Intern Competencies Review System (ICRS)™ for Interior Design

A fair and reliable way for applicants to prove they have the competencies needed for intern membership.

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For: **ARIDO Board of Management**

ARIDO
Association of Registered Interior Designers of Ontario

MAKE SPACE FOR GOOD DESIGN.

Acknowledgements

Preface

This white paper is for the ARIDO Board of Management and it focuses on project work that occurred between April 2015 to April 2016.

It details the development of the Intern Competencies Review System (ICRS) for Interior Design which is the result of a project to address the recommendations of the 2014 Alternative Pathways Task Force.

It describes in plain language the challenge we faced and the steps taken to build and put a new system in place that makes sure decisions on whether or not an applicant meets the minimum education requirement are now clearly linked directly to competencies.

It can also be made available for any third-party audit or review of practices that may be conducted in the future by relevant authorities.

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Executive Summary

This white paper is the final report for project work that addresses the recommendations of ARIDO's 2014 Alternative Pathways Task Force.

It provides a plain language description of the 2015 - 2016 project to develop the Intern Competencies Review System (ICRS)™.

As the self-regulatory body for Interior Designers in Ontario, ARIDO grants its members the right to the exclusive use of the title "Interior Designer". Membership is voluntary and requires individuals go through an application process. Ensuring fair access for all applicants to the Interior Design profession in Ontario starts at the intern entry point into the path toward registered membership. ARIDO's registration requirements include the 3 E's of professional certification:

<div align="center">

education, experience, and examination.

</div>

ARIDO's role as a professional body in Ontario goes beyond a commitment to the betterment of the interior design profession. It includes a focus on protecting the health, safety and welfare of the public. It is mindful of Ontario's FARPACTA legislation and the rationale for its vision as noted in the Office of the Fairness Commissioner's publication "The Fair Access Law and Regulators' Responsibilities":

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fair access to registration is in the public interest.

</div>

Whether competencies come from formal or informal learning and/or in combination with relevant work experience, applicants need to have a fair chance to show that they are at the level expected of CIDA-accredited degree graduates. And in so doing, ensuring that the minimum education requirement for ARIDO Intern Membership is consistently applied and not diluted.

The work described in this paper focuses on the first step for applicants who want to show they meet the minimum education requirement. Continuing on the path to becoming a Registered Member still requires the successful completion of the supervised work experience, as well as passing the NCIDQ exams.

Fair access for all applicants

The ICRS™ has been developed and confirmed using a fair representation of Interior Designers. The system embraces the fair access obligations for Regulators in Ontario. It has been guided by sound psychometric procedures to make sure efforts are also consistent with international standards for the certiification of professionals.

We are now confident that all applicants have a fair way to prove they meet the competencies of the minimum education requirement.

Part 1: Introducing the challenge we face

Ensuring fair access to becoming an Interior Designer in Ontario means that all applicants have a fair way to prove they have the competencies needed to meet the minimum education requirement for intern membership.

"ARIDO's current practices are unintentionally excluding and limiting certain profiles of Intern applicants for membership."

Page 10, Analysis from Alternative Pathways Task Force, RECOMMENDATION REPORT – December 2014

Only 3 of the 11 Interior Design Degree programs in Ontario are CIDA-accredited.

The upcoming change in ARIDO's minimum education requirement to a CIDA-accredited degree in July 2017 poses a potential barrier to entry for graduates of current programs in the province.

"...nearly 40% of the regulators had difficulties explaining how their assessment criteria were linked to the required competencies or to explain the connection to applicants."

Page 8, Fair access: Changing the Conversation, Leading the Transformation – Annual Report 2014-2015. Office of the Fairness Commisioner.

The path into the interior design profession includes requirements for minimum education, supervised work experience, and an examination.

In July 2017, the minimum education requirement becomes a CIDA-accredited degree. In order to qualify for intern membership, applicants need to graduate from an education program that has been accredited on the basis of having met the Professional Standards set by CIDA.

To make sure there is fair access for applicants who haven't completed a CIDA-accredited degree, our challenge is to develop a way to make qualification decisions based on a review of education, experience, and documentation which can confirm that applicants possess the necessary competencies in order to meet the minimum education requirement for intern membership.

Who

An internal review of 43 applicants who went through the review process in the last 5 years shows the following applicant profile:

■	Foreign-trained / Internationally educated
■	Canadian-educated (non-accredited)

■	Interior Design Bachelor's Degree
■	Interior Design 2-year Diploma
■	Other Bachelor's Degree

■	2 or More Years of Relevant Work Experience
■	Less than 2 Years of Relevant Work Experience
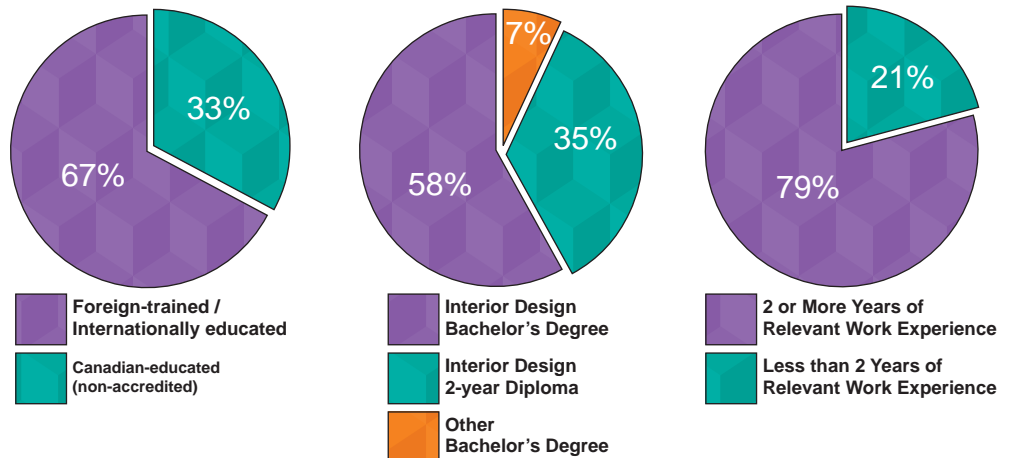
Project Goals

Goal 1 - to identify the necessary competencies that meet the minimum education requirement for interior designers in Ontario

Goal 2 - to develop a method and procedure for making qualifications decisions that confirm applicants possess the necessary competencies in order to meet the minimum education requirement

Goal 3 - to collaborate with stakeholders and interior designers to establish the groundwork needed to guide a Pan-Canadian solution for competency-based assessment of applicants

Scope

What's included in the project

- Identifying a set of competencies
- Determining evidence for competencies
- Set standards for attainment of competencies
- Develop an applicant questionnaire & portfolio instructions
- Develop a reviewer instrument & guideline
- Launch

What's not included in the project

- Pan-Canadian adoption or implementation
- Pan-Canadian training of reviewers
- Post-implementation maintenance or ongoing analysis
- Ongoing training of reviewers
- French language translation services

Being clear about what we mean

Throughout the project, we asked participants to help us make sure that we use plain language during working sessions and in the development of the review system.

Plain Language ✓

Being clear about what we mean helps applicants be able to quickly, easily, and completely understand what's being asked.

Want more details? Check out "Plain Language Checklist" by plainlanguagescience.ca in the Supporting Materials.

The effort to determine the competencies of interior designers, which is the first phase in the project, is a process in job analysis research.

While we try to use plain language in our work, we also recognize the importance of using the proper terms when we are referring to job analysis, competencies review, and practices performed by interior designers.

The glossary provided at the end of this white paper defines these terms and provides working examples for interior design that have been contributed by our project advisors.

Want more details? Check out "Glossary of Terms" in the Supporting Materials.

Part 2: Describing the project

Fair representation of practitioners

Current practitioners with a variety of education & experience, and those familiar with ARIDO's current requirements, were involved throughout all project phases.

Project Core Team – face-to-face and remote as needed, throughout all phases to provide oversight and ensure Quality Management

- ✔ Project Sponsor
- ✔ Project Manager
- ✔ Psychometrician
- ✔ 2 Project Advisors – 1 from Membership Ctte. & 1 from Alternative Pathways Task Force
- ✔ Staff

Development Group – face-to-face development of the applicant questionnaire and instructions

- ✔ Senior-level practitioners
- ✔ Experienced educators
- ✔ Foreign-trained and internationally-educated individuals

Review Group – remote review of drafts and surveys

- ✔ Completed an interior design education other than a cida-accredited degree
- ✔ Foreign trained/internationally-educated
- ✔ Have gone through ARIDO's current foreign review process
- ✔ Recent graduates from a CIDA-accredited degree

Interview Group 1 – face-to-face cognitive interviews to test the applicant questionnaire & instructions with individuals

- ✔ Senior-level practitioners

Interview Group 2 - face-to-face cognitive interviews to test the reviewer questionnaire & instructions with the reviewers

- ✔ Membership Committee

Pilot Testers – remote applicants using the ICRS Applicant Website with representation across the various potential users of the system:

- ✔ Foreign-trained/internationally-educated
- ✔ Graduates of non-CIDA degrees in interior designer
- ✔ Graduates of related professions
- ✔ Experienced practitioners
- ✔ Out-of-province participants from provincial jurisdictions that don't have a review process for determining if applicants meet the minimum education requirement

A glance at decision-making during the project

In order to effectively manage quality throughout the project, decision-making followed a consistent approach.

The example provided below shows the decision-making stages and decision-makers for the project phase where we identified a set of competencies.
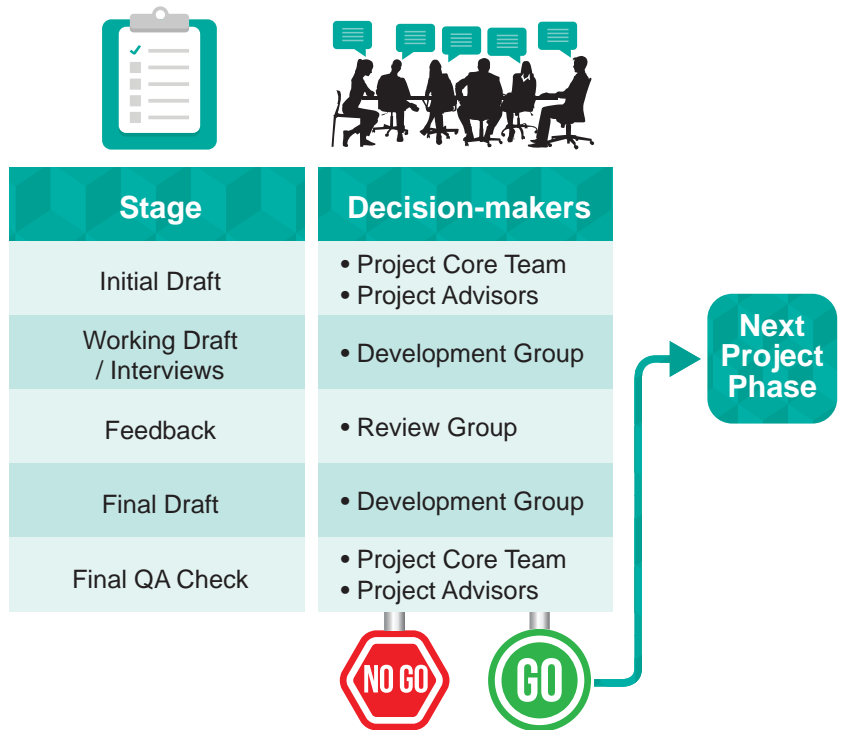
Stage	Decision-makers
Initial Draft	• Project Core Team • Project Advisors
Working Draft / Interviews	• Development Group
Feedback	• Review Group
Final Draft	• Development Group
Final QA Check	• Project Core Team • Project Advisors

Next Project Phase

NO GO

GO

Being aware of bias

At the start of the project, we informed the development group about the various forms of potential biases that occur when forming opinions and making judgments in a group setting.

And even though the procedure that we used guides discussion and decision-making, and has built-in features to minimize biases arising from the sources of competencies, we still provided key information about recognizing biases.

Group participants need to have equal opportunities to share their thoughts. They also need to be aware of these potential biases so that individually and as a group they can watch out for them surfacing.

At the end of each working session, we also asked the participants to take an anonymous exit survey to get their feedback regarding potential biases.

Want more details?
Check out the "Risk of Bias Checklist" and the "Development Group - Meeting 1 - Exit Survey" in the Supporting Materials.

The foundation for the solution

Given what we know about applicants, and the need to make sure that we are not asking more of these individuals than we expect of graduates of CIDA-accredited degrees, our solution needed to have a foundation built on the following key ideas.

| **Accept alternative evidences** | **Be comparable to minimum education requirement competencies** | **Identify competency gaps** |

Using sound psychometric principles and being mindful of various international standards for competency assessment in professional certification, the project also had clear guidance from the founding principles from the Office of the Fairness Commissioner:

Transparent	Objective	Impartial	Fair

The OFC's many accessible publications and examples for regulatory bodies were helpful in explaining key fair access issues to participants, starting from the original Alternative Pathways Task Force and throughout other phases of the ICRS project.

Want more details? Check out "The fair access law and regulators' responsibilities" in the Supporting Materials.

Part 3: Explaining our steps in building a solution

Competency and Job Practice

The first step in developing the ICRS is to determine the minimal competencies of entry-level interior designers, for which we should have some basic understanding of the concept of job analysis.

Job analysis, as the title suggests, is a set of methods and procedures to identify the key elements of a job, which, as used in the job analysis literature, refers to a paid position (like a bank teller) or more broadly a profession (like interior designer). These key elements include responsibilities, duties, tasks, and competencies, and, these elements are grouped at different levels, with competencies contained under tasks, tasks under duties, and duties under responsibilities.

The typical goal of conducting a job analysis is to identify the competencies, in terms of **knowledge**, **skill** and **ability** (sometimes ability is not included and sometimes attitude is included), which are necessary for performing the various **tasks** embedded in each of the **duties** for different responsibilities associated with a job.

The responsibilities and their related duties and tasks can be characterized as the **job practices**. Since it is highly unlikely that we will use responsibility and ability in the ICRS, we will only refer to duties and tasks as job practices, and knowledge and skills as competencies. In this way, the goal of the ICRS project is to identify knowledge and skills that entry-level interior designers in Canada must possess in order to perform the various interior design practices.

Please note that a job analysis can also be performed by identifying the duties and tasks that can be performed by individuals that possess a certain set of competencies. This is not a likely scenario for a job analysis and it is not relevant to the development of the ICRS.

Before discussing the strategies for identifying interior designers' competencies for the ICRS, we should first understand and distinguish between two concepts in job analysis methodology: **enabling** and **operationalization**.

Individuals can perform certain duties and tasks if they have certain knowledge and skills that are linked to the duties and tasks. In other words, possessing the specific knowledge and skills enables the individuals to perform the specific duties and tasks.

Apart from determining what knowledge and skills enable the performance of what duties and tasks, job analysis is also concerned with operationalizing the competencies and practices, that is, defining in observable terms what we mean by knowledge, skills, duties and tasks involved in a job.

For the ICRS, the first stage is to develop a competency framework comprising competency area at the broadest level, then competencies nested in each these categories; followed by evidence for each of the competencies.

The figure below shows the relationship between competency and practice and the operationalization of the competency domain in job analysis.

Competency Domain enables ⟶ **Practice**

Competency Area A ...

Competency 1.1   Competency 1.2 ...

Direct Evidence   Indirect Evidence   Direct Evidence   Indirect Evidence

Operationalization
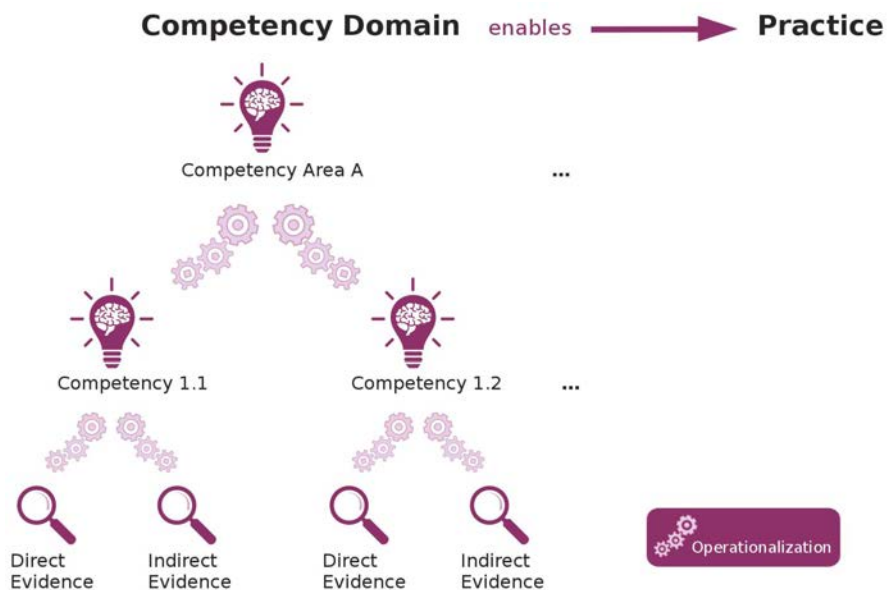
Note 1: Competency includes a combination of knowledge and skills.

Strategies for Developing Interior Designer Competencies

To determine the competencies for entry-level interior designers, we can conduct a job analysis. However, there are three reasons against doing so:

- •Such a project is time and resource demanding.
- •An analysis of the profession has already been done recently in 2008 and it identified a set of competencies, referred to as Knowledge, Skill and Ability (KSA).
- •Two other projects also identified competencies for interior designers (neither started with identifying job duties and tasks).

In total, there have been three relatively recent attempts to map out the competencies of interior designers in North America. The three sets of interior designers' KSs developed by these projects should form a viable competency pool from which we can create a set of competency areas and related competencies.

Given the limitations and opportunities, an alternative method for generating interior designers' competencies is content analysis and synthesis, which involves integrating from multiple sources that have identified interior designers' competencies which can serve as the database for us to build a list of competencies for use in the ICRS.

Want more details? Check out "Figure 1 - Conceptualization of the Hierarchical Competency Structure for ICRS" in the Supporting Materials.

Analysis of Established Interior Designers Competencies

Using established competencies for Interior Designers, the Development Group identified the competencies required for entry-level Interior Designers and integrated them into ARIDO's intern competency review system.

The content analysis and synthesis method to generate a integrated list of competencies for the ICRS included the following sources:

Professional Standards - 2017, The Council for Interior Design Accreditation

2008 Analysis of the Interior Designer Profession, National Council for Interior Design Qualification, Inc.

Human Resources and Skills Development Canada. National Occupational Classification – 5242.

Interior Design Profession's Body of Knowledge (2010), Denise A. Guerin & Caren S. Martin

As the first step in extracting a list of competencies (or, knowledge and skills), we reviewed and compared the competencies from the sources noted above.

A description of the purpose and competency structure for each source are summarized in Table 2. Please note that none of the authors of these documents used the term competency. And as can be seen in the glossary, we use the term competency to encompass knowledge, skills, abilities and attitudes.

Although the sources address interior designers' competencies, their purposes are different. Since the National Occupational Classification document only presents duties and tasks performed by interior designers, we will refer to this document later section when we discuss evidences. And at this point, we will consider the other sources as our main sources for competencies since all three sources aimed to capture the competency domain for interior designers and all three relied on panels of experts to generate the competencies.

Want more details? Check out "Table 1: Glossary of Job Analysis and Training Evaluation Terms" and "Table 2: Purpose and Structure of Sources" in the Supporting Materials.

Despite differences in terminologies, the main sources arrange knowledge (which we refer to as competence) in a hierarchy with specific knowledge under broad knowledge categories. The sources use the term knowledge instead of competency.

To further illustrate and contrast the content of the main sources, we have included the competency (knowledge) categories and the substance of the categories in Tables 3 and 4. As can be seen in these tables, the differences in both the usage of terms and content are not trivial.

Want more details? Check out "Table 3: Competency Categories from Sources" and "Table 4: Competency Categories - Preliminary Mapping for Participants" in the Supporting Materials.

CIDA's Professional Standards is the only source that attempts to provide standards and level of knowledge (referred to as "learning" in the document). The authors differentiated knowledge (or learning) into three levels: awareness, understand / understanding, and apply/ability/able. These levels appear to correspond to the knowledge, comprehension and application levels of Bloom's taxonomy of the cognitive domain.

It should be noted that application of knowledge to a novel situation is something that can be assessed when applicants are still in their training programs.

However, application of knowledge or learning to the job (or transfer of learning or training as referred to in the training evaluation literature) can only be assessed or demonstrated in the work environment after graduation.

The distinction between the two forms of application of knowledge is important to the ICRS because in identifying evidence of competency for applicants who are interior designers in countries other than Canada and United States, we are looking for evidence produced by these applicants while they were working as interior designers.

In this way, we are assessing an applicant's application of knowledge to the work environment but we are not assessing intern applicants who are graduates of CIDA-accredited degrees at this high level of competency.

Evidence for Competency Attainment

In order to identify evidences that can reasonably serve to illustrate an applicant's attainment of each of these competencies, we noted two types of evidence:

Direct evidences are applicant's work samples and work experience while employed as interior designers or in practicum. This type of evidences are directly related to or generated by the applicant.

Indirect evidences relate to materials and/or documents produced during education and/or training programs from which an applicant graduates. Examples of these evidences can be found in the program standards and professional expectations for each of the standards in CIDA's Professional Standards.

Want more details? Check out "Table 6: Evidence of Competency" in the Supporting Materials.

Stages in developing the ICRS™

Identify a set of competencies, starting with competency areas.

⬇

Determine evidences for each of the identified competency.

⬇

Set standards for the attainment of competencies and for determining if an applicant meets ARIDO requirements on the basis of the evidences provided.

⬇

Develop an applicant questionnaire and portfolio instruction.

⬇

Develop a reviewer instrument and guideline.

Want more details? Check out "Procedures" and "Project Work Strategy and Decision-making Chart" in the Supporting Materials.

Part 4: Getting everyone on the same page

This overview chart helps to show and explain all parts of the ICRS on one page for all audiences. It has been used in presentations to share information and to get early feedback from stakeholders.

 For the ICRS to be successfully implemented and maintained, it is important that all information about the system is easy to access, and completely understandable for applicants and all audiences.

Intern Competencies Review System (ICRS)™

Competencies

Communication
- Knowledge of various presentation materials, methods, and techniques.
- Knowledge of standard documents.
- Skill in visual, written, and verbal communication.

Professional and Business Practice
- Knowledge of fair business practices (e.g., conflict of interest, confidentiality, copyright/intellectual property, informed consent, disclosure).
- Knowledge of interior design business standard forms and documents.
- Knowledge of the value of interior design to society (economically and for human experience).
- Knowledge of procurement procedures and methods.

Codes and Regulations
- Knowledge of code requirements, laws, standards, and regulations.
- Skill in interpreting and applying code and regulations.

Design Process
- Knowledge of programming.
- Skill in analyzing and synthesizing the programmatic information.
- Skill in developing a design concept.
- Skill in space planning.
- Skill in drafting and technical drawing conventions.

Design Theory
- Knowledge of design theory.
- Knowledge of elements and principles of design.
- Skill in applying design-based theories.
- Knowledge of history of architecture and interior design.
- Knowledge of colour theory.

Human Environment
- Knowledge of the relationship between human behaviour and the designed environment.
- Knowledge of patterns of human behaviour in a variety of contexts.
- Knowledge of universal design principles (e.g., equitable use, low physical effort).
- Knowledge of environmental systems and principles that affect human well-being in the designed space.

Products and Materials
- Knowledge of sourcing and research for a specific design solution as it relates to manufacturers' and vendors' information.
- Skill in selecting products and materials to meet specific criteria (e.g., budget, quality, ergonomics, performance, environmental impact, longevity).
- Knowledge of furniture, fixtures, and equipment.
- Knowledge of finishes and materials.
- Knowledge of lighting.
- Knowledge of the design and application of general material treatments (e.g., window treatments and coverings).

Construction
- Knowledge of building systems (e.g., emergency, life and safety, HVAC, sprinkler) and construction.
- Knowledge of construction drawings as contract documents.
- Knowledge of detailing and specifications of materials, products, and finishes (e.g., millwork).
- Knowledge of contract administration.

Evidences

DIRECT EVIDENCE – Materials or documents produced from relevant work experience.

- 2D and 3D development (CAD or manual)
- Addendum
- Bid documents
- Ceiling plan
- Change notices
- Change orders
- Client/user meetings

- Concept board, imagery
- Construction drawings (CAD or manual)
- Contract administration documents
- Deficiency list
- Design concept
- Design projects
- Design proposal

- Detailed drawings (CAD or manual drafting)
- Elevations
- Examples of design process (sketches, plan)
- Finishes board
- Fire plan
- Illustrations
- Lighting schedule

- Materials, finishes, and colour boards
- Means of egress
- Millwork schedule
- Mood board
- Permit drawings
- Photos (with elements highlighted and described)
- Plans and elevations

- Presentations
- Products and materials library maintenance
- Programme document
- Project schedule
- Purchase orders or equivalent
- Reflected ceiling plan (RCP)
- Request for proposal

- Schedules (furniture, room finish, colour)
- Site instructions
- Space plan
- Spatial relationship diagrams (e.g., bubble diagram, block diagram, adjacency diagram)
- Specifications (specific to project)
- Relevant professional experience

INDIRECT EVIDENCE – Materials or documents produced during education and/or training.

- Course syllabus
- Design assignments

- Presentations
- Case studies

- Research papers
- Professional designations

- Relevant educational experience

Review Process

Application
- Applicants prepare and submit a Book of Evidence online that includes an overall Introductory Statement and Evidence Statements for each evidence submitted.
- To be successful in the competencies review, applicants should provide one piece of evidence (Direct and/or Indirect) for each of the 33 competencies.

Evidence Review
- 2 independent reviewers will evaluate the Book of Evidence to determine if the evidences submitted are acceptable for meeting the competencies.
- After reviews are finalized, a decision and feedback are sent to applicants. Competency gaps are clearly identified.

Decision

Competencies Fully Met
Eligible for Intern Membership

or

Competencies Partially Met
Eligible to be re-assessed after addressing competency gaps

or

Competencies Not Met

Part 5: Putting the system in place

Pilot Testing

To make sure that applicants are understanding the system and that the ICRS applicant website tools are working as expected, we conducted a pilot of five applicants in March 2016.

The pilot testing occurred under close monitoring by the project manager, project sponsor, and staff. Email, website messaging tools, and phone support were all support options available to pilot applicants.

Close monitoring allows:

• Applicants to ask questions to make sure everything is clear

• The monitoring team to ask applicants if everything is clear

• Quick updates of any improvements to instructions for all applicants

In terms of procedure, the only difference between pilot testing and actual implementation of the ICRS is that during the pilot testing we asked applicants if there were any questions and to provide us with feedback regarding their experiences.

Two important points about the pilot testing:

• It doesn't affect the performance of applicants

• Results are comparable to the final implemented system

Any changes to instructions were minor and resulted from applicant questions or follow-ups during the pilot testing were updated immediately to the applicant website to improve the clarity of instructions for all applicants.

After final review and quality management sign-off, the ICRS is now ready to move into the field testing phase.

Want more details?
Check out "Procedures" in the Supporting Materials.

Field Testing

Even though intern qualification decisions will be made during the initial implementation of the ICRS, the first year of implementation should be considered as the field testing year.

There are four implications during this period which will need to be addressed and documented by the end of the field testing:

1. Rating the appropriateness of submitted evidences should not be as stringent. If in doubt about an evidence, a positive rating should be assigned, then further discussion if that evidence is admissible.
2. Gather samples of acceptable evidences and share the good samples with future reviewers and applicants.
3. Monitor and obtain reviewer feedback about unexpected issues.
4. Review the system and make informed changes.

It should also be noted that the field testing phase will allow other provincial stakeholders to become more involved with the ICRS.

Separate project work, and the formation of an advisory council, will have it within their scope to work with the ICRS and make sure that pan-Canadian adoption and maintenance are responsive to current and future needs.

In July 2017, the minimum education requirement for intern membership becomes a CIDA-accredited degree. The ICRS that has been developed and confirmed by Interior Designers is now in place and makes sure that intern applicants who are not graduates of a CIDA-accredited program have fair access to the path that leads to registered membership. ARIDO can be confident that there is a reliable, valid, and fair path into intern membership.

Supporting the ICRS™

This white paper is the first of three reports relating to the ICRS. It now concludes, having covered the development, review, and pilot testing of the ICRS.

Two additional reports will be submitted to the ARIDO Board in April with the intention of making sure:

- **Applicants have help finding ways to address competency gaps**
- **The ICRS remains current and relevant**

ICRS™ for Interior Design	Meeting the Gaps:	Staying Current & Relevant
A fair and reliable way for applicants to prove...	Helping applicants find ways to address competency gaps	ICRS™ Maintenance Plan
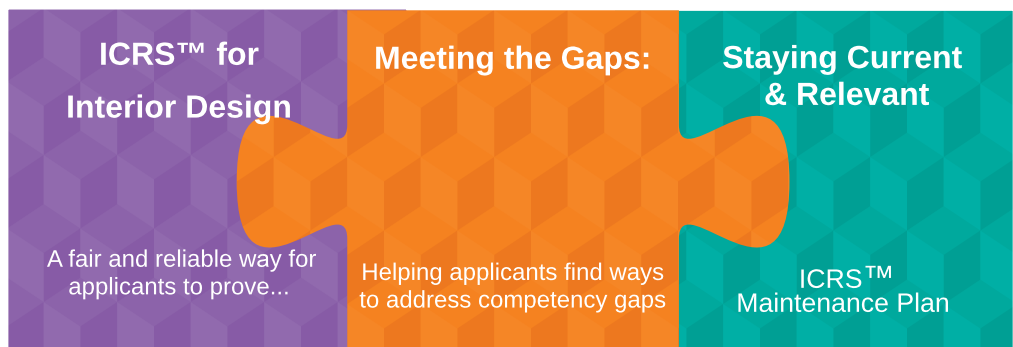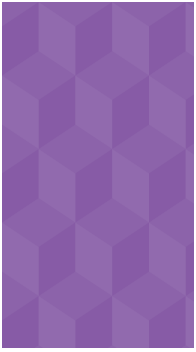
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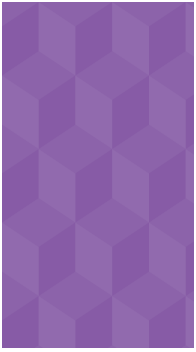regulators-responsibilities-may-2014-english.pdf

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Glossary of Terms

Term	Definition	Example
A. Job related elements		
Job practice	The actual application or use of an idea, belief, or method as opposed to theories about such application or use.	Interior designers conceptualize and produce aesthetic, functional and safe designs for interior spaces in residential, commercial, cultural, institutional and industrial buildings. (NOC 2013) Interior designers have entrepreneurial talents, marketing ability, HR skills, financial wisdom and possess psychological sensibilities to handle sensitivities amongst clients and staff.
Job responsibility	The state or fact of having to deal with something or of having control over someone, and consequently being accountable or to blame for something	All interior designers are required to comply with the Ontario government's qualification and registration requirements under the Building Code. Interior designers comply with guidelines such as AODA, and various guidelines established by different Municipalities where project takes place.
Job duty	Categories of work or action that someone is required to perform in a job as part of his or her job responsibility.	Creates interior spaces through the process of thoughtful space planning, theoretical research and application, companioned with technical plans used to execute within construction. Research and analyse materials, finishes, furnishings and various products to be able to confidently recommend a solution that is the most suitable for a project.
Job task	Specific activities performed as part of a job duty that requires application of specific knowledge, skills, ability and behavior to the work environment.	Prepare working drawings and specifications, including due diligence with Chief Building Officials to determine what they require to complete the project(s). Selects appropriate construction methods and finishes and conveys within construction documents. Supervises quality on site and integrates designs with other related engineering disciplines.

Term	Definition	Example
B. Attributes enabling the performance of a job		
Competency (C)	A combination of knowledge, skills, abilities, behaviors and other characteristics (such as attitudes) that an individual needs in order to perform work duties and tasks properly.	Consult with various jurisdictions and experts to be able to provide the most optimal solutions for projects. Competency in the creation, integration and preparation of designs and specifications for a variety of sectors within the public and private markets.
Ability (A)	Competence in regard to performing an observable job-related activity or a job-related activity that results in an observable product. An ability comprises certain knowledge, skill and behavior. Sometimes abilities refer to innate capacities like ability to mentally rotate an object in 3-dimensional space or see colors.	Ability to seek experts in different, but related fields to assist in understanding the complexities of projects and coordinate complex design solutions. For example, healthcare projects require the expertise of various engineers to help with the location of gases and different surfaces coming together. Ability to research, implement and translate thoughtful designs within a variety of design markets. Ability to understand and interpret local building codes and regulations. Ability to apply appropriate finishes that address theoretical approaches and public safety.
Knowledge (K)	Competence in regard to possession of a body of information pertaining to either the theoretical or practical understanding of a subject that is germane to the performance of different functions (actions or tasks) of a job. Knowledge exists at different cognitive processing levels; notably for interior designers are awareness, comprehension and application.	Knowledge of the elements and principles of design, technical competencies, theoretical applications, codes and regulations as well as related practices.
Skill (S)	Competence in regard to physically performing an observable psychomotor act.	Skill in the use of design instruments, equipment. Skill in interpreting drawings from consultants that are required for the projects. Skill in coordinating all consultants' work to create a cohesive package from which one can build from. Skills in HR matters to generate productivity from staff in an efficient and effective manner.
Evidence (E)	Events, activities, performances, experiences or products that are empirically connected with and can be used to operationalize or illustrate the attainment of a criterion or standard.	Sketches, drawings, design proposal. Courses completed, community service, internship.
Behavior (B)	Actions and reactions to the environment that are manifestations of non-job specific abilities or traits.	Behave courteously, professionally and without discrimination. Work collaboratively.

Term	Definition	Example
C. Attainment assessment terms as used in the assessment of student learning from training and training needs, process and content		
Criterion	Whatever pertaining to CAKSB or program characteristics that is considered as success.	Students understand the value of interior design to contemporary society. (From CIDA Professional Standards)
Standard	A level of quality or attainment. Sometimes non-empirical adjectives such as "effective" or "appropriate" are used as standards.	Cut score of average of competency attainment ratings or % of competencies attained to be considered meeting ARIDO reuqirement.
Expectation	A generic catch all term used to refer to a criterion or standard. Expectation statements are also referred to as goals (as broad statements) and objectives (as specific obervable statements that are used to operationalize goal statements.)	Students understand the value of interior design to contemporary society (a criterion, or expectation or goal statement). Students can describe the role of the interior designer in protecting the health, safety, and welfare of building occupants. (From CIDA Professional Standards)
Indicators	Statistics that are used to support some unobservable events or phenomena.	Employment rate is used as an indicator of the success or lack of success of a training program like the interior designer training program. Increase in % of applications to ARIDO from foreign-educated interior designers is used as an indicator of prevalence or a need for alternative pathway to qualify foreign-educated applicants.

Notes:

1. Illustration of the overlaps among terms:
   Competency: the ability to do something successfully or efficiently
   Skills: the ability to do something well
   Ability: possession of the means or skill to do something

2. Application of knowledge to a novel situation is a cognitive level in the Bloom's Cognitive taxonomy that can be assessed when participating in a training program.

3. Application of knowledge or skills to the work environment refers to transfer of learning or training to the performance of job tasks and it can only be assessed either during an internship or employment.

For ARIDO applicants who are trained in countries other than US and Canada, this is relevant as it relates to a major category of evidences of competencies.