



## Supporting Materials

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## Procedures

## **Idea and Consensus Generating Method & Procedure For Developing the ICRS**

(June 22, 2015)

### **Preconditions**

Preconditions (PC) for assuring effectiveness of the idea and consensus generating method and procedure in widening the range of knowledge and experience for producing ideas and consensus that represent the collective wisdom of the committee:

#### **Participants must have:**

- 1) An education and experience in interior design.
- 2) A good understanding of the issues confronting qualification of intern applicants.
- 3) Effective communication and people skills.
- 4) An interest and motivation to develop the ICRS.
- 5) An in-depth understanding of the content under discussion.
- 6) A good understanding of fellow participants' ideas and perspectives.
- 7) Opportunities to collaborate with fellow participants by explaining one's views and listen to others' views.
- 8) Equal contribution to the brainstorming process without implicit or overt coercion from fellow participants.
- 9) Be insulated from the influences of theirs and others' biases and political agenda.
- 10) Multiple opportunities to rethink and to reshape their ideas and consent to others' individual or collective ideas.

The first four preconditions pertain to background of the participants (that is, the process of selecting participants is to be designed to assure that these conditions are met); the last six pertain to the method and procedure (that is, the method and procedure is to be designed to assure that these preconditions are met).

## **General Method**

### **A. Preparation**

- 1) Participant background check (PC 1 to 4).
- 2) Making aware of the potential biases in making judgment and decisions and the value of consensus building (PC 9).
- 3) Learning about the target content (PC 5).

### **B. Implementation**

- 1) Generating individual ideas (PC 5, 9 & 10).
- 2) Sharing ideas (PC 6, 7, 8, 9 & 10).
- 3) Identifying discrepancies and similarities and the underlying factors (PC 6, 7, 8, 9 & 10).
- 4) Discussing ways to reduce discrepancies and expand similarities (PC 6, 7, 8, 9 & 10).
- 5) Generating consensus (PC 6, 7, 8, 9 & 10).
- 6) Reviewing collective ideas (PC 5, 9 & 10).
- 7) Finalizing collective ideas (PC 6, 7, 8, 9 & 10).

## **Specific Method & Procedure (\*) for Determining Competency Areas**

### **A. Preparation**

- 1) Participant profile check
  - *Develop a participant profile questionnaire to document the extent to which each participant meets the prescribed set of criteria.*
  - *Analyze and determine the extent to which the committee has collectively met the criteria.*
  - *If necessary, add additional participants.*
- 2) Making aware of the potential biases in making judgment and decisions and the value of consensus building.
  - *Prepare a one-page handout on the potential biases.*
  - *Discuss and answer questions about the biases before the start of the group work (randomly determine the order and go around asking each participant to comment or ask questions).*
- 3) Learning about the target content
  - *Prepare a handout on the competency areas from the three key documents being defined and with sample competencies.*
  - *Discuss and answer questions about the handout before the start of the group work (randomly determine the order and go around asking each participant to comment or ask questions).*

### **B. Implementation**

- 1) Generating individual ideas
  - *Ask participants to work independently to analyze competency areas across the three documents in terms of similarities and differences.*
  - *Ask participants to independently develop an integrated list of competency areas with definitions.*

## 2) Sharing ideas

- *Collect the individual work and display them for all participants to see.*
- *Ask participants to explain their rationale for their construction (randomly determine the order and go around asking each participant to explain)*

## 3) Identifying discrepancies and similarities and the underlying factors

- *As a group, examine the discrepancies and similarities of competency areas developed by the participants (randomly determine the order and go around asking each participant to comment).*
- *Facilitator keeps track of the comments and summarizes the discrepancies and similarities (revise if necessary based on input from the group).*

## 4) Discussing ways to reduce discrepancies and expand similarities

- *As a group, examine strategies to reduce identified discrepancies and expand identified similarities of competency areas constructed by participants (randomly determine the order and go around asking each participant to comment).*
- *Facilitator keeps track of the comments and summarizes the strategies (revise if necessary based on input from the group).*

## 5) Generating consensus

- *Ask the participants to independently revise their list of competency areas with definitions on the basis of the aforementioned discussions.*
- *Collect the individual lists and display them for all participants to see.*
- *Ask participants to explain their rationale for their construction (randomly determine the order and go around asking each participant to explain).*
- *With the input from the participants, facilitator generates the first draft of the competency areas with definitions.*

## 6) Reviewing collective ideas

- *A few days after the meeting, email the first draft of the competency areas with definitions to participants for further review and comment.*

7) Finalizing collective ideas

- *Analyze the input from the participants.*
- *Review results and develop the final draft of the competency areas.*

## Specific Method & Procedure for Determining Competencies

### A. Preparation

#### 1) Participant background check

- *Develop a checklist to document the extent to which each participant meets the prescribed set of criteria*
- *Analyze and determine the extent to which the committee has collectively met the criteria*
- *If necessary, replace or eliminate certain participants*

#### 2) Making aware of the potential biases in making judgment and decisions and the value of consensus building

- *Prepare a one-page handout on the potential biases*
- *Discuss and answer questions about the biases before the start of the group work (randomly determine the order and go around asking each participant to comment or ask questions)*

#### 3) Learning about the target content

- *Prior to meeting the development working group, compile and collate competencies from the three principle documents for each of the competency category. For each competency category, identify competencies from the three documents that fit the category; rewording competencies using consistent terms. Prepare a handout with the predetermined competency categories and collated competencies from the three documents*
- *Discuss and answer questions about the handout before the start of the group work (randomly determine the order and go around asking each participant to comment or ask questions)*

### B. Implementation

#### 1) Generating individual ideas

- *Ask participants to work independently analyzing competencies across the three documents in terms of similarities and differences.*
- *Ask participants to independently develop an integrated list of competencies for each competency category.*



## 2) Sharing ideas

- *Collect the individual work and display them for all participants to see.*
- *Ask participants to explain their rationale for their construction (randomly determine the order and go around asking each participant to explain)*

## 3) Identifying discrepancies and similarities and the underlying factors

- *As a group, examine the discrepancies and similarities of the integrated competencies developed by the participants (randomly determine the order and go around asking each participant to comment).*
- *Facilitator keeps track of the comments and summarizes the discrepancies and similarities (revise if necessary based on input from the group).*

Notes: Participants found it easier to have one reference point from which to begin their work and identified that the NCIDQ analysis (Appendix E: Master List of Knowledge, Skills, and Abilities (KSAs) was the clearest starting point for them. We proceeded with the discussion and allowed them to review that appendix individually before compiling their observations (knowledge and skills) onto the whiteboard for group review and discussion.

## 4) Discussing ways to reduce discrepancies and expand similarities

- *As a group, examine strategies to reduce identified discrepancies and expand identified similarities of competencies constructed by participants (randomly determine the order and go around asking each participant to comment)*
- *Facilitator keeps track of the comments and summarizes the strategies (revise if necessary based on input from the group).*

## 5) Generating consensus

- *Ask the participants to independently revise their competencies on the basis of the aforementioned discussions.*
- *Collect the individual lists and display them for all participants to see.*
- *Ask participants to explain their rationale for their construction (randomly determine the order and go around asking each participant to explain).*
- *With the input from the participants, facilitator generates the first draft of the competencies for all the competency categories.*

6) Reviewing collective ideas

- *A few days after the meeting, email the first draft of the competencies to participants for further review and comment.*

7) Finalizing collective ideas

- *Analyze the input from the participants.*
- *Review results and develop the final draft of the competencies.*

Notes: At the start of the next working session, we presented a list of omissions (gathered from an offline comparison and analysis of the other sources, CIDA and IDBOK) for participant review and consideration.

## Specific Method & Procedure for Determining Evidences

### A. Preparation

#### 1) Participant background check

- *Develop a checklist to document the extent to which each participant meets the prescribed set of criteria*
- *Analyze and determine the extent to which the committee has collectively met the criteria*
- *If necessary, replace or eliminate certain participants*

#### 2) Making aware of the potential biases in making judgment and decisions and the value of consensus building

- *Prepare a one-page handout on the potential biases*
- *Discuss and answer questions about the biases before the start of the group work (randomly determine the order and go around asking each participant to comment or ask questions)*

#### 3) Learning about the target content

- *Prior to meeting the development working group, compile and collate evidences relying on sources presented in Table 5 (see below) for each competency. For each competency, identify evidences that fit the category; rewording competencies using consistent terms. **Prepare a handout with the predetermined competency categories, their associated competencies, and evidences associated with each of the competencies.***
- *Discuss and answer questions about the handout before the start of the group work (randomly determine the order and go around asking each participant to comment or ask questions)*

### B. Implementation

#### 1) Generating individual ideas

- *Ask participants to work independently analyzing evidences in terms of similarities and differences.*
- *Ask participants to independently develop an integrated list of competencies for each competency category.*

**Note:** There was a change in procedure requested during the meeting:

- **after reviewing the evidence handouts for examples, the participants worked independently, reviewing evidences by competency area**

- then the participants identified all evidences by competency area and linked evidences to competencies (knowledge and skill)

## 2) Sharing ideas

- *Collect the individual work and display them for all participants to see.*
- *Ask participants to explain their rationale for their construction (randomly determine the order and go around asking each participant to explain)*

## 3) Identifying discrepancies and similarities and the underlying factors

- *As a group, examine the discrepancies and similarities of the integrated evidences for each competency developed by the participants (randomly determine the order and go around asking each participant to comment).*
- *Facilitator keeps track of the comments and summarizes the discrepancies and similarities (revise if necessary based on input from the group).*

## 4) Discussing ways to reduce discrepancies and expand similarities

- *As a group, examine strategies to reduce identified discrepancies and expand identified similarities of evidences constructed by participants (randomly determine the order and go around asking each participant to comment)*
- *Facilitator keeps track of the comments and summarizes the strategies (revise if necessary based on input from the group).*

## 5) Generating consensus

- *Ask the participants to independently revise their evidences on the basis of the aforementioned discussions.*
- *Collect the individual lists and display them for all participants to see.*
- *Ask participants to explain their rationale for their construction (randomly determine the order and go around asking each participant to explain).*
- *With the input from the participants, facilitator generates the first draft of the evidences for all the competencies.*

## 6) Reviewing collective ideas

- *A few days after the meeting, email the first draft of the evidences (nested within competencies, which in turn nested within competency categories) to participants for further review and comment.*

## 7) Finalizing collective ideas

- *Analyze the input from the participants.*
- *Review results and develop the final draft of the evidences.*

Note: Post-meeting window for development group participant comment will be limited to 2 days before the content will be uploaded into an online survey for the Review Group.

**Questions to be addressed about the standard setting system  
in ARIDO's Intern Competencies Review System (ICRS) for Interior Designers**

Development Group Working Session - October 8, 2015

Background

Standard setting in training or program evaluation is the methodology used to define levels of achievement scientifically such that the resulting decisions to place evaluates into different levels are defensible. The levels of achievement can be just two levels (such as Pass/Fail; Qualified/Not Qualified), or more than two levels (such as Poor/Fair/Good/Excellent; Qualified/Partially Qualified/Not Qualified;).

Standards can be set based on either (1) descriptions that explain what each level represents, or (2) some cut scores that are derived from ratings or test results. The to-be-developed ARIDO's Intern Competencies Review System for Interior Designers (ICRS) system uses cut scores. In developing these cut scores, four questions need to be addressed. Before presenting these questions, we should first note three premises underlying the ICRS standard setting design.

*Premise #1: Minimum education requirements*

Traditional applicants are immediately granted Intern Membership with ARIDO upon completion of a Bachelor's Degree in Interior Design (CIDA-accredited) with no other requirements. And we need to ensure comparability in expectations for non-traditional applicants and ensure that ARIDO's system does not set expectations higher than graduates of those traditional education programs, in terms of meeting the minimum education requirement for ARIDO.

*Premise #2: Alternative evidence for competency*

Expanding on premise #1, it should be noted that many non-traditional applicants will have a combination of education and work experience and will be providing both direct and indirect evidence.

*Premise #3: Identification of competency gaps*

It is ARIDO's intention that the ICRS system will identify and allow applicants the opportunity to address gaps in competency to then become qualified for Intern membership. In this way, decision-making in ARIDO's new qualification system will need to focus on detailed reporting on competencies that clearly shows how applicants qualified in meeting ARIDO's requirements or identifies the gaps the applicant needs to address first before being recognized as possessing the competencies that meet ARIDO's minimum education requirement.

## Standard Setting Questions

For ARIDO's qualification assessment system (four tiers: Applicant - Competency Areas – Competencies - Evidence), the Development Group needs to address the following questions:

1) *What rating scale should be used to judge the quality of evidences?*

- a. Dichotomous - (yes, no, not available)
- b. Multichotomous - (yes, somewhat, no, not available)

Discussion points:

At the lowest tier (evidence), a decision needs to be made about the rating scale, and only one rating scale will be used to rate the evidences.

The rating of “no” implies that the quality of materials provided by an applicant is not sufficient enough to serve as an indicator of the attainment of competency to which the evidence is associated with.

The rating of “not available” means that an applicant has not provided any materials for the evidence.

Both “no” and “not available” ratings are scored as zero.

The differences between the two rating scales is:

- For the dichotomous rating scale, “yes” is scored as 1.
- For the multichotomous rating scale, “yes” is 2, “somewhat” is 1.

2) *At what level should standards be set?*

- a. Applicant
- b. Competency Areas
- c. Competency

Discussion points:

The average scores at one tier will be aggregated to the next higher tier as scores for that level.

For example, if a competency has three evidences associated with it, the multichotomous rating scale is used, and the ratings of the evidences are 2, 0, and 1, the average rating for the competency for the applicant will be  $(2+0+1) / 3 = 1$  (lets refer to this type of scores as *ratings*).

- Similarly, competence ratings can be aggregated to competency areas level, and competency areas to the highest level of the system, applicant.

In the qualification assessment system, a standard must be made to determine if an applicant is qualified or not on the basis of the applicant's ratings (which is the average of the competency area ratings).

- For example, if the range of possible ratings at the applicant level is zero to 3, we have to decide what cut score (rating) is to be made to differentiate those who we considered qualified and those we don't. Through consensus generated from the development working group, we may decide that 1.7 is the minimal passing applicant rating, and any ratings below it is considered not qualified. Alternatively we may have two cut scores and create 3 qualification levels: Qualified, Partially Qualified, Not Qualified (let's refer to this type of scores as *attainment scores*).
- We can set standards (cut scores) to the competency areas as well. In that way, we are able to determine how many competency areas an applicant has attained.

If standards of attainment are established for the competency areas, we have a choice to use either the aggregated *ratings* or aggregated *attainment scores* (% of competency areas attained) to set standard (cut score) at the applicant level.

- For example, if *attainment scores* are used, we may decide that 80% of competency areas attained is the minimum *attainment score*. Similarly we can also set cut scores at the competency level.

3) *What scoring models should be used for combining the competency or competency area ratings?*

- a. *Compensatory*
- b. *Conjunctive*

Discussion points:

In the *Compensatory Model*, the *ratings* or *attainment scores* across competencies or competency areas are combined (aggregated), and a standard (cut score) is determined for these aggregated *ratings* or *attainment scores*. In this way, stronger performance in one area can compensate for weaker performance in another area; the area in question can be about evidences, competencies, or competency areas.

In the *Conjunctive Model*, a subgroup of pre-selected competencies or competency areas must each be either attained or achieved at a certain *rating level* in order for the review to continue to evaluate an applicant's performance on the other competencies or competency areas.



- In other words, applicants are screened for review on the basis of their performance on the pre-selected competencies or competency areas, which serve as the prerequisite for review.
- If an applicant passes the screening, then their performance on the remaining competencies or competency areas will be evaluated on the basis of the evidences provided, and the result will be used to guide the qualification decision.
- It is not likely that the screening decision is made at the evidence level.

In deciding which of the two models to use, the Development Group must determine if there are competencies and/or competency areas that interior designers *must* master. For example, it is inconceivable that firemen are not physically fit, surgeons are not able to use operating tools, or musicians are unable to keep up with the tempo of a song.

- 4) How should competencies and competency areas be weighted during scoring?
- a. Equally
  - b. Differentially

Discussion points:

In combining the competency or competency area *ratings* or *attainment scores*, different weights (distributive or factor multipliers) can be assigned to reflect the varying degree of importance and/or prevalence of different competencies or competency areas in the score aggregation process.

It is possible that differential weights be assigned to only competencies, to only competency areas, or to both. Although feasible, it may be conceptually difficult to assign weights to evidences.

### ***Cognitive interview: pilot testing the items for clarity and interpretability***

Note: Apart from taking notes, the interview should be recorded if it is comfortable to the interviewee.

The competency hierarchical structure is the core of the ICRS system. So it is imperative that the writing is both (1) clear and (2) interpreted by people in interior design in the way that the developers have intended. The survey was the first step towards accomplishing that goal, and the cognitive interview is the next and final step in pilot testing the structure before its implementation to make qualification decisions.

The purpose of the cognitive interview is to examine and revise (if needed) to improve clarity and interpretability of the competence hierarchical structure by examining the cognitive processes underlying the comprehension of the items in the competency hierarchical structure.

Basically the cognitive interview differs from the survey in two ways:

- (1) the questionnaire is administered face-to-face, and
- (2) the interviewees are asked to verbalize their thinking that lead to their responses.

There are several procedures for conducting the cognitive interview (Willis, 2005). The concurrent verbal probing procedure will be used for our cognitive interview. In this procedure, the participants:

- (1) first rate a set of related items in the competency hierarchical structure and
- (2) then respond to probing questions immediately after each set.

It is chosen because with this procedure, the respondents are not required to be trained prior to the interview, as it is relatively easy for respondents to talk about their thought processes. Furthermore, although the cognitive protocol breaks up the full interview into sections (sets of items), relationships among items between sets are not germane to the interview (Fowler, 1995).

The sections of the interview follow exactly the sections in the survey:

- 1) Competency areas (rating of the competency areas and then additional competency areas, for a total of 2 sections);
- 2) Competencies for each competency area (rating of competency within each area and then additional competency, for a total of 8 sections);
- 3) Evidences for each of the competencies (rating of the direct and indirect evidences, and then additional evidences for each Competency Area, for a total of  $2 + 33 = 35$  sections).

Note: The wording suggestions provided below should be flexible to adjust to the specific circumstances for each interview.

**The following are the steps in conducting the cognitive interview:**

- 1) Describe the purpose of the cognitive interview:
  - (a) to solicit opinion about the elements in the competency framework, and
  - (b) to examine clarity and interpretability of these elements.
- 2) Present the interview procedure: “ You will be asked to rate and explain the basis of your ratings for 3 sections:
  - Competency Areas
  - Competencies
  - Evidences

- 3) Proceed to present the items and say something like “Go ahead and rate the (e.g. competency areas) and suggest any (e.g. competency areas) you might want to add to the list.”

Participants need to select 'Yes' or 'Uncertain' or 'No' to indicate if they agree with the Competency Area/Competency/Evidence being included, whether or not they agree (or whether or not it's appropriate) with the item being included, using one of the following ratings:

- YES
- UNCERTAIN
- NO

- 4) After completing each section, ask the participant:
  - (a) “Is there anything in this section that is not perfectly clear to you?”
  - (b) “How do you arrive at these ratings of the \_\_\_\_?”
  - (c) “Why do you think there is a need to add the \_\_\_\_\_” (If the respondent add to the list).
  - (d) For elements that were not intuitively clear to everyone earlier in the Development Group, ask “How would you interpret \_\_\_\_\_?”  
(or if contrary to what we believe, check back on things)
- 5) Debrief the interviewee:
  - (a) Explain how we'll use their feedback (combine it with feedback from other cognitive interviews and send it back to the Development Group).
  - (b) Ask if they want a summary of the results sent.

## *Reviewer Procedural Guide*

Training reviewers involves the following three stages:

- 1) Present the ICRS to the reviewers and confirm that they interpret the elements in the competency hierarchical structure correctly.**
- 2) Present the final instrument** – for input and run an application test case through the submission and review process. Conduct a cognitive interview with the group to confirm agreement with the items being included and to confirm the appropriateness of the evidences indicated. (see the cognitive interview procedure document for more details).
- 3) Pilot testing of 5 cases** – using real applicants and soliciting feedback at the completion – also to be directly monitored by project team (see the pilot testing procedure document for more details).

Training session agenda:

- (a) Present the ICRS
- (b) Walk-through (and answer questions about) the competency hierarchical structure:
  - Competency Areas
  - Competencies
  - Evidences

Ask reviewers to interpret some elements that are not straight forward (following the cognitive interview procedure).

- (c) Discuss the application process
- (d) Discuss the Reviewer Instructions:

There are two Evidence Categories:

Direct Evidence – materials or documents produced from relevant work experience

Indirect Evidence – materials or documents produced during education and/or training

Under each Evidence Category, there are listed several different Evidence Types.

Please indicate which of the Evidence Types has been submitted with the application and whether or not it is acceptable for demonstrating the competency under which it is listed:

- Select 'Yes' if the evidence type provided by the applicant is acceptable.
- Select 'No' if an evidence type has been submitted by the applicant, however, is not acceptable.
- Select 'Not Available' if the applicant did not provide the evidence type.

Scoring is automated and by completing the evidence ratings, all scoring will be added and averaged all the way through the system to determine 1 of 3 possible decisions:

- Competencies Fully Met
- Competencies Partially Met
- Competencies Not Met

**Notes:**

1. Direct and Indirect Evidences are weighted equally.
2. For “professional experience” under Direct Evidences and “other educational experience” under Indirect Evidences, applicants may submit a type of evidence that isn't noted in the list but which documents their competency in an area. When submitting these types of evidence, the applicant should briefly note how the evidence supports their competency in the area.
3. During the first year of implementation, 2 reviewers will be assigned to each application.
  - a. Reviewers will rate evidence independently and submit their ratings to the Membership Manager.
  - b. The Manager will note discrepancies and have all reviewers go through the results to identify and discuss discrepancies and come up with a consensus.
4. Pilot testing - For the first 5 applications, we'll use **direct/close monitoring** by being present at the discussion sections between reviewers (as well as the project manager and sponsor).
5. Re-assessment and appeals procedure:
  - a. Upon addressing Competency Gaps (within 1 year), an applicant who received a decision of “Competencies Partially Met”, may be re-assessed. The applicant will need to provide an explanation of the request for re-assessment and attach supporting evidences. The re-assessment will be done by the original reviewer.
  - b. In the event that an applicant wants to appeal a decision, they must submit a written request indicating the reason for the request. A reviewer who was not involved in the original review will conduct the appeal if the Manager approves the request.
6. Right of recusal - Reviewers can recuse themselves if they feel there may be a conflict of interest in reviewing a specific application. This could occur if the reviewer recognizes evidence submitted or in some other way is aware of a potential conflict or bias in reviewing a submission.

## Specific Method & Procedure for ICRS Pilot Testing

### A. Preparation

#### 1) *Identifying Potential Participants*

- Review the list of individuals who expressed interest to get involved with the implementation of ICRS and requested to know about its first availability.
- Analyze and determine the extent to which an applicant has sufficient representation across the various potential users of the system who possess a combination of relevant education and experience:
  - 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 goal of the system is the eventual adoption of the ICRS pan-Canada)
- If necessary, replace or eliminate certain participants to ensure a balance of representation.
- Conduct Reviewer Training and Orientation Session
  - Sample application – to learn website functionality and reviewer tools
  - Full review of an application prepared by a current Intern – fully completed application with evidence statements and attachments providing a variety of evidence for all competencies (on-site, with reviewers being provided laptops and website support; monitored by Project Manager, Registrar, and staff)

#### 2) *Confirming Pilot Applicants*

- Initial contact and communication of process, timing, and explanation of our purpose to gather early feedback on the ICRS before initial implementation. Also, to ensure that potential pilot applicants can complete the pilot application within a 2-3 week window allowed.
- Prepare a one-page agreement to be signed by all applicants which clearly outlining expectations for participation in the pilot
- Discuss and answer potential applicant questions about the pilot process
- Review and confirm list of pilot applicants

## B. Implementation – under close monitoring

### 1) *Learning about the ICRS*

- Prior to starting the pilot
  - Send a Welcome email providing contact details for support staff during the pilot (website access and application process; providing on call information), attaching a detailed one-page sequenced list of activities during the pilot.
  - Discuss and answer questions about the activities before the start of the pilot.

### 2) *Granting access to the Applicant Website*

- Send an automated system email with login credentials for pilot applicants.
- Send welcome message within the ICRS Applicant Website Message Centre.

### 3) *Application Process Support*

- Monitoring Team (Staff, Registrar, Project Manager) monitor online activity of applicants and confirm all communication and information sharing for accuracy and consistency
  - Message Centre – answering questions and directing applicants to information and tools on the website
  - Activity Logs – monitor which tools and resources are being used, how long users are staying logged in, etc.
  - Support requests outside the website (via text, email, or phone calls)

### 4) *Application submissions*

- Once an applicant makes a submission, a system-generated email will confirm receipt to the applicant and a separate system email will notify staff:
  - Staff to review submissions for completeness, confirming that:
    - the submission has an Introductory Statement
    - each competency has an Evidence Statement
    - each competency has supporting evidence files attached
  - Staff to confirm submission status to applicant via email:
    - If submission materials are complete and ready for review, email applicant:
      - indicate that the submission has been received
      - provide an estimated turnaround time (e.g., 2 weeks)
      - provide a reminder that their login has been put on hold during the review process and they can't access the website
    - If submission materials are incomplete, email applicant next steps:
      - identify how the application is incomplete and what is needed to proceed

- follow-up phone call with the applicant, confirming that the submission will not go to review until the identified steps sent via email have been completed; ask if they have any questions and understand

#### 5) *Assign reviewers and support*

- Assign the first and second reviewer in the reviewer's queues and let the reviewers know by separate email that they have an assigned review to complete
- Monitoring Team (Staff, Registrar, Project Manager) monitor online activity of reviewers and confirm all communication and information sharing for accuracy and consistency
  - Message Centre – answering questions and directing reviewers to the 'Reviewer QuickLinks' on the website
  - Activity Logs – monitor which tools and resources and being used, how long reviewers are staying logged in, etc.
  - Support requests outside the website (via text, email, or phone calls)
- Once both reviewers have completed reviews, and results have been released to the Gradebook:
  - Compare reviewer decisions to ensure agreement
    - if the two reviewer's decisions are in agreement, provide the Registrar with the Feedback Forms from both reviewers and summarize the decision and recommendation on the Intern application for membership
      - **Note:** For all 'Competencies Fully Met', an **Education & Experience Check** by staff will be needed to confirm completion of any education/training programs used as evidence and noted by reviewers in the Feedback Form comment field for each competency.
        - Contact applicant to have issuing institutions send transcripts directly.
    - if decisions are not in agreement, assign a third reviewer and notify them by email there is an assigned review in the Third Review Queue
      - the third reviewer's decision will be the final decision
      - provide the Registrar with the Feedback Forms from all reviewers and summarize the third reviewer's decision and recommendation on the Intern application for membership

#### 6) *Identify and examine any discrepancies on the reviewer Feedback Forms.*

- As a group, the Monitoring Team will review Feedback Forms and identify discrepancies in terms of evidences accepted/not accepted for both 'Competencies Fully Met' and 'Competencies Partially Met' / 'Competencies Not Met' applicants
  - Project Manager/Facilitator keeps track of the comments and summarize the discrepancies and similarities (revise if necessary based on input from group).
- As a group, the reviewers will attend a meeting with the Monitoring Team to discuss ways to reduce any discrepancies identified from Feedback Forms, allowing for discussion rounds (randomly determine the order and go around asking each participant to comment, equally allowing opportunity for input)



- Project Manager/Facilitator keeps track of the comments and summarizes the strategies to reduce discrepancies if/where needed.

### 7) *Communicating Decision and Feedback*

- Registrar to Analyze the Feedback Forms from each reviewer and the summary recommendation from staff.
- Registrar to confirm agreement with the recommended decision and documentation of qualification for intern membership.
- Communicate results and next steps with applicant:
  - If applicant has a decision of 'Competencies Fully Met',
    - notify decision via email and include next steps
    - if Indirect Evidence included education programs that require confirmation of completion, staff will perform an **Education Check** of transcripts sent direct from the issuing institutions or any credential evaluations that contain confirmation of completion
    - if Direct Evidence included evidence from specific work experience, an **Experience Check** is required to confirm the following information:
      - Employment Period
      - Role / Primary Responsibility
      - Scope of work
      - Direct Supervisor
  - If applicant doesn't receive a decision of 'Competencies Fully Met', send email communication of decision and next steps
    - Print and save the Feedback Form with full reviewer comments for each competency, clearly identifying which competencies were not accepted by reviewers and the reasons.
    - Explain the re-assessment process.
      - Applicant needs to sign a re-assessment agreement to be granted access to their original submission (so they can revise and add to it). 1-year window to apply for a re-assessment using an original reviewer to determine if gaps have been addressed.
    - If requested, explain the appeals process.
      - If there are grounds for an appeal, the Registrar to coordinate and use a reviewer not involved in the original review.
        - Notice of Appeal must be submitted to the Registrar within 5 business days.
        - A written reason for the appeal must also be submitted.

### Pilot Testing Stages – For Applicants

**Technical Support:** If you have trouble accessing the ICRS website, Monday to Sunday, 1 to 9 PM (EST), contact Project Manager by email \*\*\*@\*\*\*.com or text at \*\*\*\_\*\*\*\_\*\*\*

**Application Support:** If you have questions while using the website and need support, please use the built-in Message Centre and Helpful Tips Forum. We'll have staff checking those areas to provide help.

Stages		Purpose and/or Action
1	Initial contact with ARIDO	Receive, read, sign, and return a copy of the <i>ICRS Pilot Test – Applicant Agreement</i> in order to start the competencies review process.
2	Receive instructions for logging into the ICRS Applicant Website.	ARIDO will send you two emails: <ul style="list-style-type: none"> <li>• a system-generated email with login details and temporary password</li> <li>• a staff email with an Applicant Guide to the ICRS Website (pdf with step-by-step screenshots).</li> </ul>
3	Login to the ICRS Website.	To gain access to the Website and to change your password.
4	Check the Message Center.	Read the first message from ARIDO and become familiar with how to get messages and support. Add the Manager as a contact or reply to her message if you need help.
5	Tracking Progress	Check off activities as you complete them and your % complete on the application will be updated on the Progress Bar.
6	Read the Applicant Guide.	To become familiar with relevant information, tools for applicants, and the process of building your Book of Evidence .
7	Build your Book of Evidence	Follow the following steps (Steps A & B)
	<i>Step A:</i> Provide Evidence and write Evidence Statements	<ul style="list-style-type: none"> <li>• Select and attach 1 piece of your best direct <b>and/or</b> indirect evidence for each of the 33 competencies.</li> <li>• Write an Evidence Statement for each of the competencies.</li> </ul>
	<i>Step B:</i> Write an Introductory Statement, Confirm authenticity of evidences, and Submit your Book of Evidence	<ul style="list-style-type: none"> <li>• Write an Introductory Statement (200 words) for your Book of Evidence, which serves as an overview of the evidences you are providing.</li> <li>• Confirm that the work you're submitting is your own.</li> <li>• Submit your Book of Evidence. <b>Please note that you cannot edit your submission after you click submit.</b></li> </ul>
8	Email Notice of submission	ARIDO will send you two emails: <ul style="list-style-type: none"> <li>• a system-generated email to confirm receipt of your submission</li> <li>• an email from staff* letting you know:               <ul style="list-style-type: none"> <li>○ That your Book of Evidence has been received</li> <li>○ An estimated turnaround time for the review</li> <li>○ That your account is on hold during the review</li> <li>○ A link to a 5-minute survey to gather your feedback on the application process and website (see stage 9 below)</li> </ul> </li> </ul> <p><b>* Note:</b> If your application is incomplete, staff will let you know what needs to be completed in order to continue the competencies review process.</p>
9	Post-application survey	To gather feedback from applicants on how we can improve the process & website.
10	Decision Notice Letter	ARIDO will send you an email to provide: <ul style="list-style-type: none"> <li>• The result of the competencies review.*</li> <li>• Any competency gaps identified by reviewers.</li> <li>• An explanation of next steps.</li> </ul> <p><b>*An Education Check</b> is required to confirm completion of any education/training program submitted as evidence; i.e., transcripts directly sent from issuing institution.</p>

## **Field Testing: Monitoring the initial implementation of the ICRS**

Even though 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.

Four implications:

- 1) Rating about appropriateness of the submitted evidences should not be as stringent. If in doubt about an evidence, assign a positive rating, then further discuss by the end of the year if that evidence is admissible.
- 2) Gather samplers for acceptable evidences and share the good samplers with future reviewers and applicants.
- 3) Monitor and obtain feedback from reviewers regarding unexpected issues and address and document those issues by the end of the year.
- 4) At the end of the first year of implementation, review the system and make informed modifications.

<b>What?</b>	<b>Education and Experience Check</b>
<b>Who?</b>	Intern applicants who have completed a competencies review through the ICRS
<b>When?</b>	After the competencies review process has been completed and the applicant has received a decision of “Competencies Fully Met”
<b>Why?</b>	<p><b>Indirect evidence:</b> To confirm completion of an education/training program that has been used by the applicant as a piece of evidence and which has been accepted by reviewers, pending confirmation of completion.</p> <p><b>Direct evidence:</b> To confirm reviewers have accepted evidence has come from confirmed sources.</p>

**For confirmation of Indirect Evidence (education/training):**

In the event that an applicant provides a credential verification provide by a recognized third party, confirm it is in order and add it to the applicant file.

Otherwise, applicants can use one of the following methods to provide us with a verification of the completion of education programs:

- have official transcripts sent directly by the institutions that issued them
- have official transcripts verified by a relevant government authority (e.g., Ministry of Education)
- or we can verify documents submitted by applicants by sending them back to the institution that issued them and request a written confirmation of their authenticity

The following information needs to be a confirmed part of the applicant file:

- Issuing Institution (full name, address, contact details, Government Accreditation nos., etc.)
- Name of education program/degree
- Program start and completion dates

**For confirmation of Direct Evidence (work experience):**

For each work related reference provided, please confirm the following information:

- Employment Period
- Direct Supervisor
- Role / Primary Responsibility / Scope

Telephone script:

“Hello, my name is \_\_\_\_\_ and I'm calling to confirm employment information provided to us by \_\_\_\_\_, who has submitted an application for Intern Membership.

The reference check will only take a few minutes and is only to confirm certain details provided to us by \_\_\_\_\_. Is this a good time for you to speak? If not, when would it be convenient for us to call back to confirm the information?”

**Assumptions:**

- Prior to being given access to the ICRS Applicant Website, applicants will have signed an agreement to participate in the Intern Competencies Review System which clearly details the application process, requirements, and tools being made available for applicants. It also explains the steps required to becoming an Intern Member after the review process is complete, including the need to provide proof of the completion of any education/training programs used as evidence during the competencies review process.
- The “Education and Experience Check” will be kept confidential.
- For education programs, we are confirming attendance at the educational institution and successful completion of programs.
- For work experience, we are not asking for any information regarding the qualities or assessment of the applicant (behaviors, performance etc.).

**Keep written documentation (call notes of dates, times, person who confirmed information) and include it in your files for the applicant.**

## Tables & Figures

**Table 2: Purpose and Structure of Sources**

Source	Purpose	Structure
<p>CIDA</p> <p><i>Professional Standards 2017 DRAFT – April 2015</i></p> <p>(also reviewed &amp; confirmed against the Final Draft - August 2015 &amp; Final: Published January 1, 2016; Effective January 1, 2017)</p>	<p>“Standards for accrediting interior design programs...”</p> <p>(p II-1)</p>	<p>(1) Knowledge Categories (2) Student Learning Expectations (Guidance)</p>
<p>CIDQ</p> <p><i>2008 Analysis of the Interior Design Profession</i></p> <p>(the 2014 Analysis is not published/available for review and was not reviewed)</p>	<p>“The study was designed to collect data on the tasks, knowledge and skills of interior designers in the United States and Canada.</p> <p>The purpose of the study was to analyze the requirements of the interior design profession and to use the resulting information to develop a test blueprint (test content outline) for the NCIDQ Examination program.”</p> <p>(p.3, <i>Introduction</i>)</p>	<p>(1) Section (2) KSA Categories (3) KSA (4) Task</p>
<p>Guerin &amp; Martin's</p> <p><i>The Interior Design Profession's Body of Knowledge (2010)</i></p>	<p>“Update the interior designer professional’s body of knowledge (BOK) and document its relationship to health, safety, and welfare (HSW).”</p> <p>(p. E1)</p>	<p>(1) Knowledge Categories (2) Knowledge Areas (3) Abstract Knowledge</p>
<p>Human Resources and Skills Development Canada</p> <p><i>National Occupational Classification – 5242</i></p>	<p>Defining interior designers and interior decorators</p>	<p>Main duties and tasks</p>

**Table 3: Competency Categories**

<b>CIDA Professional Standards 2017 DRAFT – April 2015</b>	<b>CIDQ 2008 Analysis of the Interior Design Profession</b>	<b>Guerin &amp; Martin's The Interior Design Profession's Body of Knowledge</b>
Global Context	Section 1: Codes, building systems, and construction standards and contract administration	Communication
Collaboration	Interior design documentation and contract administration	Design theory and processes
Business Practices & Professionalism	Furniture, fixtures, equipment, interior finishes, materials, and lighting	Human Environment Needs
Human-Centered Design	Building systems and construction	Interior Construction, Codes, & Regulations
Design Process	Code requirements, laws, standards, regulations, accessibility and sustainability	Products and Materials
Communication	Construction drawings, schedules, and specifications	Professional Practice
History and Theory	Skill in measuring, drafting, and technical drawing conventions	
Design Elements and Principles	Section 2: Design Application, Project Coordination & Professional Practice	
Color	Ethics and business practices	
Objects and Materials	Design theory and the relationship between human behavior and the designed environment	
Environmental Comfort	Programming, sustainability and site analysis	
Construction	Project coordination procedures and the roles of related design professionals	
Regulations and Guidelines	Visual, written and verbal design communication methods and techniques	
	Sourcing and research as it relates to manufacturers' and vendors' information regarding furniture, fixtures and equipment	
	Skill of analyzing and synthesizing the programmatic information	
	Section 3: Interior Design Practicum	
	Skill of developing a design concept	
	Skill in written design communication methods and techniques	
	Skill of visual and written design communication	
	Skill in measuring, drafting and technical drawing conventions	
	Skill of analyzing and synthesizing the programmatic information	
	Skill of space planning	

(colour-coded to highlight similar competency areas between sources)



**Part 1: Competency Categories – Participant Worksheet**

**Sources of information:**

- CIDA - CIDA - *Professional Standards 2017 DRAFT – April 2015*
- CIDQ - CIDQ - *2008 Analysis of the Interior Design Profession*
- ID-BOK - Guerin & Martin's - *The Interior Design Profession's Body of Knowledge*

**Section II: Standards 4 – 16**  
**Appendix K: Section I and II**  
**Table 3.6 to 3.11**

Source	Category label	Description from within source	Potential category label & brief definition for use in ARIDO's new qualifications review system
CIDA	Communication	<p><b>Standard 9 – Communication</b>                      Interior designers are effective communicators.</p> <p><b>Intent:</b> This standard ensures that graduates can communicate and share information visually as well as through speech, writing, and listening. Design communication also involves the ability to listen to and interpret external information.</p>	
CIDQ	Visual, written and verbal design communication methods and techniques	<p><b>Section IIE – Knowledge of visual, written and verbal design communication methods and techniques:</b></p> <p>17. Knowledge of written and verbal design communication methods and techniques.                      18. Knowledge of visual communication methods and techniques.</p>	
ID-BOK	Communication	<p><b>Table 3.6 – Communication</b></p> <p><b>Knowledge areas:</b> construction documents, critical listening , presentation(s), sketching, visual, written, and verbal design communication methods and techniques, and written form of agreement</p>	

Source	Category label	Description from within source	Potential category label & brief definition for use in ARIDO's new qualifications review system
CIDA	Business Practices & Professionalism	<p><b>Standard 6 – Business Practices &amp; Professionalism</b> Interior designers understand the fundamental principles and processes that define the profession of interior design and the value of interior design to society. <b>Intent:</b> This standard ensures graduates understand the various accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships of the influence of design, design responsibility, and ethics. <b>Includes:</b> business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines.</p> <p><b>AND Standard 5 – Collaboration</b> Interior designers participate in multi-disciplinary collaborations. <b>Intent:</b> This standard ensures that graduates understand the role of interior designers, the value of interior design, and are prepared to work effectively in teams and in leadership roles across disciplines.</p> <p><b>AND Standard 13 – Objects and Materials</b> “...Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution. Graduates should also be aware of ethical and intellectual property considerations in relation to products and materials.”</p>	
CIDQ	Ethics and business practices	<p><b>Section IIA</b> - Knowledge of ethics and business practices: 4. Knowledge of business practices. &amp; 10. Knowledge of business ethics. 36. Knowledge of post-occupancy evaluation services</p> <p><b>AND Section IA</b> - Knowledge of interior design documentation and contract administration.</p> <p><b>AND Section IID</b> - Knowledge of project coordination procedures and the roles of related design professionals: 16. Knowledge of project management practices. 33. Knowledge of the roles and goals of allied design professionals, including architects; electrical, structural, mechanical</p>	
ID-BOK	Professional Practice	<p><b>Table 3.11 – Professional Practice: Principles, Methods, and Tools</b> budgeting and estimating costs; business development; business practice; "consultations with consultant"; "contributions of interior design to contemporary society"; "ethical and accepted standards of practice"; financial management; "legal aspects of the contracts"; "legal recognition for the profession"; liabilities; multi-disciplinary collaboration; office procedures and regulations; professional development; project management</p> <p><b>AND Table 3.6-Communication:</b> construction documents &amp; written form of agreement</p> <p><b>AND Table 3.9 - Interior Construction, Codes, &amp; Regulations:</b> “...critical path”</p>	

Source	Category label	Description from within source	Potential category label & brief definition for use in ARIDO's new qualifications review system
CIDA	Objects and Materials	<p><b>Standard 13 – Objects and Materials</b> Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.</p> <p><b>Intent:</b> This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution. Graduates should also be aware of ethical and intellectual property considerations in relation to products and materials.</p>	
CIDQ	Furniture, fixtures, equipment, interior finishes, materials, and lighting	<p><b>Section IB</b> – Knowledge of furniture, fixtures, equipment, interior finishes, materials, and lighting: 2. Knowledge of procurement procedures and methods (e.g., purchase orders, prepayment requirements) 12. Knowledge of cost estimating. 24. Knowledge of furniture, fixtures, and equipment including window treatments and textiles. 26. Knowledge of interior finishes and materials (e.g., acoustics, Life safety considerations, performance and properties). 34. Knowledge of lighting. 35. Knowledge of sourcing and research as it relates to manufacturers' and vendors' information (e.g., detail drawings, technical specifications, warranties and manuals).</p> <p><b>AND</b> <b>Section IIF</b> – Knowledge of furniture, fixtures, and equipment including window treatments and textiles: 24. Knowledge of furniture, fixtures, and equipment including window treatments and textiles. 35. Knowledge of sourcing and research as it relates to manufacturers' and vendors' information (e.g., detail drawings, technical specifications, warranties and manuals).</p>	
ID-BOK	Products and Materials	<p><b>Table 3.10 - Products and Materials</b> building materials and finishes; custom work; floor, wall, and ceiling systems; furniture, fixtures, equipment, and finish materials; installation; interface of furniture with distribution and construction systems; performance criteria; selection and application of products and systems impact indoor air quality</p>	

Source	Category label	Description from within source	Potential category label & brief definition for use in ARIDO's new qualifications review system
CIDA	Construction	<p><b>Standard 15 - Construction</b> Interior designers understand interior construction and its interrelationship with base building construction and building systems.</p> <p><b>Intent:</b> This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base building construction to interior construction.</p>	
CIDQ	Building systems and construction	<p><b>Section IC – Knowledge of building systems and construction:</b> 7. Knowledge of building construction. 8. Knowledge of building systems.</p> <p><b>AND</b></p> <p><b>Section IF - Skill in measuring, drafting and technical drawing conventions</b> 40. Skill of Measuring 42. Skill of Drafting and technical drawing conventions</p>	
ID-BOK	Interior Construction, Codes, & Regulations	<p><b>Table 3.9 - Interior Construction, Codes, &amp; Regulations Category</b> building construction; building systems; calculations; code requirements, laws, standards, regulations, accessibility, and sustainability; critical path; interior construction; laws, codes, standards, and guidelines that impact the design of interior spaces; life safety; regulations and ordinances; researching life safety and code requirements, project type location, and access</p> <p><b>AND</b></p> <p><b>Table 3.10 - Products and Materials</b> “...installation; interface of furniture with distribution and construction systems; performance criteria; selection and application of products and systems impact indoor air quality.”</p>	
<b>Note: Text in colour is used to show related items within a source.</b>			

Source	Category label	Description from within source	Potential category label & brief definition for use in ARIDO's new qualifications review system
CIDA	Regulations and Guidelines	<p><b>Standard 16. Regulations and Guidelines</b> Entry-level interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.</p> <p><b>Intent:</b> This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice.</p>	
CIDQ	Code requirements, laws, standards, regulations, accessibility and sustainability	<p><b>Section ID</b> – Knowledge of code requirements, laws, standards, regulations, accessibility and sustainability:</p> <p>14. Knowledge of code requirements, laws, standards, and regulations.</p> <p>15. Knowledge of site analysis procedures (e.g., Project context, location, surroundings, views, and geography)</p> <p>22. Knowledge of sustainable design practices.</p>	
ID-BOK	Interior Construction, Codes, & Regulations	<p><b>Table 3.9 - Interior Construction, Codes, &amp; Regulations</b> building construction; building systems; calculations; code requirements, laws, standards, regulations, accessibility, and sustainability; critical path; interior construction; laws, codes, standards, and guidelines that impact the design of interior spaces; life safety; regulations and ordinances; researching life safety and code requirements, project type location, and access</p>	
Note: Text in colour is used to show related items within a source.			

Source	Category label	Description from within source	Potential category label & brief definition for use in ARIDO's new qualifications review system
CIDA	Design Process	<p><b>Standard 8. Design Process</b> Interior designers employ all aspects of the design process to creatively solve a design problem. <b>Intent:</b> This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge previously acquired in the curriculum. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues. This understanding supports concept generation and innovation solutions aimed at optimizing the human experience and, ultimately, the human condition.</p> <p><b>AND Standard 11. Design Elements and Principles</b> Interior designers apply elements and principles of design. <b>Intent:</b> This standard ensures graduates are able to use design elements and principles in shaping space and form in support of design concepts and solutions.</p> <p><b>AND Standard 12. Color</b> Interior designers apply color effectively in communication and design work. <b>Intent:</b> This standard ensures graduates understand the art and science of color. Graduates should be able to integrate color in the design process and apply color to enhance the human experience.</p>	
CIDQ	Programming, sustainability and site analysis	<p><b>Section IIC</b> – Knowledge of programming, sustainability and site analysis: 13. Knowledge of programming 15. Knowledge of site analysis procedures (e.g., Project context, location, surroundings, views, and geography). 22. Knowledge of sustainable design practices. <b>AND Section IIG.</b> Skill of analyzing and synthesizing the programmatic information 43. Skill of analyzing and synthesizing the programmatic information</p>	
ID-BOK	Design theory and processes	<p><b>Table 3.7 – Design Theory and Process</b> <b>acoustical design principles; color and light principles</b> and theories; <b>color principles, theories, and systems; creative thinking; design concept; design process;</b> design theory; <b>evaluating existing premises including space allocation, furnishings, equipment, and other attributes of the existing environment; evidence-based design;</b> historical precedent to inform design solutions; <b>natural and electrical lighting design principles; principles of thermal design; problem solving; space planning; sustainability concepts, principles,</b> and theories; <b>wayfinding</b></p>	
Note: Text in colour is used to show related items within a source.			

Source	Category label	Description from within source	Potential category label & brief definition for use in ARIDO's new qualifications review system
CIDA	History and Theory	<p><b>Standard 10. History and Theory</b> Interior designers apply knowledge of interiors, architecture, decorative arts, and art when solving design problems.</p> <p><b>Intent:</b> This standard ensures that graduates have the knowledge base of design history and theory to inform design solutions.</p>	
CIDQ	Design theory and the relationship between human behavior and the designed environment	<p><b>Section IIB</b> – Knowledge of design theory and the relationship between human behavior and the built environment: 5. Knowledge of theories about the relationship between human behavior and the designed environment. 26. Knowledge of interior finishes and materials (e.g., acoustics, Life safety considerations, performance and properties) 30. Knowledge of design theory.</p>	
ID-BOK	Design theory and processes	<p><b>Table 3.7 – Design Theory</b> and Process acoustical design principles; <b>color and light</b> principles and <b>theories</b>; <b>color</b> principles, <b>theories</b>, and systems; creative thinking; design concept; design process; <b>design theory</b>; evaluating existing premises including space allocation, furnishings, equipment, and other attributes of the existing environment; evidence-based design; <b>historical precedent to inform design solutions</b>; natural and electrical lighting design principles; principles of thermal design; problem solving; space planning; <b>sustainability</b> concepts, principles, and <b>theories</b>; wayfinding</p>	
Note: Text in colour is used to show related items within a source.			

Source	Category label	Description from within source	Potential category label & brief definition for use in ARIDO's new qualifications review system
CIDA	Human-Centered Design	<p><b>Standard 7. Human-Centered Design</b> Interior designers apply knowledge of human experience and behavior to designing the built environment. <b>Intent:</b> This standard ensures that graduates identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs.</p> <p><b>AND</b></p> <p><b>Standard 4. Global Context</b> Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work. <b>Intent:</b> This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions, while effectively considering variations in design practices and delivery.</p> <p><b>AND</b></p> <p><b>Standard 14. Environmental Comfort</b> Interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to support the wellbeing of building occupants. <b>Intent:</b> This standard ensures graduates are able to optimize human wellbeing within interior environments in addition to meeting regulatory requirements and guidelines.</p>	
CIDQ	Design theory and the relationship between human behavior and the designed environment	<p><b>Section IIB</b> – Knowledge of design theory and the relationship between human behavior and the built environment: 5. Knowledge of theories about the relationship between human behavior and the designed environment. 26. Knowledge of interior finishes and materials (e.g., acoustics, Life safety considerations, performance and properties) 30. Knowledge of design theory.</p>	
ID-BOK	Human Environment Needs	<p><b>Table 3.8 – Human Environment Needs</b> business, organizational, and familial structures; ecological, socio-economic, and cultural contexts; globalization; human factors; lighting, acoustics, thermal comfort, and indoor air quality principles; occupant well-being and performance; post-occupancy evaluation; research; theories about the relationship between human behavior and the designed environment; universal design</p>	



**Table 5: Tentative List of Competency Categories**

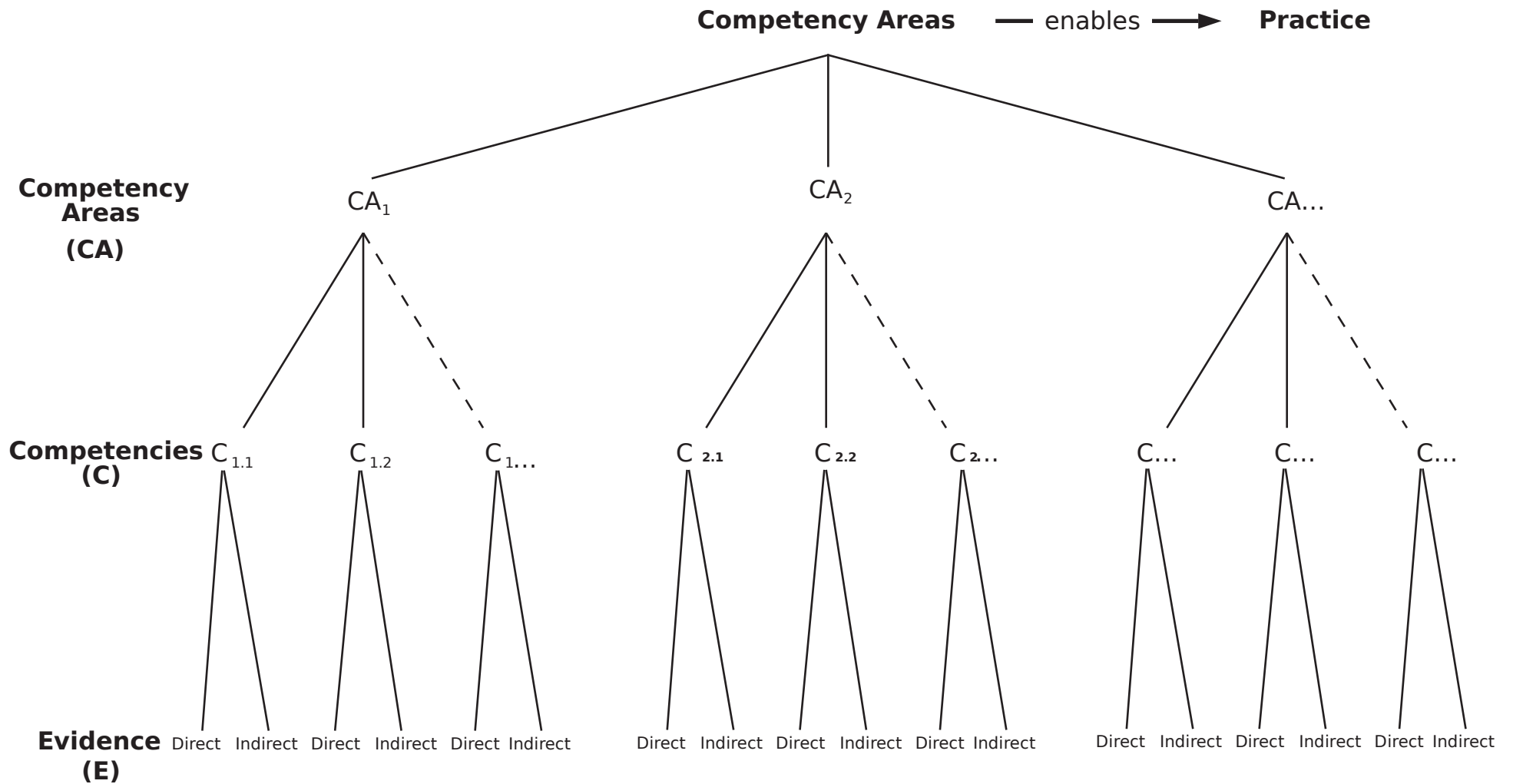
(grouped by commonality, labeled neutrally & defined to describe intent across systems)

<b>Category</b>	<b>Definition</b>
<b>Communication</b>	covers the exchange of information using visual, verbal, and written methods and techniques
<b>Professional Practice</b>	covers the business principles, methods, tools, and accepted standards of practice used within a variety of work environments and multi-disciplinary collaborations
<b>Products and Materials</b>	covers the consideration of multiple properties in the selection of products, materials, and systems
<b>Interior Construction and Building Systems</b>	covers interior construction and building systems, and meeting various regulations
<b>Regulations</b>	covers meeting various regulations
<b>Design Process</b>	covers all aspects of the design process from concept to solutions for a design problem in the built environment
<b>Design Theory</b>	covers elements, principles, history and theories of design
<b>Human Environment Needs</b>	covers the relationship between human behavior and the built environment

**Table 6: Evidence of Competency (knowledge and skills)**

Evidence Category	Types of Evidence	Sources
<p><b>Direct Evidences</b></p>	<p><b>(1) Applicant work samples while in training</b></p> <p>a) Examples of student work listed in the document.</p> <ul style="list-style-type: none"> <li>▪ Drawing and design communication such as matrices; bubble diagrams/schematics; sketches/drawings</li> <li>▪ Concept development</li> <li>▪ Exploration of alternative design ideas</li> <li>▪ Design refinement</li> <li>▪ 2 and 3-D basic creative work</li> <li>▪ Drafting</li> <li>▪ CAD drawings</li> <li>▪ Perspectives</li> <li>▪ Design proposals</li> <li>▪ Detailing and working drawings</li> <li>▪ Design research documents (programming documents, etc.)</li> <li>▪ Business documents</li> <li>▪ Research papers</li> <li>▪ Completed and graded student assessments with compiled performance data</li> <li>▪ Student presentations (in-person or on video)</li> </ul> <p>b) Guidance in CIDA Professional Standards (e.g, infographics, diagrams, charts as evidence of skill in effectively distill and visually communicate data in Standard 9 Communication)</p>	<p><i>CIDA Professional Standards 2017 DRAFT – April 2015</i></p>
	<p><b>(2) Applicant work experience while employed or in practicum</b></p>	<p>Tasks in <i>CIDQ 2008 Analysis of the Interior Design Profession and Main duties of interior designers and interior decorators under the National Occupational Classification - 5242</i></p>
<p><b>Indirect Evidences</b></p>	<p><b>(1) Program Related Documentation:</b></p> <ul style="list-style-type: none"> <li>• Course syllabi, including lecture topics</li> <li>• Handouts</li> <li>• Course texts</li> <li>• Reading assignments</li> <li>• Examination questions (blank tests)</li> <li>• Assignments including purpose, objectives, and requirements</li> <li>• Field trips</li> <li>• Guest lecturers and juries</li> <li>• Work experiences and/or internships</li> <li>• Community service</li> <li>• Service Learning</li> </ul>	<p>The three program standards and professional expectations for each of the Standards in <i>CIDA Professional Standards 2017 DRAFT – April 2015</i>.</p>

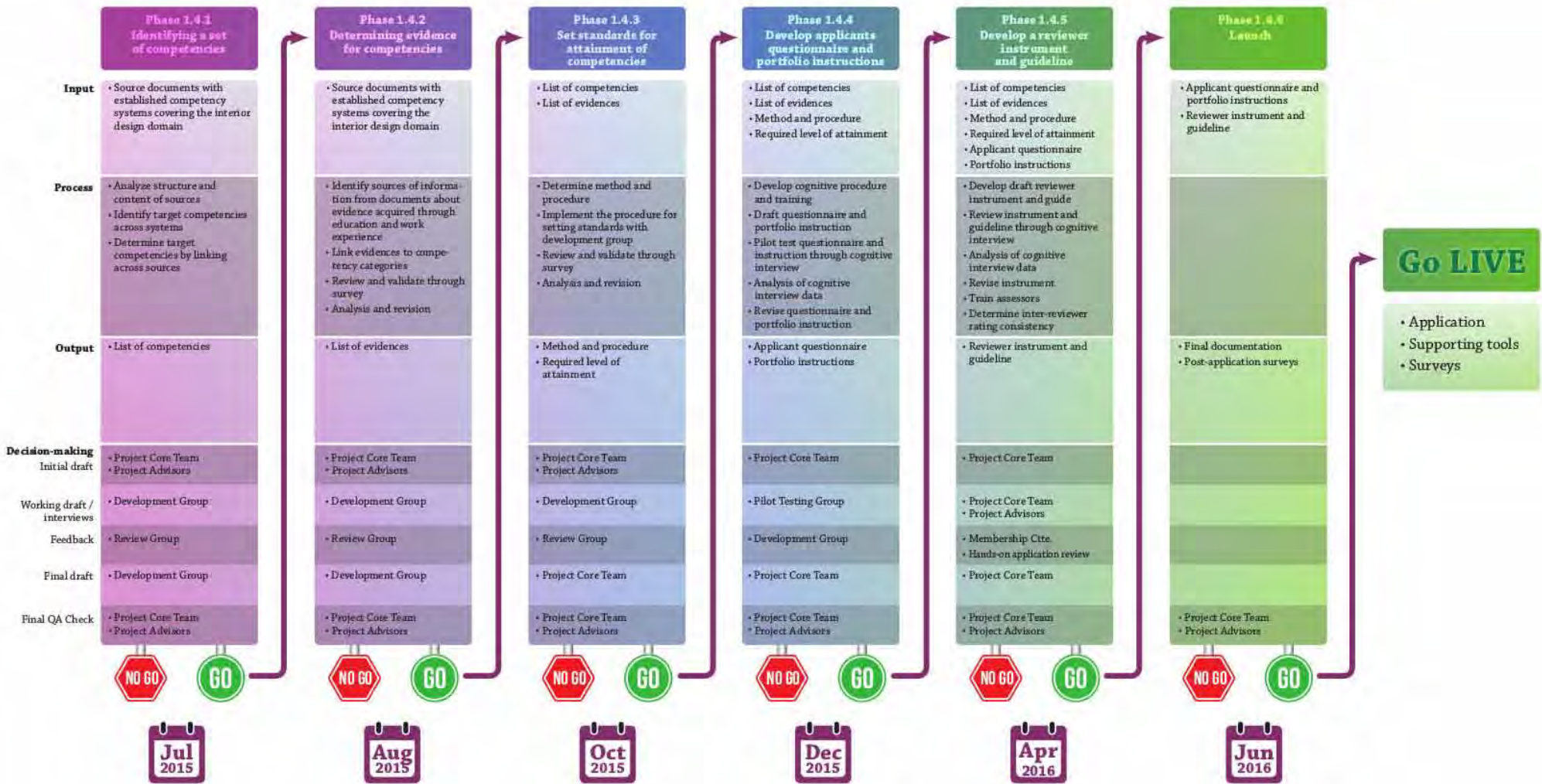
**Figure 1: Conceptualization of the Hierarchical Competency Structure for the Intern Competencies Review System**



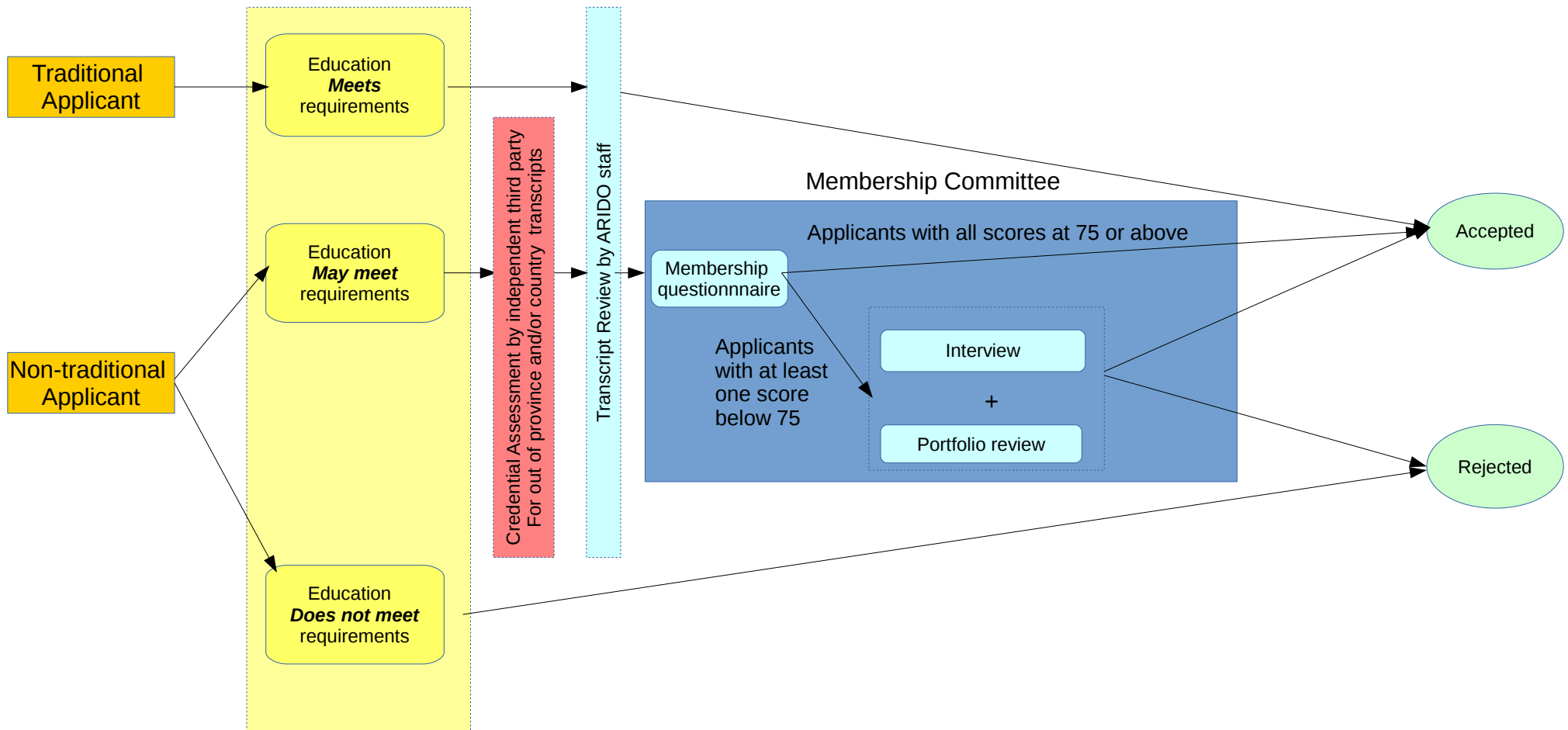
Note 1: Competency includes a combination of knowledge and skills.  
 Note 2: The current project does not deal with analysis of practice.

## Charts

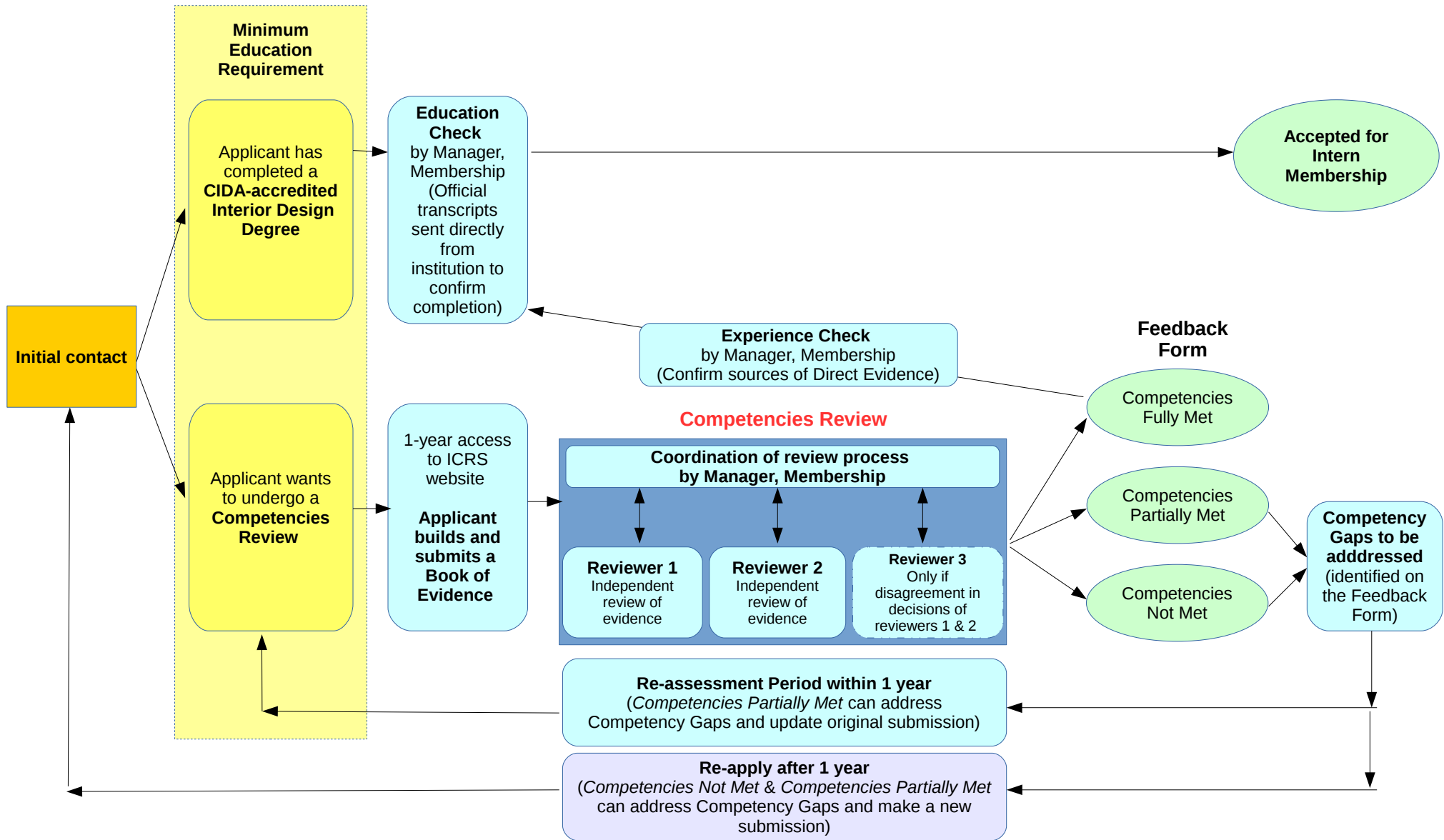
# Intern Competencies Review System (ICRS)<sup>TM</sup> Project Work Strategy and Decision-making



ARIDO current application process for Intern Membership  
August 8, 2014



## ARIDO Intern Application Process - 2016



# Intern Competencies Review System (ICRS)™

## Competencies

<b>Communication</b>	<b>Professional and Business Practice</b>	<b>Codes and Regulations</b>	<b>Design Process</b>	<b>Design Theory</b>	<b>Human Environment</b>	<b>Products and Materials</b>	<b>Construction</b>
<ul style="list-style-type: none"> <li>• Knowledge of various presentation materials, methods, and techniques.</li> <li>• Knowledge of standard documents.</li> <li>• Skill in visual, written, and verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of fair business practices (e.g., conflict of interest, confidentiality, copyright/intellectual property, informed consent, disclosure).</li> <li>• Knowledge of interior design business standard forms and documents.</li> <li>• Knowledge of the value of interior design to society (economically and for human experience).</li> <li>• Knowledge of procurement procedures and methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of code requirements, laws, standards, and regulations.</li> <li>• Skill in interpreting and applying code and regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of programming.</li> <li>• Skill in analyzing and synthesizing the programmatic information.</li> <li>• Skill in developing a design concept.</li> <li>• Skill in space planning.</li> <li>• Skill in drafting and technical drawing conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of design theory.</li> <li>• Knowledge of elements and principles of design.</li> <li>• Skill in applying design-based theories.</li> <li>• Knowledge of history of architecture and interior design.</li> <li>• Knowledge of colour theory.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the relationship between human behaviour and the designed environment.</li> <li>• Knowledge of patterns of human behaviour in a variety of contexts.</li> <li>• Knowledge of universal design principles (e.g., equitable use, low physical effort).</li> <li>• Knowledge of environmental systems and principles that affect human well-being in the designed space.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of sourcing and research for a specific design solution as it relates to manufacturers' and vendors' information.</li> <li>• Skill in selecting products and materials to meet specific criteria (e.g., budget, quality, ergonomics, performance, environmental impact, longevity).</li> <li>• Knowledge of furniture, fixtures, and equipment.</li> <li>• Knowledge of finishes and materials.</li> <li>• Knowledge of lighting.</li> <li>• Knowledge of the design and application of general material treatments (e.g., window treatments and coverings).</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of building systems (e.g., emergency, life and safety, HVAC, sprinkler) and construction.</li> <li>• Knowledge of construction drawings as contract documents.</li> <li>• Knowledge of detailing and specifications of materials, products, and finishes (e.g., millwork).</li> <li>• Knowledge of contract administration.</li> </ul>

## Evidences

<b>DIRECT EVIDENCE – Materials or documents produced from relevant work experience.</b>							
<ul style="list-style-type: none"> <li>• 2D and 3D development (CAD or manual)</li> <li>• Addendum</li> <li>• Bid documents</li> <li>• Ceiling plan</li> <li>• Change notices</li> <li>• Change orders</li> <li>• Client/user meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Concept board, imagery</li> <li>• Construction drawings (CAD or manual)</li> <li>• Contract administration documents</li> <li>• Deficiency list</li> <li>• Design concept</li> <li>• Design projects</li> <li>• Design proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed drawings (CAD or manual drafting)</li> <li>• Elevations</li> <li>• Examples of design process (sketches, plan)</li> <li>• Finishes board</li> <li>• Fire plan</li> <li>• Illustrations</li> <li>• Lighting schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Materials, finishes, and colour boards</li> <li>• Means of egress</li> <li>• Millwork schedule</li> <li>• Mood board</li> <li>• Permit drawings</li> <li>• Photos (with elements highlighted and described)</li> <li>• Plans and elevations</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Products and materials library maintenance</li> <li>• Programme document</li> <li>• Project schedule</li> <li>• Purchase orders or equivalent</li> <li>• Reflected ceiling plan (RCP)</li> <li>• Request for proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Schedules (furniture, room finish, colour)</li> <li>• Site instructions</li> <li>• Space plan</li> <li>• Spatial relationship diagrams (e.g., bubble diagram, block diagram, adjacency diagram)</li> <li>• Specifications (specific to project)</li> <li>• Relevant professional experience</li> </ul>		
<b>INDIRECT EVIDENCE – Materials or documents produced during education and/or training.</b>							
<ul style="list-style-type: none"> <li>• Course syllabus</li> <li>• Design assignments</li> </ul>		<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Case studies</li> </ul>		<ul style="list-style-type: none"> <li>• Research papers</li> <li>• Professional designations</li> </ul>		<ul style="list-style-type: none"> <li>• Relevant educational experience</li> </ul>	

## Review Process

<b>Application</b>	<b>Evidence Review</b>	<b>Decision</b>
<ul style="list-style-type: none"> <li>• Applicants prepare and submit a Book of Evidence online that includes an overall Introductory Statement and Evidence Statements for each evidence submitted.</li> <li>• To be successful in the competencies review, applicants should provide one piece of evidence (Direct and/or Indirect) for each of the 33 competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 independent reviewers will evaluate the Book of Evidence to determine if the evidences submitted are acceptable for meeting the competencies.</li> <li>• After reviews are finalized, a decision and feedback are sent to applicants. Competency gaps are clearly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Competencies Fully Met</b> Eligible for Intern Membership</li> <li>• or</li> <li>• <b>Competencies Partially Met</b> Eligible to be re-assessed after addressing competency gaps</li> <li>• or</li> <li>• <b>Competencies Not Met</b></li> </ul>



Competency Area	Definition	Explanation
<b>Communication</b>	<i>Ability to exchange information using a combination of visual, written, and verbal design methods and techniques.</i>	Gather client information visually, verbally and/or in writing.  Handle and share information effectively, for a range of purposes and audiences, to reach agreement and present a design solution.
<b>Professional and Business Practice</b>	<i>Ability to describe ethical and fair business practices.</i>	Behave with integrity.  Act in the best interest of the client and the profession by using sound judgement and accountability in applying fair business practices (conflict of interest, confidentiality, copyright/intellectual property, informed consent, disclosure).
<b>Codes and Regulations</b>	<i>Ability to explain laws and standards that protect the health, safety, and welfare of building occupants.</i>	Consider current and relevant local codes, environmental requirements, laws, standards, and regulations.
<b>Design Process</b>	<i>Ability to analyze and synthesize information to develop and deliver design solutions.</i>	Covers the creation, integration, and preparation of designs and specifications for a variety of sectors within the public and private markets.
<b>Design Theory</b>	<i>Ability to apply an understanding of design history and research.</i>	Consider the principles and elements of design, colour theory, and history of art, architecture, and interior areas.
<b>Human Environment</b>	<i>Ability to describe human behaviour and experience in the built environment as it relates to client function and requirements.</i>	Consider the comfort and well-being that supports the relationships between human needs, function, and the designed environment.
<b>Products and Materials</b>	<i>Ability to select and specify products and materials to a specific design solution.</i>	Consider multiple properties and qualities of products and materials, as well as their appropriateness, to form part of the final solution.
<b>Construction</b>	<i>Ability to explain building systems and interior construction.</i>	Consider the interrelationship of building systems to interior construction.  Use of contract documentation to coordinate and convey design for budget, permit, and construction & administration purposes to clients and other professionals.

**Competency Area 1: Communication**

Competency 1.1 – Knowledge of various presentation materials, methods, and techniques.

Competency 1.2 – Knowledge of standard documents.

Competency 1.3 – Skill in visual, written, and verbal communication.

**Competency Area 2: Professional and Business Practice**

Competency 2.1 – Knowledge of fair business practices (e.g., conflict of interest, confidentiality, copyright/intellectual property, informed consent, disclosure).

Competency 2.2 – Knowledge of interior design business standard forms and documents.

Competency 2.3 – Knowledge of the value of interior design to society (economically and for human experience).

Competency 2.4 – Knowledge of procurement procedures and methods.

**Competency Area 3: Codes and Regulations**

Competency 3.1 – Knowledge of code requirements, laws, standards, and regulations.

Competency 3.2 – Skill in interpreting and applying code and regulations.

**Competency Area 4: Design Process**

Competency 4.1 – Knowledge of programming.

Competency 4.2 – Skill in analyzing and synthesizing the programmatic information.

Competency 4.3 – Skill in developing a design concept.

Competency 4.4 – Skill in space planning.

Competency 4.5 – Skill in drafting and technical drawing conventions.

**Competency Area 5: Design Theory**

Competency 5.1 – Knowledge of design theory.

Competency 5.2 – Knowledge of elements and principles of design.

Competency 5.3 – Skill in applying design-based theories.

Competency 5.4 – Knowledge of history of architecture and interior design.

Competency 5.5 – Knowledge of colour theory.

**Competency Area 6: Human Environment**

Competency 6.1 – Knowledge of the relationship between human behaviour and the designed environment.

Competency 6.2 – Knowledge of patterns of human behaviour in a variety of contexts.

Competency 6.3 – Knowledge of universal design principles (e.g., equitable use, low physical effort).

Competency 6.4 – Knowledge of environmental systems and principles that affect human well-being in the designed space.

**Competency Area 7: Products and Materials**

Competency 7.1 – Knowledge of sourcing and research for a specific design solution as it relates to manufacturers' and vendors' information.

Competency 7.2 – Skill in selecting products and materials to meet specific criteria (e.g., budget, quality, ergonomics, performance, environmental impact, longevity).

Competency 7.3 – Knowledge of furniture, fixtures, and equipment.

Competency 7.4 – Knowledge of finishes and materials.

Competency 7.5 – Knowledge of lighting.

Competency 7.6 – Knowledge of the design and application of general material treatments (e.g., window treatments and coverings).

**Competency Area 8: Construction**

Competency 8.1 – Knowledge of building systems (e.g., emergency, life and safety, HVAC, sprinkler) and construction.

Competency 8.2 – Knowledge of construction drawings as contract documents.

Competency 8.3 – Knowledge of detailing and specifications of materials, products, and finishes (e.g., millwork).

Competency 8.4 – Knowledge of contract administration.

## ICRS – Competencies and Evidences

**Communication - Ability to exchange information using a combination of visual, written, and verbal design methods and techniques.**

### **Competency 1.1 – Knowledge of various presentation materials, methods, and techniques.**

**Direct Evidences:** 2D / 3D drawing/rendering; materials, finishes, and colour boards; spatial relationship diagrams (e.g., bubble diagram, block diagram, adjacency diagram); presentations (in-person, video); client/user meetings; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

### **Competency 1.2 – Knowledge of standard documents.**

**Direct Evidences:** detailed drawings (CAD or manual drafting); formal programme document; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

### **Competency 1.3 – Skill in visual, written, and verbal communication.**

**Direct Evidences:** drawings (CAD or manual drafting); plans and elevations; illustrations; concept board; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Professional and Business Practice - *Ability to describe ethical and fair business practices.***

**Competency 2.1 – Knowledge of fair business practices (e.g., conflict of interest, confidentiality, copyright/intellectual property, informed consent, disclosure).**

**Direct Evidences:** relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 2.2 – Knowledge of interior design business standard forms and documents.**

**Direct Evidences:** design proposal; deficiency list; change orders; addendum; project schedule; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 2.3 – Knowledge of the value of interior design to society (economically and for human experience).**

**Direct Evidences:** relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 2.4 – Knowledge of procurement procedures and methods.**

**Direct Evidences:** purchase orders or equivalent; request for proposal; bid documents; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Codes and Regulations - Ability to explain laws and standards that protect the health, safety, and welfare of building occupants.**

**Competency 3.1 – Knowledge of code requirements, laws, standards, and regulations.**

**Direct Evidences:** permit drawings; plan and elevation details; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 3.2 – Skill in interpreting and applying code and regulations.**

**Direct Evidences:** permit drawings; plan and elevation details; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Design Process - Ability to analyze and synthesize information to develop and deliver design solutions.**

**Competency 4.1 – Knowledge of programming.**

**Direct Evidences:** spatial relationship diagrams (e.g., bubble diagram, block diagram, adjacency diagram); relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 4.2 – Skill in analyzing and synthesizing the programmatic information.**

**Direct Evidences:** examples of design process (sketches, plan); programme document; project schedule; 2D and 3D development (CAD or manual); spatial relationship diagrams (e.g., bubble diagram, block diagram, adjacency diagram); design concept; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 4.3 – Skill in developing a design concept.**

**Direct Evidences:** design concept; concept board, imagery; mood board; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 4.4 – Skill in space planning.**

**Direct Evidences:** space plan; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 4.5 – Skill in drafting and technical drawing conventions.**

**Direct Evidences:** construction drawings (CAD or manual); millwork and/or detail drawings (CAD or manual); specifications (specific to project); relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Design Theory - Ability to apply an understanding of design history and research.**

**Competency 5.1 – Knowledge of design theory.**

**Direct Evidences:** design projects; presentations; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 5.2 – Knowledge of elements and principles of design.**

**Direct Evidences:** design projects; presentations; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 5.3 – Skill in applying design-based theories.**

**Direct Evidences:** design projects; presentations; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 5.4 – Knowledge of history of architecture and interior design.**

**Direct Evidences:** design projects; presentations; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 5.5 – Knowledge of colour theory.**

**Direct Evidences:** design projects; presentations; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Human Environment - Ability to describe human behaviour and experience in the built environment as it relates to client function and requirements.**

**Competency 6.1 – Knowledge of the relationship between human behaviour and the designed environment.**

**Direct Evidences:** design projects; photos (with elements highlighted and described); relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 6.2 – Knowledge of patterns of human behaviour in a variety of contexts.**

**Direct Evidences:** design projects; photos (with elements highlighted and described); relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 6.3 – Knowledge of universal design principles (e.g., equitable use, low physical effort).**

**Direct Evidences:** design projects; photos (with elements highlighted and described); relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 6.4 – Knowledge of environmental systems and principles that affect human well-being in the designed space.**

**Direct Evidences:** design projects; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience



**Products and Materials - Ability to select and specify products and materials to a specific design solution.**

**Competency 7.1 – Knowledge of sourcing and research for a specific design solution as it relates to manufacturers' and vendors' information.**

**Direct Evidences:** products and materials library maintenance (professional experience); relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 7.2 – Skill in selecting products and materials to meet specific criteria (e.g., budget, quality, ergonomics, performance, environmental impact, longevity).**

**Direct Evidences:** design projects; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 7.3 – Knowledge of furniture, fixtures, and equipment.**

**Direct Evidences:** finishes board; plans; schedules (furniture, room finish, colour); specifications (specific to project, e.g., furniture); relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 7.4 – Knowledge of finishes and materials.**

**Direct Evidences:** specifications (specific to project); products and materials library maintenance; design projects; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 7.5 – Knowledge of lighting.**

**Direct Evidences:** specifications (specific to project); lighting schedule; reflective ceiling plan (rcp); millwork schedule; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 7.6 – Knowledge of the design and application of general material treatments (e.g., window treatments and coverings).**

**Direct Evidences:** specifications (specific to project); plans; schedules; elevations; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Construction - Ability to explain building systems and interior construction.**

**Competency 8.1 – Knowledge of building systems (e.g., emergency, life and safety, HVAC, sprinkler) and construction.**

**Direct Evidences:** construction drawings (CAD or manual); millwork and/or detail drawings (CAD or manual); specifications (specific to project); reflective ceiling plan (rcp); elevations; fire plan; means of egress; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 8.2 – Knowledge of construction drawings as contract documents.**

**Direct Evidences:** construction drawings (CAD or manual); millwork and/or detail drawings (CAD or manual); specifications (specific to project); relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 8.3 – Knowledge of detailing and specifications of materials, products, and finishes (e.g., millwork).**

**Direct Evidences:** construction drawings (CAD or manual); millwork and/or detail drawings (CAD or manual); specifications (specific to project); ceiling plan; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

**Competency 8.4 – Knowledge of contract administration.**

**Direct Evidences:** contract administration documents; site instructions; change notices; addendum; deficiency lists; bid documents; relevant professional experience

**Indirect Evidences:** course syllabus; design assignments; presentations; case studies; research papers; professional designations; relevant educational experience

## Handouts & Checklists

**W**hen we offer our opinion or render judgment about ourselves, others, or objects (such as the essential competencies of interior designers), our personality and personal background as well as the environment (such as working with others in a committee) in which we provide the opinion or judgment often introduce biases that can tint our responses, and consequently reduce validity of the results. Since the work undertaken by the development group involves making opinions and judgments in a group setting, it is imperative that the committee be apprised of the various forms of potential biases.

Even though the procedure that guides the discussion and decision-making of the development group has built-in features aimed to minimize biases arise from the aforementioned sources in order to assure that all members have equal opportunities to share their thoughts, the group members still need to be aware of these potential biases so that individually and collectively as a group are vigilant of their emergence, consequently, efforts can be made to mitigate or at least acknowledge their occurrence. The incorporation of the efforts from all committee members to spot and minimize individual and group-based biases should augment the effectiveness of the group work procedure in generating sound ideas and bona fide consensus about competencies of interior designers.

The following is a description of the salient inter-related biases in a group work setting in which the mission is to generate both ideas and consensus among group members. These biases can either lower the validity of individual contributions to the group discussion or contaminate the authenticity of consensus.

**1. Socially desirable response bias.**

The tendency of participants to give in to peer pressure or to answer questions or give opinions in a manner that is viewed favorably by others. This bias distorts validity of individual contributions to the discussion.

**2. Perspective bias.**

The tendency to adhere to information that confirms one's perspective or preferences while discounting information that contradicts or challenges the position. With this bias, individuals either form a wrong initial decision based on a subset of information or have a strong personal preference, and, even after being presented with information that does not conform with their perspective or beliefs, are reluctant to alter their decisions. Without actively listening to and including the diverse perspectives in the process of forming individual decisions, validity of individual contributions may suffer consequentially.

**3. Intergroup biases.**

The tendency to favor the ideas or perspectives of a sub-group (or individual) to whom an individual identifies with or to support decisions that benefit the sub-group.

**4. Satisficing.**

The tendency to put half-hearted effort into the exercises and group discussion, consequently leading to individual contributions that are superficial (without thoughtful analysis of the matter at hand) and consensuses that are based on extraneous criteria (that is, contribution or decision that is rely on socially desirable, perspective, and/or intergroup biases as strategies for responding)

**5. Domination bias.**

The combination of the socially desirable, perspective, satisficing and intergroup biases creates a fertile breeding ground for the domination bias, which emerges when some members exercise control over the discussion because they want to push their perspective, or sub-group ideas or agenda on others. Other members' propensity to satisfice or succumb to peer pressure facilitate the occurrence of this bias, which ultimately threatens representativeness of the group decisions.

## Risk of Bias - Checklist

Type of bias	Questions to consider (individually and collectively)	Risk of Bias		
		Low	High	Unsure
Socially desirable response	Is there the tendency to answer questions in a manner that will be viewed favorably by others?			
Perspective	Is there the tendency to rely on information that confirms your perspective or preferences while discounting information that contradicts or challenges your position?			
Inter-group	Is there the tendency to favor the ideas or perspectives of an individual(s) with whom you identify?			
Satisficing	Is there the tendency to exert minimal effort into exercises, group discussions or decision making such that your contribution is not well thought through or informed?			
Domination	Is there the tendency to allow some group members or yourself to exercise control over the discussion because they or you want to push their perspective or agenda on others?			

# PlainLanguage Checklist



- Written for the average reader
- Organized to reflect the reader's needs
- Includes informative headings
- Uses no more than two or three heading levels
- Uses "you" and other pronouns to speak directly to the reader
- Uses active voice and simple present tense
- Uses short sections and sentences
- Has no unnecessary words
- Uses only concrete, familiar words
- Uses lists and tables to simplify complex material

## PLAIN LANGUAGE Revising Tips

- Be concise -- eliminate all unnecessary words
- Break documents into subsections
- Use short, 2-3 sentence paragraphs
- Use short lists and bullets whenever practical
- Use as many descriptive section headings as possible
- Question headings are excellent
- Use a lot of white space for ease of information scanning
- Use the same words your readers use when searching for the information

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# THE FAIR ACCESS LAW AND REGULATORS' RESPONSIBILITIES

The *Fair Access to Regulated Professions and Compulsory Trades Act, 2006*, (FARPACKTA) governs fair access to the regulated professions and compulsory trades. The act amends Schedule 2 to the *Regulated Health Professions Act* (RHPA) to include similar provisions.

The vision of the legislation is that all qualified applicants may attain licensure, regardless of their places of training.

**The rationale is that fair access to registration is in the public interest.** It enables qualified applicants to meaningfully apply their professional skills and expertise to meet the needs of Ontarians and to contribute to the economy of the province.

Regulators are accountable to the public for fulfilling their obligations, as summarized below.

All applicants can expect:	All regulatory bodies must:
Information <sup>1</sup>	<ul style="list-style-type: none"> <li>provide clear information about registration requirements, processes, timelines and fees</li> </ul>
Timely decisions, responses and reasons <sup>2</sup>	<ul style="list-style-type: none"> <li>make registration decisions, and provide written reasons for those decisions, within a reasonable time</li> </ul>
Internal review or appeal <sup>3</sup>	<ul style="list-style-type: none"> <li>offer an internal review or appeal, including an opportunity for applicants to submit arguments and supporting documents</li> </ul>
Information on appeal rights <sup>4</sup>	<ul style="list-style-type: none"> <li>inform applicants of any rights they have to request a further review or appeal of the registration decision</li> </ul>
Documentation of qualifications <sup>5</sup>	<ul style="list-style-type: none"> <li>provide information about the documentation that must accompany an application to demonstrate qualifications</li> </ul>
Fair assessment of qualifications <sup>6</sup>	<ul style="list-style-type: none"> <li>conduct assessments in a way that is transparent, objective, impartial and fair, and take reasonable measures to ensure that any external assessors follow these principles</li> <li>ensure adequate training of all individuals who assess qualifications or make registration decisions</li> </ul>
Training <sup>7</sup>	<ul style="list-style-type: none"> <li>provide training for individuals who:               <ul style="list-style-type: none"> <li>– assess qualifications</li> <li>– make registration decisions</li> <li>– make internal review and appeal decisions</li> </ul> </li> <li>ensure that training includes the following topics:               <ul style="list-style-type: none"> <li>– how to hold hearings</li> <li>– special considerations that may apply in assessing applicants and the process for applying those considerations</li> </ul> </li> </ul>
Access to records <sup>8</sup>	<ul style="list-style-type: none"> <li>grant applicants, upon written request, access to records related to their application, with certain legal limitations</li> </ul>

<sup>1</sup> FARPACKTA, s. 7; Schedule 2 to RHPA, s. 22.3.

<sup>2</sup> FARPACKTA, s. 8 and s. 9(1).

<sup>3</sup> FARPACKTA, s. 9(2-3, 5); Schedule 2 to RHPA, s. 15, s. 18 and s. 19.

<sup>4</sup> FARPACKTA, s. 9(4); Schedule 2 to RHPA, s. 20, s. 21, and s. 22.

<sup>5</sup> FARPACKTA, s. 10(1); Schedule 2 to RHPA, s. 22.4(1).

<sup>6</sup> FARPACKTA, s. 10(2); Schedule 2 to RHPA, s. 22.4(2).

<sup>7</sup> FARPACKTA, s. 11; Schedule 2 to RHPA, s. 22.4(3)

<sup>8</sup> FARPACKTA, s. 12; Schedule 2 to RHPA, s. 16.

## Fair Access Principles

Under the fair access law, regulators must provide registration practices that are **transparent, objective, impartial and fair**.<sup>9</sup> The Office of the Fairness Commissioner interprets these principles as follows:

### Transparency

A process is transparent if it is conducted in such a way that it is easy to see what actions are being taken to complete the process, why these actions are taken, and what results from these actions. In the regulatory context, transparency of the registration process encompasses the following:

- *Openness*: having measures and structures in place that make it easy to see how the registration process operates
- *Access*: making registration information easily available
- *Clarity*: ensuring that information used to communicate about registration is complete, accurate and easy to understand

### Objectivity

A process or decision is objective if it is based on formal systems, such as criteria, tools, and procedures that have been repeatedly tested during their development, administration and review and have been found to be valid and reliable. In the regulatory context, objectivity of systems encompasses the following:

- *Reliability*: ensuring that the criteria, training, tools and procedures deliver consistent decision outcomes regardless of who makes the decision, when the decision is made, and in whatever context the decision is made
- *Validity*: ensuring that the criteria, training, tools and procedures measure what they intend to

### Impartiality

A process or decision is impartial if the position from which it is undertaken is neutral. Neutrality occurs when actions or behaviours that may result in subjective assessments or decisions are mitigated. Impartiality may be achieved by ensuring that all sources of bias are identified and that steps are taken to address those biases. In the regulatory context, impartiality encompasses the following:

- *Identification*: having systems to identify potential sources of bias in the assessment or decision-making process (for example, sources of conflict of interest, preconceived notions, and lack of understanding of issues related to diversity)
- *Strategies*: having systems to address bias and enable neutrality during the assessment and decision-making process (for example, training policies that address conflict of interest, procedures to follow if bias is identified, and using group deliberation and consensus strategies to come to decisions)

### Fairness

A process or decision is considered fair in the regulatory context when all of the following are demonstrated:

- *Substantive fairness*: ensuring the fairness of the decision itself. The decision itself must be fair, and to be fair it must meet pre-determined and defensible criteria. The decision must be reasonable and the reasoning behind the decision must be understandable to the people affected.
- *Procedural fairness*: ensuring the fairness of the decision-making process. There is a structure in place to ensure that fairness is embedded in the steps to be followed before, during and after decisions are made. This structure ensures that the process is timely and that individuals have equal opportunity to participate in the registration process and demonstrate their ability to practise.
- *Relational fairness*: ensuring that people are treated fairly during the decision-making process by considering and addressing their perception about the process and decision.

---

<sup>9</sup>FARPACKTA, s. 6; Schedule 2 to RHPA, s. 22.2.



## Surveys

## ARIDO Participant Profile

### Qualifications Assessment for Interior Designers Project

Data collected from this questionnaire will be used to document the profiles of participants and ensure fair representation across the population of interior designers needed by ARIDO to update its current review process for non-traditional applicants.

It will take approximately 5 to 10 minutes to complete the questionnaire. All responses will be kept confidential and will only be used in aggregate form without any personal identifiers for project reporting and documentation purposes.

Thank you,  
Daniel Zanth  
Project Manager

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There are 18 questions in this survey

### Basic demographics

#### What is your name? \*

Please write your answer(s) here:

First name	
Last Name	

#### What the email address you want us to use for project communication with you? \*

Please write your answer here:

#### What is your gender? \*

Please choose **only one** of the following:

- Female  
 Male

#### What is your age? \*

Please choose **only one** of the following:

- 20 to 29  
 30 to 39  
 40 to 49  
 50 to 59  
 Over 60

#### What is your country of origin? \*

Please choose **only one** of the following:

- Drop-down list of all countries in the world

Other

**Interior Design Education**

**In what country did you receive your interior design education? \***

Please choose **only one** of the following:

Drop-down list of all countries in the world

Other

**What is your highest level of education in interior design? \***

Please choose **only one** of the following:

College diploma or degree

Bachelors

Masters

Doctorate

Other

**Experience**

**How many of years of experience do you have practising interior design? \***

Please choose **only one** of the following:

- Less than 2 years
- 2 – 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- More than 20 years

**In which of the following professional/industry sectors do you have experience? \***

Please choose **all** that apply:

- Corporate/Office
- Education
- Government
- Health Care
- Hospitality
- Institutional
- Residential
- Retail
- Private
- Public
- Other:

**Are you an interior design educator? \***

Please choose **only one** of the following:

- Yes
- No

**For how many years have you been an educator? \***

**Only answer this question if the following conditions are met:**  
Answer was 'Yes' at question '10 [0009]' (Are you an interior design educator?)

Please choose **only one** of the following:

- Less than 2 years
- 2 – 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- More than 20 years

**Do you also practice interior design? \***

**Only answer this question if the following conditions are met:**  
Answer was 'Yes' at question '10 [0009]' (Are you an interior design educator?)

Please choose **only one** of the following:

- Yes
- No

**ARIDO Membership and Entry Path**

**Are you currently an ARIDO member? \***

Please choose **only one** of the following:

- Yes
- No

**What type of ARIDO member are you? \***

**Only answer this question if the following conditions are met:**

Answer was "Yes" at question '13 [0012]' (Are you currently an ARIDO member?)

Please choose **only one** of the following:

- Intern
- Registered

**Did you enter ARIDO through a foreign-trained/internationally educated process or other type of application that may have included submission of a questionnaire, documentation, and a portfolio review/interview? \***

**Only answer this question if the following conditions are met:**

Answer was "Yes" at question '13 [0012]' (Are you currently an ARIDO member?)

Please choose **only one** of the following:

- Yes
- No

## Confirmation

**For which of the following working groups are you volunteering as a participant? \***

Please choose **only one** of the following:

- Development Group
- Review Group
- Pilot Testing Group

**Have you received, signed, and returned a copy of the "Conflict of Interest and Confidentiality Agreement for ARIDO Project Participants, Advisors, and Observers"?** \*

Please choose **only one** of the following:

- Yes
- No

**By completing and submitting this questionnaire, you acknowledge that your information will be used (in summary form with names removed) to document the profiles of participants who helped to ensure fair representation across the population of interior designers needed by ARIDO to update its current review process for non-traditional applicants.**

\*

Please choose **only one** of the following:

- Yes
- No

Thank you for taking the time to complete this questionnaire.

We will be in touch soon with more information on next steps in the project work.

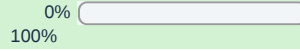
Daniel Zanth  
Project Manager

Submit your survey.  
Thank you for completing this survey.

Development Group - Meeting 1 - Exit Survey

This survey is designed to obtain some feedback from you about today's working session so we can better prepare for our future sessions.

The responses are to be kept anonymous so don't your name anywhere on the questionnaire.



Meeting 1 - July 29, 2015

\*  
**Do you feel you had...**

	Yes	Unsure	No
an in-depth understanding of the content under discussion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a good understanding of other participants' ideas and perspectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
opportunities to collaborate with other participants by explaining your views and listening to others' views?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an equal contribution to the brainstorming process without implicit or overt coercion from other participants?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
opportunities to be insulated from the influences of your and others' biases and political agendas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
multiple opportunities to rethink and to reshape ideas and consent to others' individual or collective ideas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* Consider the following types of bias and indicate the risk of bias you think may have occurred in today's work.

	Low	High	Unsure
Socially desirable bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perspective bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inter-group bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisficing bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domination bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Types of bias:**

**Socially desirable bias -**

Is there the tendency to answer questions in a manner that will be viewed favorably by others?

**Perspective bias -**

Is there the tendency to rely on information that confirms your perspective or preferences while discounting information that contradicts or challenges your position?

**Inter-group bias -**

Is there the tendency to favor the ideas or perspectives of an individual(s) with whom you identify?

**Satisficing bias -**

Is there the tendency to exert minimal effort into exercises, group discussions or decision making such that your contribution is not well thought through or informed?

**Domination bias -**

Is there the tendency to allow some group members or yourself to exercise control over the discussion because they or you want to push their perspective or agenda on others?

Resume later

Submit

Exit and clear survey

This survey is currently not active. You will not be able to save your responses.



## ARIDO Intern Membership - Qualifications Assessment for Interior Designers

### [Review Group - Survey 1](#)

#### [Background](#)

In 2014, the Alternative Pathways Task Force conducted a review of ARIDO's current registration requirements and practices. After much discussion and analysis, the Task Force came to the conclusion that ARIDO is unintentionally excluding and limiting certain profiles of applicants for Intern Membership based on education credentials.

Also taking into account the upcoming change in ARIDO's minimum education requirement to a CIDA-accredited degree in July 2017, ARIDO recognized the need to improve fair access for applicants who do not meet the minimum education credential but who have competencies comparable to the learning outcomes of CIDA-accredited degree programs.

In 2015, to address the need for fair access, ARIDO launched the Qualifications Assessment for Interior Designers Project with the following objectives:

- to identify the necessary competencies that are comparable to the minimum education requirement for Interior Designers in Canada
- to develop a method and procedure for making qualifications decisions for non-traditional applicants, involving a review of education, experience, and documentation, that assures the applicants possess the necessary competencies to meet the minimum education requirement for Interior Designers in Canada

The desired outcome of this project is for all applicants to have a fair opportunity to show what they know and can do. Whether competencies are acquired through formal/informal learning and/or in combination with relevant work experience, applicants will have a fair chance to demonstrate that their competencies 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.

**Please note that no changes in the career path for Registered Membership have been recommended. Interns will still be required to successfully complete the necessary supervised work experience and the NCIDQ examinations in order to apply for Registered Membership.**

#### [A solution by Interior Designers](#)

ARIDO began project work earlier this year, under the direction of a Project Team, and a Development Group made up of current practitioners with a variety of education and experience, including:

- senior level practitioners
- experienced educators
- foreign-trained individuals

By doing so, we believe that we have fair representation of the Ontario Interior Designer population in the development phase.

Using established competencies for Interior Designers, the Development Group has identified the competencies required for entry-level Interior Designers and integrated them into ARIDO's proposed qualifications assessment system. In its analysis, the Development Group also included the following sources:

- *Professional Standards - 2017 Draft*, The Council for Interior Design Accreditation
- *2008 Analysis of the Interior Designer Profession*, National Council for Interior Design Qualification, Inc.
- *Interior Design Profession's Body of Knowledge (2010)*, Denise A. Guerin & Caren S. Martin

Now we are calling on you as a participant in the Review Group, which is also made up of Interior Designers with a variety of education and experience, to review what's been developed so far. In completing the survey, you will be reviewing and commenting on the following parts of the proposed qualifications assessment system:

- Competency Areas
- Competencies within each Competency Area
- Evidences for each of the Competencies

Your feedback will help us in confirming and improving the essential competencies for entry into ARIDO Intern Membership and consequently in making sound decisions about the qualifications of applicants on the basis of these competencies.

**Please note that competencies presented in the survey are the competencies being proposed for ARIDO Intern Membership. This means, at the time of application for Intern Membership, that an individual who does not have a CIDA-accredited degree but who possesses these competencies would satisfy ARIDO's current minimum education requirement.**

There are 53 questions in this survey

#### Contact information

Please note that only your survey results and feedback will be reviewed by the Project Team and Development Group.

Your name, and any other identifying information, will be kept confidential.

In the event that additional information is needed from you, only the Project Manager (Daniel Zanth) will be able to contact you.

You are being asked to confirm your contact email address for this purpose only.

**Enter your email address: \***

Please write your answer here:

### Competency Areas

The Competency Areas describe the broad areas of competencies (combination of knowledge and skills) that Interior Designers need to attain in order to perform their work duties and tasks properly.

Please review the table below which provides a definition and explanation for each of the proposed Competency Areas before proceeding to the survey questions.

Competency Area	Definition	Explanation
<b>Communication</b>	<i>Ability to communicate through visual, written, and verbal design methods and techniques.</i>	Gather client information visually, verbally and/or in writing. Present a design solution visually, verbally and/or in writing, for a range of purposes and audiences.
<b>Professional &amp; Business Practice</b>	<i>Ability to apply ethics and fair business practices.</i>	Behave with integrity. Act in the best interest of the client and the profession by using sound judgement and accountability in applying fair business practices.
<b>Products and Materials</b>	<i>Ability to select and specify products and materials to a specific design solution.</i>	Consider multiple properties and qualities of products and materials, as well as their aesthetic contribution, to meet the requirements of the final solution.
<b>Construction</b>	<i>Ability to apply understanding of building systems and interior construction.</i>	Consider the interrelationship of building systems to interior construction. Use of contract documentation to coordinate and convey design for budget, permit, and construction purposes to clients and other professionals.
<b>Codes and regulations</b>	<i>Ability to apply laws and standards that protect the health, safety, and welfare of building occupants.</i>	Consider local codes, environmental requirements, laws, standards, and regulations. Consider the quality of human experience in interior spaces.
<b>Design Process</b>	<i>Ability to analyze and synthesize information to deliver design solutions.</i>	Covers the creation, integration, and preparation of designs and specifications for a variety of sectors within the public and private markets.
<b>Design Theory</b>	<i>Ability to apply an understanding of design history and precedential research.</i>	Consider the principles and elements of design, color theory, and history of art, architecture, and interiors.
<b>Human Environment</b>	<i>Ability to apply an understanding of human behavior and experience to the built environment.</i>	Consider the comfort and well-being that supports the relationships between human needs and the designed environment.

#### Survey Instructions:

After reviewing each Competency Area:

1. Select 'Yes' or 'Uncertain' or 'No' to indicate if you agree with the Competency Area being included.

After reviewing all Competency Areas:

1. Select 'Yes' or 'No' to indicate if you think additional Competency Areas should also be considered.
2. If you select 'Yes', please use the space provided to make your suggestion.

**Do you agree with the proposed Competency Areas for ARIDO Interns?**

\*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<p><b>Competency Area A: <u>Communication</u></b></p> <p><i>Ability to communicate through visual, written, and verbal design methods and techniques.</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Competency Area B: <u>Professional &amp; Business Practice</u></b></p> <p><i>Ability to apply ethics and fair business practices.</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Competency Area C: <u>Products and Materials</u></b></p> <p><i>Ability to select and specify products and materials to a specific design solution.</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Competency Area D: <u>Construction</u></b></p> <p><i>Ability to apply understanding of building systems and interior construction.</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Competency Area E: <u>Codes and regulations</u></b></p> <p><i>Ability to apply laws and standards that protect the health, safety, and welfare of building occupants.</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Competency Area F: <u>Design Process</u></b></p> <p><i>Ability to analyze and synthesize information to deliver design solutions.</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Competency Area G: <u>Design Theory</u></b></p> <p><i>Ability to apply an understanding of design history and precedential research.</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>Competency Area H: <u>Human Environment</u></b></p> <p><i>Ability to apply an understanding of human behavior and experience to the built environment.</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Are there any additional Competency Areas you think should be considered for inclusion? \***

Please choose **only one** of the following:

- Yes
- No

**Please list the additional Competency Areas you think should also be considered: \***

**Only answer this question if the following conditions are met:**

Answer was 'Yes' at question '3 [G2\_Q0002]' (Are there any additional Competency Areas you think should be considered for inclusion?)

Please write your answer here:

### Competencies

In ARIDO's proposed qualifications assessment system, competencies refer to both knowledge and skills. Under each Competency Area, there are Competencies. And each Competency has been given a reference code (ie. AK1, AS1, etc.) to make it easy to refer to.

For each Competency Area, the Development Group has identified a list of competencies that they think Intern Interior Designers should possess.

#### Survey Instructions:

Please review each of the proposed Competencies listed under each Competency Area and:

1. Select 'Yes' or 'Uncertain' or 'No' to indicate if you think the Competency is appropriate for that Competency Area

After reviewing the Competencies under each Competency Area, you will be asked if there are any additional competencies that you'd like to suggest:

1. Select 'Yes' or 'No' to indicate if you think additional Competencies should also be considered for that Competency Area
2. If you select 'Yes', use the space provided to make your suggestions.

#### Are the competencies appropriate for Competency Area A: Communication? \*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
AK1 - Knowledge of presentation materials, methods, and techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AK2 - Knowledge of standard documents and information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AS1 - Skill in visual, written, and verbal communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Are there any additional competencies for Communication that you'd like to suggest? \*

Please choose **only one** of the following:

- Yes  
 No

#### Please list your suggestions in the space provided. \*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '6 [G3\_Q0002]

Are there any additional competencies for Communication that you'd like to suggest?

Please write your answer here:

#### Are the competencies appropriate for Competency Area B: Professional & Business Practice? \*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
BK1 - Knowledge of procurement procedures and methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BK2 - Knowledge of interior design business standard forms and documents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BK3 - Knowledge of professional requirements – education, experience, exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BK4 - Knowledge of the value of interior design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BK5 - Knowledge of fair business practices (conflict of interest, confidentiality, copyright/intellectual property, informed consent, disclosure).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any additional competencies for Professional & Business Practice that you'd like to suggest?

\*

Please choose **only one** of the following:

- Yes
- No

Please list your suggestions in the space provided. \*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '9 [G3\_Q0005]'

Are there any additional competencies for Professional & Business Practice that you'd like to suggest?

Please write your answer here:

Are the competencies appropriate for Competency Area C: Products and Materials? \*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
CK1 - Knowledge of furniture, fixtures, and equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CK2 - Knowledge of window treatment and coverings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CK3 - Knowledge of finishes and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CK4 - Knowledge of lighting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CK5 - Knowledge of sourcing and research as it relates to manufacturers' and vendors' information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any additional competencies for Products and Materials that you'd like to suggest?

\*

Please choose **only one** of the following:

- Yes
- No

Please list your suggestions in the space provided. \*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '12 [G3\_Q0008]'

Are there any additional competencies for Products and Materials that you'd like to suggest?

Please write your answer here:

**Are the competencies appropriate for Competency Area D: Construction?**\*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
DK1 - Knowledge of contract administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DK2 - Knowledge of building systems and construction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DK3 - Knowledge of construction drawings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DK4 - Knowledge of architectural woodworking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DS1 - Skill in drafting and technical drawing conventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Are there any additional competencies for Construction that you'd like to suggest?**

\*

Please choose **only one** of the following:

- Yes  
 No

**Please list your suggestions in the space provided.** \*

**Only answer this question if the following conditions are met:**

Answer was 'Yes' at question '15 [G3\_Q001.1]' (Are there any additional competencies for Construction that you'd like to suggest?)

Please write your answer here:

**Are the competencies appropriate for Competency Area E: Codes and regulations?** \*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
EK1 - Knowledge of code requirements, laws, standards, and regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Are there any additional competencies for Codes and regulations that you'd like to suggest?**

\*

Please choose **only one** of the following:

- Yes  
 No

**Please list your suggestions in the space provided. \***

**Only answer this question if the following conditions are met:**

Answer was 'Yes' at question '18 [G3\_Q0014]' ( p { margin-bottom: 0.25cm; direction: ltr; color: rgb(0, 0, 0); line-height: 120%; }p.western { font-family: "Liberation Serif","Times New Roman",serif; font-size: 12pt; }p.cjk { font-family: "Droid Sans Fallback"; font-size: 12pt; }p.crl { font-family: "FreeSans"; font-size: 12pt; } Are there any additional competencies for Codes and regulations that you'd like to suggest? )

Please write your answer here:

**Are the competencies appropriate for Competency Area F: Design Process? \***

Please choose the appropriate response for each item:

	Yes	Uncertain	No
FK1 - Knowledge of programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FS1 - Skill in developing a design concept.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FS2 - Skill in analyzing and synthesizing the programmatic information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Are there any additional competencies for Design Process that you'd like to suggest? \***

Please choose **only one** of the following:

- Yes
- No

**Please list your suggestions in the space provided. \***

**Only answer this question if the following conditions are met:**

Answer was 'Yes' at question '21 [G3\_Q0017]'  
Are there any additional competencies for Design Process that you'd like to suggest? )

Please write your answer here:

**Are the competencies appropriate for Competency Area G: Design Theory? \***

Please choose the appropriate response for each item:

	Yes	Uncertain	No
GK1 - Knowledge of history of architecture and interior design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GK2 - Knowledge of elements and principles of design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GK3 - Knowledge of design theory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GK4 - Knowledge of color theory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GS1 - Skill in applying design-based theories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any additional competencies for Design Theory that you'd like to suggest?

\*

Please choose **only one** of the following:

- Yes  
 No

**Please list your suggestions in the space provided.** \*

**Only answer this question if the following conditions are met:**

Answer was 'Yes' at question '24 [G3\_Q0020]'

Are there any additional competencies for Design Theory that you'd like to suggest? )

Please write your answer here:

Are the competencies appropriate for Competency Area H: Human Environment? \*

Please choose the appropriate response for each item:

- |   | Yes                   | Uncertain             | No                    |
|---|-----------------------|-----------------------|-----------------------|
| HK1 - Knowledge of theories about the relationship between human behavior and the designed environment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| HK2 - Knowledge of universal design principles.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| HK3 - Knowledge of patterns of human behavior in a variety of contexts.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Are there any additional competencies for Human Environment that you'd like to suggest?

\*

Please choose **only one** of the following:

- Yes  
 No

**Please list your suggestions in the space provided.** \*

**Only answer this question if the following conditions are met:**

Answer was 'Yes' at question '27 [G3\_Q0023]'

Are there any additional competencies for Human Environment that you'd like to suggest? )

Please write your answer here:



**Evidences**

The proposed evidences are those which the Development Group thinks will serve as clear proof that an applicant has attained competencies. In a few instances, the group has noted where evidence may also be gathered from information provided on an applicant's self-report questionnaire.

There are two types of evidence that can be submitted by applicants:

- Direct – product-oriented, gained from work experience
- Indirect – process-oriented, resulting from the completion of learning programs

Please note that applicants will be required to confirm that they have permission to use evidence submitted with their application.

**Survey Instructions:**

Under each Competency, there is a list of proposed evidences. You are being asked to review each Evidence and:

1. Select 'Yes' or 'Uncertain' or 'No' to indicate if the Evidence is appropriate for that Competency.

After reviewing the Evidences under each of the Competency Areas:

1. Select 'Yes' or 'No' to indicate if you think additional Evidences should also be considered.
2. If you select 'Yes', use the space provided to make your suggestions and please note for which Competency (using its reference code) you are proposing an additional type of Evidence.

**Are the evidences appropriate for the competencies within Competency Area A: Communication?**  
 (*Communication - Ability to communicate through visual, written, and verbal design methods and techniques.*) \*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<b><u>AK1 - Knowledge of presentation materials, methods, and techniques.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - 2D / 3D drawing/rendering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - material and color boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - spatial relationship diagrams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - presentations (in-person, video)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 - client/user meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>AK2 - Knowledge of standard document and information.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - Detailed drawings (CAD or manual drafting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - formal program document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>AS1 - Skill in visual, written, and verbal communication.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - CAD or manual drafting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Are there other evidences for competencies within Communication?**  
 \*

Please choose **only one** of the following:

Yes  
 No

**Please list your suggestions in the space provided.** \*

**Only answer this question if the following conditions are met:**  
 Answer was 'Yes' at question '30 [G4\_Q0002]' ( Are there other evidences for competencies within Communication? )

Please write your answer here:

**Are the evidences appropriate for the competencies within Competency Area B: Professional & Business Practice?**

*(Professional & Business Practice - Ability to apply ethics and fair business practices.) \**

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<b><u>BK1 - Knowledge of procurement procedures and methods.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - purchase orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - request for proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - bid documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>BK2 - Knowledge of interior design standard business forms and documents.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - design proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - deficiency list	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - change orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - addendum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 - project schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>BK3 - Knowledge of professional requirements - education, experience, exam.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - self-report questionnaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>BK4 - Knowledge of the value of interior design.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - self-report questionnaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>BK5 - Knowledge of fair business practices (conflict of interest, confidentiality, copyright/intellectual property, informed consent, disclosure).</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - self-report questionnaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - professional practice course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Are there other evidences for competencies within Professional & Business Practice?**

\*

Please choose **only one** of the following:

- Yes  
 No

**□ Please list your suggestions in the space provided. \***

**Only answer this question if the following conditions are met:**

Answer was 'Yes' at question '33 [G4\_Q0005]' ( Are there other evidences for competencies within Professional & Business Practice? )

Please write your answer here:

**Are the evidences appropriate for the competencies within Competency Area C: Products and Materials?**

*(Products and Materials - Ability to select and specify products and materials to a specific design solution.) \**

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<b><u>CK1 - Knowledge of furniture, fixtures, and equipment.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - finishes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 - research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>CK2 - Knowledge of window treatment and coverings.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - fabrication and installation drawing and/or detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>CK3 - Knowledge of finishes and materials.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - products and materials library maintenance (self-report questionnaire)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>CK4 - Knowledge of lighting.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>CK5 - Knowledge of sourcing and research as it relates to manufacturers' and vendors' information.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - products and materials reference library (self-report questionnaire)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Are there other evidences for competencies within Products and Materials?**

\*

Please choose **only one** of the following:

- Yes  
 No

**Please list your suggestions in the space provided. \***

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '36 [G4\_Q0008]' (Are there other evidences for competencies within Products and Materials?)

Please write your answer here:

Are the evidences appropriate for the competencies within Competency Area D: Construction?

(Construction - Ability to apply understanding of building systems and interior construction.) \*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<b><u>DK1 - Knowledge of contract administration.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - contract administration documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - site instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - change notices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - addendum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 - deficiency lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 - bid documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>DK2 - Knowledge of building systems and construction.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - construction drawings (CAD or manual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - millwork and/or detail drawings (CAD or manual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>DK3 - Knowledge of construction drawings.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - construction drawings (CAD or manual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - millwork and/or detail drawings (CAD or manual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3- specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>DK4 - Knowledge of architectural woodworking.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - construction drawings (CAD or manual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - millwork and/or detail drawings (CAD or manual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>DS1 - Skill in drafting and technical drawing conventions.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - construction drawings (CAD or manual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - millwork and/or detail drawings (CAD or manual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other evidences for competencies within Construction?

\*

Please choose **only one** of the following:

- Yes  
 No

Please list your suggestions in the space provided. \*

Only answer this question if the following conditions are met:  
 Answer was 'Yes' at question '39 [G4\_Q0011]' ( Are there other evidences for competencies within Construction? )

Please write your answer here:

**Are the evidences appropriate for the competencies within Competency Area E: Codes and regulations?**

*(Codes and regulations - Ability to apply laws and standards that protect the health, safety, and welfare of building occupants.) \**

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<b><u>EK1 - Knowledge of code requirements, laws, standards, and regulations.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - building code designation (ie., BCIN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - permit drawings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Are there other evidences for competencies within Codes and regulations?**

\*

Please choose **only one** of the following:

- Yes  
 No

**Please list your suggestions in the space provided. \***

**Only answer this question if the following conditions are met:**

Answer was 'Yes' at question '42 [G4\_Q0014]' ( Are there other evidences for competencies within Codes and regulations? )

Please write your answer here:

**Are the evidences appropriate for the competencies within Competency Area F: Design Process?**

*(Design Process - Ability to analyze and synthesize information to deliver design solutions.) \**

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<b><u>FK1 - Knowledge of programming.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - Program document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - spatial relationship diagrams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>FS1 - Skill in developing a design concept.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - design concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>FS2 - Skill in analyzing and synthesizing the programmatic information.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - examples of design process (sketches, plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - program document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - critical path	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - 2D and 3D development (CAD or manual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 - spatial relationship diagrams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 - design concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Are there other evidences for competencies within Design Process?**

\*

Please choose **only one** of the following:

- Yes  
 No

Please list your suggestions in the space provided. \*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '45 [G4\_Q0017]' (Are there other evidences for competencies within Design Process?)

Please write your answer here:

Are the evidences appropriate for the competencies within Competency Area G: Design Theory?

(Design Theory - Ability to apply an understanding of design history and precedential research.) \*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<b><u>GK1 - Knowledge of history of architecture and interior design.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>GK2 - Knowledge of elements and principles of design.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>GK3 - Knowledge of design theory.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>GK4 - Knowledge of color theory.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>GS1 - Skill in applying design-based theories.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other evidences for competencies within Design Theory?

\*

Please choose **only one** of the following:

- Yes
- No

Please list your suggestions in the space provided. \*

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '48 [G4\_Q0020]' (Are there other evidences for competencies within Design Theory?)

Please write your answer here:

Are the evidences appropriate for the competencies within Competency Area H: Human Environment?

(Human Environment - Ability to apply an understanding of human behavior and experience to the built environment.) \*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<b><u>HK1 - Knowledge of theories about the relationship between human behavior and the designed environment.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 - presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 - professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>HK2 - Knowledge of universal design principles.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 - presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 - professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>HK3 - Knowledge of patterns of human behavior in a variety of contexts.</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 - presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 - professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other evidences for competencies within Human Environment?

\*

Please choose **only one** of the following:

- Yes  
 No

**Please list your suggestions in the space provided. \***

**Only answer this question if the following conditions are met:**

Answer was 'Yes' at question '51 [G4\_Q0023]' ( Are there other evidences for competencies within Human Environment? )

Please write your answer here:



**Comment**

**Do you have any additional comments or feedback?**

Please write your answer here:

Thank you for taking the time to complete this survey.

Daniel Zanth  
Project Manager

Submit your survey.  
Thank you for completing this survey.

# Cognitive Interview December 2015

## Background

In 2014, the Alternative Pathways Task Force conducted a review of ARIDO's current registration requirements and practices. After much discussion and analysis, the Task Force came to the conclusion that ARIDO is unintentionally excluding and limiting certain profiles of applicants for Intern Membership based on education credentials.

Also taking into account the upcoming change in ARIDO's minimum education requirement to a CIDA accredited degree in July 2017, ARIDO recognized the need to improve fair access for applicants who do not meet the minimum education credential but who have competencies comparable to the learning outcomes of CIDA accredited degree programs.

In 2015, to address the need for fair access, ARIDO launched the Qualifications Assessment for Interior Designers Project with the following objectives:

- to identify the necessary competencies that are comparable to the minimum education requirement for Interior Designers in Canada
- to develop a method and procedure for making qualifications decisions for non traditional applicants, involving a review of education, experience, and documentation, that assures the applicants possess the necessary competencies to meet the minimum education requirement for Interior Designers in Canada

The desired outcome of this project is for all applicants to have a fair opportunity to show what they know and can do. Whether competencies are acquired through formal/informal learning and/or in combination with relevant work experience, applicants will have a fair chance to demonstrate that their competencies 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.

Please note that no changes in the career path for Registered Membership have been recommended. Interns will still be required to successfully complete the necessary supervised work experience and the NCIDQ examinations in order to apply for Registered Membership.

## A solution by Interior Designers

ARIDO began project work earlier this year, under the direction of a Project Team, and a Development Group made up of current practitioners with a variety of education and experience, including:

- senior level practitioners
- experienced educators
- foreign trained individuals

By doing so, we believe that we have fair representation of the Ontario Interior Designer population in the development phase.

Using established competencies for Interior Designers, the Development Group has identified the competencies required for entry level Interior Designers and integrated them into ARIDO's proposed qualifications assessment system. In its analysis, the Development Group also included the following sources:

- *Professional Standards 2017 Draft*, The Council for Interior Design Accreditation
- *2008 Analysis of the Interior Designer Profession*, National Council for Interior Design Qualification, Inc.
- *Interior Design Profession's Body of Knowledge (2010)*, Denise A. Guerin & Caren S. Martin

Now we are calling on you as a participant in the Review Group, which is also made up of Interior Designers with a variety of education and experience, to review what's been developed so far. In completing the survey, you will be reviewing and commenting on the following parts of the proposed qualifications assessment system:

- Competency Areas
- Competencies within each Competency Area
- Evidences for each of the Competencies

Your feedback will help us in confirming and improving the essential competencies for entry into ARIDO Intern Membership and consequently in making sound decisions about the qualifications of applicants on the basis of these competencies.

Please note that competencies presented in the survey are the competencies being proposed for ARIDO

Please note that competencies presented in the survey are the competencies being proposed for ARIDO Intern Membership. This means, at the time of application for Intern Membership, that an individual who does not have a CIDA accredited degree but who possesses these competencies would satisfy ARIDO's current minimum education requirement.

There are 53 questions in this survey

## Contact information

Please note that only your survey results and feedback will be reviewed by the Project Team and Development Group.

Your name, and any other identifying information, will be kept confidential.

In the event that additional information is needed from you, only the Project Manager (Daniel Zanth) will be able to contact you.

You are being asked to confirm your contact email address for this purpose only.

[ ]Enter your email address: \*

Please write your answer here:

## Competency Areas

The Competency Areas describe the broad areas of competencies (combination of knowledge and skills) that Interior Designers need to attain in order to perform their work duties and tasks properly.

Please review the table below which provides a definition and explanation for each of the proposed Competency Areas before proceeding to the survey questions.

Competency Area	Definition	Explanation
Communication	<i>Ability to communicate through visual, written, and verbal design methods and techniques.</i>	Gather client information visually, verbally and/or in writing. Present a design solution visually, verbally and/or in writing, for a range of purposes and audiences.
Professional & Business Practice	<i>Ability to apply ethics and fair business practices.</i>	Behave with integrity. Act in the best interest of the client and the profession by using sound judgement and accountability in applying fair business practices.
Products and Materials	<i>Ability to select and specify products and materials to a specific design solution.</i>	Consider multiple properties and qualities of products and materials, as well as their aesthetic contribution, to meet the requirements of the final solution.
Construction	<i>Ability to apply understanding of building systems and interior construction.</i>	Consider the interrelationship of building systems to interior construction. Use of contract documentation to coordinate and convey design for budget, permit, and construction purposes to clients and other professionals.
Codes and regulations	<i>Ability to apply laws and standards that protect the health, safety, and welfare of building occupants.</i>	Consider local codes, environmental requirements, laws, standards, and regulations. Consider the quality of human experience in interior spaces.
Design Process	<i>Ability to analyze and synthesize information to deliver design solutions.</i>	Covers the creation, integration, and preparation of designs and specifications for a variety of sectors within the public and private markets.
Design Theory	<i>Ability to apply an understanding of design history and precedential research.</i>	Consider the principles and elements of design, color theory, and history of art, architecture, and interiors.
Human Environment	<i>Ability to apply an understanding of human behavior and experience to the built environment.</i>	Consider the comfort and well being that supports the relationships between human needs and the designed environment.

### Survey Instructions:

After reviewing each Competency Area:

1. Select 'Yes' or 'Uncertain' or 'No' to indicate if you agree with the Competency Area being included.

After reviewing all Competency Areas:

1. Select 'Yes' or 'No' to indicate if you think additional Competency Areas should also be considered.
2. If you select 'Yes', please use the space provided to make your suggestion.

[]

**Do you agree with the proposed Competency Areas for ARIDO Interns? \***

Please choose the appropriate response for each item:

	Yes	Uncertain	No
Competency Area A: <b><u>Communication</u></b> <i>Ability to communicate through visual, written, and verbal design methods and techniques.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency Area B: <b><u>Professional &amp; Business Practice</u></b> <i>Ability to apply ethics and fair business practices.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency Area C: <b><u>Products and Materials</u></b> <i>Ability to select and specify products and materials to a specific design solution.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency Area D: <b><u>Construction</u></b> <i>Ability to apply understanding of building systems and interior construction.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency Area E: <b><u>Codes and regulations</u></b> <i>Ability to apply laws and standards that protect the health, safety, and welfare of building occupants.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency Area F: <b><u>Design Process</u></b> <i>Ability to analyze and synthesize information to deliver design solutions.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency Area G: <b><u>Design Theory</u></b> <i>Ability to apply an understanding of design history and precedential research.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency Area H: <b><u>Human Environment</u></b> <i>Ability to apply an understanding of human behavior and experience to the built environment.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]Are there any additional Competency Areas you think should be considered for inclusion? \*

Please choose only one of the following:

- Yes
- No

[ ]Please list the additional Competency Areas you think should also be considered: \*

Please write your answer here:

## Competencies

In ARIDO's proposed qualifications assessment system, Competencies refer to both knowledge and skills. Under each Competency Area, there are Competencies. And each Competency has been given a reference code (ie. AK1, AS1, etc.) to make it easy to refer to.

For each Competency Area, the Development Group has identified a list of Competencies that they think Intern Interior Designers should possess.

Survey Instructions:

Please review each of the proposed Competencies listed under each Competency Area and:

1. Select 'Yes' or 'Uncertain' or 'No' to indicate if you think the Competency is appropriate for that Competency Area.

After reviewing the Competencies under each Competency Area, you will be asked if there are any additional competencies that you'd like to suggest:

1. Select 'Yes' or 'No' to indicate if you think additional Competencies should also be considered for that Competency Area.
2. If you select 'Yes', use the space provided to make your suggestions.

[]

**Are the competencies appropriate for Competency Area A: Communication? \***

Please choose the appropriate response for each item:

	Yes	Uncertain	No
AK1 Knowledge of presentation materials, methods, and techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AK2 Knowledge of standard documents and information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AS1 Skill in visual, written, and verbal communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]

Are there any additional competencies for Communication that you'd like to suggest? \*

Please choose only one of the following:

Yes

No

[ ] Please list your suggestions in the space provided. \*

Are there any additional competencies for Communication that you'd like to suggest?

Please write your answer here:

[Empty text box for suggestions]

[ ]

**Are the competencies appropriate for Competency Area B: Professional & Business Practice? \***

Please choose the appropriate response for each item:

	Yes	Uncertain	No
BK1 Knowledge of procurement procedures and methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BK2 Knowledge of interior design business standard forms and documents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BK3 Knowledge of professional requirements – education, experience, exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BK4 Knowledge of the value of interior design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BK5 Knowledge of fair business practices (conflict of interest, confidentiality, copyright/intellectual property, informed consent, disclosure).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[ ]

Are there any additional competencies for Professional & Business Practice that you'd like to suggest? \*

Please choose only one of the following:

- Yes
- No



[ ] Please list your suggestions in the space provided. \*

Are there any additional competencies for Professional & Business Practice that you'd like to suggest?

Please write your answer here:

[ ]

**Are the competencies appropriate for Competency Area C: Products and Materials? \***

Please choose the appropriate response for each item:

	Yes	Uncertain	No
CK1 Knowledge of furniture, fixtures, and equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CK2 Knowledge of window treatment and coverings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CK3 Knowledge of finishes and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CK4 Knowledge of lighting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CK5 Knowledge of sourcing and research as it relates to manufacturers' and vendors' information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CK6 Knowledge of environmental impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[ ]

Are there any additional competencies for Products and Materials that you'd like to suggest? \*

Please choose only one of the following:

- Yes
- No

[ ] Please list your suggestions in the space provided. \*

Are there any additional competencies for Products and Materials that you'd like to suggest?

Please write your answer here:

[ ]

**Are the competencies appropriate for Competency Area D: Construction? \***

Please choose the appropriate response for each item:

	Yes	Uncertain	No
DK1 Knowledge of contract administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DK2 Knowledge of building systems and construction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DK3 Knowledge of construction drawings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DK4 Knowledge of architectural woodworking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DS1 Skill in drafting and technical drawing conventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[ ]

Are there any additional competencies for Construction that you'd like to suggest? \*

Please choose only one of the following:

- Yes
- No

[ ] Please list your suggestions in the space provided. \*

Are there any additional competencies for Construction that you'd like to suggest?

Please write your answer here:

[ ]

**Are the competencies appropriate for Competency Area E: Codes and regulations? \***

Please choose the appropriate response for each item:

	Yes	Uncertain	No
EK1 Knowledge of code requirements, laws, standards, and regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[ ]

Are there any additional competencies for Codes and regulations that you'd like to suggest? \*

Please choose only one of the following:

- Yes
- No

[ ] Please list your suggestions in the space provided. \*

Are there any additional competencies for Codes and regulations that you'd like to suggest?

Please write your answer here:

[ ]

**Are the competencies appropriate for Competency Area F: Design Process? \***

Please choose the appropriate response for each item:

	Yes	Uncertain	No
FK1 Knowledge of programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FS1 Skill in space planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FS2 Skill in developing a design concept.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FS3 Skill in analyzing and synthesizing the programmatic information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[ ]

Are there any additional competencies for Design Process that you'd like to suggest? \*

Please choose only one of the following:

- Yes
- No

[ ] Please list your suggestions in the space provided. \*

Are there any additional competencies for Design Process that you'd like to suggest?

Please write your answer here:

[ ]

**Are the competencies appropriate for Competency Area G: Design Theory? \***

Please choose the appropriate response for each item:

	Yes	Uncertain	No
GK1 Knowledge of history of architecture and interior design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GK2 Knowledge of elements and principles of design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GK3 Knowledge of design theory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GK4 Knowledge of color theory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GS1 Skill in applying design based theories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[ ]

Are there any additional competencies for Design Theory that you'd like to suggest? \*

Please choose only one of the following:

- Yes
- No

[] Please list your suggestions in the space provided. \*

Are there any additional competencies for Design Theory that you'd like to suggest?

Please write your answer here:

[]

**Are the competencies appropriate for Competency Area H: Human Environment? \***

Please choose the appropriate response for each item:

	Yes	Uncertain	No
HK1 Knowledge of theories about the relationship between human behavior and the designed environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HK2 Knowledge of universal design principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HK3 Knowledge of patterns of human behavior in a variety of contexts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HK4 Knowledge of environmental considerations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]

Are there any additional competencies for Human Environment that you'd like to suggest? \*

Please choose only one of the following:

- Yes  
 No

[ ] Please list your suggestions in the space provided. \*

Are there any additional competencies for Human Environment that you'd like to suggest?

Please write your answer here:

## Evidences

The proposed evidences are those which the Development Group thinks will serve as clear proof that an applicant has attained competencies. In a few instances, the group has noted where evidence may also be gathered from information provided on an applicant's self report questionnaire.

There are two types of evidence that can be submitted by applicants:

- Direct – materials or documents produced from relevant work experience
- Indirect – materials or documents produced during training

Please note that applicants will be required to confirm that they have permission to use evidence submitted with their application.

### Survey Instructions:

Under each Competency, there is a list of proposed evidences. You are being asked to review each Evidence and:

1. Select 'Yes' or 'Uncertain' or 'No' to indicate if the Evidence is appropriate for that Competency.

After reviewing the Evidences under each of the Competency Areas:

1. Select 'Yes' or 'No' to indicate if you think additional Evidences should also be considered.
2. If you select 'Yes', use the space provided to make your suggestions and please note for which Competency (using its reference code) you are proposing an additional type of Evidence.



[ ]

**Are the evidences appropriate for the competencies within Competency Area A: Communication?**

*(Communication Ability to communicate through visual, written, and verbal design methods and techniques.)* \*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<b><u>AK1 Knowledge of presentation materials, methods, and techniques.</u></b>			
<u>Direct Evidence</u>			
1 – 2D / 3D drawing/rendering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – material and colour boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – spatial relationship diagrams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – presentations (in person, video)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 – client/user meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 – other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 <u>Indirect Evidence</u>			
1 – course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 – research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 – professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 – other educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 <b><u>AK2 Knowledge of standard documents and information.</u></b>			
<u>Direct Evidence</u>			
1 – detailed drawings (CAD or manual drafting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – formal program document	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 <u>Indirect Evidence</u>			
1 – course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 – research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 – professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 – other educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
 <b><u>AS1 Skill in visual, written, and verbal communication.</u></b>			
<u>Direct Evidence</u>			
1 – CAD or manual drafting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indirect Evidence

1 – course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 – research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 – professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 – other educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]

Are there other evidences for competencies within Communication? \*

Please choose only one of the following:

Yes

No

[] Please list your suggestions in the space provided. \*

Please write your answer here:

**[ ]Are the evidences appropriate for the competencies within Competency Area B: Professional & Business Practice?**

(Professional & Business Practice Ability to apply ethics and fair business practices.) \*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<b><u>BK1 Knowledge of procurement procedures and methods.</u></b>			
<u>Direct Evidence</u>			
1 purchase orders or equivalent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 request for proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 bid documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Indirect Evidence</u>			
1 – course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 – research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 – professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 – other educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>BK2 Knowledge of interior design standard business forms and documents.</u></b>			
<u>Direct Evidence</u>			
1 design proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 deficiency list	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 change orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 addendum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 project schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Indirect Evidence</u>			
1 – course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 – research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 – professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 – other educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>BK3 Knowledge of professional requirements education, experience, exam.</u></b>			
<u>Direct Evidence</u>			
1 professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indirect Evidence

- 1 – course syllabus
- 2 – design assignments/projects
- 3 – presentations
- 4 – case studies
- 5 – research papers
- 6 – professional designations
- 7 – other educational experience

**BK4 Knowledge of the value of interior design.**

Direct Evidence

- 1 professional experience
- 2 other professional experience

Indirect Evidence

- 1 – course syllabus
- 2 – design assignments/projects
- 3 – presentations
- 4 – case studies
- 5 – research papers
- 6 – professional designations
- 7 – other educational experience

**BK5 Knowledge of fair business practices (conflict of interest, confidentiality, copyright/intellectual property, informed consent , disclosure).**

Direct Evidence

- 1 professional experience
- 2 other professional experience

Indirect Evidence

- 1 – course syllabus
- 2 – design assignments/projects
- 3 – presentations
- 4 – case studies
- 5 – research papers
- 6 – professional designations
- 7 – other educational experience

[ ]

Are there other evidences for competencies within Professional & Business Practice? \*

Please choose only one of the following:

- Yes
- No

[ ] Please list your suggestions in the space provided. \*

Please write your answer here:

**[]Are the evidences appropriate for the competencies within Competency Area C: Products and Materials?**

(Products and Materials Ability to select and specify products and materials to a specific design solution.) \*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<b><u>CK1 Knowledge of furniture, fixtures, and equipment.</u></b>			
<u>Direct Evidence</u>			
1 – finishes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 – other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Indirect Evidence</u>			
1 – course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 – research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 – professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 – other educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>CK2 Knowledge of window treatment and coverings.</u></b>			
<u>Direct Evidence</u>			
1 – specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Indirect Evidence</u>			
1 – course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 – research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 – professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 – other educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>CK3 Knowledge of finishes and materials.</u></b>			
<u>Direct Evidence</u>			
1 – specifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – products and materials library maintenance (professional experience)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indirect Evidence

- 1 – course syllabus
- 2 – design assignments/projects
- 3 – presentations
- 4 – case studies
- 5 – research papers
- 6 – professional designations
- 7 – other educational experience

**CK4 Knowledge of lighting.**

Direct Evidence

- 1 – specifications
- 2 – other professional experience

Indirect Evidence

- 1 – course syllabus
- 2 – design assignments/projects
- 3 – presentations
- 4 – case studies
- 5 – research papers
- 6 – professional designations
- 7 – other educational experience

**CK5 Knowledge of sourcing and research as it relates to manufacturers' and vendors' information.**

Direct Evidence

- 1 – products and materials library maintenance (professional experience)
- 2 – other professional experience

Indirect Evidence

- 1 – course syllabus
- 2 – design assignments/projects
- 3 – presentations
- 4 – case studies
- 5 – research papers
- 6 – professional designations
- 7 – other educational experience

**CK6 Knowledge of environmental impact.**

Direct Evidence

- 1 – professional experience
- 2 – other professional experience

Indirect Evidence

- 1 – course syllabus
- 2 – design assignments/projects
- 3 – presentations

- 4 – case studies
- 5 – research papers
- 6 – professional designations
- 7 – other educational experience

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[ ]

Are there other evidences for competencies within Products and Materials? \*

Please choose only one of the following:

- Yes
- No

[ ] Please list your suggestions in the space provided. \*

Please write your answer here:



[ ]

**Are the evidences appropriate for the competencies within Competency Area D: Construction?**

(Construction Ability to apply understanding of building systems and interior construction.) \*

Please choose the appropriate response for each item:

Yes      Uncertain      No

**DK1 Knowledge of contract administration.**

Direct Evidence

- |                                       |                       |                       |                       |
|---------------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – contract administration documents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – site instructions                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – change notices                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – addendum                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – deficiency lists                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – bid documents                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other professional experience     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**DK2 Knowledge of building systems and construction.**

Direct Evidence

- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| 1 – construction drawings (CAD or manual)           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – millwork and/or detail drawings (CAD or manual) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – specifications                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – other professional experience                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**DK3 Knowledge of construction drawings.**

Direct Evidence

- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| 1 – construction drawings (CAD or manual)           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – millwork and/or detail drawings (CAD or manual) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – specifications                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – other professional experience                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**DK4 Knowledge of architectural woodworking.**

Direct Evidence

- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| 1 – construction drawings (CAD or manual)           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – millwork and/or detail drawings (CAD or manual) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – specifications                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – other professional experience                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**DS1 Skill in drafting and technical drawing conventions.**

Direct Evidence

- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| 1 – construction drawings (CAD or manual)           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – millwork and/or detail drawings (CAD or manual) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – specifications                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – other professional experience                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[]

Are there other evidences for competencies within Construction? \*

Please choose only one of the following:

Yes

No

[] Please list your suggestions in the space provided. \*

Please write your answer here:

[]

**Are the evidences appropriate for the competencies within Competency Area E: Codes and regulations?**

*(Codes and regulations Ability to apply laws and standards that protect the health, safety, and welfare of building occupants.) \**

Please choose the appropriate response for each item:

Yes      Uncertain      No

**EK1 Knowledge of code requirements, laws, standards, and regulations.**

Direct Evidence

1 – permit drawings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indirect Evidence

1 – course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 – research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 – professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 – other educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]

Are there other evidences for competencies within Codes and regulations? \*

Please choose only one of the following:

- Yes  
 No

[ ] Please list your suggestions in the space provided. \*

Please write your answer here:

[ ]

**Are the evidences appropriate for the competencies within Competency Area F: Design Process?**

(Design Process Ability to analyze and synthesize information to deliver design solutions.) \*

Please choose the appropriate response for each item:

Yes      Uncertain      No

**FK1 Knowledge of programming.**

Direct Evidence

- 1 – program document  Yes  Uncertain  No
- 2 – spatial relationship diagrams  Yes  Uncertain  No
- 3 – other professional experience  Yes  Uncertain  No

Indirect Evidence

- 1 – course syllabus  Yes  Uncertain  No
- 2 – design assignments/projects  Yes  Uncertain  No
- 3 – presentations  Yes  Uncertain  No
- 4 – case studies  Yes  Uncertain  No
- 5 – research papers  Yes  Uncertain  No
- 6 – professional designations  Yes  Uncertain  No
- 7 – other educational experience  Yes  Uncertain  No

**FS1 Skill in space planning.**

Direct Evidence

- 1 – space plan  Yes  Uncertain  No
- 2 – other professional experience  Yes  Uncertain  No

Indirect Evidence

- 1 – course syllabus  Yes  Uncertain  No
- 2 – design assignments/projects  Yes  Uncertain  No
- 3 – presentations  Yes  Uncertain  No
- 4 – case studies  Yes  Uncertain  No
- 5 – research papers  Yes  Uncertain  No
- 6 – professional designations  Yes  Uncertain  No
- 7 – other educational experience  Yes  Uncertain  No

**FS2 Skill in developing a design concept.**

Direct Evidence

- 1 – design concept  Yes  Uncertain  No
- 2 – other professional experience  Yes  Uncertain  No

Indirect Evidence

- 1 – course syllabus  Yes  Uncertain  No

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**FS3 Skill in analyzing and synthesizing the programmatic information.**

Direct Evidence

- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| 1 examples of design process (sketches, plan) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 program document                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – project schedule                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 2D and 3D development (CAD or manual)       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 spatial relationship diagrams               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 design concept                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other professional experience             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[ ]

Are there other evidences for competencies within Design Process? \*

Please choose only one of the following:

- Yes
- No

[ ] Please list your suggestions in the space provided. \*

Please write your answer here:



[ ]

**Are the evidences appropriate for the competencies within Competency Area G: Design Theory?**

*(Design Theory Ability to apply an understanding of design history and precedential research.)* \*

Please choose the appropriate response for each item:

Yes      Uncertain      No

**GK1 Knowledge of history of architecture and interior design.**

Direct Evidence

- |                                   |                       |                       |                       |
|-----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – design assignments/projects   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – presentations                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – other professional experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**GK2 Knowledge of elements and principles of design.**

Direct Evidence

- |                                   |                       |                       |                       |
|-----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – design assignments/projects   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – presentations                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – other professional experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**GK3 Knowledge of design theory.**

Direct Evidence

- |                                   |                       |                       |                       |
|-----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – design assignments/projects   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – presentations                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – other professional experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**GK4 Knowledge of colour theory.**

Direct Evidence

- |                                   |                       |                       |                       |
|-----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – design assignments/projects   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – presentations                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – other professional experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**GS1 Skill in applying design based theories.**

Direct Evidence

- |                                   |                       |                       |                       |
|-----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – design assignments/projects   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – presentations                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – other professional experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[ ]

Are there other evidences for competencies within Design Theory? \*

Please choose only one of the following:

- Yes
- No

[ ] Please list your suggestions in the space provided. \*

Please write your answer here:

[ ]

**Are the evidences appropriate for the competencies within Competency Area H: Human Environment?**

*(Human Environment Ability to apply an understanding of human behavior and experience to the built environment.)* \*

Please choose the appropriate response for each item:

	Yes	Uncertain	No
<b><u>HK1 Knowledge of theories about the relationship between human behaviour and the designed environment.</u></b>			
<u>Direct Evidence</u>			
1 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Indirect Evidence</u>			
1 – course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 – research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 – professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 – other educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>HK2 Knowledge of universal design principles.</u></b>			
<u>Direct Evidence</u>			
1 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Indirect Evidence</u>			
1 – course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 – case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 – research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 – professional designations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 – other educational experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>HK3 Knowledge of patterns of human behaviour in a variety of contexts.</u></b>			
<u>Direct Evidence</u>			
1 – design assignments/projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 – presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 – other professional experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**HK4 Knowledge of environmental considerations.**

Direct Evidence

- |                                   |                       |                       |                       |
|-----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – other professional experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------------------|-----------------------|-----------------------|-----------------------|

Indirect Evidence

- |                                  |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| 1 – course syllabus              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 – design assignments/projects  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 – presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 – case studies                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 – research papers              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 – professional designations    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 – other educational experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[ ]

Are there other evidences for competencies within Human Environment? \*

Please choose only one of the following:

- Yes  
 No

[ ] Please list your suggestions in the space provided. \*

Please write your answer here:

## Comments

[ ]Do you have any additional comments or feedback?

Please write your answer here:

Thank you for taking the time to complete this survey.

Daniel Zanth  
Project Manager

Submit your survey.  
Thank you for completing this survey.

## ICRS - Pilot Participant Profile

### Intern Competencies Review System (ICRS) - Pilot Participant Profile

Data collected from this questionnaire will be used to document the profiles of participants and ensure fair representation across the population of interior designers needed during the pilot process.

It will take approximately 5 minutes to complete the questionnaire. All responses will be kept confidential and will only be used in aggregate form without any personal identifiers for project reporting and documentation purposes.

Thank you,  
Daniel Zanth  
Project Manager

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There are 9 questions in this survey

### Basic demographics

#### What is your name? \*

Please write your answer(s) here:

First name	<input type="text"/>
Last Name	<input type="text"/>

#### What is your email address? \*

Please write your answer here:

#### What is your gender? \*

Please choose **only one** of the following:

- Female  
 Male

#### What is your age? \*

Please choose **only one** of the following:

- 20 to 29  
 30 to 39  
 40 to 49  
 50 to 59  
 Over 60

#### What is your country of origin? \*

Please choose **only one** of the following:

- Drop-down list of all countries  
 Other

**Interior Design Education**

**In what country did you receive your interior design education? \***

Please choose **only one** of the following:

- Drop-down list of all countries
- Other

**What is your highest level of education in interior design? \***

Please choose **only one** of the following:

- College diploma or degree
- Bachelors
- Masters
- Doctorate
- Other



**Experience**

**How many of years of experience do you have practising interior design? \***

Please choose **only one** of the following:

- Less than 2 years
- 2 – 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- More than 20 years

**In which of the following professional/industry sectors do you have experience? \***

Please choose **all** that apply:

- Corporate/Office
- Education
- Government
- Health Care
- Hospitality
- Institutional
- Residential
- Retail
- Private
- Public
- Other:

Thank you for taking the time to complete this questionnaire.

Daniel Zanth  
Project Manager

Submit your survey.  
Thank you for completing this survey.

## ICRS Website - Post-application - Applicant Survey

The purpose of this survey is to help us gather feedback from applicants which we will use to improve the application process for future applicants.

It should take you no more than 5 minutes to complete.

Please be assured that your responses will be kept anonymous.

Your responses will not affect the results of our review of your application.

Thank you.

There are 7 questions in this survey

### Overall satisfaction

#### How satisfied were you with the following? \*

Please choose the appropriate response for each item:

	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
1. Application process	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Website usefulness	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Access to help	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

#### Have any comments, concerns, or ways for us to improve in these areas?

Please write your answer here:

**Helpfulness of resources and tools**

**How helpful were the following resources and tools? \***

Please choose the appropriate response for each item:

	Very unhelpful	Unhelpful	Neither helpful nor unhelpful	Helpful	Very helpful
4. Applicant Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Reference Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Progress Bar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Have any comments, concerns, or ways for us to improve the helpfulness of these resources and tools?**

Please write your answer here:

**Clear information**

**How clear was the information provided to explain the following parts of the competencies review system? \***

Please choose the appropriate response for each item:

	Very unclear	Unclear	Neither clear nor unclear	Clear	Very clear
8. Competency Areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Direct and Indirect Evidences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Have any comments, concerns, or ways for us to make things clearer?**

Please write your answer here:

**Comments or feedback for improvement**

Please provide any additional feedback you think will help us improve the applicant website.

Please write your answer here:

Thank you for taking the time to complete this survey and provide your feedback.

Submit your survey.  
Thank you for completing this survey.

