Effective use of symbols - Clearly indicated data on the drawings

Objective**Standard**

Statement of the Competency	Achievement Context
Produce working drawings.	- Based on an existing concept - Using plans and specifications from other professionals - Working individually or as part of a team - Using modelling or drawing software, digital tools, cloud platforms or multimedia, virtual reality tools or videos, etc. - Using technical documentation - Based on rules of professional ethics - In compliance with the laws, standards, codes, and regulations in force - Applying ergonomic principles and standards for user comfort

Elements of the Competency	Performance Criteria
1. Plan the work.	- Accurate assessment of the drawings to be produced and the information to be conveyed - Appropriate selection of drawing or modelling software - Selection of an appropriate template - Proper determination of the template's parameters - Establishment of appropriate work sequence and schedule - Appropriate selection of saving and sharing tools - Accurate determination of file coding rules - Clearly organized file structure
2. Do the drawings.	- Proper verification of data according to the phase of the project - Quality graphic communications - Harmonious integration of the design criteria and formulated concepts - Explicit representation of all the views required to understand the concept - Accurate representation of specific features, details and sections - Proper placement of dimensions - Clear recording of notes on the drawings - Accurate annotations in the symbols, tables and title blocks - Observance of the schedule for executing the plans

Elements of the Competency	Performance Criteria
3. Verify the drawings.	• Prompt detection of errors and missing essential elements • Meticulous verification of all drawings affected by modifications
4. Correct the drawings.	• Accurate assessment of the impact of the corrections on the set of plans • Careful corrections • Harmonization of corrected drawings with existing drawings • Consistent information contained in all documents related to the project • Proper verification of references • Validation of specifications • Observance of the schedule for executing the plans and specifications • Demonstration of autonomy and a sense of responsibility
5. Record the information related to the project.	• Proper classification of the information and technical data • Accurate description of construction methods • Relevant, clear and structured selection of information • Accurate recording of the information
6. Publish and print the set of plans.	• Meticulous verification of views and drawings to be published and printed • Provision of all necessary documents • Correct determination of export formats • Appropriate selection of publication options for the drawings • Proper publication of the information • Careful printing of the set of plans • Observance of professional ethics
7. Modify the plans.	• Appropriate selection of the type of document • Detailed recording of the modifications on the title block • Effective demonstration of changes

Objective**Standard**

Statement of the Competency	Achievement Context
Carry out project management activities.	- Based on the data related to an interior design project - Individually or as part of a team - In collaboration with resource persons - Using administrative and project planning software, project monitoring tools and technical documentation - Using company policies, team agreements, client agreements, etc. - In compliance with the regulations, standards and codes in force

Elements of the Competency	Performance Criteria
1. Prepare a submission or a contract.	- Accurate interpretation of the project - Appropriate use of terminology - Methodical determination of tasks - Accurate determination of the roles and responsibilities of resource persons - Realistic cost estimates - Correct preparation of a schedule - Compliance with the company's internal rules, if applicable - Clear and concise writing of a submission and a contract - Compliance with the rules in force
2. Monitor the work.	- Ongoing collaboration with work colleagues - Compliance with certification criteria - Careful adjustment of the project following a change, if applicable - Compliance with the rules in force - Methodical filing and archiving of information
3. Carry out the administrative monitoring of a project.	- Efficient monitoring of the project - Complete gathering of the information required for billing - Efficient verification of the detailed list of construction costs associated with the project - Complete list of costs attributable to the project - Thorough verification to ensure that the budget is balanced - Accurately produced invoice - Methodical filing and archiving of data

Objective**Standard**

Statement of the Competency	Achievement Context
Plan a layout for a commercial, industrial or public building.	- Based on an order or mandate - Individually or as part of a team - Using reference documents, plans and specifications, computerized drawing equipment and materials, office equipment, etc. - In compliance with the laws, standards, codes, and regulations in force - Applying ergonomic principles and standards for user comfort

Elements of the Competency	Performance Criteria
1. Gather and analyze data related to the project.	- Complete collection of data - Accurate, proportional sketches of the site - Thorough and exact measurements taken of the site - Appropriate site inventory using images - Complete list of the furniture, accessories and equipment to be kept - Thorough and precise measurements taken of the furniture to be retained - Accurate annotations on the sketches - Demonstration of the ability to synthesize - Accurate assessment of needs and the physical state of the site - Taking into consideration universal accessibility
2. Prepare a functional program.	- Validation of the organization chart - Accurate description of services required - Validation of the area for all spaces - Accurate determination of requirements according to function - Consideration of the schedule and budget
3. Organize spaces.	- Clear indications of aesthetic intents - Logical determination of space and traffic areas - Taking into consideration universal accessibility in planning the layout - Proper determination of the dimensions of spaces in accordance with needs - Wise use of inventory as well as of existing furniture, accessories and equipment - Appropriate modification of spaces in accordance with needs - Demonstration of creativity - Accurate concretization of spatial organization through the use of a drawing

Elements of the Competency	Performance Criteria
4. Draw the proposed interior layout.	• Accurate determination of the drawings to be produced and the information to be conveyed • Quality of the graphic communication • Harmonious integration of the design criteria and the plan, illustrated by sketches • Explicit representation of the plan • Refined presentation of the drawings needed to understand the plan • Critical assessment of the result

Objective**Standard**

Statement of the Competency	Achievement Context
Create an interior design concept for a commercial, industrial or public building.	- Based on an order or mandate - Individually or as part of a team - Using reference documents, plans and specifications, computerized drawing equipment and materials, catalogues and samples of colours, finishes, materials, furniture, accessories and equipment - In compliance with the laws, standards, codes and regulations in force - Applying ergonomic principles and standards for user comfort
Elements of the Competency	Performance Criteria
1. Gather and interpret information related to the project.	- Thorough gathering of data - Comprehensive site inventory - Consideration of constraints affecting spatial organization - Careful analysis of client needs - Consideration of the company's aesthetic intent - Consideration of the schedule
2. Formulate a preliminary concept.	- Observance of the design process - Effective use of creative techniques - Demonstration of spontaneity and open-mindedness - Realistic formulation of ideas in the form of sketches - Skilful blending of formal and functional elements - Balance between the requirements of originality and effectiveness of the concept - Originality of the spatial organization - Effective rendering of ideas - Effective lighting concepts - Appropriate determination of finishes, colours, materials, furniture, accessories and equipment - Accurate and concise drawing of all elements of the concept - Preliminary cost estimate

Elements of the Competency	Performance Criteria
3. Validate the applicability of the concept.	• Correlation between the client's needs and the proposed concept • Proper verification of product and subcontractor availability • Planning of the work • Compliance of the layout with codes, standards, ergonomics and the principles of universal accessibility • Realistic project execution, based on the allotted budget
4. Finalize the concept.	• Accurate determination of the drawings to be produced and the information to be conveyed • Quality of the graphic communication • Harmonious integration of the design criteria and the concepts formulated • Explicit representation of the concept • Effective execution of the drawings required to understand the concept
5. Prepare the presentation.	• Determination of the visual presentation means to be used • Proper determination of the drawings required to understand the concept • Explicit, original and dynamic renderings • Demonstration of creativity • Well-prepared, cohesive arguments

Objective**Standard**

Statement of the Competency	Achievement Context
Promote one's services.	• By drawing on personal experience and accomplishments • Using reference documents, digital, photographic and reproduction equipment and materials • Using basic rules for effective communication • Based on the company's policies • Based on rules of professional ethics

Elements of the Competency	Performance Criteria
1. Design promotional materials.	• Realistic determination of the professional services to be offered • Careful selection of promotional tools for targeted clients • Concise curriculum vitae, free of spelling errors • Careful selection of projects to be presented in the portfolio • Refined preparation of the portfolio • Descriptions written in correct English • Original formatting of documents • Consideration of design-related marketing elements
2. Search for potential clients.	• Effective search for contracts • Effective use of information and communications technologies • Use of resource networks and professional contacts • Behaviours adapted to people and situations • Demonstration of a professional attitude in stressful situations • Observance of rules of professional ethics • Consideration of company objectives
3. Participate in public relations activities.	• Promotion of various projects through various media or within the company • Consideration of positive outcomes as result of participating in design competitions • Demonstration of open-mindedness and curiosity with respect to trade shows

Objective**Standard**

Statement of the Competency	Achievement Context
Develop an interior design project.	• Based on an order or mandate • Individually or as part of a team • Using modelling or drawing software, digital tools, cloud platforms or multimedia, virtual reality tools or videos, etc. • Based on rules of professional ethics • In compliance with the laws, standards, codes and regulations in force • Applying ergonomic principles and standards for user comfort

Elements of the Competency	Performance Criteria
1. Define and analyze the set of specific information and needs related to the project.	• Thorough gathering of data • Accurate assessment of client needs • Comprehensive site inventory • Detailed list of the elements to be kept and reused • Accurate assessment of needs and site conditions • Demonstration of a sense of responsibility and autonomy
2. Organize spaces.	• Proper preparation of the functional and technical program, if applicable • Determination of aesthetic intent, lifestyle and complete needs • Logical determination of spaces and circulation areas • Proper estimate of the size of spaces, according to the needs • Careful use of the inventory of existing elements • Harmonious integration of new elements • Appropriate modification of spaces, according to needs • Accurate representation of spatial organization, by means of a drawing

Elements of the Competency	Performance Criteria
3. Develop a concept.	• Consideration of design criteria • Effective use of search tools • Originality of the spatial organization • Original ideas in the context of custom elements • Effective lighting concept • Appropriate selection of finishes, colours, materials, furniture, accessories and equipment • Correct assessment of the concept's cohesiveness, effectiveness and relevance • Explicit and refined layout of the concept • Consideration of the budget, if applicable
4. Present the concept.	• Appropriate selection of information • Original layout of presentation drawings • Structured presentation of samples • Clear, effective arguments • Proposals of alternative suggestions likely to meet expectations • Demonstration of attitudes and behaviours that encourage collaboration • Demonstration of self-assurance and self-confidence • Effective overall presentation
5. Prepare the working plans.	• Adjustment of the concept in accordance with the ideas discussed following the presentation • Accurate determination of the drawings to be produced and the information to be conveyed • Harmonious integration of the design criteria into the planning • Accurate representation of the concept • Effective presentation of drawings • Clear specification of colours, finishes, materials, furniture, accessories and equipment
6. Plan the work schedule.	• Realistic planning of the work • Proper verification of product and subcontractor availability • Data captured in a structured, appropriate form
7. Present the project to the client.	• Thorough validation of the plans and specifications to be transmitted • Careful printing of plans and specifications • Effective presentation of all necessary documents • Correct transmission of information • Observance of professional ethics

General Education Component Common to All Programs and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EA0

Objective

Standard

Statement of the Competency

Analyze and produce various forms of discourse.

Elements of the Competency

Performance Criteria

1. Identify the characteristics and functions of the components of literary texts.	• Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component
2. Determine the organization of facts and arguments of a given literary text.	• Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis
3. Prepare ideas and strategies for a projected discourse.	• Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material
4. Formulate a discourse.	• Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse
5. Revise the work.	• Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Weighting: 2-2-4 or 1-3-4
 Credits: 2½

Objective**Standard****Statement of the Competency**

Apply an analytical approach to literary genres.

Elements of the Competency**Performance Criteria**

1. Distinguish genres of literary texts.	• Clear recognition of the formal characteristics of a literary genre
2. Recognize the use of literary conventions within a specific genre.	• Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices
3. Situate a work within its historical and literary period.	• Appropriate recognition of the relationship of a text to its period
4. Write a critical analysis of a literary genre.	• Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	• Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature
 Weighting: 2-2-3
 Credits: 2½

Objective**Standard****Statement of the Competency**

Apply an analytical approach to a literary theme.

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| 1. Recognize the treatment of a theme within a literary text. | <ul style="list-style-type: none"> • Clear recognition of elements within the text, which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices |
| 2. Situate a literary text within its cultural context. | <ul style="list-style-type: none"> • Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices |
| 3. Detect the value system inherent in a literary text. | <ul style="list-style-type: none"> • Appropriate identification of expression (explicit/implicit) of a value system in a text |
| 4. Write an analysis on a literary theme. | <ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text |
| 5. Revise the work. | <ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content |

Learning Activities

Discipline: English, Language of Instruction and Literature

Weighting: 2-2-3

Credits: 2½

Objective**Standard****Statement of the Competency**

Communicate in the forms of discourse appropriate to one or more fields of study.

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| 1. Identify the forms of discourse appropriate to given fields of study. | <ul style="list-style-type: none"> • Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse • Exploration of a variety of topics |
| 2. Recognize the forms of discourse appropriate to given fields of study. | <ul style="list-style-type: none"> • Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument |
| 3. Formulate an oral and a written discourse. | <ul style="list-style-type: none"> • Examine ways to address and structure a given topic • Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies including media and technology • Formulation of a 1000-word discourse |
| 4. Revise the work. | <ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of form and content |

Learning Activities

Discipline: English, Language of Instruction and Literature
 Periods of instruction: 60
 Credits: 2

Objective**Standard****Statement of the Competency**

Apply a logical analytical process to how knowledge is organized and used.

Elements of the Competency**Performance Criteria**

1. Recognize the basic elements of a field of knowledge.	• Appropriate description of the basic elements • Appropriate use of terminology relevant to a field of knowledge
2. Define the modes of organization and utilization of a field of knowledge.	• Adequate definition of the dimensions, limits and uses of a field of knowledge
3. Situate a field of knowledge within its historical context.	• Accurate identification of the main components in the historical development of a field of knowledge • Accurate description of the effects of historical development and social context on the limits and uses of a field of knowledge
4. Organize the main components into coherent patterns.	• Coherent organization of the main components
5. Produce a synthesis of the main components.	• Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: Humanities
 Weighting: 3-1-3
 Credits: 2½

Objective**Standard****Statement of the Competency**

Apply a critical thought process to world views.

Elements of the Competency	Performance Criteria
1. Describe world views.	• Accurate description of a society or group with a distinctive world view • Appropriate use of terminology relevant to these societies or groups
2. Explain the major ideas, values, and implications associated with a given world view.	• Adequate explanation of the salient components of a world view
3. Organize the ideas, values and experiences of a world view into coherent patterns.	• Coherent organization of ideas about a world view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of world views
4. Compare world views.	• Comparative analysis of these world views • Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis
5. Convey the ideas, attitudes and experiences of the societies or groups studied.	• Coherent integration of the importance and implications of the world views for the given societies or groups • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: Humanities
 Weighting: 3-0-3
 Credits: 2

Objective**Standard****Statement of the Competency**

Apply a critical thought process to ethical issues relevant to the field of study.

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| 1. Situate significant ethical issues in appropriate world views and fields of knowledge. | <ul style="list-style-type: none"> • Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world views and fields of knowledge |
| 2. Explain the major ideas, values, and social implication of ethical issues. | <ul style="list-style-type: none"> • Adequate description of the salient components of the issues |
| 3. Organize the ethical questions and their implications into coherent patterns. | <ul style="list-style-type: none"> • Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues |
| 4. Debate the ethical issues. | <ul style="list-style-type: none"> • Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view • Appropriate use of revision strategies • Appropriate revision of form and content |

Learning Activities

Discipline:	Humanities
Periods of instruction:	45
Credits:	2

Objective**Standard****Statement of the Competency**

Apply basic concepts for communicating in standard French.

Elements of the Competency**Performance Criteria**

1. Write and revise a simple text.

- Clear, coherent formulation of a text of about 250 words
- Adequate development of the text: intention, topic, reader
- Formulation of simple, well-constructed sentences
- Use of adequate vocabulary for the task
- Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future
- Satisfactory correction of errors in spelling or grammar
- Appropriate use of revision strategies

2. Understand the meaning of a simple text.

- Accurate description of the general meaning and essential ideas of a 500-word text
- Accurate identification of the difficulties in understanding the text
- Appropriate use of reading techniques
- Accurate identification of the main elements of the text

3. Convey a simple oral message.

- Clear and coherent formulation of an oral presentation of at least four minutes
- Appropriate use of standard vocabulary
- Clear and coherent statements

4. Understand the meaning of a simple oral message.

- Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes
- Accurate identification of the difficulties in understanding the message
- Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline: French as a Second Language
 Weighting: 2-1-3
 Credits: 2

Objective**Standard****Statement of the Competency**

Communicate in standard French with some ease.

Elements of the Competency**Performance Criteria**

1. Write and revise a simple text.

- Writing of a text of about 350 words
- Respect for grammar and spelling rules
- Appropriate use of the main elements of the corpus
- Clear, coherent formulation of sentences
- Coherent organization of paragraphs
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Interpret a written text.

- Accurate identification of the main ideas and structure of a text of 700 to 1 000 words
- Accurate identification of the main elements of the text
- Accurate explanation of the meaning of the words of the text

3. Produce a planned oral text.

- Clear and coherent formulation of an oral presentation of at least five minutes
- Appropriate use of standard vocabulary
- Respect for the level of language and rules of grammar and pronunciation

4. Interpret a simple oral text.

- Accurate identification of the main elements of an oral text of at least five minutes
- Accurate identification of the ideas and subjects dealt with in the text
- Accurate explanation of the meaning of the words of the text

Learning Activities

Discipline: French as a Second Language
 Weighting: 2-1-3
 Credits: 2

Objective**Standard****Statement of the Competency**

Communicate with ease in standard French.

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Write a text of moderate complexity. | <ul style="list-style-type: none"> • Writing of a text of about 450 words • Respect for grammar and spelling rules • Adaptation to the intended audience • Appropriate use of the main elements of the corpus • Clear and coherent formulation of sentences, including at least three that are complex • Coherent organization of paragraphs |
| 2. Revise and correct a text of moderate complexity. | <ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of the text |
| 3. Comment on a written text of moderate complexity. | <ul style="list-style-type: none"> • Accurate identification of the main elements of a text of between 2 500 and 3 000 words • Accurate explanation of the meaning of the words of the text • Accurate identification of the main and secondary ideas, of facts and opinions • Accurate identification of what is implicit and what is explicit |
| 4. Produce a planned oral text of moderate complexity. | <ul style="list-style-type: none"> • Clear and coherent formulation of an oral presentation of at least five minutes • Appropriate use of standard vocabulary • Respect for the level of language and rules of grammar and pronunciation • Adaptation to the intended audience • Appropriate sequencing of ideas |

Learning Activities

Discipline: French as a Second Language
 Weighting: 2-1-3
 Credits: 2

Objective**Standard****Statement of the Competency**

Explore a cultural and literary topic.

Elements of the Competency**Performance Criteria**

1. Write a text on a cultural or literary topic.

- Clear and coherent formulation of a text of about 550 words
- Respect for the topic
- Respect for grammar and spelling rules
- Adaptation to the intended audience
- Appropriate use of the main elements of the corpus
- Clear articulation of a personal point of view

2. Revise and correct a text on a cultural or literary topic.

- Appropriate use of revision strategies
- Appropriate revision of the text

3. Analyze a cultural or literary text.

- Personal formulation of the main elements of the text
- Identification of the main themes
- Identification of clues that help situate the text in its socio-cultural and historical context
- Accurate identification of the values expressed
- Accurate identification of the structure of the text
- Clear articulation of a personal point of view

Learning Activities

Discipline: French as a Second Language

Weighting: 3-0-3

Credits: 2

Objective**Standard****Statement of the Competency**

Apply basic concepts for communicating in French in relation to the student's field of study.

Elements of the Competency**Performance Criteria**

1. Write and revise a short text related to the student's field of study.

- Accurate identification of difficulties in writing
- Appropriate use of writing techniques
- Appropriate use of standard and specialized vocabulary
- Clear and coherent formulation of the text
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Understand the meaning and characteristics of a text related to the student's field of study.

- Accurate identification of difficulties in understanding the text
- Accurate identification of the characteristics of the text
- Accurate identification of specialized vocabulary
- Accurate identification of the main elements of the text
- Accurate description of the general meaning and essential ideas of the text

3. Convey a simple oral message related to the student's field of study.

- Accurate identification of the difficulties in oral expression
- Appropriate use of techniques of oral expression
- Appropriate use of standard and specialized vocabulary
- Intelligible expression of the message

4. Understand the meaning of a simple oral message related to the student's field of study.

- Accurate identification of difficulties in understanding the message
- Accurate identification of the characteristics of the message
- Accurate identification of specialized vocabulary
- Accurate identification of the main elements of the message
- Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline: French as a Second Language
 Periods of instruction: 45
 Credits: 2

Objective**Standard****Statement of the Competency**

Communicate in French on topics related to the student's field of study.

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| 1. Write a text related to the student's field of study. | <ul style="list-style-type: none"> ▪ Appropriate use of specialized vocabulary and of conventions specific to different types of texts ▪ Respect for the level of language and rules of grammar and spelling ▪ Clear and coherent formulation of the text • Appropriate use of writing techniques |
| 2. Revise and correct a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> ▪ Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors |
| 3. Differentiate the types of texts specific to the student's field of study. | <ul style="list-style-type: none"> ▪ Accurate identification of the formal characteristics of each of the main types of texts and the conventions used |
| 4. Analyze texts representative of the student's field of study. | <ul style="list-style-type: none"> ▪ Accurate identification of the main elements of the text ▪ Accurate interpretation of specialized vocabulary ▪ Accurate identification of the ideas and subjects dealt with • Appropriate use of reading and listening techniques |

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective**Standard****Statement of the Competency**

Communicate with ease in French on topics related to the student's field of study.

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Produce a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> • Respect for the topic • Appropriate use of specialized vocabulary and the conventions specific to different types of texts • Respect for the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate sequencing of ideas • Appropriate form for the content |
| 2. Revise and correct a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors |
| 3. Comment on texts specific to the student's field of study. | <ul style="list-style-type: none"> • Accurate identification of the formal characteristics of the main types of texts and the conventions used • Accurate explanation of the meaning of the words in the text • Accurate identification of the structure of the text • Accurate reformulation of the main and secondary ideas, of the facts and opinions • Accurate use of specialized vocabulary |

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective**Standard****Statement of the Competency**

Produce a text in French on a topic related to the student's field of study.

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| 1. Write a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> • Respect for the topic • Appropriate use of specialized vocabulary and the conventions specific to different types of texts • Appropriate choice of the main elements of the corpus based on the type of text • Clear and coherent formulation of the text • Respect for the level of language and rules of grammar and spelling • Clear articulation of a personal point of view |
| 2. Revise and correct a text on a topic related to the student's field of study. | <ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors |
| 3. Analyze a text related to the student's field of study. | <ul style="list-style-type: none"> • Precise differentiation of the formal characteristics of specific types of texts • Personal formulation of the main elements • Listing of the main themes • Accurate identification of the structure of the text • Identification of clues that help situate the text in its context • Clear articulation of a personal point of view • Accurate association of elements of the text with the topic |

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

Objective**Standard****Statement of the Competency**

Analyze one's physical activity from the standpoint of a healthy lifestyle.

Elements of the Competency**Performance Criteria**

1. Establish the relationship between one's lifestyle habits and health.	• Proper use of documentation from scientific research or the media • Recognition of the influence of social and cultural factors on the practice of physical activity • Pertinent links made between one's lifestyle habits and the impact they have on health
2. Be physically active in a manner that promotes one's health.	• Respect for the rules specific to the physical activity practised • Respect for codes of ethics, safety rules and regulations when being physically active • Respect for one's abilities when practising physical activities
3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity.	• Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition • Overall assessment of one's needs and abilities in terms of physical activity • Overall assessment of one's motivational factors with respect to being sufficiently active on a regular basis
4. Propose physical activities that promote one's health.	• Appropriate choice of physical activities according to one's needs, abilities and motivational factors • Use of clear reasoning to explain the choice of physical activity

Learning Activities

Discipline: Physical Education
 Weighting: 1-1-1
 Credits: 1

Objective**Standard****Statement of the Competency**

Improve one's effectiveness when practising a physical activity.

Elements of the Competency**Performance Criteria**

- | Elements of the Competency | Performance Criteria |
|---|---|
| 1. Plan an approach to improve one's effectiveness when practising a physical activity. | <ul style="list-style-type: none"> Initial assessment of one's abilities and attitudes when practising a physical activity Statement of one's expectations and needs with respect to the ability to practise the activity Appropriate formulation of personal objectives Appropriate choice of the means to achieve one's objectives Use of clear reasoning to explain the choice of physical activity |
| 2. Use a planned approach to improve one's effectiveness when practising a physical activity. | <ul style="list-style-type: none"> Respect for the rules and regulations of the physical activity Respect for codes of ethics, safety rules and regulations when being physically active Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills Periodic assessment of one's abilities and attitudes when practising a physical activity Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity Pertinent, periodic and proper adjustments of one's objectives or means Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity |

Learning Activities

Discipline: Physical Education
 Weighting: 0-2-1
 Credits: 1

Objective**Standard****Statement of the Competency**

Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Elements of the Competency**Performance Criteria**

1. Plan a personal physical activity program.

- Mention of priorities according to one's needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis
- Proper and appropriate formulation of personal objectives
- Appropriate choice of physical activity or activities to achieve personal objectives
- Appropriate planning of the conditions for performing the physical activity or activities in personal program

2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Regular and sufficient practice of a physical activity while maintaining a balance between effectiveness and health-promoting factors

3. Manage a personal physical activity program.

- Appropriate choice of criteria for measuring the attainment of program objectives
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical activity
- Periodic assessment of the time invested and activities practised during the program
- Appropriate, periodic and proper adjustment of personal objectives or means used
- Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities
- Recognition of the effect of physical activity on one's lifestyle

Learning Activities

Discipline: Physical Education
 Weighting: 1-1-1
 Credits: 1

Complementary General Education Component

Social Sciences

Code: 000V

Objective

Standard

Statement of the Competency	Achievement Context
Estimate the contribution of the social sciences to an understanding of contemporary issues.	- Working alone - In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues - Using documents and data from the field of social sciences
Elements of the Competency	Performance Criteria
1. Recognize the focus of one or more of the social sciences and their main approaches.	- Formulation of the focus specific to one or more of the social sciences - Description of the main approaches used in the social sciences
2. Identify some of the issues currently under study in the social sciences.	Association of issues with the pertinent areas of research in the social sciences
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	- Presentation of contemporary issues by highlighting the interpretation of the social sciences - Illustration of the interaction between certain social changes and the contribution of the social sciences
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V. Use code 305 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	• Working alone • In an essay of approximately 750 words on a topic related to human existence • Using reference materials from the field of social sciences
Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	• Presentation of the background to the problem • Use of appropriate concepts and language • Brief description of individual, collective, spatiotemporal and cultural aspects of the problem
2. Address an issue using one or more social scientific approaches.	• Clear formulation of an issue • Selection of pertinent reference materials • Brief description of historical, experimental and survey methods
3. Draw conclusions.	• Appropriate use of the selected method • Determination of appropriate evaluation criteria • Identification of strengths and weaknesses of the conclusions • Broadening of the issue analyzed
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W. Use code 305 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	- Working alone - Using a written commentary on a scientific discovery or technological development - In an essay of approximately 750 words

Elements of the Competency	Performance Criteria
1. Describe scientific thinking and the standard scientific method.	- Brief description of the essential characteristics of scientific thinking, including quantification and demonstration - Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method
2. Demonstrate how science and technology are complementary.	Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions
3. Explain the context and the stages related to several scientific and technological discoveries.	- Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries - Listing of the main stages of scientific and technological discoveries
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	- Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries - Formulation of relevant questions and credibility of responses to the questions formulated

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000X. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	- Working alone or in groups - Applying the standard scientific method to a given, simple scientific and technological problem - Using common scientific instruments and reference materials (written or other)

Elements of the Competency	Performance Criteria
1. Describe the main steps of the standard scientific method.	Ordered list and brief description of the characteristics of the steps of the standard scientific method
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	- Clear, precise description of the problem - Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	- Pertinence, reliability and validity of the experimental method used - Observance of established experimental method - Appropriate choice and use of instruments - Clear, satisfactory presentation of results - Validity of the connections established between the hypothesis, the verification and the conclusion

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000Y. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with limited skill in a modern language.	- For modern Latin-alphabet languages: - during a conversation consisting of at least eight lines of dialogue - in a written text consisting of at least eight sentences - For modern non-Latin-alphabet languages: - during a conversation consisting of at least six lines of dialogue - in a written text consisting of at least six sentences - Based on learning situations on familiar themes - Using reference materials

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	- Accurate identification of words and idiomatic expressions - Clear recognition of the general meaning of simple messages - Logical connection between the various elements of the message
2. Understand the meaning of a written message.	- Accurate identification of words and idiomatic expressions - Clear recognition of the general meaning of simple messages - Logical connection between the various elements of the message
3. Express a simple message orally.	- Appropriate use of language structures in main and coordinate clauses - Appropriate application of grammar rules - Use of verbs in the present indicative - Appropriate use of basic vocabulary and idiomatic expressions - Clear pronunciation - Coherent sequencing of simple sentences - Spontaneous and coherent sequencing of sentences in a conversation
4. Write a text on a given subject.	- Appropriate use of language structures in main and coordinate clauses - Appropriate application of basic grammar rules - Use of verbs in the present indicative - Appropriate use of basic vocabulary and idiomatic expressions - Coherent sequencing of simple sentences - Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.

“Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.

Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate on familiar topics in a modern language.	• During a conversation that includes at least 15 lines of dialogue • In a written text consisting of at least 20 sentences for Latin-alphabet languages • In a written text consisting of at least 10 sentences for non–Latin-alphabet languages • Based on: • common situations in everyday life • simple topics from everyday life • Using reference materials

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message orally, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of sentences • Dialogue
4. Write a text on a given subject, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Coherent sequencing of sentences of average complexity • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.

Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with relative ease in a modern language.	• Working alone • During a conversation consisting of at least 20 lines of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a socio-cultural nature • Using reference materials for the written text
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message in everyday language.	• Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	• Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. Have a conversation on a subject.	• Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4. Write a text of average complexity.	• Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules applicable to the text
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	The acquisition of a modern language requires an awareness of the culture of its native speakers. Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.

Objective**Standard**

Statement of the Competency	Achievement Context
Recognize the role of mathematics or computer science in contemporary society.	- Working alone - In an essay of approximately 750 words - Using different personally selected concrete examples
Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic general knowledge of mathematics or computer science.	- Identification of basic notions and concepts - Identification of the main branches of mathematics or computer science - Appropriate use of terminology
2. Describe the evolution of mathematics or computer science.	Descriptive summary of several major phases
3. Recognize the contribution of mathematics or computer science to the development of other areas of knowledge.	Demonstration of the existence of important contributions, using concrete examples
4. Illustrate the diversity of mathematical or computer science applications.	Presentation of a range of applications in various areas of human activity, using concrete examples
5. Evaluate the impact of mathematics or computer science on individuals and organizations.	- Identification of several major influences - Explanation of the way in which mathematics or computer science have changed certain human and organizational realities - Recognition of the advantages and disadvantages of these influences
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420. Use code 204 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Use various mathematical or computer science concepts, procedures and tools for common tasks.	• Working alone • While carrying out a task or solving a problem based on everyday needs • Using familiar tools and reference materials
Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic functional knowledge in mathematics or computer science.	• Brief definition of concepts • Correct execution of basic operations • Appropriate use of terminology
2. Select mathematical or computing tools and procedures on the basis of specific needs.	• Listing of numerous possibilities available through the use of mathematical and computing tools and procedures • Analysis of concrete situations and recognition of the usefulness of mathematical or computing tools and procedures • Appropriate choice according to needs
3. Use mathematical or computing tools and procedures to carry out tasks and solve problems.	• Use of a planned and methodical process • Correct use of tools and procedures • Satisfactory results, given the context • Appropriate use of terminology specific to a tool or procedure
4. Interpret the quantitative data or results obtained using mathematical or computing tools and procedures.	• Accurate interpretation, given the context • Clear, precise formulation of the interpretation
Learning Activities	
Periods of instruction: 45 Credits: 2 Note: Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420. Use code 204 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.	

Objective**Standard**

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	• Working alone • Given a specified work of art • In a written commentary of approximately 750 words

Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	• Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	• Descriptive list of the main characteristics of three art movements from different eras, including a modern movement
3. Give a commentary on a work of art.	• Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	Use the 500 series of codes (except 502) to link a course to objective 0013. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Produce a work of art.	• Working alone • During a practical exercise • In the context of creating or interpreting a work of art • Using the basic elements of the language and techniques specific to the medium selected
Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	• Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	• Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Compliance with the requirements of the method of production
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 500 series of codes to link a course to objective 0014, with the exception of code 502. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Consider contemporary issues from a transdisciplinary perspective.	• Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency	Performance Criteria
1. Identify major contemporary issues.	• Exploration of various contemporary issues • Description of the main perspectives concerning these issues • Clear formulation of objects to study related to these issues
2. Recognize the specific role of several disciplines in the understanding of an issue.	• Identification of some of the theories used in analyzing the issue • Clear description of the concepts and methods used
3. Demonstrate the contribution of several disciplines to the understanding of an issue.	• Clear formulation of the perspectives of the issue • Precise description of the main contributions of the disciplines • Pertinent explanation of the interaction among various disciplines • Appropriate use of language and concepts from the disciplines
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.

Objective**Standard**

Statement of the Competency	Achievement Context
Explore a contemporary issue from a transdisciplinary perspective.	• Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency	Performance Criteria
1. Present a research problem.	• Justification of the choice of research problem • Brief description of the main issues involved in the problem • Clear formulation of the main dimensions of the problem • Appropriate use of language and concepts from the disciplines • Clear formulation of the research question
2. Analyze the research problem.	• Relevant description of a research approach or method • Appropriate selection of research data • Proper application of the approach or method used • Appropriate use of an analytical framework
3. Propose solutions.	• Clear description of the main contributions from the disciplines • Pertinent explanation of the interaction among various disciplines • Justification of solutions proposed • Assessment of the strengths and weaknesses of the proposed solutions
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.

Additional Information

Vocabulary Used in Technical Programs

Program

A program is an integrated set of learning activities leading to the achievement of education objectives based on set standards (*College Education Regulations*, s. 1). All college programs include a general education component common to all programs; a general education component adapted to the specific program; a complementary general education component; and a program-specific component (*College Education Regulations*, s. 6).

Competency

In the program-specific component of a technical program, a competency is defined as the ability to act, succeed and evolve in order to adequately perform tasks or work-related activities, based on an organized body of knowledge (including elements of knowledge, skills in a variety of fields, perceptions, attitudes, etc.) (*Élaboration des programmes d'études techniques, Cadre général – Cadre technique 2002*, p. 15).

Objective

An objective is defined as the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, s. 1). Each objective is formulated in terms of a competency and includes a statement of the competency and its elements. The achievement of objectives and respect for the standards ensure the acquisition or mastery of the college-level general education competencies.

Statement of the Competency

In the program-specific component of a technical program, the statement of the competency is the result of an analysis of the needs of the job situation, the general goals of technical training and (in some cases) other factors. In the general education components, it is the result of an analysis of the needs of general education.

Elements of the Competency

In the program-specific component of a technical program, the elements of the competency include only what is necessary in order to understand and master the competency. They refer to the major steps involved in performing a task or to the main components of the competency.

In the general education components, the elements of an objective, formulated in terms of a competency, specify the main aspects of the competency.

Standard

A standard is defined as the level of performance at which an objective is considered to be achieved (*College Education Regulations*, s. 1). In the program-specific component of a technical program, it is composed of an Achievement Context and Performance Criteria.

Performance Criteria

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element of the competency and consequently of the competency itself. The performance criteria are based on the requirements at entry level on the job market. Each element of the competency requires at least one performance criterion.

In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

In both components, all the criteria must be respected for the objective to be recognized as having been attained.

Achievement Context

In the program-specific component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

Learning Activities

In the program-specific component of a technical program, the learning activities are classes (or labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

In the general education components, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the number of contact hours, the number of credits and any details deemed essential.

Harmonization

The Ministère de l'Éducation harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be “inter-level” when it focuses on training programs at different levels, “intra-level” when it focuses on programs within the same educational level, and “inter-sector” when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Interior Design* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Techniques de design d'intérieur*, available in French.

