

Vocational Training Program

5827

Interior Decorating and Visual Display

Training Sector

4

Arts

Québec 

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et formation continue

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Introduction to the Program

In vocational training, a program of study presents the competencies required to practise a given trade or occupation at entry level on the job market. The training provided allows students to acquire a degree of versatility that will be useful in their career and personal development.

A program is a coherent set of competencies to be developed. It outlines the knowledge and broad orientations to be favoured during training. The competencies correspond to the tasks of the trade or occupation or to activities related to work, vocational or personal life, depending on the case. Learning is acquired in a specific achievement context and targets the ability to act, succeed and evolve.

According to the Education Act,¹ “every program shall include compulsory objectives and contents and may include optional objectives and contents that shall be enriched or adapted according to the needs of students who receive the services.” For behavioural competencies, the compulsory components include the statement of the competency, the elements of the competency, the achievement context and the performance criteria; for situational competencies, they include the corresponding components.

For information purposes, programs also provide a grid of competencies, educational aims, a summary of competency-related knowledge and know-how, and guidelines. They also specify the suggested duration of each competency. All optional components of a program may be enriched or adapted according to the needs of the students, the environment and the workplace.

Program Components

Program Goals

Program goals consist of the expected outcome at the end of training as well as a general description of a given trade or occupation. They also include the four general goals of vocational training.

Educational Aims

Educational aims are broad orientations to be favoured during training in order to help students acquire intellectual or motor skills, work habits or attitudes. Educational aims usually address important aspects of career and personal development that have not been explicitly included in the program goals or competencies. They serve to orient appropriate teaching strategies to contextualize students' learning, in keeping with the dimensions underlying the practice of a trade or occupation. They help guide educational institutions in implementing the program.

Competency

A competency is the ability to act, succeed and evolve in order to adequately perform tasks or activities related to one's working or personal life, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

A competency in vocational training can be defined in terms of a behaviour or a situation, and includes specific practical guidelines and requirements for learning.

¹ Education Act, R.S.Q., c. I-13.3, ss 461

1. Behavioural Competency

A behavioural competency describes the actions and the results expected of the student. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or to the main components of the competency.
- The *achievement context* corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context attempts to recreate an actual work situation but does not describe a learning or evaluation situation.
- The *performance criteria* define the requirements to be respected. They may refer to elements of the competency or to the competency as a whole. When associated with a specific element, performance criteria are used to judge whether a competency has been acquired. When associated with the competency as a whole, the criteria describe the requirements for performing a task or activity and provide information on the expected level of performance or the overall quality of a product or service.

2. Situational Competency

A situational competency describes the situation in which students are placed to acquire learning, and allows for actions and results to vary from one student to another. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* outline the essential aspects of the competency and ensure a better understanding of the competency with respect to the expected outcome. The elements of the competency are fundamental to the implementation of the learning situation.
- The *learning context* provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three key phases of learning: information, participation and synthesis.
- The *instructional guidelines* provide reference points and means for teachers to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.
- The *participation criteria* describe requirements that the students must meet when participating in learning activities. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning situation.

Competency-Related Knowledge and Know-How

Competency-related knowledge and know-how, together with related guidelines, are provided for information purposes. Competency-related knowledge and know-how define the essential and meaningful learning that students must acquire in order to apply and continue to develop the competency. They are in keeping with the job market and are accompanied by guidelines that provide information about the field of application, level of complexity and learning content. They generally encompass learning associated with knowledge, skills, strategies, attitudes, perceptions, etc.

Duration

The total duration of the program is compulsory and must be observed. It consists of teaching time, which includes time for the evaluation of learning and for enrichment or remedial activities, depending on the students' needs. The duration indicated for a given competency refers to the amount of time needed to develop the competency.

The amount of teaching time corresponds to the amount of time allotted to training, which is established during program development as the average amount of time needed to acquire a competency and evaluate learning. This duration is helpful in organizing training.

Credit

A credit is a unit used for expressing the quantitative value of each competency. One credit corresponds to 15 hours of training.

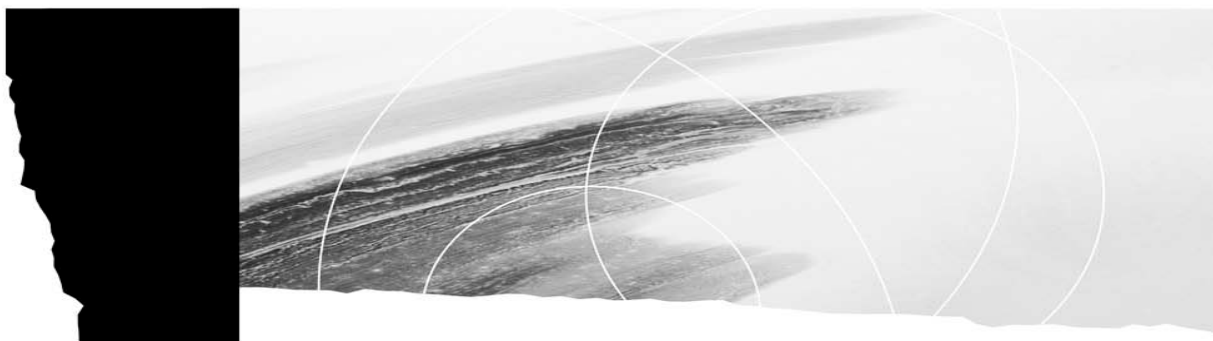
Aspects of Program Implementation

Program-Based Approach

The program-based approach is founded on a comprehensive view of a program of study and its components (e.g. goals, educational aims, competencies). It requires concerted action among all players involved, from the initial stages of program design and development, to program implementation and evaluation. It consists in ensuring that all of the actions and activities proposed are based on the same aims and take into account the same orientations. For students, the program-based approach makes training more meaningful as it presents learning as a coherent whole.

Competency-Based Approach

In vocational training, the competency-based approach is based on a teaching philosophy that is designed to help students mobilize their own individual sets of resources in order to act, succeed and evolve in different contexts, according to established performance levels with all the required knowledge and know-how (e.g. skills, strategies, attitudes, perceptions). The competency-based approach is carried out in situations that are relevant to the students' working life and personal life.



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Interior Decorating and Visual Display

Year of approval: 2010

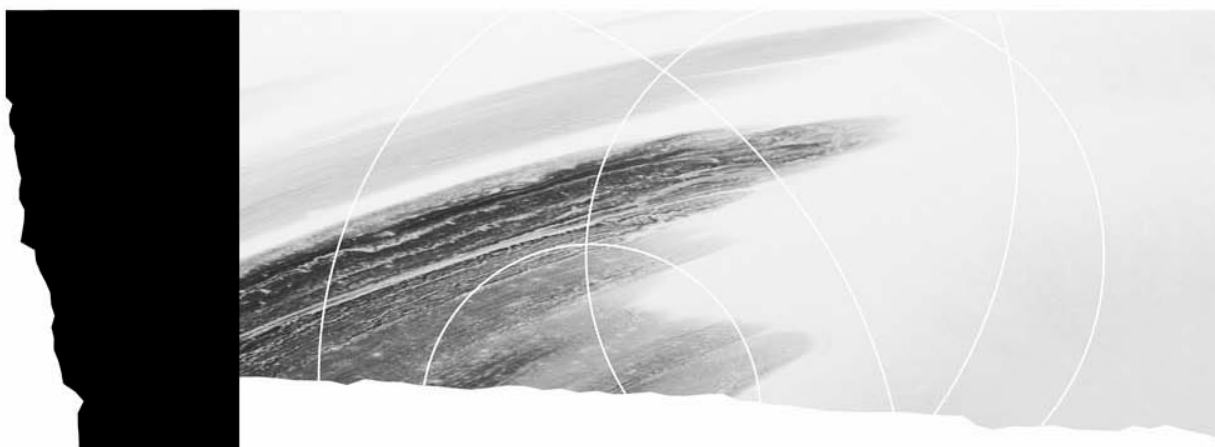
Certification:	Diploma of Vocational Studies
Number of credits:	120 credits
Number of competencies:	20 competencies
Total duration:	1 800 hours

To be eligible for admission to the *Interior Decorating and Visual Display* program, candidates must meet one of the following requirements:

- Persons holding a Secondary School Diploma or its recognized equivalent.
- OR
- Persons who are at least 16 years of age on September 30 of the school year in which their training is to begin and have earned the Secondary IV credits in language of instruction, second language and mathematics in the programs of study established by the Minister, or have been granted recognition of equivalent learning.
- OR
- Persons who are at least 18 years of age upon entry into the program and have the following functional prerequisites: the successful completion of the General Development Test and ENG 3070-3 and MTH 3016-2, or recognition of equivalent learning.
- OR
- Persons having earned Secondary III credits in language of instruction, second language and mathematics in the programs of study established by the Minister and who will continue their general education courses concurrently with their vocational training in order to obtain the credits they are missing among the following: Secondary IV language of instruction, second language and mathematics in the programs of study established by the Minister.

The duration of the program is 1 800 hours, which includes 810 hours spent on the specific competencies required to practise the trade or occupation and 990 hours on general, work-related competencies. The program of study is divided into 20 competencies which vary in length from 15 to 120 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

Competency	Code	Number	Hours	Credits
Occupation and Training	979101	1	15	1
Colour	979116	2	90	6
Sources of Information	979124	3	60	4
Materials for a Project	979136	4	90	6
Sketches and Perspective Drawings	979148	5	120	8
Technical Drawings	979158	6	120	8
Furniture and Décor or Display Elements	979166	7	90	6
Window and Bed Treatments and Light Upholstering	979174	8	60	4
Lighting	979184	9	60	4
Interpersonal Relationships at Work	979193	10	45	3
Selling Products and Services	979206	11	90	6
Administrative Tasks	979214	12	60	4
Residential Interior Decorating Project	979228	13	120	8
Interior Decorating Project Based on Modular Built-in Elements	979238	14	120	8
Interior Decorating Project for a Public Space	979248	15	120	8
Décor Elements	979256	16	90	6
Promotional Space Design	979266	17	90	6
Window Display Design	979278	18	120	8
Special Event Design	979288	19	120	8
Integration Into the Workplace	979298	20	120	8



Part I

Program Goals

Educational Aims

Statements of the Competencies

Grid of Competencies

Harmonization

Program Goals

The *Interior Decorating and Visual Display* program prepares students to practise the occupation of interior decorator and visual display artist.

Interior decorators mainly develop and propose interior decorating projects for residential, commercial and office environments. They analyze clients' needs; source furniture, materials, décor elements and lighting fixtures; check the availability of products and services with suppliers and subcontractors; prepare preliminary surveys using sketches and drawings; put together presentation files containing technical drawings; present projects to clients and ensure follow-up. Their work can be divided into two broad functions: advising clients and selling products. They also perform administrative tasks such as document production and billing.

Visual display artists create and set up displays for commercial spaces, windows, exhibit booths as well as special events. They analyze clients' needs; source materials and accessories; produce project sketches and drawings; build décor elements; dress mannequins; arrange merchandise, furniture and accessories; set up and tear down visual displays; determine the lighting and move materials to exhibition sites. They also produce administrative documents.

The program goals of the *Interior Decorating and Visual Display* program are based on the general goals of vocational training. These goals are as follows:

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

Educational Aims

The aim of the *Interior Decorating and Visual Display* program is to help students develop attitudes and behaviours that representatives from education and the field deem essential to the practice of the trade or occupation:

- awareness of projecting a positive professional image through their attitudes, appearance and communication skills
- awareness of innovating in their field and of keeping abreast of trends and developments in products, materials, etc.
- development of analytical and decision-making skills
- development of environmental awareness
- development of long-term vision and the ability to evaluate their own work

Statements of the Competencies

List of competencies

- Determine their suitability for the occupation and the training process.
- Apply the potential uses of colour.
- Use sources of work-related information.
- Propose materials for a project.
- Produce rough sketches, freehand drawings and perspective drawings.
- Produce technical drawings.
- Propose combinations of furniture and décor or display elements.
- Propose window and bed treatments and light upholstery.
- Light a space.
- Establish interpersonal relationships at work.
- Sell products and services.
- Perform related administrative tasks.
- Propose a residential interior decorating project.
- Propose an interior decorating project based on modular, built-in elements.
- Propose an interior decorating project for a public space.
- Build décor elements.
- Design a space for promotional purposes.
- Design a window display.
- Design a space for a special event.
- Integrate into the workplace.

Grid of Competencies

The grid of competencies shows the relationship between general competencies, which correspond to work-related activities, and specific competencies, which are required to practise the particular trade or occupation, as well as the major steps in the work process.

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency. The symbol (△) indicates a correlation between a specific competency and a step in the work process. Shaded symbols indicate that these relationships have been taken into account in the acquisition of specific competencies. The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis presents the specific competencies in the order in which they should be acquired and serves as a point of departure for determining how all of the competencies will be taught.

GRID OF COMPETENCIES

SPECIFIC COMPETENCIES				GENERAL COMPETENCIES												WORK PROCESS								
	Competency number	Type of competency	Duration (in hours)	Determine their suitability for the occupation and the training process	Apply the potential uses of colour	Use sources of work-related information	Propose materials for a project	Produce rough sketches, freehand drawings and perspective drawings	Produce technical drawings	Propose combinations of furniture and décor or display elements	Propose window and bed treatments and light upholstery	Light a space	Establish interpersonal relationships at work	Sell products and services	Perform related administrative tasks	Build décor elements	Gather information	Do preliminary research and surveys	Plan the work to be done	Combine elements	Create a presentation file	Present the project	Monitor the project	Set up and take down a visual display
Competency number				1	2	3	4	5	6	7	8	9	10	11	12	16								
Type of Competency				S	B	B	B	B	B	B	B	S	B	B	B	B								
Duration (in hours)				15	90	60	90	120	120	90	60	60	45	90	60	90								
Propose a residential interior decorating project	13	B	120	o	●	●	●	●	●	●	●	●	●	●	●		▲	▲	△	▲	▲	▲	▲	
Propose an interior decorating project based on modular, built-in elements	14	B	120	o	●	●	●	●	●	o	●	●	●	●	●		▲	▲	△	▲	▲	△	▲	
Proposer an interior decorating project for a public space	15	B	120	o	●	●	●	●	●	●	●	●	●	●	●		▲	▲	△	▲	▲	△	▲	
Design a space for promotional purposes	17	B	90	o	●	●	●	●	o	●	o	●	●	●	●	o	▲	△	▲	▲			▲	
Design a window display	18	B	120	o	●	o	●	●		●	o	●	o	●	●	●	▲	▲	▲	▲	▲	△		▲
Design a space for a special event	19	B	120	o	●	●	●	●	●	●		●	●	●	●	●	▲	▲	▲	▲	▲	▲	▲	▲
Integrate into the workplace	20	S	120	●	●	●	●	o	o	●	o	o	●	●	●	o	△	△	△	△	△	△	△	△

Harmonization

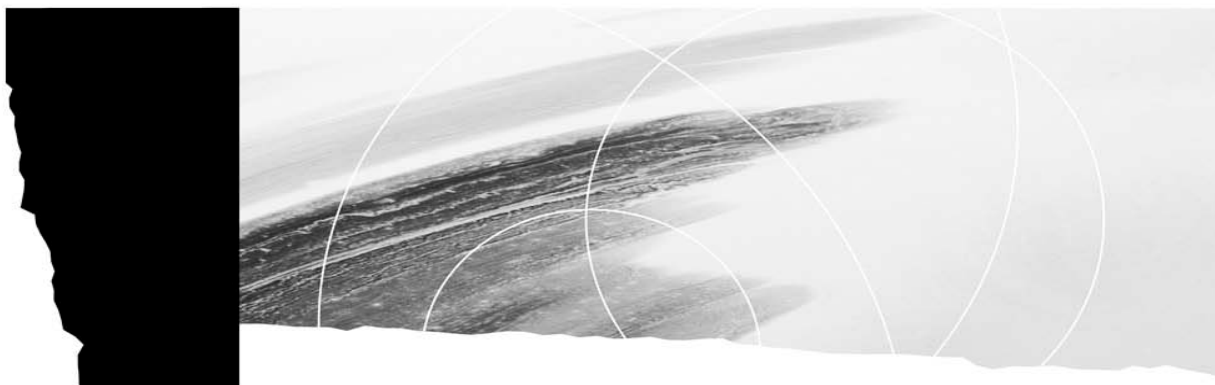
The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior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

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

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

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

Harmonization of the *Interior Decorating and Visual Display* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results is presented in the document entitled *Tableaux d'harmonisation, Décoration intérieure et présentation visuelle*.



Part II

Program Competencies

Competency 1 Duration 15 hours Credit 1

Situational Competency

Statement of the Competency

Determine their suitability for the occupation and the training process.

Elements of the Competency

- Become familiar with the reality of the occupation.
- Understand the impact of trends and developments on the occupation.
- Understand the training process.
- Confirm their career choice.

Learning Context

Information Phase

- Learning about the characteristics of the job market in interior decorating and visual display.
- Learning about the nature of the occupation and employment conditions.
- Learning about professional ethics requirements.
- Learning about the different ways in which the occupation has evolved.
- Learning about entrepreneurial opportunities in the field.
- Learning about the program of study and the training process.
- Participating in a group discussion on the advantages and requirements of the occupation.

Participation Phase

- Drawing parallels between the training offered and the work of interior decorators and visual display artists.
- Sharing their first impressions of the occupation and the training process.
- Discussing the possibilities offered by the program to acquire the versatility required to progress in the occupation or related fields.
- Exploring personal and professional development opportunities in interior decorating or visual display.

Synthesis Phase

- Producing a report in which they:
 - assess their career choice by comparing different aspects and requirements of the occupation with their preferences, aptitudes and interests
 - envision how they can achieve and develop a career in interior decorating or visual display

Instructional Guidelines

- Create a convivial atmosphere.
- Promote discussions and encourage all students to express their opinions.
- Encourage students to participate actively in the activities suggested.
- Help students develop an accurate perception of the occupation.
- Provide students with the means to evaluate their career choice honestly and objectively.
- Organize activities such as visits to businesses and trade shows, meetings with trade specialists, lectures, etc.
- Instill in students a desire to excel, innovate, and improve their knowledge and skills.
- Help students adopt ethical attitudes and behaviours.
- Ensure that students have access to a variety of relevant reference materials.
- Provide a report outline and support in order to help students write their documents.

Participation Criteria

Information Phase

- Carefully study the documents provided.
- Express their views on the occupation at a group meeting, making connections with the information gathered.

Participation Phase

- Show an interest in the activities.
- Express their views on the program of study at a group meeting.

Synthesis Phase

- Produce a report in which they:
 - explain their career choice by making clear connections with their preferences, aptitudes and interests
 - reflect on the career opportunities available to them in interior decorating or visual display

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

Information Phase

- | | |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Look for information on topics related to the occupation. | Identification of the type of information sought
Identification of available sources of information
Identification of important points to be retained
Recording of important points |
| • Inquire into the characteristics of the job market in interior decorating and visual display. | Types of businesses, job prospects, remuneration, advancement and transfer opportunities, as well as hiring criteria |

<ul style="list-style-type: none"> Gather information on the nature and requirements of occupations in interior decorating and visual display. 	<p>Tasks and operations, required skills and knowledge, required attitudes and behaviours Working conditions Rights and responsibilities of workers and employers</p>
<ul style="list-style-type: none"> Inquire into the rules of ethics associated with the occupation. 	<p>Punctuality, resourcefulness, ability to work independently, concern for aesthetics, openness to criticism, etc.</p>
<ul style="list-style-type: none"> Envision how the occupation may evolve. 	<p>Currents and trends, clients' changing needs, technological advances, developments in raw materials, etc. Creativity Need to stay up to date in order to maintain and increase their competence, etc.</p>
<ul style="list-style-type: none"> Understand the training process. 	<p>Competency-based approach Program objectives, relationships between the competencies and the program content Evaluation methods and certification of studies</p>
Participation Phase	
<ul style="list-style-type: none"> Compare the program with the occupation and determine the program's relevance. 	<p>Comparisons between the job analysis report and the competencies retained in the program of study</p>
<ul style="list-style-type: none"> Examine how the program can help students develop the versatility required in the occupation. 	<p>Openness to decorating and visual display tasks Development of the ability to work independently and research information Possibility of applying learning in other situations Development of creativity</p>
<ul style="list-style-type: none"> Explore professional and personal development opportunities in interior decorating or visual display. 	<p>Continuing education Trade shows, fairs, special events and workshops on material transformation techniques New software, etc.</p>
Synthesis Phase	
<ul style="list-style-type: none"> Distinguish between preferences, aptitudes and interests. 	<p>Definition of terms</p>
<ul style="list-style-type: none"> Define their personal goal. 	<p>Introspection to determine personal preferences, aptitudes and interests Identification of personal strengths and weaknesses</p>
<ul style="list-style-type: none"> Explain why they may want or not want to continue the training program. 	<p>Report outline provided by the teacher Possibility of achieving their personal goal (or not) Career prospects</p>

Competency 2 Duration 90 hours Credits 6

Behavioural Competency

Statement of the Competency

Apply the potential uses of colour.

Achievement Context

- In order to complete an interior decorating or visual display project
- Using visual references such as paper colour charts; paint, fabric, wallpaper samples, etc.

Elements of the Competency

Performance Criteria

1. Create colour harmonies.

- Appropriate choice of colours
- Appropriate colours selected for the type of harmony created
- Combination of hues

2. Balance volume, mass and surface area using colour.

- Consideration of essential variables such as the room's orientation, light sources, existing furnishings and accessories
- Appropriate choice of colours
- Appropriate proportions and placement of colours
- Compatibility between:
 - colours
 - degrees of intensity

3. Develop a colour scheme.

- Consideration of the psychological and cultural impact of colour
- Consideration of new trends
- Appropriate choice of colours based on the function of the space and the desired mood

4. Choose colours for a particular space and lighting situation.

- Recognition of the impact of daylight and artificial light on colours
- Consideration of the influence of texture (surface finish) on colour perception
- Appropriate choice of colours and intensity

For the competency as a whole:

- Ability to perceive colour nuances
- Rigorous application of work methods
- Search for originality and efficiency
- Sense of aesthetics
- Appropriate use of terminology

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Create colour harmonies.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Summarize, in broad terms, colour phenomena and perception. | Light and the decomposition of light
Visual perception and the human eye
Colours: wavelengths and frequencies of the colours of the spectrum
Decomposition of solar light |
| <ul style="list-style-type: none"> Distinguish between objective and subjective dimensions of colour perception. | Objective dimension: specific, fixed characteristics of colours
Subjective dimension: combinations of colours that are perceived as pleasing to the eye |
| <ul style="list-style-type: none"> Identify the structure of the colour wheel (chromatic circle). | Location of primary, secondary and tertiary (intermediate) colours |
| <ul style="list-style-type: none"> Identify warm, cool and borderline colours. | Warm colours: yellow, saffron (yellow-orange), orange, vermillion (orange-red), red and garnet (red-purple)
Cool colours: lime (yellow-green), green, turquoise (blue-green), blue, indigo (blue-purple) and purple
Borderline colours: lime and garnet |
| <ul style="list-style-type: none"> Make a tint and a shade. | Tint: colour + white
Shade: colour + black |
| <ul style="list-style-type: none"> Locate warm, cool and borderline colours on a colour wheel. | Location of primary, secondary and tertiary colours |
| <ul style="list-style-type: none"> Break down colour mixtures. | Proportion of primary, secondary and tertiary colours, white or black, etc. |
| <ul style="list-style-type: none"> Modify initial colours. | Colour formula
Preparation of quantity of mixture |
| <ul style="list-style-type: none"> Describe the characteristics of various types of colour harmonies. | Complementary
Split complementary
Triad
Monochromatic
Analogous
Warm or cool |

2. Balance volume, mass and surface area using colour.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <ul style="list-style-type: none"> Use colour to create various effects with existing architectural volumes. | Use of colour to create the illusion of space, warmth, etc. |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|

3. Develop a colour scheme.

- Identify the psychological effects of colours.
- Indicate the variables to consider when choosing colours to create a mood.

Symbolism of colours

Function or use of a space

Dimensions

Daylight

Artificial light, etc.

Competency 3 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Use sources of work-related information.

Achievement Context

- Interior decorating: elements 1, 2, 3, 5 and 6 of the competency
- Visual display: all elements of the competency
- Referring to electronic and print reference materials in English and occasionally in French
- Using samples
- Working with suppliers or subcontractors, if applicable

Elements of the Competency

Performance Criteria

1. Gather information from a set of plans.

- Identification of relevant information
- Accurate location of architectural elements
- Accurate interpretation of symbols related to:
 - structural elements
 - utilities
 - built-in elements
- Accurate interpretation of information contained in the views, sections and title block
- Accurate identification of dimensions

2. Research technical information in specification sheets and catalogues.

- Appropriate choice of information sources based on the purpose of the research
- Identification of relevant data
- Accurate interpretation of technical information, codes and abbreviations
- Realistic assessment of product/service availability

3. Research themes, styles and trends.

- Appropriate identification of information sources to consult
- Retrieval of relevant information based on the research topic
- Proper analysis of the information gathered
- Methodical recording of essential information

- | | |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Use information contained in a company's merchandising manual. | <ul style="list-style-type: none"> • Consideration of the company's philosophy and requirements • Efficient retrieval of information on: <ul style="list-style-type: none"> – the company's rules – instructions for the visual display project – themes to use • Establishment of realistic parallels between the information gathered and organizational constraints related to the visual display project |
| 5. Use the Internet. | <ul style="list-style-type: none"> • Correct use of search engine • Accurate retrieval of information sought • Effective Web site navigation • Proper sorting of information gathered • Observance of procedure for storing information • Concise directory of useful addresses |
| 6. Create directories of professional resources. | <ul style="list-style-type: none"> • Establishment of a list of relevant suppliers and subcontractors • Methodical filing of information gathered • Creation of a bank of images or articles related to specific fields of application |

For the competency as a whole:

- Appropriate use of research methodology
- Proper use of computer equipment
- Resourcefulness and autonomy when researching information
- Respect for copyright
- Use of critical judgment in assessing the credibility of information
- Concern for keeping up with changes in the market
- Appropriate use of terminology

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

- | | |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1. Gather information from a set of plans. | |
| <ul style="list-style-type: none"> • List different sources of information. | Books, magazines, technical drawings, product and sample catalogues, price lists, marketing plans, etc. |
| <ul style="list-style-type: none"> • Refer to different types of drawings in a set of plans. | Construction, structural, utilities drawings
Sections and views |

- Interpret the graphic elements in a plan.
 - Codes, symbols, abbreviations
 - Conventional lines: types of lines and thicknesses, continuous lines and dashed lines, straight lines and curved lines, etc.
 - Graphic representation of materials
 - Graphic representation of types of walls, ceilings, floors
 - Identify additional information in a plan.
 - Data in the title block, legends, notes for the contractor and subcontractors, etc.
 - Interpret commonly used scales.
 - Imperial and international system of units
 - Representation formats
 - Interpret the different ways in which an object can be represented graphically, depending on the type of plan.
 - Interior decorating: dotted lines vs. continuous lines
 - Floor plan vs. electrical, plumbing drawings, etc.
 - Visualize a room or space based on a plan.
 - Development of spatial perception
 - Transposing architectural elements into a space to be decorated (e.g. openings; materials; electrical, plumbing, heating, ventilation systems; built-in elements)
2. Research technical information in specification sheets and catalogues.
- Interpret a technical specification sheet.
 - Definition of symbols, codes and abbreviations
 - Interpretation of pictograms
 - Refer to the Workplace Hazardous Materials Information System (WHMIS).
 - Interpretation of different categories of information
 - Interpretation of codes and symbols
 - Find information in reference manuals.
 - Table of contents
 - Particular groupings (e.g. categories of materials, product lines)
 - Alphabetical and numerical order
 - Special sections in documents
 - Assess the appropriateness of a product or material after doing research on it.
 - Comparing the qualities and advantages of a product or material
 - Evaluating its potential based on the information gathered
3. Research themes, styles and trends.
- Use an effective research method.
 - Defining the context and scope of the research
 - Planning the research
 - Gathering information or data
 - Analyzing and sorting data
 - Recording essential information

<ul style="list-style-type: none">• Focus the research on the client's requirements.	Research topic conforms with the needs expressed by the client Complexity and limits of the research
<ul style="list-style-type: none">• Keep up with new products in the market.	Developing curiosity and open-mindedness Perseverance and consistency in searching for information
5. Use the Internet.	
<ul style="list-style-type: none">• Use computer equipment.	Computer, software, peripherals Procedure for importing, saving, printing, storing, transferring data, etc.

Competency 4 Duration 90 hours Credits 6

Behavioural Competency

Statement of the Competency

Propose materials for a project.

Achievement Context

- For an interior decorating project
- For a visual display project
- Based on a client's request
- Using samples
- Using price lists
- Using measuring instruments
- Referring to electronic and print reference materials in English and occasionally in French
- Working with suppliers or subcontractors

Elements of the Competency**Performance Criteria**

1. Gather the information required to choose materials for a given project.

- Gathering of all necessary information on the variables to consider:
 - the client's request
 - the dimensions and intended use of the space
 - the desired effect
- Accurate identification of measurements
- Identification of relevant information in technical drawings

2. Determine the materials required.

- Use of appropriate resources:
 - catalogues and price lists
 - specification sheets
 - suppliers and representatives
 - subcontractors
- Preselection of appropriate materials based on:
 - established variables
 - the type of project
- Consideration of:
 - specific requirements associated with the intended use of the space
 - costs
- Choice of materials appropriate to their use or desired effect
- Realistic assessment of product availability

- | | |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Calculate the quantity of materials required. | <ul style="list-style-type: none"> • Correct application of calculation methods based on the type of material • Accurate calculations • Realistic assessment of: <ul style="list-style-type: none"> – anticipated waste, based on the type of material and installation technique – possible recovery of waste |
| 4. Prepare a proposal of suitable materials for a project. | <ul style="list-style-type: none"> • Compliance with project requirements • Inclusion of all useful information • Relevance of arguments justifying choices made |

For the competency as a whole:

- Concern for customer satisfaction
- Adherence to colour harmony principles
- Original choice and use of materials
- Consideration of trends
- Consideration of the occupants or users of the space
- Appropriate use of terminology

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather the information required to choose materials for a given project. | |
| <ul style="list-style-type: none"> • Identify the sources of information. | Catalogues, samples, specialized magazines
The Internet |
| 2. Determine the materials required. | |
| <ul style="list-style-type: none"> • Explore the main uses of materials. | Flooring, wall coverings, acoustic materials,
furniture coverings, etc.
Installation techniques
Product application methods |
| <ul style="list-style-type: none"> • Take into account the properties and characteristics of materials when creating decorating schemes. | Reference to specification sheets
Solidity, durability, texture, colour, etc.
Effects produced, etc. |
| <ul style="list-style-type: none"> • Develop a set of tools to document information on materials. | Files, notebooks, computer files, specification sheets, etc. |
| <ul style="list-style-type: none"> • Use their creativity when researching materials. | Researching new ideas and trends
Researching original solutions to problems
Consideration of the function of the space to be decorated
Consideration of the type of client to serve |

Competency 5 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Produce rough sketches, freehand drawings and perspective drawings.

Achievement Context

- For an interior decorating project
- For a visual display project
- Based on the requirements of a client
- Based on site measurements
- Using various types of supports and media

Elements of the Competency**Performance Criteria**

1. Process the information required to draw rough sketches.

- Consideration of the requirements of the project
- Accurate interpretation of measurements taken
- Appropriate identification of essential elements to be reproduced

2. Draw rough sketches.

- Proper illustration of dominant and representative lines of a subject
- Observance of proportions
- Absence of unnecessary details

3. Do a freehand drawing of:

- an object
- a space
- elements in a space

- Identification of the appropriate mode of representation
- Resemblance to the reference model
- Observance of proportions
- Realistic representation of forms
- Appropriate illustration of details
- Inclusion of essential lines

4. Do a freehand drawing of the layout of a space.

- Conformity with the requirements
- Proper representation of the layout in plan view and elevation view
- Observance of forms
- Proportions of forms and masses
- Appropriate illustration of details
- Realistic depiction of the space

5. Produce perspective drawings.

- Appropriate choice of perspective drawing
- Resemblance to the reference model
- Observance of scale and proportions

6. Finalize freehand drawings and perspective drawings.

- Appropriate choice of rendering techniques
- Correct application of rendering techniques
- Highlighting of elements to be promoted

For the competency as a whole:

- Cleanliness of the sketches/drawings
- Quality of the layout of the sketches/drawings
- Clean, precise lines of correct value
- Absence of unnecessary lines and details

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Process the information required to draw rough sketches.

- | | |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Analyze the project data on which the sketches are based. | Broad lines of the project
Essential requirements
Characteristics of the station point |
| • Choose supports and media. | Catalogues of products available on the market
Drawing materials |
| • Visualize the objects to be included in a given space. | Development of spatial perception
Visualization of two-dimensional and three-dimensional spaces
Identification of station point, based on the desired effect
Evaluation of proportions
Rules of composition |
| • Refer to drawing standards and conventions. | Rules of composition
Standards of proportions
Perspective, proportions, line orientation, shapes, etc. |

2. Draw rough sketches.

- | | |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| • Draw a rough sketch of an object or subject. | Freehand drawing technique
Essential lines of a subject or object
Drawing straight lines, curved lines and shapes |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|

3. Do a freehand drawing of:

- | | |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| – an object | |
| – a space | |
| – elements in a space | |
| • Do a freehand drawing of an object or subject. | Freehand drawing technique
Choice of lines to represent textures, volumes, shadows and light, reflective surfaces, transparency, etc. |

5. Produce perspective drawings.

- Determine the perspective drawing method to use.
Effects sought
Station point
Frontal, angular and overhead perspective
Scale and proportional reproductions

6. Finalize freehand drawings and perspective drawings.

- Produce renderings.
Application techniques, based on the medium
Creation of effects: shadows, light, reflective surfaces, transparency, etc.
- Ensure the quality of the presentation.
Essential qualities: aesthetics and balanced composition, original treatment of the subject, clean execution, realistic depiction

Competency 6 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Produce technical drawings.

Achievement Context

- For an interior decorating project
- For a visual display project
- Based on measurements
- Using a set of plans
- Working at a drafting table
- Using drafting instruments
- Using a computer and specialized software

Elements of the Competency**Performance Criteria**

1. Define the parameters of the drawings to be produced.

- Identification of all measurements on site
- Accuracy of measurements
- Identification of all data from:
 - site observations
 - existing plans

2. Draw the plan of a space to be decorated.

- Accurate depiction of the outline and details of the plan
- Use of appropriate line weights
- Consideration of architectural elements
- Appropriate choice of measuring units and scale
- Proper positioning of the plan on the paper

3. Produce elevations of surface areas in the space.

- Appropriate identification of the surface areas to draw in an elevation
- Accurate depiction of architectural details and elements included in the space
- Use of appropriate line weights
- Appropriate choice of scale
- Proper positioning of elevations on the paper

4. Represent an object using:

- conventional views
- section views
- isometric projection

- Correct application of two-dimensional and three-dimensional drafting techniques
- Appropriate choice of scale
- Use of appropriate line weights
- Observance of proportions
- Proper positioning of views, sections and isometric projection on the paper

5. Dimension the drawings.

- Inclusion of all necessary dimensions
- Proper placement of dimensions
- Appropriate dimensioning weights
- Correct application of lettering technique
- Inclusion of relevant information in the title block

For the competency as a whole:

- Observance of drafting standards and conventions
- Proper use of drafting instruments and drafting software
- Observance of scale used
- Faithful representation of actual spaces and objects
- Clean, precise lines
- Impeccable overall presentation

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Define the parameters of the drawings to be produced.

- | | |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Visualize different possibilities for a space. | Spatial perception
Reference to magnetic north
Mental representation of the space's potential |
| • Determine the measurements to be taken. | Length, width, height
Measurements to locate architectural elements; electrical, plumbing, ventilation systems, etc.
Dimensions of these elements |
| • Use imperial and international units of measure. | Value of units
Conversion formulas
Use of instruments |
| • Determine the lines to use in the technical drawing to be produced. | Weight of border lines, medium lines and construction lines
Curved lines, dashed lines, arcs, etc.
Meaning of lines and strokes |
| • Determine the symbols to include in the drawing. | Graphic representation of architectural elements, décor elements and materials |

2. Draw the plan of a space to be decorated.

- Use technical drafting software.

Interior decorating: settings required for the work
(e.g. scales, paper size, level of accuracy of dimension)
Use of all functions
Use of virtual drafting and transformation tools
Importing, transferring and saving data
Printing drawings

- Draw at a drafting table.

Conventional drafting instruments
Drafting and lettering techniques
Constructing curved shapes (tangent arcs and ellipses), three- to eight-sided plane figure
Page layout

- Represent objects using different views.

Plan, section and elevation
Use of 45°line
Isometric projection

- Include written information on technical drawings.

Name of project, client and drafts person
Sheet identification
Scale, legend, date and pagination
Instructions for tradespeople
Dimensions, etc.

- Demonstrate good observation skills, attention to detail and concern for precision.

Competency 7 Duration 90 hours Credits 6

Behavioural Competency

Statement of the Competency

Propose combinations of furniture and décor or display elements.

Achievement Context

- Interior decorating: all elements of the competency
- Visual display: elements 1, 2, and 3 of the competency
- Based on a client's request
- Using specialized reference materials and catalogues in English and occasionally in French
- Using samples

Elements of the Competency

Performance Criteria

1. Gather the information required to determine needs.
2. Determine the interior decorating or visual display elements that may meet the requirements of the project.
3. Determine the style of the furniture and décor elements.

- Gathering of all necessary information on the variables to consider:
 - the client's request
 - architectural and stylistic constraints
 - the character of the space to be decorated
 - the characteristics of the elements to be retained
 - the theme to use
- Identification of relevant information in the technical drawings
- Accurate identification of measurements
- Definition of relevant options regarding the types of furniture and décor elements for a space
- Preselection of lighting fixtures likely to meet requirements (interior decorating)
- Choices in accordance with the dimensions and proportions of built-in elements in the space
- Consideration of the quality of the workmanship of a piece of furniture, based on its intended use (interior decorating)
- Compliance with the character and function of the space to be decorated
- Compatibility between the style(s) of furniture and décor elements
- Harmonious use of textures
- Harmonious integration of furniture and elements selected and elements to be retained:
 - harmonious combination of colours
 - harmonious combination of forms, lines and dimensions

4. Prepare a proposal for furniture and décor elements.

- Preparation of a detailed file
- Careful preparation of a sample board
- Proper preparation of written specifications
- Compliance with initial requirements
- Appropriate preparation of elements justifying choices

For the competency as a whole:

- Adherence to colour harmony principles
- Concern for customer satisfaction
- Confidence in handling the file
- Appropriate use of terminology

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

2. Determine the interior decorating or visual display elements that may meet the requirements of the project.

- Select furnishings and accessories that enter into a decorative scheme.
Main furniture items, based on the intended use of the room; complementary furniture items (e.g. tables, screens, pedestals); decorative objects (e.g. paintings, sculptures, knickknacks, flower arrangements); rugs
Harmonious combination of styles, dimensions, forms, lines, colours, textures, etc.
- Assess the quality of a piece of furniture.
Categories of furniture and components
Assembly and manufacturing elements
Relationship between price, quality and the project requirements

3. Determine the style of the furniture and décor elements.

- Use furniture styles to create decorative schemes.
Cultures (e.g. French, English, American, Italian, Oriental)
Periods (from antiquity to today)
Characteristics of main furniture styles
Historical origins of main styles
- Use styles in visual display projects.
Fashion arts and display tools
Based on themes
Based on periods and cultures
Characteristics of different styles
- Draw inspiration from major currents in contemporary furniture design.
Major international and Canadian designers, their styles and contribution to current decorating trends

- Draw inspiration from major currents in contemporary fashion design. Major international and Canadian designers, their styles and influence
 - Refer to interior decorating trends. Information research
Desired look: shabby-chic, Shaker, Zen, rustic, country, etc.
Ways of keeping up with new trends
 - Refer to visual display trends. Information research
Influence of fashion
Display tools
Ways of keeping up with new trends
4. Prepare a proposal for furniture and décor elements.
- Prepare a presentation file. Interior decorating:
Production of documents to be included in the file
Use of drawings, freehand drawings, photographs, specification sheets, etc.

Competency 8 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Propose window and bed treatments and light upholstery.

Achievement Context

- For an interior decorating project
- For a visual display project
- Using fabric and product samples
- Using measuring instruments
- Using price lists
- Referring to electronic and print catalogues and specialized reference materials in English and occasionally in French
- Working with suppliers and subcontractors

Elements of the Competency**Performance Criteria**

1. Gather the information required to choose treatments and upholstery.

- Gathering of all necessary information on the variables to consider:
 - the client's request
 - architectural constraints
 - the character of the space to be decorated
- On-site exploration of relevant possibilities
- Precise measurements

2. Determine the materials and products used for the treatments.

- Consideration of specific requirements regarding the use of the space to be decorated
- Appropriate preselection of materials or products that meet established variables
- Appropriate choice of materials or products for their intended use
- Verification of availability of selected materials or products

3. Determine the fabrication style.

- Consideration of the character and function of the room to be decorated
- Compatibility between the chosen style and:
 - the fabric, texture and pattern
 - the material
 - the product
- Harmonious choice of trim (passementerie)
- Realistic, representative sketch of the treatment style

- | | |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Determine the quantity of fabric and products needed for the treatments and upholstery. | <ul style="list-style-type: none"> • Correct use of calculation methods based on: <ul style="list-style-type: none"> – the dimensions of the pieces to be covered – the fabric width – the desired effect • Accurate calculations |
| 5. Prepare work orders. | <ul style="list-style-type: none"> • Thorough verification of materials or products upon receipt of the merchandise • Recording of all information related to the project • Rough sketch of the work to be done • Recording of clear fabrication and installation instructions |
| 6. Determine the hardware required. | <ul style="list-style-type: none"> • Consideration of: <ul style="list-style-type: none"> – architectural details – details and dimensions of the treatment • Choice of hardware consistent with: <ul style="list-style-type: none"> – the style of the treatment – the décor of the space |
| 7. Prepare a proposal for treatments for a space. | <ul style="list-style-type: none"> • Compliance with project data • Relevance of the documents justifying choices • Inclusion of all useful information |

For the competency as a whole:

- Adherence to colour harmony principles
- Original, effective solutions proposed, in accordance with the client's requirements
- Concern for customer satisfaction
- Sense of aesthetics
- Appropriate use of terminology

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

- | | |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gather the information required to choose treatments and upholstery. | |
| <ul style="list-style-type: none"> • Consider the type of openings in a space when choosing treatments. | Awning, double-hung, casement, sliding, bow, arched windows, etc. |
| 2. Determine the materials or products used for the treatments. | |
| <ul style="list-style-type: none"> • Identify the desired effect or purpose of a window treatment. | Privacy, brightness, insulation from heat or intense sun, ambiance, etc. |
| <ul style="list-style-type: none"> • Consider the factors that affect the cost of treatments. | Complexity of fabrication technique involved
Quality and quantity of materials
High end and low end
Hardware and installation techniques |

3. Determine the fabrication style.

- Consider fabrication techniques when choosing and estimating amounts of fabric.

True grain, bias, hem, hem facing, pleats, stitching, etc.

- Find creative treatment solutions.

Search for new ideas and trends
Search for originality and creativity
Compatibility with the character and function of the room to be decorated
Compatibility with the needs of the occupants or users of the space

4. Determine the quantity of fabric and products needed for the treatments and upholstery.

- Determine the materials to use for the treatments and light upholstery.

Backing or interfacing (Pellon), wadding (molleton), lining, ropes, pleat tape, etc.

5. Prepare work orders.

- Develop a set of tools to document information on treatments. Files, notebooks or computer files

Competency 9 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Light a space.

Achievement Context

- Interior decorating: elements 1, 2 and 3 of the competency
- Visual display: all elements of the competency
- Referring to electronic or print reference materials (including technical drawings) in English and occasionally in French
- Using available materials
- Using materials selected for the circumstances
- Working with suppliers and subcontractors

Elements of the Competency**Performance Criteria**

1. Gather the information required to develop a lighting plan.

- Gathering of all necessary information on the variables to consider:
 - the client's request
 - the particular characteristics of the space
 - architectural constraints
 - the desired mood and effects
- Accurate interpretation of electrical drawings
- Appropriate identification of elements missing from the technical drawings to complete the plan

2. Determine lighting solutions.

- Appropriate identification of position of light sources
- Search for possible solutions in available sources of information
- Verification of product availability with suppliers
- Accurate cost estimate
- Appropriate choice of lighting fixtures and accessories, based on the variables to consider

3. Propose a lighting plan.

- Development of a detailed lighting plan
- Clear explanation of the solutions retained
- Clear demonstration that the proposed plan can meet initial requirements

- 4. Install lighting elements.
 - Thorough verification of the operating condition of the electrical devices
 - Observance of recommendations regarding electrical devices
 - Compliance with requirements regarding electrical connections
 - Use of appropriate tools for the type of connection
- 5. Adjust the lighting.
 - Proper orientation of light beams
 - Proper verification of:
 - desired effects
 - required lighting intensity
 - Relevant corrections made

For the competency as a whole:

- Compliance with lighting standards
- Rigorous application of occupational health and safety rules
- Original, effective solutions proposed, in accordance with the client's requirements
- Compliance with project data and instructions
- Appropriate use of terminology

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Gather the information required to develop a lighting plan.
 - Determine specific lighting requirements for different types of rooms or spaces. Rooms in a house, offices, commercial spaces, exhibit booths, etc.
2. Determine lighting solutions.
 - Choose types of illumination (light distribution). Direct, indirect, semi-direct, semi-indirect and diffused general illumination
 - Select light fixtures based on the desired type of illumination. Interior decorating:
Wall-mounted, table and floor lamps; reflectors and projectors (spots); hanging lamps; torchères, etc.
Market trends
 - Consult reference materials on types of bulbs. Names and codes
Incandescent, low-voltage and high-voltage halogen, fluorescent, etc.
Effects of bulbs on mood, light intensity, etc.
Function of the space
Market trends

3. Propose a lighting plan.

- Arrange lighting fixtures using the plan of a space.
Dimensions of the space
Architectural constraints
Desired mood or effects
- Emphasize an object using light.
Intensity and type of illumination
Light orientation
Use of filters and colour gels

4. Install lighting elements.

- Determine their area of competence in relation to other trades and occupations.
Visual display:
Limits of the occupation
Responsibilities of designers, architects, etc.

Competency 10 Duration 45 hours Credits 3

Situational Competency

Statement of the Competency

Establish interpersonal relationships at work.

Statement of the Competency

- Be familiar with the principles of communication.
- Participate in communication situations related to interior decorating and visual display.
- Establish cooperative relations when working in a team.
- Become aware of their strengths and weaknesses regarding their ability to communicate.

Learning Context

Information Phase

- Learning about the communication process.
- Listing the factors that hinder and promote effective communication.
- Learning about the characteristics of verbal and nonverbal communication.
- Learning about ways of cooperating with others in a team.
- Examining their communication style based on situations in their personal lives.

Participation Phase

- Participating in group activities that allow students to put into practice different communication techniques used in interior decorating and visual display situations.
- Participating in scenarios that allow students to acquire the attitudes and behaviours needed to interact with others in a variety of situations.
- Participating in scenarios that allow students to acquire the attitudes and behaviours that promote teamwork.
- Participating in group activities that allow students to put into practice communication techniques used to interact with clients.

Synthesis Phase

- Analyzing, on their own, situations that highlight their strengths and weaknesses regarding their ability to communicate and work in a team.
- Producing a report summarizing their strengths and weaknesses regarding their ability to communicate and work in a team.

Instructional Guidelines

- Provide the students with the necessary reference materials.
- Promote discussions by using facilitation techniques.
- Stimulate personal expression and support students who have difficulty communicating.
- Provide the necessary support to help students carry out the activities.
- Encourage the use of effective communication techniques inside the classroom.
- Develop scenarios that are representative of the workplace.
- Create an environment that promotes concern for proper attire, personal hygiene and good grooming.
- Use means such as video recording to observe and analyze behaviour.

Participation Criteria

Information Phase

- Consult the sources of information available.
- Indicate at least one strength and one weakness regarding their personal communication style.

Participation Phase

- Participate in the different activities.
- Highlight the attitudes and behaviours that are appropriate to different interior decorating and visual display situations.
- Highlight the attitudes and behaviours that promote teamwork.
- Highlight the attitudes and behaviours associated with client relations.

Synthesis Phase

- Produce a report describing:
 - their strengths and weaknesses regarding their ability to communicate, work in a team and interact with clients
 - ways of improving their weaknesses

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

Information Phase

- | | |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Identify factors that hinder effective communication. | Verbal and nonverbal communication
Perception and interpretation of messages
Unfavourable behaviours (e.g. lack of attention, respect or tact; preconceived ideas; aggressive, confrontational, defensive or condescending attitudes)
Inappropriate language, etc. |
| <ul style="list-style-type: none"> • Identify factors that hinder cooperation and teamwork. | Competition, individuality, prejudices, subjectivity, confrontation, etc. |

Participation Phase

- Determine their personality type.
 - Qualities and faults
 - Personal communication style
 - Ability to listen to others
 - Reactions to others in different situations
 - Awareness of the image they project
- Communicate with others.
 - Ways of approaching others, depending on the situation
 - Climate of trust
 - Types of questions to ask and rephrasing
 - Expressing points of view
 - Communicating information
 - Accepting differing opinions
 - Politeness and tact
- Deal with different types of people.
 - Clients, suppliers, subcontractors, coworkers, superiors, etc.
 - Types of personalities
 - Ethnic and cultural backgrounds
 - Attitudes or behaviours to adopt with people who are reserved, upset, distrustful, bossy, etc.
- Deal with unexpected events.
 - Handling complaints, problems, specific requests or requirements
 - Self-control, confidence in one's approach, acceptance of criticism and open-mindedness
- Communicate in a team.
 - Types of questions to ask to obtain relevant information
 - Rephrasing points of convergence and divergence during discussions
 - Rephrasing and mirroring messages
 - Constructive feedback
 - Expression of personal points of view
 - Types of approaches to deal with emotional behaviour, etc.

Synthesis Phase

- Evaluate their ability to communicate and cooperate with others in a team.
 - Honest introspection, positive criticism and acceptance of oneself

Competency 11 Duration 90 hours Credits 6

Behavioural Competency

Statement of the Competency

Sell products and services.

Achievement Context

- Interior decorating: all elements of the competency
- Visual display: elements 1, 2, 4 and 5 of the competency
- Within the context of advisory services
- Using reference materials
- Using a project presentation file
- Within the context of commercial competition

Elements of the Competency

Performance Criteria

1. Determine the client's needs and expectations.

- Courteous greeting
- Use of appropriate client-based approach
- Active listening
- Appropriate action with respect to needs expressed
- Accurate rephrasing of essential elements of the request

2. Offer their services.

- Detailed presentation of services available
- Clear, accurate explanation of how services will be carried out
- Consideration of client's priorities
- Persuasive demonstration of advantages of services offered
- Quality of oral expression

3. Offer products.

- Selection of various products likely to satisfy the client's needs
- Presentation of product advantages
- Relevant answers to client's questions and objections
- Relevant arguments
- Suggestion of relevant alternatives
- Convincing proposal of complementary products

4. Present a project.
- Gathering of all necessary project presentation materials
 - Appropriate use of presentation materials
 - Demonstration of confidence
 - Relevant proposals made based on the client's needs
 - Use of effective arguments to justify choices
 - Respectful handling of client's objections
 - Formulation of relevant counter-proposals

5. Close a sale.
- Appropriate use of closing techniques
 - Clear explanation of sales terms and company obligations
 - Procurement of client's signature

For the competency as a whole:

- Observance of rules of professional ethics
- Clear interest in providing appropriate advice to the client
- Demonstration of tact and respect
- Clear, precise communication
- Appropriate use of terminology

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Determine the client's needs and expectations.

- Establish contact with a client.

Forms of politeness
Climate of trust
Tact and respect
Conduct and level of language in keeping with professional ethics

- Obtain information from a client.

Questions to determine needs and expectations
Active listening
Observation of nonverbal communication
Rephrasing
Use of vocabulary to promote dialogue

2. Offer their services.

- Provide information to a client.

Information on the service or object of the sale
Arguments and responses to counter objections
Alternative solutions to meet needs, etc.

<ul style="list-style-type: none">• Emphasize their skills.	Range of interior decorating or visual display services to offer Highlighting of prior experience and strong points Use of portfolio Confidence in the subject matter and positive personal presentation
<ul style="list-style-type: none">• Develop a network of clients.	Contact with various associations, groups, etc. Participation in social events, conferences, etc. Advertising and publicity Business cards
3. Offer products.	
<ul style="list-style-type: none">• Build a portfolio.	Selection of elements to include Presentation rules Showcasing of work done
<ul style="list-style-type: none">• Emphasize the advantages and potential use of a product.	Interior decorating: Highlighting of workmanship of a piece of furniture or accessory, aesthetic qualities, usefulness, possibility of altering a product to meet a specific need, etc. Exploration of possibilities of making or constructing a product, based on the type of material Proposal of complementary products to optimize the desired effect Quality-price ratio Consideration of product availability
4. Present a project.	
<ul style="list-style-type: none">• Promote services offered.	Interior decorating and visual display services Winning conditions: sound knowledge of the file, well-developed and well-documented project, establishment of a climate of trust, demonstration of ability to meet client's needs, etc. Advisory role and promotional techniques
5. Close a sale.	
<ul style="list-style-type: none">• Reach an agreement with a client.	Establishment of clauses in an agreement Provision of clear information to client Negative consequences of not respecting a duly established agreement

Competency 12 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Perform related administrative tasks.

Achievement Context

- Interior decorating: all elements of the competency
- Visual display: element 1 of the competency
- In an office
- Working with clients and suppliers
- Using a computer and word-processing and specialized software

Elements of the Competency

Performance Criteria

1. Write administrative documents.

- Inclusion of all necessary information, based on the type of document
- Accurate calculations regarding data to be included in the document
- Clear relevant content, based on the type of document
- Neat presentation
- Quality of the written language

2. Collect payments.

- Proper use of payment-processing equipment
- Compliance with client agreements
- Compliance with company procedures

3. Receive merchandise deliveries.

- Effective follow-up of orders
- Thorough verification of merchandise received
- Appropriate identification of action to take, based on the type of product
- Correct procedure for labelling or updating samples, depending on the case

4. Provide after-sales service.

- Clear agreements reached with clients regarding how they will take possession of the merchandise
- Proper verification of customer satisfaction
- Proper handling of complaints
- Choice of appropriate solutions
- Appropriate application of techniques for building customer loyalty

For the competency as a whole:

- Quality of written language
- Proper elocution
- Courteous communication with clients
- Observance of telephone etiquette with clients and suppliers
- Recognition of the rights and responsibilities of the parties concerned
- Appropriate use of terminology

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Write administrative documents.

- | | |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Select the documents to be completed based on company policies. | <p>Interior decorating:
Service quote/proposal, service contract, sales contract (products), specifications, cost estimate, order forms, invoices (products, services), etc.
Visual display:
Offer of service, service contract, cost estimate, order forms and invoices (services)</p> |
| <ul style="list-style-type: none"> • Use the computer equipment required. | <p>Computer
Operating, word-processing, spreadsheet, database software; peripherals, etc.
(use limited to tasks to be performed)</p> |
| <ul style="list-style-type: none"> • Build directories. | <p>Interior decorating:
Using databases
Direct mail, client files, supplier records, etc.</p> |
| <ul style="list-style-type: none"> • Write administrative texts. | <p>Application of common syntax and grammatical rules, as well as rules for writing administrative texts
Inclusion of essential elements; absence of unnecessary details</p> |
| <ul style="list-style-type: none"> • Refer to established rules and regulations. | <p>Current company policies
Rights and obligations of parties concerned (client, company)</p> |
| <ul style="list-style-type: none"> • Do calculations related to billing. | <p>Taxes, discounts, deposits, balance outstanding, etc.</p> |

3. Receive merchandise deliveries.

- Check merchandise upon receipt.

Interior decorating:
Quantities, quality, colour batches, etc.
Conformity with purchase order
Follow-up in case of nonconformity (replacement form, notice of delivery to client, etc.)

4. Provide after-sales service.

- Handle complaints.
- Use available methods to build customer loyalty.
- Communicate by telephone.

Interior decorating:
Communication techniques to determine problem
Measures to take to satisfy client
Limits to observe

Interior decorating:
Based on current company policies
Follow-up techniques

Interior decorating:
Telephone protocol
Gathering essential information before making a call
Adapting a message to the listener (e.g. supplier, subcontractor, client)
Clear, concise, careful language

Competency 13 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Propose a residential interior decorating project.

Achievement Context

- Within the context of advisory services
- Based on a client's request
- Referring to catalogues and samples
- Referring to electronic or print reference materials in English and occasionally in French
- Using measuring instruments
- Using technical drafting materials
- Using a computer and specialized software
- Working with suppliers and subcontractors

Elements of the Competency

Performance Criteria

1. Gather the information required for the project.

- Gathering of all necessary information from the client
- Accurate identification of necessary measurements
- Identification of all necessary information from:
 - on-site observations
 - existing plans
 - technical documents
- Consideration of décor elements to be retained
- Validation of information obtained from the client

2. Do general preliminary research.

- Preselection of original and conventional elements that could be included in the décor
- Appropriate selection of potential suppliers
- Consideration of the characteristics of the elements selected, based on:
 - their compatibility with the décor
 - the function of the room to be decorated
 - aesthetic requirements
- Verification of product/service availability

3. Do a preliminary survey of the space.

- Exploration of relevant design possibilities using sketches
- Objective analysis of sketches produced
- Selection of the sketch that best meets the client's needs and expectations

4. Combine the décor elements retained and complementary accessories.
 - Adherence to design principles
 - Compatibility between materials chosen and the intended use and function of the space
 - Harmonious combination of colours
 - Appropriate choice of lighting fixtures, based on their position and type of illumination
 - Appropriate choice of decorative accessories to complete the décor
 - Methodical validation of the design with respect to the client's needs and expectations
5. Create a project presentation file.
 - Appropriate identification of the technical information to include in the set of plans
 - Meticulously produced technical drawings
 - Production of perspective drawings or sketches to illustrate the project
 - Concisely written specifications
 - Careful preparation of:
 - furniture and accessories file
 - sample board
 - Inclusion of essential elements required to present the file
6. Present the project.
 - Detailed presentation of the project and file
 - Clear explanations
 - Use of relevant elements and arguments to support the proposal
 - Respectful handling of objections raised and changes requested
 - Formulation of relevant counter-proposals
 - Clear explanation of how the work will be done
7. Monitor a project.
 - Appropriate identification of orders to place and subcontractors to hire
 - Identification of a realistic production schedule
 - Proper handling of contingencies

For the competency as a whole:

- Courteous, respectful exchanges
- Original, effective solutions proposed, in accordance with the client's requirements
- Confidence in handling the file
- Attention to detail
- Appropriate use of terminology
- Concern for customer satisfaction

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Gather the information required for the project.

- | | |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| • Determine the client's needs. | Application of sales techniques to determine and validate needs and expectations |
| • Observe, on site, the particular characteristics of the space to be decorated. | Types of openings, heating system, light sources, electrical supply
Circulation pattern of occupants |
| • Obtain the necessary information from the plans. | Identification of measurements
Architectural details
Recognition of the limits of the occupation |

2. Do general preliminary research.

- | | |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Identify sources of information. | Catalogues, specialized magazines, samples, etc.
Internet |
| • Source materials. | Flooring, wall coverings, finishing materials, etc.
Installation techniques and products
Consultation and interpretation of specification sheets
Search for creative, original, realistic solutions to meet the client's requirements |

4. Combine the décor elements retained and complementary accessories.

- | | |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Combine décor elements. | Application of the knowledge and skills acquired in competencies related to materials, colours, furniture and accessories, window and bed treatments, light upholstery and lighting to a residential decorating project |
| • Explore design possibilities using rough sketches. | Creative combination of décor elements
Elements to take into account: balanced volumes, traffic or work areas, architectural constraints, etc.
Consideration of movements within the space
Representation of the functional aspect of the space
Highlighting of aesthetic effect
Exploration of different possibilities for a given request |

5. Create a project presentation file.

- | | |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Assemble a presentation file. | Application of the knowledge and skills acquired in competencies related to sketches and perspective drawings, technical drawings and administrative documents to a residential decorating project |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

6. Present the project.

- Present the project to the client.

Application of the knowledge and skills acquired in the competency related to selling products and services to a residential decorating project

- Adopt professional behaviour.

Sound knowledge of the file, confidence
Customer care and attentive listening

Competency 14 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Propose an interior decorating project based on modular, built-in elements.

Achievement Context

- Within the context of advisory services
- Based on a client's request
- Referring to catalogues and samples
- Referring to electronic or print reference materials in English and occasionally in French
- Using measuring instruments
- Using technical drafting materials
- Using a computer and specialized software
- Working with suppliers and subcontractors

Elements of the Competency**Performance Criteria**

1. Gather the information required for the project.

- Gathering of all necessary information from the client
- Accurate identification of necessary measurements
- Identification of all necessary information from:
 - on-site observations
 - existing plans
 - technical documents
- Consideration of the furnishings to include in the décor
- Validation of information obtained from the client

2. Do general preliminary research.

- Appropriate identification of potential suppliers
- Appropriate preselection of:
 - modular elements
 - materials
 - related products
 - new furniture
- Consideration of the characteristics and dimensions of the décor elements selected

3. Do a preliminary survey of the space.

- Exploration of relevant design possibilities using sketches
- Consideration of:
 - plumbing installations
 - circulation requirements
 - clearances
 - work areas
- Objective analysis of sketches produced
- Selection of the sketch that best meets the client's needs and expectations

4. Combine modular elements and complementary accessories.
 - Appropriate choice of materials based on their characteristics, quality and intended use
 - Proper distribution of lighting fixtures
 - Appropriate choice of decorative accessories to complete the décor
 - Appropriate use of colours
 - Harmonious combination of colours and finishes
 - Methodical validation of the design with respect to the client's needs and expectations

5. Create a project file.
 - Appropriate identification of technical information to include in the set of plans
 - Meticulously produced technical drawings
 - Production of perspective drawings or sketches to illustrate the project
 - Accurately written specifications
 - Careful preparation of:
 - furniture and accessories file
 - sample board
 - Inclusion of essential elements in the file

6. Monitor the project.
 - Appropriate identification of orders to place and subcontractors to hire
 - Identification of a realistic production schedule
 - Proper handling of contingencies

For the competency as a whole:

- Courteous, respectful exchanges
- Original, effective solutions proposed, in accordance with the client's requirements
- Confidence in handling the file
- Attention to detail
- Appropriate use of terminology
- Concern for customer satisfaction

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Gather the information required for the project.

- Determine the client's needs.

Application of sales techniques to determine and validate needs and expectations in an interior decorating project involving modular built-in elements

<ul style="list-style-type: none"> Observe, on site, the particular characteristics of the space to be decorated. 	<p>Types of openings, heating system, light sources, electrical supply, plumbing elements, ventilation systems</p> <p>Circulation patterns of occupants</p>
<ul style="list-style-type: none"> Obtain the necessary information from the plans. 	<p>Identification of measurements, architectural details</p> <p>Recognition of the limits of the occupation</p>
2. Do general preliminary research.	
<ul style="list-style-type: none"> Identify sources of information. 	<p>Catalogues, specialized magazines, samples, etc.</p> <p>Software, the Internet</p>
<ul style="list-style-type: none"> Explore possible uses of materials. 	<p>Counter and flooring materials, wall coverings, finishing materials, etc.</p> <p>Installation techniques and products</p> <p>Consultation of specification sheets</p> <p>Search for creative, original, functional solutions to meet the client's requirements</p>
4. Combine modular elements and complementary accessories.	
<ul style="list-style-type: none"> Explore design possibilities using rough sketches. 	<p>Creative combination of décor elements</p> <p>Elements to take into account: balanced volumes, traffic or work areas, architectural constraints, movements of occupants, functional aspects of the space, aesthetic effect, etc.</p> <p>Exploration of different possibilities for a given request</p>
<ul style="list-style-type: none"> Complete the design. 	<p>Household appliances, bathroom fixtures, plumbing accessories and hardware</p> <p>Complementary accessories (e.g. mirrors, lighting fixtures, accent furnishings)</p>
<ul style="list-style-type: none"> Show concern for the functional aspect of the space. 	<p>Mental representation of the function of the room and the activities of occupants</p> <p>Consideration of potential changes (e.g. additions, alterations)</p>
5. Create a project file.	
<ul style="list-style-type: none"> Assemble all the elements of the file. 	<p>Application of the knowledge and skills acquired in competencies related to sketches and perspective drawings, technical drawings and administrative documents to an interior decorating project involving modular built-in elements</p>

Competency 15 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Propose an interior decorating project for a public space.

Achievement Context

- For a commercial or professional space
- Within the context of advisory services
- Based on a client's request
- Referring to catalogues and samples
- Referring to electronic or print reference materials in English and occasionally in French
- Using measuring instruments
- Using technical drafting materials
- Using a computer and specialized software
- Working with suppliers and subcontractors

Elements of the Competency

Performance Criteria

1. Gather the information required for the project.

- Gathering of all necessary information from the client
- Accurate identification of necessary measurements
- Identification of all necessary information from:
 - on-site observations
 - existing plans
 - technical documents
- Proper identification of areas to incorporate into the space and décor elements to be retained
- Validation of information obtained from the client

2. Do general preliminary research.

- Appropriate selection of potential suppliers
- Appropriate preselection of:
 - original and conventional elements that could be included in the décor
 - complementary materials and products
- Consideration of the characteristics of the elements selected, based on:
 - their compatibility with the décor
 - the function of the space to be decorated
 - aesthetic requirements
- Verification of product/service availability

3. Do a preliminary survey of the space.

- Exploration of relevant design possibilities using sketches
- Consideration of the function of the space
- Objective analysis of sketches produced
- Selection of the sketch that best meets the client's needs

4. Combine the décor elements retained and complementary accessories.
 - Adherence to design principles
 - Appropriate choice of materials based on their characteristics, quality and intended use
 - Appropriate choice of lighting fixtures, based on the type of illumination
 - Functional distribution of lighting fixtures
 - Appropriate choice of complementary decorative accessories
 - Appropriate use of colours and finishes
 - Methodical validation of the design with respect to the client's needs

5. Create a project file.
 - Appropriate identification of technical information to include in the set of plans
 - Meticulously produced technical drawings
 - Production of perspective drawings or sketches to illustrate the project
 - Accurately written specifications
 - Careful preparation of:
 - furniture and accessories file
 - sample board
 - Inclusion of essential elements in the file

6. Monitor the project.
 - Appropriate identification of orders to place and subcontractors to hire
 - Identification of a realistic production schedule
 - Proper handling of contingencies

For the competency as a whole:

- Courteous, respectful exchanges
- Original, effective solutions proposed, in accordance with the client's requirements
- Confidence in handling the file
- Attention to detail
- Appropriate use of terminology
- Concern for customer satisfaction

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Gather the information required for the project.

- Determine the client's needs.

Application of sales techniques to determine and validate needs and expectations
 Gathering of information on the particular characteristics of the industry, the requirements of occupants and their clients

<ul style="list-style-type: none"> Observe, on site, the particular characteristics of the space to be decorated. 	Location and types of openings, heating and ventilation systems, light sources, electrical outlets Circulation patterns of occupants
<ul style="list-style-type: none"> Obtain the necessary information from the plans. 	Identification of measurements Architectural details Recognition of the limits of the occupation
<ul style="list-style-type: none"> Identify sources of information. 	Catalogues, specialized magazines, samples, etc. Internet
2. Do general preliminary research. <ul style="list-style-type: none"> Source materials. 	Flooring materials, wall coverings, finishing materials, etc. Installation techniques and products Consultation and interpretation of specification sheets Search for creative, original, realistic solutions to meet the client's needs
3. Do a preliminary survey of the space. <ul style="list-style-type: none"> Explore design possibilities using rough sketches. 	Creative combination of décor elements Elements to take into account: balanced volumes, architectural constraints, etc. Specific needs such as movements from one area to another, circulation patterns, necessary clearances, work areas, clients' point of view, etc. Illustration of the functional aspect of the space Highlighting of aesthetic effect Exploration of different possibilities for a given request
4. Combine the décor elements retained and complementary accessories. <ul style="list-style-type: none"> Combine décor elements. 	Application of the knowledge and skills acquired in competencies related to materials, colours, furniture and accessories, window and bed treatments, light upholstery and lighting to an interior decorating project involving professional or commercial spaces
5. Create a project file. <ul style="list-style-type: none"> Assemble a project file. 	Application of the knowledge and skills acquired in competencies related to sketches and perspective drawings, technical drawings and administrative documents to an interior decorating project involving professional or commercial spaces

Competency 16 Duration 90 hours Credits 6

Behavioural Competency

Statement of the Competency

Build décor elements.

Achievement Context

- For a visual display project
- In a workshop
- Using tools, equipment and measuring instruments
- Based on construction plans and specifications, if applicable
- Using products and materials
- Using personal protective equipment

Elements of the Competency**Performance Criteria**

1. Plan the work to be done in the workshop.

- Appropriate identification of the components of the décor element to be constructed
- Production of a sketch, to scale, of the element to be constructed
- Complete dimensioning of the sketch
- Observance of proportions between the element to be constructed and the space for which it is intended
- Complete list of materials and finishing products required
- Realistic estimate of quantities required

2. Prepare and shape materials.

- Appropriate choice of transformation tools
- Appropriate choice of techniques, following tests on materials
- Correct application of techniques to transform materials
- Clean, precise cuts

3. Assemble materials and components.

- Identification of assembly technique required
- Appropriate selection of assembly tools and materials
- Observance of assembly techniques
- Clean, solid assembly

4. Recycle décor elements.

- Proper modification of the structure of the element
- Inventive addition of other materials or components to the basic object
- Proper assembly of materials and components to the basic object

- 5. Finish décor elements.
 - Appropriate choice of finishing technique, based on the desired effect
 - Proper surface preparation
 - Correct application of techniques, based on the materials and finishing products used
 - Quality of the finishing
- 6. Clean up the workstation.
 - Proper storage of tools, equipment, instruments, materials and products
 - Proper cleaning of tools and equipment
 - Cleanliness of the work area

For the competency as a whole:

- Compliance with health, safety and environmental protection rules
- Functional organization of the work area
- Proper use of tools and equipment
- Accurate measurements
- Concern for economical use of materials
- Clean, methodical work
- Quality of the finished product

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Plan the work to be done in the workshop.
 - Determine the materials required to construct a décor element.

Search for new, original materials that will create the desired effects
Calculation of quantities
Economical use of materials and recovery of reusable elements
 - Develop cutting plans for materials.

Placement of patterns on materials (orientation, rational and economical placement)
2. Prepare and shape materials.
 - Transform materials.

Installation of material to be worked on
Measuring
Cutting, sanding, drilling, shaping, moulding, modelling, bending techniques, etc.
Use of tools and work methods
Safety measures

3. Assemble materials and components

- Make assemblies.

Gluing, nailing, screwing techniques, etc.
Use of tools, products and fasteners (e.g. screws, nails, anchors)
Work methods
Safety measures

4. Recycle décor elements.

- Recover materials and décor elements.

Sorting of reusable elements
Identification and storage methods to facilitate the retrieval of reusable elements
Inventory of stored elements

5. Finish décor elements.

- Create effects on surfaces.

Surface finish and texture
Painting techniques (faux-finishing, trompe-l'œil etc.)
Use of tools, accessories and products
Work methods
Safety measures

6. Clean up the workstation.

- Properly store or dispose of hazardous products and materials.

Safe storage and disposal

Competency 17 Duration 90 hours Credits 6

Behavioural Competency

Statement of the Competency

Design a space for promotional purposes.

Achievement Context

- Within a sales or promotional context
- To implement a merchandising strategy
- In a large retail store (superstore)
- In a small or medium-sized company
- Referring to the company merchandising manual
- Based on a concept
- Using tools and equipment
- Using materials, décor elements and merchandise

Elements of the Competency**Performance Criteria**

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| <p>1. Gather and assimilate the information required to create the design.</p> | <ul style="list-style-type: none"> • Gathering of all information concerning: <ul style="list-style-type: none"> – the company's requirements – instructions in the merchandising manual • Accurate identification of the dimensions of the space, the materials and systems available • Accurate interpretation of the merchandising manual: <ul style="list-style-type: none"> – company marketing strategies – promotional objectives and strategies – company marketing philosophy – theme or style to follow, etc. |
| <p>2. Plan the work to be done.</p> | <ul style="list-style-type: none"> • Precise limits of the area required for the promotional display • Appropriate production of necessary sketches • Appropriate selection of: <ul style="list-style-type: none"> – mannequin styles – size and type of display units – complementary décor and lighting elements and accessories • Appropriate choice of tools and equipment • Appropriate adaptation of merchandising plan, based on existing constraints |
| <p>3. Display mannequins.</p> | <ul style="list-style-type: none"> • Correct mannequin assembly technique and sequence • Careful handling of mannequins • Logical, practical dressing sequence • Proper adjustment of clothing on mannequins • Proper wig preparation and placement • Impeccable finishing |

- 4. Display merchandise.
 - Proper preparation of site and promotional equipment
 - Correct application of recommended bending and pinning techniques
 - Proper arrangement of merchandise on displays, in accordance with merchandising instructions
 - Proper rigging of mannequins
 - Clean, secure display

- 5. Complete the promotional display.
 - Appropriate choice of complementary products and accessories
 - Attractive arrangement of complementary products and accessories
 - Effective sign placement
 - Showcasing of merchandise or services to be promoted
 - Appropriate assessment of the quality of the visual display

For the competency as a whole:

- Compliance with occupational health and safety rules
- Appropriate use of tools and equipment
- Original, effective solutions proposed, in accordance with the client's requirements
- Visibility of the promotional space
- Ease of access for customers
- Proper stock rotation
- Adherence to company philosophy
- Meticulous and methodical work

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

- 1. Gather and assimilate the information required to create the design.
 - Determine the needs and expectations associated with the project.
 - Application of sales techniques to determine and validate needs and expectations
 - Consultation of the merchandising manual
 - Gathering of information on company culture, promotional objectives, themes to use, elements to promote, merchandise to sell, etc.

2. Plan the work to be done.

- Choose mannequins based on the projects to be developed.
Head, bust/torso, hands, full body, standing, sitting, etc.
Types: realistic and abstract (form, tubular, hanging, etc.)
Styles: sporty, romantic, professional, etc.
- Choose a style for mounting a display.
Types of supports and materials
Types of counters, pedestals, platforms, etc.
Types of attachment systems

3. Display mannequins.

- Assemble and dress mannequins.
Location and types of fastening devices
Modification of clothing
Accessories and pinning techniques
Accessorizing using wigs, jewellery, shoes, etc.
- Move mannequins.
From the workshop to the promotional space
Techniques and precautions
- Restore a mannequin.
Minor touchups and modifications

5. Complete the promotional display.

- Add complementary accessories.
Masses to balance the composition; signs; merchandise highlighting the promotion, etc.
Standards regarding displays, balance, proportions and scale
- Use strategies to attract the attention of target customers.
Attractive atmosphere; use of striking elements to create interest and curiosity; use of unusual materials, original concepts, visual effects, etc.
- Critically assess the quality of the composition.
Quality of the assembly, positioning and adjustment of clothing, absence of pleats/wrinkles, camouflaging of undesirable elements, prominent positioning of object to be promoted, potential for drawing in target customers, etc.
Corrections to be made
- Adopt professional behaviour.
Ability to work independently, resourcefulness and originality

Competency 18 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Design a window display.

Achievement Context

- To promote products or merchandise
- Based on a client's request
- Based on a theme
- Based on instructions
- Using tools and materials
- Using display materials, décor elements and merchandise
- Based on marketing objectives
- Based on a production budget

Elements of the Competency**Performance Criteria**

1. Gather the information required to create the design.

- Gathering of all necessary information from the client
- Accurate identification of measurements of the display area
- Identification of all:
 - necessary information from on-site observations
 - available décor elements and accessories
- Proper validation of information obtained from the client

2. Do general preliminary research.

- Consideration of the theme to use and the merchandise to promote
- Appropriate preselection of:
 - elements and accessories that may be used in the display
 - finishing materials
- Proper verification of the availability of preselected elements and materials

3. Do a preliminary survey of the space.

- Exploration of relevant design possibilities using sketches
- Harmonious combination of materials and colours
- Appropriate choice of decorative accessories to complete the décor
- Realistic assessment of the feasibility of the design
- Realistic production forecast
- Design adapted to target clientele

4. Present a design proposal.
 - Execution of drawings illustrating the design proposal
 - Appropriate presentation of materials and colour scheme
 - Realistic cost estimate
 - Clear explanations
5. Perform preliminary operations.
 - Careful construction of décor elements
 - Appropriate arrangements made to transport window display elements
 - Appropriate preparation and maintenance of the space prior to dressing the window
 - Identification of all necessary tools and materials
6. Create the window display.
 - Proper preparation of mannequins and merchandise
 - Careful handling of window display elements
 - Stability of installations
 - Showcasing of merchandise to be promoted
 - Observance of the essence of the display drawings
7. Finish the window display.
 - Critical, detailed inspection of the display
 - Appropriate corrections or touchups
 - Proper adjustment of the lighting, based on the desired visual effect
8. Take down the window display.
 - Careful handling of window display elements
 - Cleanliness of the site
 - Proper storage of elements to be kept

For the competency as a whole:

- Observance of rules of professional ethics
- Compliance with occupational health and safety rules
- Proper use of tools and materials
- Compliance with the theme and the client's requirements
- Original, effective solutions proposed, in accordance with the client's requirements
- Compliance with established deadlines and budget
- Functional and aesthetic quality of the visual display

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Gather the information required to create the design.

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| <ul style="list-style-type: none"> • Determine the needs and expectations associated with the project. | Application of sales techniques to determine and validate needs and expectations
Gathering of information on company culture, promotional objectives, themes to use, elements to promote, merchandise to sell, etc. |
| <ul style="list-style-type: none"> • Adapt the design to the type and size of the space. | Fully or partially closed window, centrally located space, small or large window, small-scale merchandise in a large space, etc. |

3. Do a preliminary survey of the space.

- | | |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Visualize the space and display. | Development of spatial perception
Representation in a rough sketch and 3D drawing
Point of view of the customer
Composition rules for window displays (volumes, proportions, scale, etc.)
Promotional objective and merchandise to promote |
| <ul style="list-style-type: none"> • Define techniques to highlight merchandise in a window. | Use of colour, textures, light, contrasts, repetition, lines, etc.
Visual impact focused on object to be emphasized
Creation of atmosphere, etc. |
| <ul style="list-style-type: none"> • Choose materials to complete the display. | Selection criteria: quality of the presentation, concern for the economical use of materials, expected results, concern for originality, compatibility of materials, etc. |

5. Perform preliminary operations.

- | | |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Adopt safe, effective work methods. | Assembly sequence to follow
Handling and moving equipment
Setup of main window display elements
Installation of complementary accessories, signs and lettering
Solutions to problems encountered
Health and safety rules |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

6. Create the window display.

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|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Use strategies to attract the attention of target customers. | Attractive atmosphere; use of striking elements to create interest and curiosity; use of unusual materials, original concepts, visual effects, etc. |
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7. Finish the window display.

- Adjust the lighting.
Lighting fixtures and their particular characteristics
Use of colour gels
Use of beam width
Contrast between light and dark areas
- Critically assess the quality of the display.
Quality of the assembly, placement of composition elements, absence of defects, camouflaging of undesirable elements, showcasing of object to be promoted, potential for drawing in target customers, etc.
Corrections to be made
- Adopt professional behaviour.
Ability to work independently, resourcefulness and originality
Impeccable display

Competency 19 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Design a space for a special event.

Achievement Context

- For trade shows, receptions or promotional events
- Based on a client's request
- Referring to catalogues and samples
- Referring to electronic or print reference materials in English and occasionally in French
- Using measuring instruments
- Using technical drafting materials or a computer and specialized software
- Working with suppliers and subcontractors

Elements of the Competency**Performance Criteria**

1. Gather the information required to create the design.

- Gathering of all necessary information from the client
- Accurate identification of necessary measurements
- Identification of all necessary information from:
 - on-site observations
 - existing plans
 - technical documents
- Consideration of the elements to promote and include in the design
- Appropriate validation of information obtained from the client

2. Do general preliminary research.

- Preselection of original and conventional elements that could be suitable for the display
- Appropriate selection of potential suppliers
- Verification of product/service availability and production deadlines

3. Do a preliminary survey of the space.

- Exploration of relevant design possibilities using sketches
- Objective analysis of the sketches produced
- Selection of the sketch that best meets the client's needs and expectations

4. Combine the décor elements retained and complementary accessories.
 - Compatibility between materials selected, the intended use and function of the space to be decorated
 - Harmonious combination of colours
 - Appropriate choice of lighting fixtures, based on their position and type of illumination
 - Appropriate choice of decorative accessories to complete the décor
 - Realistic assessment of the attractiveness of the design for the target clientele
5. Create a project presentation file.
 - Identification of technical documents to include in the file
 - Appropriate production of technical drawings required for the project
 - Production of perspective drawings or sketches to illustrate the project
 - Accurately written specifications
 - Realistic project cost estimate
 - Inclusion of all essential elements required for the presentation in the file
6. Present the project.
 - Detailed presentation of the project and file
 - Clear explanations
 - Use of relevant elements and arguments to support the proposal
 - Respectful handling of objections raised and changes requested
 - Formulation of relevant counter-proposals
 - Clear explanation of the work to be done
7. Build décor elements.
 - Appropriate choice of materials
 - Observance of work techniques
 - Products correspond to expected results
 - Appropriate validation of elements in a preliminary assembly of the décor
 - Appropriate corrections made
 - Careful packing of décor elements
 - Appropriate cleanup of work area
8. Set up the décor on site.
 - Identification of all the necessary tools and equipment
 - Precautions to take when unpacking décor elements
 - Precise assembly of décor elements
 - Correct touchups of damaged elements
 - Proper installation and adjustment of lighting fixtures

9. Take down the décor.

- Identification of all the necessary tools and equipment
- Precautions to take when packing up décor elements to be kept
- Proper storage of the décor elements to be kept

For the competency as a whole:

- Compliance with occupational health and safety rules
- Compliance with established schedules and deadlines
- Original, effective solutions proposed to problems encountered
- Confidence in handling the file
- Concern for customer satisfaction
- Cleanliness of the work areas

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Gather the information required to create the design.

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|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Determine the client's needs. | Application of sales techniques to determine and validate needs and expectations
Gathering of information on the objectives of the event, the expected results, the elements to emphasize or promote, etc. |
| <ul style="list-style-type: none"> • Observe, on site, the particular characteristics of the space to be decorated. | Light sources, electrical outlets
Access to the space
Circulation patterns of occupants |
| <ul style="list-style-type: none"> • Obtain the necessary information from the plans. | Identification of measurements
Architectural details
Access to the site for tradespeople |

2. Do general preliminary research.

- | | |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Develop a theme. | Consideration of the type of event, the subject, the image or message to convey, physical constraints of the space, etc.
Exploratory survey using rough and freehand drawings |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

5. Create a project presentation file.

- Represent the project on paper.

Comprehensive plan of the overall décor and each area

Design taking into account factors such as function; points of view of guests, users or occupants; visibility; access; safety, etc.

7. Build décor elements.

- Establish the requirements related to material organization.

Display systems and accessories, décor elements
Design work, electrical supply, need for subcontractors, etc.
Delivery, setup and tear-down schedules

- Plan the materials required to build a décor.

Search for new, original materials that can produce the desired results
Consultation and interpretation of specification sheets
Calculation of quantities required
Availability of materials and alternative solutions
Possibility of modifying basic materials (exploration and experimentation)
Economical use of materials and recovery of reusable elements

- Build or modify elements to include in the décor.

Application of décor-building knowledge and skills to event design

- Adopt safe behaviour.

Construction of décor elements, setup and tear down of the décor
In the workshop and on site

- Adopt professional behaviour.

Quality of relationships with coworkers
Resourcefulness and ability to work independently

8. Set up the décor on site.

- Do a final inspection of the display.

Look for anomalies or defects
Solutions and corrections

Competency 20 Duration 120 hours Credits 8

Situational Competency

Statement of the Competency

Integrate into the workplace.

Elements of the Competency

- Become familiar with the realities of the occupation.
- Observe and perform activities in the workplace.
- Consolidate what they have learned during their training.
- Become aware of how a practicum can change their perceptions of the occupation.

Learning Context

Information Phase

- Becoming familiar with information about the practicum and its terms and conditions.
- Defining their expectations and needs regarding the practicum.
- Identifying the companies that are likely to meet these expectations and needs.
- Writing a résumé and cover letter and updating their portfolio.
- Taking steps to find a practicum position.

Participation Phase

- Observing interior decorators or visual display stylists as they perform tasks.
- Performing, or participating in the performance of, various work-related tasks.
- Communicating with colleagues and practicum supervisors.
- Complying with the practicum instructions and company policies.
- Producing a report on their observations and the tasks performed during the practicum.
- Keeping a logbook.

Synthesis Phase

- Making connections between their actions in the workplace and the knowledge acquired during training.
- Discussing with other students their practicum experience and the tasks performed in the workplace.
- Discussing the accuracy of their perception of the occupation before and after the practicum.
- Discussing how their practicum will affect their job choice (aptitudes and preferences).

Instructional Guidelines

- Provide students with the means to help them look for and choose an appropriate practicum position.
- Maintain close ties between the school and participating host companies.
- Make sure trainees are under the constant supervision of a responsible individual in each host company.
- Prepare students to take on their responsibilities and comply with workplace requirements.
- Ensure the regular support and supervision of students and intervene if problems or difficulties arise.
- Ensure that host companies respect the conditions that will allow students to attain the objectives of the practicum.
- Encourage all students to take part in discussions and express their ideas.
- Provide students with a report outline.

Participation Criteria

Information Phase

- Learn about the practical organization of the practicum.
- Prepare the documents needed to find a practicum: résumé, cover letter and portfolio.
- Take steps to obtain a practicum position.

Participation Phase

- Comply with the host company's instructions concerning authorized activities, work schedules and rules of professional ethics.
- Participate in work-related tasks.
- Record their observations and tasks in their logbooks.

Synthesis Phase

- Discuss their experience in the workplace with other students.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

Information Phase

- | | |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Become familiar with the information, terms and conditions of the practicum. | Objectives of the practicum, duration, support and supervision, requirements, participation criteria
Rules in effect at the host company |
| • Plan their search for a practicum position. | Choosing potential practicum position(s)
Submitting a résumé and cover letter
Contacting the company, reaching an agreement, following up |
| • Determine their needs and expectations. | Personal and professional objectives
Criteria for selecting a host company
Possibility of attaining practicum objectives
Correspondence between criteria and expectations |

- Identify the companies that could meet their needs and expectations.

Consulting various sources
Identifying companies that have hosted trainees in the past and finding out how things went
Teacher's help

- Take steps to find a practicum position.

Contacting a potential host company
Agreeing on the practicum terms and conditions
Showing the host company a list of tasks to perform for a successful practicum experience
Confirming the practicum
Obtaining the documents needed for the practicum

Participation Phase

- Become part of the team.

Observing and adopting the team's established practices
Complying with the work schedule

- Adopt attitudes and behaviours conducive to a successful practicum.

Qualities sought by employers
Attitudes to adopt to get the most out of a practicum
Compliance with rules of professional ethics

- Record information during the practicum.

Keeping a logbook
Useful or important information to note in the practicum report

- Observe work-related tasks.

Observation of the work environment, tasks performed, application of rules in effect at the host company, rules of professional ethics, etc.
Introduction to new work techniques and processes
Recording observations in a logbook

- Try out work-related tasks.

Active participation in tasks
Participation in developing original projects
Compliance with occupational health and safety rules
Compliance with instructions and company rules
Recording tasks performed in a logbook

- Communicate with others around them.

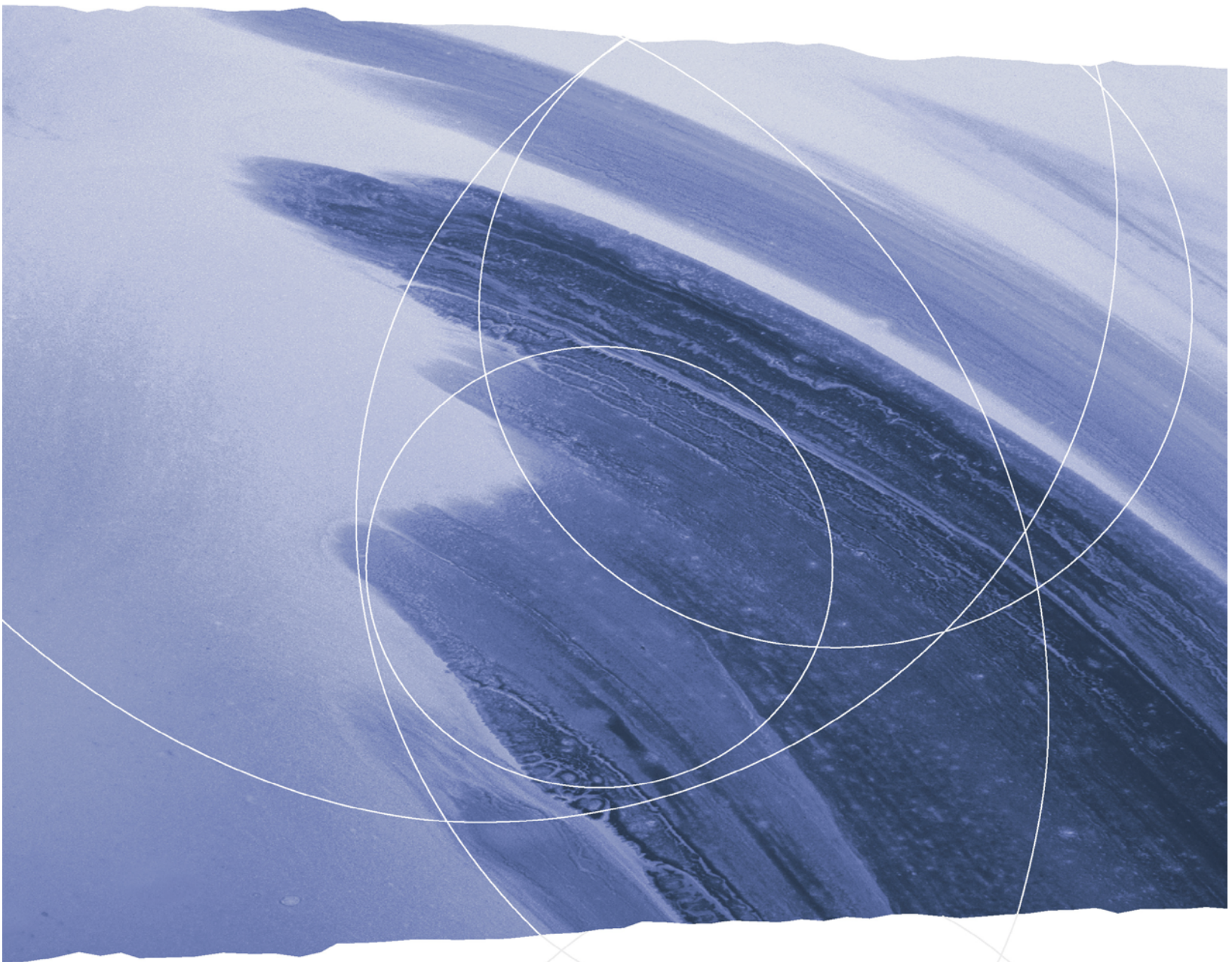
Work-related or informal meetings
Teamwork
Searching for and providing information
Accepting advice and comments
Feedback
Verification that practicum supervisors are satisfied

- Take stock of the activities carried out during the practicum.

Content of a typical practicum report
Account of daily activities performed or observed
New concepts learned
Problems encountered and solutions found
Feedback on tasks performed
Use of a logbook

Synthesis Phase

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Determine whether they have attained their objectives. | Introspection
Self-assessment |
| <ul style="list-style-type: none">• Discuss their opinions with other trainees at the end of their practicum. | Use of the report on activities performed
Discussion of positive aspects experienced and level of satisfaction
Discussion of problems encountered and solutions found
Perception of the occupation before and after the practicum |
| <ul style="list-style-type: none">• Compare what they have learned in school with the activities observed or performed in the workplace. | List of the aspects of the occupation that correspond to the training program and those that differ: work setting, practices, job requirements, etc. |



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