



CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JF will be provided to the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION:

Position Title:	Project Manager (Funded Projects)
Position Number:	AC0107
Pay Band:	9
Incumbent:	VACANT
Location/Campus:	Sutherland
Division/Department:	CE - School of Health and Community Services
Immediate Supervisor (title):	CE Manager, School of Health & Community Services
Date of JFS:	August 20, 2026
Last Evaluated:	September 9, 2026

Type of Position:

- | | |
|---|--|
| ☐ Administrative | ☒ Administrative (Temporary position) |
| ☐ Sessional Academic | ☐ Part-time Administrative |
| ☐ Part-Time Support | ☐ Part-Time Academic |
| ☐ Other | |

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: _____ Date: _____

Recommended by:
Position's Manager: _____ Date: _____

Approved by:
Senior Manager: _____ Date: _____

POSITION SUMMARY

Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

The position will be accountable for planning, developing, implementation, administration and support operations of the assigned funded project(s) within the School of Health and Community Services. The incumbent oversees all elements of the funded project relating to SDF Accelerated PSW and Rural & Remote Nursing Micro-credential – financial, communications, curriculum development coordination, and government reporting.

The position is responsible for liaising with industry partners and project stakeholders to plan and coordinate the development and updating of the Accelerated PSW curriculum and Rural & Remote Nursing micro-credential, that align with the various project outcomes and deliverables. The incumbent will be responsible for planning the project from initiation, developing a project plan (including activities, financials and timelines), leading project activities, meeting project targets and deliverables, and preparing reports.

KEY DUTIES

% Of Time

1. Project Planning & Leadership

45%

The Project Manager has overall responsibility for the successful initiation, planning, design, execution, monitoring, controlling and closure of the SDF Accelerated PSW and Rural & Remote Nursing Micro-credential project. Creation and delivery of processes that support effective operations of the project and in alignment with Colleges Ontario requirements.

This role provides leadership for development and updating of the Accelerated PSW curriculum and Rural & Remote Nursing micro-credential. Working collaboratively with academic schools and departments, the incumbent will initiate and facilitate appropriate project planning and activities that result in the timely development and revision of the aforementioned curriculum. Under the direction of the CE Manager, and working within the collective agreement, is responsible for recruiting, hiring, orienting, and coaching of required staff. Trains, schedules and assigns work for all required staff.

Leads creation of contracts, hiring instructors and subject matter experts and, communication with stakeholder partner (Scarborough Health Network) The Project Manager should make sure they control risk and minimize uncertainty.

2. Development and Delivery of Training and Financial Management

35%

Leads curriculum development in cooperation with subject matter experts (SMEs), faculty, advisory groups, curriculum consultants, Scarborough Health Network and nursing industry contacts, students, alumni, and other provincial college partners. Manages all aspects of course development, advisory committees, and curriculum approval processes.

Develops project business plans, financial plans and budgets, and manages implementation of programs including ensuring appropriate staffing models, logistics, and partner communications. Manages the overall project budget with support from School of Health & Community Services Financial Officer.

Under the direction of the CE Manager – School of Health & Community Services, develops and manages project budgets and ensures the overall financial viability of the project(s).

3. Reporting & Metrics

15%

The incumbent is responsible for ensuring timely and efficient communication with project stakeholders, providing project evaluations and reports, as needed, and developing tools and processes for evaluating project activities, ensuring partner, and stakeholder satisfaction, and successfully meeting project outcomes. Tracks and reports curriculum development activities.

4. Other Duties as Assigned

5%

TOTAL:

100%

1. COMPLEXITY – JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and **relative difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.

Judgement refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to **three examples** of the most important and difficult decisions that an incumbent is typically required to make.

The position has primary accountability for the leadership of the assigned project(s) and meeting project outcomes in a timely manner. The incumbent will collaborate with the CE Manager – School of Health & Community Services for developing curriculum that best aligns with project outcomes and market needs.

The position is responsible for timely and efficient allocation of resources to ensure the project timelines and outcomes are successfully met. Incumbent will be responsible for identifying risks, barriers and challenges that could impact project activities or outcomes, proposing solutions and/or alternatives (including adjustments to project timelines), and reporting them in a timely manner to the CE Manager – School of Health & Community Services.

The incumbent will develop and maintain a wide variety of external and college-wide contacts to ensure curriculum development aligns with project objectives. Requires flexibility and ability to quickly assess needs and adapt activities to meet the needs and generate strong relationships with industry and project stakeholders.

Responsible for ensuring project activities are aligned with financial plans and project budget(s). Reports any changes in financial plans and flags risks.

2. EDUCATION (to be completed by the College)

Education refers to the minimum level of formal education and/or the type of training or its equivalent that is required of an incumbent at the point of hire for the position. This may or may not match an incumbent's actual education or training.

Non-Post Secondary

☐ Partial Secondary School ☐ Secondary School Completion

Post Secondary

☐ 1-Year Certificate	☒ 4-Year Degree
☐ 2-Year Diploma	☐ Masters Degree
☐ 3-Year Diploma/Degree	☐ Post Graduate Degree
☐ Professional Designation	Specify: _____
☐ Other	Specify: _____

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

A Diploma or Degree in a related field such as Healthcare. Expert knowledge of adult education, multiple curriculum design models (hyflex, in-person, asynchronous, synchronous, alternate delivery), sound business and financial practices, business development, planning and marketing, and the healthcare sector is required.

Specify and describe any program specialty, certification or professional designation necessary to fulfil the requirements of the position.

Specific training in simulation development is required.

Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g. computer software, client service skills, conflict resolution, operating equipment)

Experience with online learning platforms is required.

3. EXPERIENCE

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills and abilities necessary to fulfil the requirements of the job at the point of hire into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

- | | |
|--|---|
| ☐ 0 – no experience | ☐ 3 years |
| ☐ 1 month | ☒ 5 years |
| ☐ 3 months | ☐ 7 years |
| ☐ 6 months | ☐ 9 years |
| ☐ 1 year | ☐ 12 years |
| ☐ 18 months | ☐ 15 years |
| ☐ 2 years | ☐ 17 years |

Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.

1. Skilled in all aspects of project management.
2. A solid and current background in the healthcare field
3. Experience supervising and leading a diverse team of staff.
4. Demonstrated experience/skills in, coaching/mentoring, business development and planning.
5. Superior analytical and problem-solving skills required to identify alternatives and resolve complex problems.
6. Demonstrated ability to work with individuals at all levels of an organization.
7. Experience in strategic partnership development
8. Experience in business development including the negotiation of contracts or training.
9. Demonstrated ability to navigate internally and engage in creative problem solving to address barriers.
10. Experience in writing proposals in response to RFPs.
11. Experience in entrepreneurial ventures, with a focus on quality, ethical, customer service orientation.
12. Teaching experience is an asset.
13. Ability to work within tight timelines and adapt to shifting priorities.
14. Experience dealing with Government, health, and community networks/projects

4. INITIATIVE – INDEPENDENCE OF ACTION

Initiative – Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in controls dictated by computer/management systems.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

- Liaising with project partners to discuss potential training opportunities
- Identifying and discussing curriculum development with Subject Matter Experts
- Initiation and ongoing performance management of faculty, staff and college partners to meet the objectives of the project.

Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.

- Changes in project timelines or outcomes
- Selection, performance management and discipline/termination of staff.
- Developing new project agreements.

Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

- College Strategic Plan;
- Continuing Education Strategic Plan;
- College Business Plan;
- College's HR Policies, Procedures and Guidelines;
- Government procurement policies and procedures;
- Collective bargaining agreements and local agreements (clients, College, other).
- Colleges Ontario reporting requirements

5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, affects on staff, students, clients or public.

Failure to act or recognize issues of project quality may lead to loss of reputation, financial cost, lawsuits, etc. Inappropriate staffing strategies may impact project timelines.

Failure to monitor budget or set realistic targets may result in over/under-expenditure.

Decisions usually involve commitment of significant financial, staff and physical/IT resources.

Inappropriate decisions may cause financial losses and/or reputational damage to the College.

6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the nature of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counseling.

Position contacts are both inside and outside the organization. Internal contacts range from the Executive Leaders, faculty and front-line service staff and students. Requires excellent interpersonal, communication and negotiating skills in a wide variety of situations.

External contacts include corporate partners, community partners, other organizations, Ministry officials. Requires skill to negotiate, influence and obtain cooperation and support.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College,	Students, staff, faculty, management, colleagues, Registrars Office, Learning Design and Support, IT	- Consultation - curriculum development - Curriculum development support and guidance - Refurb laptop procurement for PSW students.	Occasional	Frequent XX XX
External to the College	Industry Partners Advisory Committees Colleagues at other Colleges General public Other stakeholders, as needed	- Discussions and Approvals for integration of VSP platform into current curriculum - Information sharing		XX XX XX XX

Occasional (O)	Contacts are made once in a while over a period of time.
Frequent (F)	Contacts are made repeatedly and often over a period of time

7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- ☒ Not responsible for supervising or providing guidance to anyone.
- ☒ Provides technical and/or functional guidance to staff and/or students.
- ☐ Instructs students and supervises various learning environments.
- ☒ Assigns and checks work of others doing similar work. Will ensure that faculty curriculum development meets AODA and UDL principles, OntarioLearn criteria for online courses, and meets Colleges Ontario curriculum expectations.
- ☒ Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- ☐ Manages the staff and operations of a program area/department.*
- ☐ Manages the staff and operations of a division/major department.*
- ☐ Manages the staff and operations of several divisions/major departments.*
- ☐ Acts as a consultant to College management.
- ☐ Other e.g., counseling, coaching. Please specify:

* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

- Support staff
- Contract Faculty & SME's

Supervision includes: goal setting, prioritizing, quality of work, evaluation, development, coaching and problem solving/decision making support. Supervisory duties are varied and intricate.

7b. SPAN OF CONTROL

Span of Control is complementary to Character of Supervision/Functional Guidance. Span of Control refers to the total number of staff for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full-time and full-time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

Type of Staff	Number of Staff
Full-time Staff	0
Non Full-time Staff	0
Contract for Services	
Total FTE	0

*** Full-Time Equivalency (FTE) conversions for non full-time staff are as follows:**

Academic Staff

Identify the total average annual teaching hours taught by all non full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non post secondary teachers.

Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

Administrative Staff

Identify the total average annual hours worked by non full time administrative staff for which the position is accountable and divide by 1820 hours.

** Contract for Services

When considering “contracts for services”, review the nature of the contractual arrangements to determine the degree of “supervisory” responsibility the position has for contract employees. This could range from “no credit for supervising staff” when the contracting company takes full responsibility for all staffing issues to “prorated credit for supervising staff” when the position is required to handle the initial step(s) when contract staffing issues arise.

8. PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting at desk, using computer				X	

SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counseling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Read, analyse data, prepare reports			X			L
Listen/Counsel			X			L
Meetings			X			L

FREQUENCY:

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

9. WORKING CONDITIONS

Working conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities that Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
N/A			

Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g. chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities that Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
N/A			

Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.

Additional Notes Pertaining to this Position:

--