

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: VACANT

Position Title: NARS Coordinator

Payband: G

Position Code/Number (if applicable): S00445

Scheduled No. of Hours _____ 35/w _____

Appointment Type: ___ X ___ 12 months _____ less than 12 months

Supervisor's Name and Title: Bianca Sclipa – Manager, School Operations

Completed by: Bianca Sclipa

Last Revised: February 2, 2023

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.

The incumbent coordinates the collection of all of the required non-academic requirements (NAR's) documentation for students to be eligible for placement in all applicable programs in the School of Health and Community Services.

The incumbent ensures policies and procedures are followed and adhered to while completing administrative tasks for placement student success.

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.

1. Administrative Support for Non Academic Requirement's (NAR's)

70%

- Works with Chairs and Program Coordinators to determine required Non-Academic Requirements (NAR's) documentation for individual programs including establishing deadlines for compliance. Will provide guidance and recommendations as to what industry requirements are as well as existing requirements. This position is the main contact for NAR's documentation and the process.
- Communicates with students the NAR's requirements and deadlines to students involved in program placements.
- Maintains, inputs and produces reports from Applied Learning Non-Academic Requirements (NAR's) database and checks for NARS compliance with Verified (Synergy ESPC software platform).
- Supports and collaborates with Synergy regarding electronic student permit checking (ESPC). Identifies any gaps in student lists and other NARS related issues with Synergy.
- Support students to follow proper procedure regarding NARS requirements and provides the appropriate documentations like Criminal Record Check (CRC) and Vulnerable Sector Screening (VSS)CRC/VSS form letters, standard immunization form).
- Ensures proper signing authority is in place for various Police Services for Criminal Record Check requests including following individual municipality guidelines as each police force is different.
- Coordinates and organizes with local Police detachment for on campus VSS/CRC clinics with includes, pre screening of all students for proper proof of residence documentation, scheduling of all clinic appointments and confirmation of student ID for clinic check and appropriate billing to student accounts
Guides students on immunization requirements, police check legislation, first-aid, CPR-c mask fit testing requirements specific to each program and other areas as required.
- Collaborates with Placement Liaison staff with regards to placement schedules.
- Monitors and responds to student inquires and questions through NARS email.
- Tracks and maintains internal spreadsheet for students accessing Health Services for their required immunizations.
- Develops and maintains communications and presentations for students, including information for faculty to share with students.
- Recommends process improvements to Chair and Program Coordinators.
- Meets with students to assist with understanding documentation required and reviewing when needed.
- Provides direction and support to Student NAR's ambassadors (students who share NAR's messaging within their program)
- Complete special projects to improve current systems or processes through surveys, focus groups and discussions with Program Coordinators and Chairs and making recommendations of changes to process that are effective and more efficient
- Auditing student submissions to ensure deadlines are met.

<ul style="list-style-type: none"> • Ensures compliance, eliminate liabilities and ensure students are eligible for placement. Further ensures that students complete all required documentation and that it is updated and current until the completion of the placement. Reviews daily Synergy report and update of student status and then follows-up with students to ensure they are compliant. • Ongoing review over each academic year may be required to ensure we are in compliance and eliminate any risk of liability, through spreadsheets and reminders. 	
<p>2. Applied Learning Administrative Support and Coordination</p> <ul style="list-style-type: none"> • Provides administrative support as needed for coordination, inventory, scheduling for labs and simulation needs as it relates to applied learning activities in the School of Health and Community Services which includes but is not limited to: <ul style="list-style-type: none"> ○ assisting with student simulations booking and schedules; and ○ assisting with the organization and monitoring of inventory manager, <p>Provides information to Field Placement Liasion in order for students to attend placement. Delays in this information, causes delays for the Field Placement Liasion which can lead to students not being able to attend their Field Placement.</p>	25%
Assists with other related duties as assigned	5%

* To help you estimate approximate percentages:
 ½ hour a day is 7% 1 hour a day is 14% 1 hour a week is 3%
 ½ day a week is 10% ½ day a month is 2% 1 day a month is 4%
 1 week a year is 2%

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:

Diploma in Business Administration, or related field of study

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

Relevant experience working independently in an office services environment, prioritizing, organizing and problem-solving own work.

Experience including managing multiple demands from various sources, including leaders and faculty, with flexibility and adaptability.

Experience using a variety of Windows-based software including excel spreadsheets, database (including MS Access) at an advanced level, PowerPoint, Evolve D2L word processing and Internet browsing applications and administrative applications including electronic calendaring,

Knowledge in health, legal and community programs as well as project management are an asset.

Experience proactively planning activities several months in advance.

Familiarity with immunization requirements, police check legislation, first-aid, and CPR-c mask fit testing requirements specific to each program.

Experience and understanding of *The Personal Information Protection and Electronic Documents Act; Freedom of Information and Protection of Privacy Act; Criminal Checks legislation; Human Rights* and other applicable legislation.

Experience providing front-line customer service.

Understanding of programs in the School of Health and Community Services and importance of required documentation.

- 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:

#1 regular & recurring

Key issue or problem encountered.

A student submits a Health Services Form before going to placement the next day. The incumbent reviews the form to determine if the student is compliant and can go to placement. After determining if the annual TB test is still required, the incumbent must notify the student that more is required before going to placement and then take steps to involve the Program Coordinator in advising the student they will not be able to attend placement the next day. This must be done with sensitivity and concern, while demonstrating everything will be done to help the student while also ensuring compliance and the health and safety of the student and the workplace

How is it identified?

This is done by reviewing the information to decide if the student is NAR's compliant. This requires being completely familiar with immunization requirements, police check legislation, first-aid, CPR-c mask fit testing requirements specific to each program. The incumbent directs the student to the most appropriate place to complete the requirements and to the Program Coordinator for direction on next steps.

Is further investigation required to define the situation and/or problem? If so, describe.

Further investigation may be necessary to determine the placement site requirements that are specific to that site. One option may be that the student needs to speak with Health Services or the Program Faculty responsible for Placements, Manager, School Operations depending on how the student is reacting to the news. If this is so, the incumbent notifies the appropriate area and provides background on the situation and follows up with the student.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

The incumbent must review each detail of the NARs with the student and discuss the variety of options for obtaining the required TB Test with results required to be approved to attend placement. They must also brief the Program Faculty/Coordinator responsible for Placements and or manager.

What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).

Standard protocols with the required NARS including Criminal Records Check/Vulnerable Sector Screening, Immunization and 1st Aid, Health Services

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

The incumbent is coordinating NARs documentation for a group of students preparing to go out on placement. This typically involves data entry into the NARS database, reports of NARS run and sent to Placement Sites and contacting and students to inform of student NARS deficiencies. The incumbent notices a consistent problem with students not being able to be compliant. For example, backlog of police checks due to high volume and backlog at police stations.

How is it identified?

Incumbent runs data reports, analyzes NARs compliance for students and contacts students to advise them on steps required in order to become NARs compliant and be eligible for Applied Learning experience.

Is further investigation required to define the situation and/or problem? If so, describe.

Incumbent must investigate what options are still available to student (i.e. is there an alternative) and assist student navigate the Police Record check system. The incumbent may be required to contact the agency, to determine cause of situation and reason for backlog

Explain the analysis used to determine a solution(s) for the situation and/or problem.

After gathering and analyzing information problem solve a solution to bring forward (i.e. reasons for backlog and volume and temporary work around such as agreement with student), incumbent must discuss concerns with manager, and placement instructors. Further follow-up and agreement with Synergy will also be required.

The incumbent will be required to be experience and understand *The Personal Information Protection and Electronic Documents Act; Freedom of Information and Protection of Privacy Act; Criminal Checks legislation; Human Rights and other applicable legislation.*

What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).

Documentation and legislation,, policies and procedures; and established guidelines for placements.

#3 regular & recurring

Key issue or problem encountered

A student working with Synergy receives a 'Fail' notification (meaning non-compliant and have not met all the program specific NARS requirements) and emails the NARS email box upset and questioning why. The incumbent connects with the students via email and explores the missing components. This requires diplomacy, focus and quick action to support the student in their management of advancing with their placement opportunity.

How is it identified?

The incumbent will review the program specific requirements and run a report through Verified (electronic student placement platform with Synergy) to see what requirement is missing.

Is further investigation required to define the situation and/or problem? If so, describe.

If it is an immunization piece (in process) the incumbent will inform the manager for further direction to advance the student on. If it is another challenge with accessing a NARS requirement the incumbent will discuss it with the Program Coordinator and can escalate to Chair via the manager if required.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Based on the NARS requirements and knowledge of accessing them, the incumbent will determine next steps with providing direction to the student. The analysis will also ensure health and safety requirements are met.

What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).

Past practices, established standards around NARS requirements

3. Analysis and Problem Solving

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

Key issue or problem encountered

The manager returns from a meeting and has identified an additional major project that must now be added to the priorities for Applied Learning in the School (e.g. Hep B is now a requirement and takes approx. 1 year to complete immunization round). Manager requests the incumbent coordinates the messaging to students, NARS email and Synergy (for programs utilizing that platform)

How is it identified?

The deadline is established by others. The issue is typically identified by the Chair or manager delegated to the incumbent to plan and follow-up.

Is further investigation required to define the situation and/or problem? If so, describe.

Incumbent must use knowledge of existing Applied Learning cycles for every program and other immunization activities. Identifies who the key participants will be, implements appropriate communication for students.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Incumbent examines desired goals and determines the communication strategies that will be most effective given the scope of the project and associated timelines, meeting logistics, schedules, required templates and project tools, reporting requirements, target dates for follow-up, etc.

What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).

Project outline, past practice, , and school annual planning cycle.

3. Analysis and Problem Solving

#2 Occasional

Key issue or problem encountered

A placement site has changed its NARS requirements

How is it identified?

The site contacts the Program Co-ordinator and advises them of the change.

Is further investigation required to define the situation and/or problem? If so, describe.

The incumbent would need to review what documentation students in the program are already providing. If the new requirement is not already included, the incumbent investigates how this new requirement could be included and present options to the Program Co-ordinator and the manager.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Confirm what will be involved for students to obtain this new requirement, where can it be done, how long does it take to be effective, is any follow up required and how long it is valid for and how often it needed to be updated. Further discussion with Synergy may be required for future and ongoing collection of required documentation.

What sources are available to assist the incumbent finding solution(s)? (E.g. past practices, established standards or guidelines).

Consultation with faculty, technician and Synergy
Modification of past practice.

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:

#1 regular & recurring

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

The incumbent is responsible for keeping the NARS database updated and in alignment with the current specific program NARS requirements and tracking student documentation. For program utilizing Synergy the incumbent ensures NARS requirements and the deadlines are accurate.

4. Planning/Coordinating

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

The incumbent updates the database each semester to align with NARS requirements and inputs verification of student's documentation. For programs utilizing Verified incumbent coordinates with Synergy to ensure the Electronic Student Permit Checking (ESPC) is accurate and up-to-date for each specific program/semester.

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

Information from Chair and Program Coordinators on NARS specific requirements and deadlines. Past ESPC packages and current NARS guidelines.

How is/are deadline(s) determined?

For programs still utilizing our NARS database, deadlines are determined by Chair and or Program Coordinator. For programs utilizing verified, we set the dates based on messaging from Chair/Program Coordinators

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.

Chair, Program Coordinator make the decision if NARS requirements or deadlines alter (ie change in immunization based on placement or if timelines shifts due to inability to secure a community placement). The incumbent may share their experiences to assist with the determination of changes.

#2 regular & recurring

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

The incumbent tracks and coordinates internal secure shared form for student immunization that Health Services (HS) populates as appropriate (used only for student receiving immunization, TB testing onsite with Fleming student HS)

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

The incumbent maintains and updates excel spreadsheet document that is specific to each program and lists current student by program semester. Incumbent has an awareness of academic cycle to ensure capturing students listing.

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

Excel spreadsheet skills, computer resources required and Evolve D2L navigation. Working in partnership with HCS staff.

How is/are deadline(s) determined?

Deadlines are established and aligned by placement rotation.

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 or School Chair may decide that tracking may need to change based on NARS deadlines and requirements.

#3 regular & recurring

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

The incumbent is responsible for ensuring that students receive the proper communication and information required to complete the NAR's documentation on time. They determine that there are gaps in the communication.

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

Through good communication and strong organizational skills work with the Students, Program Coordinator, Manager and if required the Chair, to determine where the gap in communication resides.
Strong knowledge of Microsoft Office including excel will assist with managing the projects including deadlines.

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

Review of past processes and discussion with all involved to determine common issues or concerns leading to communication gaps.

How is/are deadline(s) determined?

Based on other deadlines required to be eligible for placement.

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.

Once the incumbent determines the communication gap, they will present a plan to their manager and Program Coordinator (for example, may develop PowerPoints or handouts that are applicable to each program and advise Program Coordinator and Faculty of location for easy access). Continued update will be required to ensure current.

4. Planning and Co-ordinating

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

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

The incumbent is coordinating NARs documentation for a group of nursing students in Sem 2 participating in placement at a local hospital. In order for the placement officer to be able to move forward with their duties, successful submission and approval of documentation is required.

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

The incumbent must scope out timelines and determine NARs deadlines, run a report on NARs compliance for those students and analyze the data.

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

Database information previously input by the incumbent for each student.

How is/are deadline(s) determined?

Incumbent determines deadline in consultation with the 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 works closely with the manager to determine changes required. The incumbent identifies changes to logistics, while the manager determines changes to the policy and procedure.

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

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

Assistance with the coordination, scheduling and virtual facilitation for lab and simulation needs as required.. Modifications may be required to meet student requirements for accessing the simulation lab.

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

Collaborating with Simulation Operations Technician to address student simulation sessions needs. Utilizing existing software and scheduling systems (ie book it) to coordinate sessions and booking in students. Support the facilitation of virtual simulation (opening platform, greeting students)

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

Access to desktop applications, scheduling applications, and any needed specific simulation equipment requirements.

How is/are deadline(s) determined?

The deadline is typically determined by manager and informed by Simulation Operations Technician.

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 or Simulation Operations Technician would identify any shifts to scheduling needs.

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
X	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Guide/Advise students concerning NARs documentation to meet placement requirements.
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Support students to follow proper procedure regarding NARS requirements and provides the appropriate documentations like Criminal Record Check (CRC) and Vulnerable Sector Screening (VSS) CRC/VSS form letters, standard immunization form).

- The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.

Students must be eligible for placement in order to move forward. If they are not, this delays the placement officers duties.

The incumbent reviews due dates for placement start time to ensure that NARS requirements are met in advance of Placement Officer assigning them.

The Placement Officer requires sufficient time to complete their process otherwise the student is not able to attend field placement.

The incumbent has regular interaction with students to ensure they follow the proper procedures and provides direction to ensure they are eligible for placement.

The incumbent will provide direction to students and what is still required in order to be compliant and ensure they pass the Synergy requirements in order to commence placement, incompleteness means no placement. The incumbent will explain the importance and process, for example TB tests and x-rays when needed.

- 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.

- 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)
<p>The incumbent is aware of the day-to-day responsibilities of the position in relation to the academic cycle and are completed using established policies and procedures.</p> <p>Special projects are outlined generally by the manager.</p> <p>Most assignments are completed with no supervision and independent judgment and thinking is required throughout the span of an assignment.</p>	<p>In some situations, additional delicacy may be required to ensure equity, diversity and inclusion. This position may assist CICE students with obtaining the required documentation to complete a placement and can be met with challenges from outside sources such as police check requirements.</p>

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>College Policies & Procedures</p> <p>School Operational guidelines</p> <p>Annual Planning Cycle</p> <p>Academic Schedule</p> <p>College Calendar</p> <p>NAR's legislation</p>	<p>Other legislation such as: <i>The Personal Information Protection and Electronic Documents Act</i>; <i>Freedom of Information and Protection of Privacy Act</i>; Criminal Checks legislation; Human Rights and other applicable legislation.</p>

How is work reviewed or verified (e.g. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Much of the work of the incumbent is performed independently and is not checked on a regular basis. Incumbent follows prescribed processes and errors would only be detected by the Chair or outside placement.</p>	

6. Independence of Action

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)

<p>School Chair/Program Coordinator for setting NARS requirements and deadlines.</p> <p>Informing and updating Synergy around ESPC packages specific to each program. Providing other program and student specific information as appropriate.</p>	<p>Together with the Field Placement Coordinator and/or Placement Officer, may to determine a student can move forward without complete documentation in extenuating circumstances.</p>
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<p>Describe the type of decisions that would be decided in consultation with the Supervisor.</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<p>Staff and HR issues requiring signature and/or approval of the Chair/manager.</p> <p>Student/staff/faculty/administrative complaints or problems that require the attention of the Chair/manager, once it is determined that the incumbent cannot solve it on his/her own. Major deadline/workload conflicts.</p> <p>Conflicts and/or sensitive issues requiring unscheduled and immediate administrative resolution.</p>	<p>Students that are receive a "fail" from Synergy - consulting with Manager or Chair to discuss specific compliance issue.</p>

<p>Describe the type of decisions that would be decided by the incumbent.</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<p>Which Criminal Records Check letter to send out to students based on their place of residence.</p> <p>Decisions on student compliance based on the information received.</p>	<p>If a student's police check is delayed but they are able to provide proof of application and declare no violations, the incumbent can determine if the student can move forward and complete the appropriate declaration and approve them to move forward</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.

How is it received? What is the service provided?	How is it carried out?	Customer	Frequency (D, W, M, I)*
Key contact for the School relating to NARs; therefore inquiries are handled by the incumbent.	<ul style="list-style-type: none"> - Service requests can be straightforward (How do I find? Where do I go to? Who should I see about?) - Some queries are more complex and involve sensitive/confidential information (e.g. Police Checks, health information) - Probing and questioning to determine needs is often required to ensure that appropriate direction is given. - Parents may contact upset because the student may not be eligible for placement. 	Faculty, students, parents, public	D D D I
Request for listing of required NARS requirements for each specific program/semester	<ul style="list-style-type: none"> -Sent out via email to students. -Outlined in ESPC packages for program utilizing Synergy -Verified -Listed on D2L & NARS website -Emailed to Program Coordinators. 	Chair, Program coordinators, students, Synergy	M
Request for specific NARS	-With accuracy and	students	W

requirements like Police Checks	sensitivity/confidentially.		
Assistance to navigate accessing NARS requirements	-Connecting with student via email to support navigation.	students	D
Compliance status of students	-With accuracy and sensitivity/confidentially.	Chair/Program Coordinators	W

* 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	Inquiries, general information –	Parents, students, Community partners/external placement sites	W
	Student inquiries, NAR's etc.		D
	Problem solving, discussing systems issues	Students	W
		Health Services	D
Explanation and interpretation of information or ideas	Provides guidance re: NARs, college services	Future, new and existing Students	W
	Academic policies, technical support, follow up	Co-ordinators/faculty Faculty responsible for Placements/manager	D

	Correspondence, meetings, messages, discuss issues	Students	D
	requests consent from students to share information with parents or other college staff.		I
Imparting technical information and advice	High volume of students with first languages other English. This requires strong communication skills to interpret and explain procedural requirements in a way that addresses the individual student's understanding of the subject and requirements of the program. The incumbent must ensure the student fully understands the requirements so they can move forward to complete the NARs requirements .Attends classes of individual programs to provide training and instruction of students on NARs requirements and the process involved. This will be done through a powerpoint presentation.	Students	W
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

* 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
Sitting at desk	D			X	X		
Standing and walking	D	X			X		
Sitting in meetings taking notes	M	X			X		
Lifting	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)

Paper, files, handouts, and notebooks for meetings etc.

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 (e.g. 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 (e.g. 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
Ensuring accuracy in updating NARs system, reviewing placement requirements for changes, running reports and viewing student course listings.	W			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? Usually X No – office is shared with high volume of interruptions from faculty and students. There is not an alternate location to perform this work.				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Multiple communications with a variety of stakeholders and ensuring accuracy in Police Records check and school letter align with students place of residence	W	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? Usually X No – office is shared with high volume of interruptions from faculty and students. There is not an alternate location to perform this work.				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Data Entry into newly developed NARs Database of thousands of dates for hundreds of students. Data entry requires extreme attention to detail & accuracy in assessing input and troubleshooting to avoid significant consequences to program, student & placement hosts which would result from incorrect information.	W			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? Usually. X No – office is shared with high volume of interruptions from faculty and students. There is not an alternate location to perform this work.				

* 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)*
X acceptable working conditions (minimal exposure to the conditions listed below)	Office environment	D
□ accessing crawl spaces/confined spaces		
□ X dealing with abusive people	Students upset and angry because they cannot go to placement or synergy not working as well as parents.	I
□ dealing with abusive people who pose a threat of physical harm		
□ difficult weather conditions		
□ exposure to extreme weather conditions		
□ exposure to very high or low temperatures (e.g. freezers)		
□ handling hazardous substances		
□ smelly, dirty or noisy environment		
□ travel		
□ working in isolated or crowded situations		
□ other (explain)		

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