



Kitchen and Bath Design Program Standard

The approved program standard for Kitchen and Bath Design programs of instruction leading to an Ontario College Graduate Certificate delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 71833).

Ministry of Colleges and Universities
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Introduction

This document is the Program Standard for the Kitchen and Bath Design programs of instruction leading to an Ontario College Graduate Certificate delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 71833).

Development of system-wide program standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards Unit of the Ministry of Colleges and Universities has responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario Colleges of Applied Arts and Technology.

Program standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following element:

- [Vocational standard](#) (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual Colleges of Applied Arts and Technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum

matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The expression of program standards as vocational learning outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation from one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges, curriculum matters such as the specific program structure and delivery methods.

The presentation of the vocational learning outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The development of a program standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that

college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the program standard

The Ministry of Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Kitchen and Bath Design Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, please contact the [Ministry of Colleges and Universities](#).

Vocational standard

All graduates of Kitchen and Bath Design programs have achieved the [nine vocational learning outcomes \(VLOs\)](#) in the following pages.

Preamble

The Kitchen and Bath Design graduate develops the skills to perform a role in the **design** sector in the niche area of kitchen and bath **design**. Canada is a leading manufacturer globally in kitchen and bath **fixtures** and components. Many major retailers and home furnishing and **design** businesses offer kitchen and bath products and **design** services to their customers. This role prepares the mature learner and those with prior educational credentials to learn the **design** fundamentals and skills to create industry standard kitchens and baths to meet **client** functional and aesthetic needs, with attention to the health, safety and wellbeing of the public, and with a growing focus on **accessibility** needs.

The nature of the specific **design** skill set expressed in the learning outcomes will provide a graduate with the preparation required for career in the kitchen and bath interior **design** environment and with the ability to function in a wide variety of employment settings.

The graduate will be able to execute the phases from **concept** to implementation of a kitchen or bath **design** project and evaluation of a completed **design** solution, working with **design** professionals and trades contractors. Entry-level kitchen and bath designers in industry should initially expect to work under the supervision of senior designers.

There are opportunities for graduates to pursue further educational qualifications and degree completion. Graduates should contact individual colleges for further information.

[See Glossary](#)

Note: The [Ontario Council on Articulation and Transfer](#) (ONCAT) maintains the provincial postsecondary credit transfer portal, [ONTransfer](#).

Synopsis of the vocational learning outcomes

Kitchen and Bath Design (Ontario College Graduate Certificate)

The graduate has reliably demonstrated the ability to:

1. **Design** residential kitchens and bathrooms using historical and contemporary **design elements** and principles, colour theory, and current trends, to meet **client** needs.
2. Produce specifications and working drawings using a variety of industry standard **media** and techniques to convey the **design** solution clearly.
3. Present **design** solutions using a variety of formats (such as verbal, written, visual and digital) to meet the needs of the **client**.
4. Select **energy efficient** and sustainable **materials** for **fixtures, finishes** and appliances to create environmentally sound **design** solutions for the assigned space.
5. Ensure kitchen and bath **designs** comply with the applicable legislation, industry guidelines ([NKBA](#)), **accessibility** needs, and all requirements for the public's health, safety, and welfare
6. Formulate accurate contracts and project estimates for residential kitchen and bath **design** solutions to obtain **client** agreement to project costs.
7. Use project management practices and tools to ensure the **design** project occurs within specified time frames and budgets to meet **client** and business needs.
8. Collaborate with multi-disciplinary project teams for the successful achievement of project goals.
9. Employ business practices of financial management, administration and marketing to support the operation of a viable kitchen and bath enterprise.

[See Glossary](#)

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

The vocational learning outcomes

1. The graduate has reliably demonstrated the ability to: **design** residential kitchens and bathrooms using historical and contemporary **design elements** and principles, colour theory, and current trends, to meet **client** needs.

Elements of the performance

- a. Use the principles of **design** thinking throughout the phases of the project from beginning to completion.
- b. Use empathy, problem definition, ideation, prototyping and testing to create innovative solutions and solve problems.
- c. Make decisions based on **clients'** wants and needs and then source the **elements** to complete the **design**.
- d. Determine the appropriate use of **materials** to meet the functional and aesthetic requirements of a **design** project.
- e. Research product information to select the appropriate **materials**.
- f. Analyze the **materials** for their performance, durability, cost, applications, environmental impact, building code and standards classifications.

[See Glossary](#)

2. The graduate has reliably demonstrated the ability to: produce specifications and working drawings using a variety of industry standard **media** and techniques to convey the **design** solution clearly.

Elements of the performance

- a. Provide specification and drawings to appropriate sub-contractors.
- b. Apply two- and three-dimensional CADD presentation skills.
- c. Prepare contractor contracts and review shop drawings for the project.
- d. Prepare a timetable that coordinates the activities required by all participants to complete a given **design** project on time.
- e. Determine the need for and the role of all participants (including the designer, users, **clients**, building trades, and other professionals).

[See Glossary](#)

3. The graduate has reliably demonstrated the ability to: present **design** solutions using a variety of formats (such as verbal, written, visual and digital) to meet the needs of the **client**.

Elements of the performance

- a. Communicate the proposed kitchen or bath process and solution.
- b. Prepare a statement to describe the **concept** and rationale used in the development of a kitchen/bath **design** solution.
- c. Determine an appropriate **design** image for the **client**.
- d. Provide a preliminary budget estimate for the project.
- e. Prepare a post-occupancy evaluation to assess how well the project has met the **client's** needs.

[See Glossary](#)

4. The graduate has reliably demonstrated the ability to: select **energy efficient** and sustainable **materials** for **fixtures**, **finishes** and appliances to create environmentally sound **design** solutions for the assigned space.

Elements of the performance

- a. Prepare **materials** (furniture, **fixtures**, and equipment) specifications to obtain manufacturers' fixed quotes for costs.
- b. Determine spatial adjacency requirements.
- c. Determine space, furniture, **fixtures** and equipment requirements.
- d. Assess **site** and building parameters which may impact on the interior **design**.
- e. Produce an accurate drawing which reflects the building and **site** conditions.
- f. Construct precise, accurate two- and three-dimensional **design** drawings by applying principles of orthographic projection and para-line drawing techniques and by utilizing two- and three-dimensional CADD capabilities.

[See Glossary](#)

5. The graduate has reliably demonstrated the ability to: ensure kitchen and bath **designs** comply with the applicable legislation, industry guidelines ([NKBA](#)), **accessibility** needs, and all requirements for the public's health, safety, and welfare.

Elements of the performance

- a. Create **designs** that match the costs parameters established with the **client**.
- b. Provide quality and value within the estimated budget for the kitchen/bath **design**.
- c. Plan **energy efficient design** solutions.
- d. Incorporate **accessibility** in **design** solutions.
- e. Source **materials, fixtures** and **finishes** that are environmentally sound.
- f. Use work practices to ensure environmentally responsible solutions are created.

[See Glossary](#)

6. The graduate has reliably demonstrated the ability to: formulate accurate contracts and project estimates for residential kitchen and bath **design** solutions to obtain **client** agreement to project costs.

Elements of the performance

- a. Ensure **designs** meet all legal regulations.
- b. Ensure **designs** conform to industry guidelines.
- c. Incorporate principles of universal **design** and **accessibility** in kitchen/bath **design** solutions.
- d. Determine kitchen/bath **design** through the use of the principles of ergonomics, anthropometrics, and proxemics.

[See Glossary](#)

7. The graduate has reliably demonstrated the ability to: use project management practices and tools to ensure the **design** project occurs within specified time frames and budgets to meet **client** and business needs.

Elements of the performance

- a. Prepare contracts toward the establishment of a legal agreement between the kitchen/bath designer and **client**.
- b. Prepare contracts toward the establishment of a legal agreement between the designer and a **client**.
- c. Prepare a deficiencies list (that is, damaged **materials** and/or missing products and **finishes**).
- d. Monitor the budget associated with the kitchen/bath **design** project to ensure it stays within project parameters, alerting **clients** to any unforeseen items, lack of availability of specified items, or changes required.

[See Glossary](#)

8. The graduate has reliably demonstrated the ability to: collaborate with multi-disciplinary project teams for the successful achievement of project goals.

Elements of the performance

- a. Use the basic industry terminology to communicate with electrical, mechanical and structural engineers; architects; designers, decorators, acoustical, security, lighting, and other consultants; and building and trade contractors.
- b. Conduct meetings and prepare a set of minutes to record information from a project meeting.
- c. Behave in a professional manner to encourage individual difference.
- d. Lead group discussion when appropriate and negotiate consensus in group discussions.
- e. Determine where in the **design** process a **client's** approval is needed.
- f. Determine when to conduct **site** visits and inspections.
- g. Communicate to the **client** the results of the project analysis.
- h. Recognize possible legal ramifications (such as legal responsibility and liability).

[See Glossary](#)

9. The graduate has reliably demonstrated the ability to: employ business practices of financial management, administration and marketing to support the operation of a viable kitchen and bath enterprise.

Elements of the performance

- a. Prepare preliminary budgets.
- b. Use networking and promotion to obtain new **clients**.
- c. Retain **clients** through service and follow up.
- d. Manage **client** relationships to provide service with quality, value and timely execution.
- e. Obtain testimonials and references from satisfied **clients**.

[See Glossary](#)

Glossary

Accessibility: The degree to which a product, device, service or environment is available to as many people as possible for their use.

Client: The recipient of the decorating or design service.

Concept: The idea or creative solution that is produced by a decorator or designer about the look and feel of a finished project.

Design: The art and science of enhancing the interior of a building to achieve a functional and esthetically pleasing environment for those using the space.

Elements: The objects that are included in a decorating or design solution to produce the overall effect of the completed project.

Energy Efficient: The use of energy drawn by appliances or the production process of goods or materials used in decorating and design solutions.

Finishes: The qualities of the surface of objects used in decorating or design projects (e.g., matte, shiny, flat, textured, smooth).

Fixtures: Built- in elements in décor or design projects, or those which are fastened to the structure, such as cabinets, appliances, counters, railings, dividers etc.

Materials: The physical substances or mixtures formed into objects that are used in the décor or design project (e.g., wood, glass, plastic, fabric, metal, tile, stone etc.).

Media: Electronic media used for presentation and communication of information that supports the objectives of an event and allows the participants to actively respond.

Site: The spatial location of a decorating or design project.

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Inquiries regarding specific Kitchen and Bath Design programs offered by Colleges of Applied Arts and Technology in Ontario should be directed to the relevant college.