

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: VACANT

Position Title: Admissions Officer – International

Payband: G

Position Code/Number (if applicable):

Scheduled No. of Hours \_\_\_\_\_ 35 \_\_\_\_\_

Appointment Type:  12 months  less than 12 months

Supervisor's Name and Title: Dan Elaqua – Manager of International Admissions

Completed by: Dan Elaqua

PDF Date:

**Last Revision: January 2020**

### Signatures:

Incumbent:  
(Indicates the incumbent has read and understood the PDF)

Date:

Supervisor:

Date:

### Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

### Position Summary

Provide a concise description of the overall purpose of the position.

Under the direction of the Manager, International Admissions, the Admissions Officer - International (AOI) is responsible for the processing of International post secondary program applications, internal applications, English language bridge, and upper semester applications. It is the AOI's responsibility to ensure a smooth application/admission/conversion/registration process for applicants/students, beginning with the applicant/student's initial contact with the college to their seat in the classroom.

The primary focus of the role includes assessment and processing of international applications and related documentation, response to enquiries, but will also focus on continued improvement and efficiency of processes and policies related to international admissions activity.

The AOI must demonstrate strong communication and customer service skills in dealing with internal and external contacts. This position is an important "front end" support for the college's enrolment management plan and has a significant impact on enrolment, retention and college finances.

**Duties and Responsibilities**

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
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<ul style="list-style-type: none"><li>• Processes student applications for admission to College received via internal application, and OCAS International Application Service (IAS). Leveraging OCAS IAS system for communication to applicants/agents on status of applications.</li><li>• Determines eligibility and approves acceptances to program by assessing tests, transcripts both paper and electronic - often of a complex nature and requiring research of international educational systems and international institutions.</li><li>• Does manual scoring for secondary and post-secondary international transcripts and data-enters scores and transcript data.</li><li>• Evaluates and approves acceptances for students seeking advanced standing. Reviews applicant transcripts to ensure requirements for the program are met.</li><li>• Works closely with academic departments to ensure clear fast-track options for students presenting relevant post-secondary background and consistent, efficient administration.</li><li>• Requests any missing information through OCAS IAS software system and/or personalized email.</li><li>• Review and assessment of upper semester applicants, that includes interactions with chairs/coordinators and domestic admissions manager/officers.</li><li>• Conducts research, develop and maintain resources related to international educational systems for the purposes of admission, advanced standing and document verification.</li><li>• Liaises with counterparts at other institutions to establish best practice and policy related to international admissions processing.</li><li>• Develops training and orientation documentation to support the smooth integration of international admissions activity into the admissions unit including systems manuals for application processing and country-specific assessment manuals.</li><li>• Develops and maintains communication templates for correspondence with international applicants through application process and transition to registered student.</li><li>• Works closely with International Student Services and other members of the college to ensure smooth transition from applicant to registered student.</li><li>• Develops recommendations for revision to existing process for document assessment, including exchange of documents among departments, tracking of progress of individual files, and initiating new OCAS IAS features.</li></ul>	<p>60%</p>
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<ul style="list-style-type: none"> <li>• Primary point of contact for internal students applying through OCAS or internal application, and is required to provide guidance on use of system, and appropriate application choices.</li> <li>• Works closely with Cashiering to assist in fee collection (international registration deposit and general fees) and payment tracking.</li> <li>• Monitors conditional offers of admission for individual applicants and responds accordingly to ensure that conditions are fulfilled. Issues unconditional offer packages as conditions are met.</li> <li>• Provide guidance and advising to International recruitment team regarding regional education trends and applicant/agent behavior trends.</li> </ul>	20%
<ul style="list-style-type: none"> <li>• Responds to enquiries from the general public, parents, international agents, embassies, the College community, high schools and agencies relating to College programs, general education programs by phone, mail, email or at the counter.</li> <li>• Interprets to the college community and general public, admission and academic policies and procedures of the College specific to international students.</li> </ul>	15%
<ul style="list-style-type: none"> <li>• Other related duties as assigned.</li> </ul>	5%

\* To help you estimate approximate percentages:

½ hour a day is 7%

½ day a week is 10%

1 week a year is 2%

1 hour a day is 14%

½ day a month is 2%

1 hour a week is 3%

1 day a month is 4%

## 1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

Up to High School

1 year certificate

2 year diploma

Trade certification

3 year diploma / degree

4 year degree or 3 year diploma / degree plus professional certification

Post graduate degree (e.g. Masters) or 4 years degree plus professional certification

Doctoral degree

Field(s) of Study:

Business/Office Administration

**B.** Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

No additional requirements

Additional requirements obtained by course(s) of a total of 100 hours or less

Additional requirements obtained by course(s) of a total between 101 and 520 hours

Additional requirements obtained by course(s) of a total of more than 520 hours


## 2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

- Less than one (1) year
- Minimum of one (1) year
- Minimum of two (2) years
- Minimum of three (3) years

	<p>Practical work experience working in a customer service environment with a variety of clients from varying social, academic, economic and cultural backgrounds.</p> <p>Experience working independently, in a team environment, organizing, prioritizing and problem solving own work and dealing with sensitive and confidential information referring to related policies and the F.O.I Act.</p> <p>Experience using word processing, data base and spreadsheet application and using email and internet.</p> <p>Experience related to assessment of academic documentation from differing educational institutions and systems both domestic and international.</p>

- Minimum of five (5) years
- Minimum of eight (8) years

### 3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	<b>#1 regular &amp; recurring</b>
Key issue or problem encountered.	Application received with academic documentation from an unfamiliar educational background and with unverified authenticity.
How is it identified?	Receipt of application/prospective student enquiry
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent must conduct research using existing resources and seek out additional resources advice to appropriately identify level of study and grade equivalency as well as key identifiers to verify authenticity of documentation
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<p>The incumbent must ensure that the documentation received is authentic and is issued by an appropriate, accredited institution and/or that notarized copies are authentic by reviewing against available samples and templates.</p> <p>The incumbent must account for variance within individual educational systems in determining whether grade results and credentials are appropriate for admissions consideration, correlate to domestic educational systems and determine whether key differences in curriculum will position the prospective student for success.</p>
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Existing Admissions Practice/Policy, resources from International Credential Assessment Agencies (WES, ICAS etc) and counterparts at other institutions

### 3. Analysis and Problem Solving

#### #2 regular & recurring

Key issue or problem encountered	An international student has missed the deadline to confirm their acceptance to an oversubscribed program. They have now called wanting to know how they can enrol.
How is it identified?	The student has contacted the incumbent directly.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent would first look into the student's record in the student information system to ensure that they have missed the confirmation deadline. The next step will involve the incumbent reviewing confirmation data to inquire whether or not open seats exist in the program.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Upon review, it is determined that the program capacity has been exceeded. The incumbent will then explain to the student that there is no available space in the program but offers them a position on the waiting list. The incumbent may also suggest alternate program options that are available for the student to enrol in should they not be called off of the waitlist. The incumbent may also offer the student the option of submitting an application for a future entry-point.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Colleges' Admissions Practice, official targets, capacities, current enrolment reports.

#### #3 regular & recurring

Key issue or problem encountered	Weekly processing of Upper Semester applications and Internal applications
How is it identified?	Student completes an internal application form
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent will use the student information system to query the new applications and correspond with Domestic admissions and in some cases program chairs to determine space.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Analyse previous education, current performance, check failed courses, determine appropriate semester level and/or if more information is required.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Manager Information, and assessment, targets data, space/room capacity, space checks with Domestic Admissions, and assessment criteria.

### 3. Analysis and Problem Solving

#### #1 occasional (if none, please strike out this section)

Key issue or problem encountered	Student Applying to program who does not meet academic requirements but has mix of experience and education.
How is it identified?	Enquiry comes directly to incumbent through OCAS IAS or Internal Application.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent must liaise with appropriate departments upon receipt of new document to determine eligibility on other grounds. This includes document transfer, person to person conversation, and advice guidance provided to program chair/coordinator.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Meet/discuss potential outcomes with program chair/coordinator.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	The incumbent will use the SIS, along with practices and standards and opinion from chair/coordinator..

#### #2 occasional (if none, please strike out this section)

Key issue or problem encountered	Student or agent is having difficulty navigating OCAS system.
How is it identified?	Student requests in person service at front counter or emails incumbent.
Is further investigation required to define the situation and/or problem? If so, describe.	Determine intake/program choice to ensure it is active. Determine if student has access to existing OCAS IAS account. Troubleshoot with student, to ensure they are familiar with registering an account and/or providing them access to an existing account.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Check OCAS IAS review status of account. Potentially liaise with OCAS service level 2. Using reports/website data to determine program status.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	OCAS IAS system reports, internal guidelines, OCAS IAS user guide.

#### 4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

<b>#1 regular &amp; recurring</b>	
List the project and the role of the incumbent in this activity.	Daily processing of incoming applications into the student information system.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent must prioritize, and develop a work plan for the week to ensure that all international applications are processed in a timely fashion (typically 3 days turnaround from receipt of completed application). Incumbent must monitor applications and related documentation received via email, mail and via other electronic sources, assemble application packages and verify that all required information and documentation is received. Incumbent must prioritize applications from different sources, enter into the student information system, assess with accuracy, determine where additional research or follow up is required, conduct research where appropriate, generate appropriate correspondence with a high degree of accuracy and determine how correspondence is to be issued depending on source of application. Incumbent must then coordinate emailing and courier of related correspondence to applicants and agents.
List the types of resources required to complete this task, project or activity.	Evolve and admissions manuals, on-line international assessment resources.
How is/are deadline(s) determined?	Weekly deadlines are determined by the incumbent and the Admissions Manager.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	The incumbent would determine if changes are needed. They will also consider the impact this will have on applicants awaiting decisions. At peak times or near key deadlines, decisions will be made in consultation with the Admissions Manager.

#### 4. Planning/Coordinating

<b>#2 regular &amp; recurring</b>	
List the project and the role of the incumbent in this activity.	Support planning for roll out of new academic term.

What are the organizational and/or project management skills needed to bring together and integrate this activity?	Help determine appropriate communications and payment deadlines that impact stakeholders.
List the types of resources required to complete this task, project or activity.	Previous experience (review of past terms), current communications received (in person, email, phone call feedback from students, agents). Provide training sessions on OCAS for new/impacted students.
How is/are deadline(s) determined?	Academic Calendar
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Manager of International Admissions, Manager of International Student service, input from incumbent based on experience from previous sessions/intakes

**#3 regular & recurring**

List the project and the role of the incumbent in this activity.	Working with each school to address both formal and information pathway students (I.E. business post-grad programs with experience/education mix entrance requirements)
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Organize each intake with coordinator, provide coordinator with timely data, regularly update Manager, regular analysis of applicant numbers/qualifications versus seats available.
List the types of resources required to complete this task, project or activity.	Evolve reports, OCAS IAS system analysis, input from coordinator and Manager of International Ad.
How is/are deadline(s) determined?	Academic Calendar/consultation with stakeholders
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Program coordinator, Manager International Admissions, and input from incumbent based on experience from previous sessions/intakes.

**4. Planning/Coordinating**

**#1 occasional** (if none, please strike out this section)

List the project and the role of the incumbent in this activity.

Student Payment Receipts:

High proportion of international students submit payment via wire transfer which are difficult to track and often occur out of sequence (i.e. before a student has confirmed acceptance). Incumbent must monitor and reconcile payments and correspondence indicating payments arriving through a variety of channels (i.e. wire transfer notification, email, notification from agent, mail, phone) and plan to prioritize resolution and confirmation of payment.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Incumbent must monitor all correspondence and work closely with finance, records, cashiering and International Student Services to identify and reconcile all indicators of payment. Must prioritize requests for receipts due to impact on student study permits and acquire appropriate verification for unconfirmed payments. Extensive tracking and updating of multiple data sources required.

List the types of resources required to complete this task, project or activity.

Other staff, student information system, reports, notifications from other areas.

How is/are deadline(s) determined?

Established fee and admissions/registration deadlines drive majority of process; general assumption of 24-48 hour turnaround for receipts to be issued electronically and couriered as appropriate.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Incumbent generally works independently but will consult with Admissions Manager where appropriate at peak times or in complex situations.

## 5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	The incumbent will have to explain to an international applicant why they were not eligible for entry to their first choice program. They must explain process and general criteria used by departments to assess eligibility and ensure the applicant fully understands the reason and implications of the decision.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Guide admissions staff in assisting with international applications (entering applications into student information system, appropriate process for assessing and applications for admission).
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	The incumbent advises staff from Office of the Registrar and other areas in responding to international enquiries. The incumbent advises CPT, TPT staff on policy, procedures, and processes..
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

## 6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
Verbal instructions are given at the beginning of new assignments by supervisor. Routine/regular practices do not require instruction and are expected to be completed without guidance.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Admissions policies, targets, requirements and selection procedures are provided. The incumbent must use discretion when exceptional circumstances arise, such as student with unique qualifications. Incumbent will refer exceptional situations to the Admissions Manager.  Admissions manuals, on-line international assessment guides, departmental guidelines for assessment of transfer credit, withdrawal policies, academic regulations, Student rights and Responsibilities- referred to as required.	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
There is no check on accuracy of admission offers. Incumbent has to use extreme caution to ensure that only qualified applicants receive offers of admission.  Consultation with supervisor ongoing as required, however, day to day tasks are carried out with minimal supervision.	

## 6. Independence of Action

Support Staff PDF

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
The incumbent would consult with Coordinators with respect to admissions & transfer credits, and International Student Services related to other international admissions issues.	

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Irate or dissatisfied applicants, parents, students, faculty or public who will not accept policies and procedures, etc.</p> <p>Cases regarding controversial issues where M.P. lawyer, parent or agency are involved usually go to the supervisor.</p> <p>Highly confidential and/or complex cases usually go to supervisor only if there is an expectation of future follow-up.</p> <p>Hiring of additional part time staff/Budgetary concerns.</p>	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Incumbent works directly with students, staff, faculty, counselors and agents. Incumbent ensures that work is completed accurately and on time in accordance with college deadlines. Incumbent can be flexible within the bounds of established standards, agreements and policies. Independence re: assessing applications and admissions decisions to occur on a continuous basis</p>	

## 7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
Applications to the College via OCAS, International application, internal application, Trent partnership or Centennial (India/China SPP) partnership.	Applications including all necessary documentation are reviewed, an admission decision made based on applicant meeting minimum requirements and available space in program.	Applicants to College	D
Outside community calls to the college to obtain information about programs, policies and procedures	Incumbent answers any specific questions, liaises with other areas of the college to provide response or refers to website, resources or other staff as appropriate	Outside community, prospective students, agents	D

\* D = Daily    W = Weekly    M = Monthly    I = Infrequently

## 8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Provide feedback Discuss/share information re course selections, admission	Liaison Agents	D
Explanation and interpretation of information or ideas	Respond to queries re application status, deadlines, admission practices	Students/Parents/Agents	D
	Clarification re fees deadlines, troubleshoot problems re student registration, verify results transcripts	Accounting/Records Officer	D
	Discuss reports, follow up inquiries	Fleming Data Research	W
	working with coordinators to assist students with exceptional requests or managing enrollment volume in programs	Coordinators	D
Imparting technical information and advice	Interpret admission policies and procedures. Explain options and provide advice re appropriate course of action  OCAS training – overview of how to navigate system, functionality, etc.	Students, Coordinators, agents, part-time staff	D
Instructing or training			
Obtaining cooperation or consent			

Support Staff PDF

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Negotiating			
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\* D = Daily W = Weekly M = Monthly I = Infrequently

**9. Physical Effort**

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Standing	D		X		X		
Sitting	D			X	X		
Bending to file	D	X			X		
Walking	D	X			X		

\* D = Daily W = Weekly M = Monthly I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

- Light (up to 5 kg or 11 lbs)
- Medium (between 5 to 20 kg or 11 to 44 lbs)
- Heavy (over 20 kg or 44 lbs)


## 10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Reviewing complex high school and post-secondary transcripts ensuring necessary credits have been attained and researching equivalencies where required.	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually X    No – interruptions are frequent – phones, other staff, walk-in students, etc.				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Updating each intake from multiple systems / reports into OCAS system – checking dates, co-op hours, rates, etc. Significant volume of data has been transferred from one or more systems and multiple accuracy checks required with significant costs associated with errors.	Each intake would take one week of focused work – done 3 times per year		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually (not expected to take calls, answer questions or take walk ins during this time) <input type="checkbox"/> No				

\* D = Daily    W = Weekly    M = Monthly    I = Infrequently

## 11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Office environment	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

\* D = Daily    M = Monthly    W = Weekly    I = Infrequently