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## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: \_\_\_\_\_

Position Title: Admissions Officer

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: Manager, Admissions

Completed by: Bailey Robinson

PDF Date: September 2024

### 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 to 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, Admissions, the Admissions Officer (AO) is responsible for the processing of post-secondary program applications (domestic and international), internal applications (government funded initiatives such as SAO and Better Jobs Ontario, etc.), and upper semester applications.

It is the AO'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.

Processes and assesses documentation for the admission of all students. Ensures that applicant and student information is up to date and accurate at each stage of the admissions process. Is the key point of contact for applicants with respect to their admission to the College and students with respect to their admission when changing programs. Advises applicants and students regarding admissions processes and policies including minimum admission requirements.

The AO 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*
<ul style="list-style-type: none"> <li>• <b>1. Application Assessment:</b> Processes student applications for admission to Fleming College received via OCAS, OCAS International Application Service (IAS) and internal applications. Leveraging OCAS IAS system for communication to applicants/agents on status of applications for international applicants.</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 out-of-province and international educational systems and institutions. Does manual scoring for secondary and post-secondary 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/OCAS IAS software system and/or personalized email.</li> <li>• Reviews and assesses upper semester applicants, that includes interactions with chairs/deans/coordinators.</li> <li>• Conducts research, develops and maintains resources related to out-of-province and international educational systems for the purposes of admission, advanced standing and document verification.</li> <li>• Develops training and orientation documentation to support the smooth integration of admissions activity into the admissions unit including systems manuals for application processing and out-of-province and international assessment manuals.</li> <li>• Develops and maintains communication templates for correspondence with applicants through application process and transition to registered student.</li> <li>• Works closely with other members of the college to ensure smooth transition from applicant to registered student.</li> </ul>	45%

<p>2..</p> <p><b>Communication &amp; Advising:</b> The AO provides an advisory role to applicants, students, the college community and the public, in person, by phone, via e-mail on Fleming College programs and services, admissions policies and procedures, and general information regarding financial aid, student accounts, academic regulations, academic schedule and application schedules for the various term intakes.</p> <p>Interprets admission and academic policies and procedures to the College community and general public. Advises and provides guidance to prospective and current students and parents regarding program choices, admissions policies, status of applications and admissions decisions. Actively seeks out opportunities to provide applicants with alternative offers in situations when the applicant is not eligible for their initial program of interest. Updates and creates correspondence (hard copy or email) to applicants e.g., Acknowledgement letters and emails, acceptance letters and emails, waitlist letters, refusals etc.</p> <p>Represents the Admissions Office in college-wide events such as Open Houses, calling campaigns, recruitment events, start of term Orientation Days, convocation, welcome days, etc. as needed.</p>	<p>35%</p>
<p>3.</p> <p><b>Enrolment Monitoring:</b></p> <p>Assists the Manager, Admissions with communication to program Chairs and Coordinators regarding anomalies, issues, changes, etc. such as greater than anticipated upper semester applications to a particular program which impact expected enrolments.</p> <p>Monitors and analyzes applicant/enrolment data from all semesters on a regular basis proactively outlining any possible issues.</p>	<p>10%</p>
<p>4. Assist with registering international students for timetable creation at the beginning of every semester, by confirming study permit documentation and full fee payment.</p>	<p>5%</p>
<p>Other related duties as assigned</p>	<p>5%</p>

\* 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
- Trade certification
- Post graduate degree (e.g. Masters) or 4 years degree plus professional certification
- Doctoral degree
- 1 year certificate
- 3 year diploma / degree
- 2 year diploma
- 4 year degree or 3 year diploma / degree plus professional certification

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


X Minimum of three (3) years

- Demonstrated excellence in customer service, human relations and communication skills (oral and written), interacting with students from varying social, academic, economic and cultural backgrounds with empathy and tact.
  - Experience dealing with sensitive and confidential information with a high level of personal integrity, referring to related policies and FIPPA.
  - Excellent analytical and creative problem-solving skills, with experience resolving a diverse range of problems on a daily basis
  - Demonstrated ability to develop and recommend creative solutions to address student needs and support student success.
  - Experience working independently, in a team environment, including strong planning and coordination skills with the experience independently prioritizing own work assignments to meet regular deadlines, and multi-task while paying particular attention to detail and accuracy
  - Experience using word processing, data base and spreadsheet applications and using email and internet
  - Must possess strong communications and interpersonal skills and demonstrated ability to exercise good judgement when making decisions and communicating decisions. Experience interpreting information, policies and procedures; providing clear explanations to secure understanding.
  - Strong knowledge of MS Word, Excel, and standard office software applications as well as significant previous experience using software for both admission and records functions.
  - Demonstrated assessment and verification skills as they relate to records management, including a keen attention to detail.
- Experience related to assessment of academic documentation from differing educational institutions and systems both domestic and international.

□ 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

Student who left many years ago calls the College and would like to complete their education. Upon review of the student record, it is determined that there are a number of issues/obstacles that must be further investigated and resolved before the student can return (i.e. outstanding balance, academic hold, non-academic hold, probation or suspension).

How is it identified?

The incumbent reviews and analyses academic history including archived records, financial account, special comments on student record, academic standing, GPA, current program of student in comparison to courses completed in previous program of study.

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

The incumbent would first look into the student's historical/archived record to confirm they were a past student. The incumbent determines any outstanding balance amount, determines if the student is eligible to return to the program and any conditions impacting their return

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

The incumbent verifies and prints the student's information from the historical/archived records. The incumbent must determine any steps/actions that the student must take to rectify issues such as outstanding balances, meeting with program coordinator to remove probationary hold. The incumbent asks the Coordinator to review and advise what is needed to complete their diploma. The incumbent then contacts the student and advises them of the outcome.

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

College's Admissions policies and procedures, historical/archived records, current student system.

#### #3 regular & recurring

Key issue or problem encountered	A 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 Admissions Office 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 determine 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 enroll in should they not be called off of the wait list.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	College's Admissions policies and procedures, OCAS policies, MTCU policies

### 3. Analysis and Problem Solving

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

Key issue or problem encountered	Records staff ask Admissions department why a student has not been enrolled although they are attending classes.
How is it identified?	Student contacts Records to investigate why their timetable is not on the student portal.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent investigates to see if the student applied to the college, was offered admission and if so, accepted their offer of admission and paid tuition deposit and full fees by deadlines.

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

The incumbent will determine, based on the student's application record, if they had met all the conditions of their offer, paid deposit and tuition by deadlines. In the event that the incumbent did not meet the conditions of their offer of admission, the incumbent will determine if the student meets admission requirements for any other programs and extend an offer of admission. If the student had not paid their deposit or fees in time, and there is still space available in the program, the incumbent will matriculate the student once the outstanding fees have been paid.

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

The incumbent will use the SIS, College Admission policies and procedures, along with past practices to find the solution.

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

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.

**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.	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, Admissions; Associate Registrar,; Registrar, input from incumbent based on experience from previous sessions/intakes

#### 4. Planning/Coordinating

	#2 regular & recurring
List the project and the role of the incumbent in this activity.	Weekly 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, along with the Admissions staff and Manager, Admissions, must organize and create a work plan for the week to ensure all transcripts are entered in the student information system, all applications are reviewed, accurate decisions are made, and all admissions applications are processed in a timely manner.

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

The incumbent will use the student information system to determine the number of applications pending decisions are in the system.

How is/are deadline(s) determined?

Weekly deadlines are determined by Admissions staff and Manager, Admissions, depending on the point of the admissions cycle.

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.

Example: The incumbent can use past practices to determine what the weekly priorities at the specific point in the cycle. The incumbent will also consider Admissions polices as well as OCAS policies.

**#3 regular & recurring**

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

Weekly processing of Upper Semester applications and Internal applications

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

The incumbent, along with the Admissions staff and Manager, Admissions, must organize and create a work plan for the week to ensure all transcripts are entered in the student information system, all applications are reviewed, accurate decisions are made, and all admissions offers are processed in a timely manner.

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

The incumbent will use the student information system to query the new applications and correspond with the Admissions Officer-Technical Lead and/or co-ordinators to facilitate eligibility and capacities.

How is/are deadline(s) determined?

Weekly deadlines are determined by Admissions staff and Manager, Admissions, depending on the point of the admissions cycle.

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.

Example: The incumbent can use past practices to determine what the weekly priorities at the specific point in the cycle. The incumbent will also consider Admissions polices as well as OCAS policies.

**4. Planning/Coordinating**

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

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

OCAS has informed the College that there was a mistake in grade data loaded to the College.

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

The incumbent must work together with the entire Admissions Team (including manager) to analyze and investigate the scope of the problem and suggest a plan to address and fix the issue while still maintaining the service level agreements.

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

SIS  
Data from OCAS  
Admissions Systems & Enquiry Advisor  
Information Systems

How is/are deadline(s) determined?

The incumbent works with the entire team to negotiate a deadline. The timeline may be very aggressive depending on the current stage of the admissions cycle.

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 Manager, Admissions would determine if the plan will meet the needs of the business and communicate any impacts to the college community and/or secondary schools.

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

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

Coordinating work of PT and student workers for mass mailing/emailing of offers of admission by college system for assigned programs. Planning and execution spans 2-3 weeks leading up to offer deadline.

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

The incumbent must ensure that all applications eligible to receive an offer of admission have been processed prior to the deadline date to allow sufficient time to meet the equal consideration deadline. They will use information of past mailings as a guide (along with the Admissions Team) to ensure there are ample materials, and time required to complete offer of admission processing and the mailing/emails by the deadline. This requires organization and planning skills.

Incumbent sets timelines for work allocated to student/part-time staff (involves ensuring all materials are accurate based on individual letters being sent to applicants) to complete by overall deadline.

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

Resources include data from previous mailings, current admission targets and application data. Additional staff assistance as determined by Manager utilized for this intake only.

How is/are deadline(s) determined?

The deadline coincides with the Ontario College Application Services key dates. Incumbent determines deadlines for own work and for PT/Student workers.

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.

Changes could be determined by the Associate Registrar, Admissions, OCAS or the Admissions Office. The Manager, will work with Admissions staff to determine what changes could result in any changes to the project. Example: OCAS changes the date that colleges are permitted to send out admissions offers. The incumbent along with the Admissions staff and Manager, Admissions will create a new plan that will ensure that the mailing is prepared for this earlier date.

## 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		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	The incumbent explains to applicants why their application was denied to a program including admission criteria and the selection process to ensure the applicant fully understands the reason for the admission decision.
x		There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	Guide students in program choice and explain options.

x	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Guide co-workers to enable them to answer admission enquiries and interpret Ministry guidelines
<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"/>	X	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.	Allocates tasks to student workers, ensuring the tasks are completed accurately and in a timely manner. e

### 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)



<p>Admissions policies, targets, requirements, and selection procedures are provided. The incumbent must use discretion when exceptional circumstances arise, such as a student with unique qualifications. Incumbent will refer exceptional situations to the Manager, Admissions or to the Associate Registrar, or to the Registrar.</p> <p>OCAS guidelines available for reference (for deadlines and application procedures only). High School Course Coding books, Admissions Policies, Withdrawal Policies, Academic Regulations, Student Rights and Responsibilities-referred to as required.</p>	
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<p>How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<p>There is no check on accuracy of admission offers. Incumbent has to use extreme caution to ensure that only qualified applicants receive an offer OCAS audits are completed each intake.</p> <p>Consultation with supervisor ongoing as required however, day to day tasks are carried out with minimal supervision</p>	

**6. Independence of Action**

<p>Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<p>The incumbent could consult with Deans/Chairs/Admissions Officer-Technical Lead Coordinators// to increase the number of accepted students in a specific program</p>	

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>	<p>Incumbent will refer truly exceptional Admissions decisions with no precedent to the Manager, Admissions or College Registrar.</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 MTCU and OCAS. Incumbent ensures that work is completed accurately and on time in accordance with MTCU/OCAS requirements and College deadlines. Incumbent can be flexible within the bounds of established standards, agreements and policies.</p> <p>Independence re: assessing transcripts and determining admissions eligibility occurs 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 from OCAS	Transcripts are reviewed and an admission decision is made based on the applicant meeting the minimum requirements and available space in the program.	Applicants to the College	D
Outside community calls the college to obtain information about college programs	Incumbent answers any specific questions, refers them to the College's web site and/or mails information out.	Outside Community	D
Providing alternative options to student and applicants not accepted into the program of their choice	The incumbent can recommend to an applicant various options available to them if they were not accepted to the program of their choice. They may recommend academic upgrading, selecting another college program or meeting with a college counsellor to discuss their options within those available at College	Students, Applicants to the College	D
Information on the service		Customer	Frequency (D, W, M. I)*
How is it received?	How is it carried out?		

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Applications to the College from within (Internal Applications)	Grades are reviewed and an admission decision is made based on the applicant meeting the minimum requirements and available space in the program (some liaison with Chair/co-ordinator may be required).	Student	D
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\* 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 High school guidance	D
Explanation and interpretation of information or ideas	Respond to queries re application status, deadlines, admission practices Info re OCAS admissions, application status, wait lists Explain if special circumstances are not within acceptable procedures Clarification re fees deadlines, troubleshoot problems re student registration, verify results transcripts Discuss test results, program availability etc. Discuss system errors, systems update Discuss reports, follow up inquiries Working with applicants and parents to ensure consent form is submitted for F.O.I. Working with coordinators to assist students with exceptional requests	Students/Parents Staff/Faculty Accounting/ Records Officer Counsellors OCAS Business Technical Analyst Applicants and parents Coordinators	D D D D M W D d
Imparting technical information and advice	Interpret and explain admission policies and procedures in a manner that others understand. Explain options and provide advise re appropriate course of action.	Students and Coordinators	D
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
Standing	D		X		X		
Sitting	D			X	X		
Bending to file	D	X			X		
Walking	D	X			X		
Lifting	M	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)

Files
Admissions packages, boxes of letterhead, boxes of promotional materials

## 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 high school, University and College transcripts ensuring necessary credits have been attained.	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually - There are occasional times when there are many interruptions (phones, front line staff, walk-in etc) <input type="checkbox"/> No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Analysis of data from auto eval	W			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <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 checked="" type="checkbox"/> dealing with abusive people	The incumbent experiences frustrated students/family members who use derogatory or threatening speech. This occurs more frequently during peak times, when applicants/students are informed that they do not meet admission requirements or that no spaces are available in the program	M
<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