



PROFESSIONAL SUPPORT POSITION FACT SHEET

This questionnaire is designed to support the creation of a new Professional Support position or a request for a reclassification of an existing position.

The information you provide concerning the duties, responsibilities and other requirements is necessary in order to provide a proper evaluation.

The following information is required in order to support your request for a reclassification:

A completed job fact sheet, signed by the incumbent(s), the manager(s) and the appropriate next level in the reporting structure, and appropriate VP.

For multi-incumbent positions sign off by all employees is required.

For reclassification requests a memorandum which outlines the areas of significant change in the scope of the role.

When completed and all signatures obtained the package can be submitted directly to your HR Lead. Please note that your HR Lead will require the original hard copy as well as an electronic copy.

Please note that Organizational Development may be required to obtain additional signatures throughout this process.

Classification: **PS4**

Organizational Structure:

Describe the reporting structure of this position within the department

This position will report to Manager, School Health and Human Services. The Manager reports to the Dean, School of Health and Human Services

Section 1: Position Identification

Position Title:	Accreditation and Quality Consultant, Health & Human Services
Department:	School of Health and Human Services
Location:	Flexible
Current Incumbent(s):	
Date:	November 2022

Section 2: General Purpose

Briefly describe the general purpose of this position. Consider “Why does this position exist?” and “What is the position responsible for?”

The Accreditation and Quality Consultant will report to a School Manager and is responsible for a full range of activities that would contribute to the day-to-day operational delivery of programs within the School of Health and Human Services.

The Accreditation and Quality Consultant will play a key role in the accreditation/program approval process, including the development of documents, managing multiple priorities and timelines, and supporting internal and external stakeholders. (Some programs in Health and Human Services abide by accreditation requirements of National organizations, and some programs abide by program approval requirements from Provincial regulatory organizations.)

This position will support the data requirements for quality assurance and planning, including research, analysis and reporting.

Section 3: Key Activities:

Consider the key activities or responsibilities undertaken and describe each of them in detail below. Estimate (to the nearest 5%) the percentage of time per year spent on each (combined total = 100%). Add or remove activities as required.

Activity A: Accreditation/Program Approval and Program Review (40%)

- Develop project scope documents/action plans for accreditation/program approval processes.
- Gather all relevant data for inclusion in accreditation/program approval self-study reports.
- Develop efficient information management systems for the maintenance and housing of documentation supporting accreditation/program approval.
- Verify current accreditation/program approval documents, processes, timelines, standards
- Collaborate with IR to gather relevant survey results for ongoing program self-assessment requirements.
- Prepare documents for submission including required appendices and redaction.
- Coordinate and co-facilitate on program review team with Manager for assigned programs.
- Collaborate with stakeholders (CC, Lead Academic Chair (AC), Manager) to organize Faculty Working Group (FWG) meetings and action recommendations.
- Develop an annual report of program changes and evaluation plan for Manager and Dean.
- Collaborate with stakeholders (Manager, Lead AC, Program Advisory Committee (PAC) Chair) to organize PAC meetings and action recommendations.
- Develop and coordinate implementation plans based on program review recommendations.
- Create and maintain resources, tools and templates to support academic quality in collaboration with key stakeholders, including documentation repositories and archives.

Activity B: Research and Reports (30%)

- Conduct research and analysis into best practice, tools, systems and supports for key business processes, policies and procedures.
- Create annual schedule of survey tools facilitated through Institutional Research to ensure compliance with accreditation/program approval standards.
- Prepare clear, comprehensive, and accurate reports, presentations, and correspondence.
- Research, plan, and develop resources and knowledge expertise for all partners and stakeholders involved in each program or project. This includes but is not limited to

exploration of best practice models, labour market research, preparation of concept papers, reports and program proposals and recommendations to inform new program development and school programming.

- Ensure that labour market research and analysis is in alignment with learning needs of students and informs future training.
- Create reports to funders/stakeholders (internal and external) with accurate qualitative and quantitative data.

Activity C: School Processes (30%)

- In collaboration with the School Manager, establish and maintain collaborative relationships with key internal and external stakeholders.
- Create and maintain program files including program costs, resources, program requirements, narratives.
- Maintain a central inventory list of labs/shops; connect with suppliers and procurement.
- Collaborate with campuses to update safety practices including safe work procedures for labs/shops.
- Work with FWG to update course packs and program specific documents.
- Collaborate with the School Manager on development, planning, and implementation of customized programming (may include collaboration with all stakeholders and campus team on reporting, scheduling, budgets, contracts, timelines, and evaluation).
- Update program requirements (could include immunizations, criminal record checks etc.) and liaise with 3rd party provider in collection.
- Collaborate with placement site coordinators to arrange/ input student placement information in HSPNet/ ORBIS.

Section 4: Education and Specific Training

What should be the minimum education or formal training for a new person being hired in this position?

Secondary School	☐
Trade School	☐
Community College	☐ 1 Year ☐ 2 Years ☐ 3 Years
University Undergraduate Degree	☒
Masters	☐
Doctorate	☐
Recognized Professional Certificate or Degree Designation	☐ (Please Specify): Click or tap here to enter text.

- A bachelor's degree in education, health, social sciences, business administration or another relevant discipline.
- Project management certification would be an asset.

Section 5: Relevant Experience

How much relevant experience, gained prior to and/or in the position, is required for a new person with the education as specified in section 4, to meet the performance activities of the position. Please check the estimated time period in months (M) or years (Y).

Required Previous Related Position Experience										Time in the Position					
☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
3M	6M	1Y	3Y	5Y	7Y	10Y	12Y	15Y	+	1M	3M	6M	1Y	2Y	3Y

Please list the related required experience for the position (i.e. years of occupational experience, computer skills, etc.)

- Minimum of 5 years' experience with roles that included regular project management and project coordination.
- Background in health and human services field would be an asset.
- Knowledge of quality assurance processes and program evaluation.
- Research skills with the proven ability to synthesize qualitative and quantitative data to propose recommendations for future or current programming.
- Experience creating reports for multiple stakeholders including accreditation/evaluation reports.
- Demonstrated commitment to Equity, Diversity and Inclusion initiatives.
- Background in health and human services field would be an asset.

Section 6: Judgment

A) When there is a situation I have not come across before (check all responses that apply):

1 = Almost Never	2 = Once in a While	3 = Often	4 = Most of the Time
I immediately ask my manager what to do	☒	☒	☐
I ask co-workers for help in deciding what to do	☐	☒	☐
I read manuals and figure out what to do	☐	☒	☐
My manager and I together decide what to do	☐	☐	☒
I decide what to do based on my previous experience as well as checking guidelines and procedures	☐	☐	☒
I get advice on problems from management and other sources (e.g. professional resources)	☐	☐	☒
Other: (specify) Click or tap here to enter text.	☐	☐	☐

B) In your position, do you (please check all that apply)

Follow specific instructions/procedures exactly	☐
Use well-defined methods and procedures as guidelines	☒
Use established guidelines to achieve desired end results	☒
Modify or change established methods and procedures, but stay within prescribed standards (e.g. customer specifications, legislative boundaries, regulatory requirements)	☒
Develop new solutions to diverse and complex problems with conflicting requirements because there are no guidelines	☒
Other (specify) Click or tap here to enter text.	☐

C) Before making a decision, whom would you usually consult? Please check only ONE response.

Team/Committee Members	☐
Immediate Manager/Leader	☒
Peers in Own Department	☐
Peers Organization Wide	☐
Department Management	☒
Senior Management	☒
Other (specify) Click or tap here to enter text.	☐

Section 7: Independence to Act

A) What kinds of guidelines, procedures, manuals, and documentation do you use in carrying out your job duties and making your recommendations or decisions? Please give specific examples and indicate whether they are used as set procedures to be closely followed, guidelines to be generally followed, or broad parameters within which to function.

How Used?	
Set Policies and Procedures	Guidelines or Professional Standards
Program Review/Renewal Procedures (set procedures to be closely followed)	Accreditation Standards across Multiple Disciplines (set procedures to be closely followed)
Work Integrated Learning Policy and Guidelines (set procedures to be closely followed)	Regulatory Standards across Multiple Disciplines including Professional Standards and Codes of Ethics (guidelines to be generally followed)
NSCC Academic Quality Framework (set procedures to be closely followed)	Institutional Research Guidelines (guidelines to be generally followed)
Information Security Policy (set procedures to be closely followed)	Web Publishing, Development and Support Guidelines (guidelines to be generally followed)
Confidentiality of Student Information (set procedures to be closely followed)	Academic Equity and Quality Guidelines for Annual Curriculum Review, Articulation Agreements (guidelines to be generally followed)

Program Delivery Modes (set procedures to be closely followed)	Faculty Working Group Guidelines and Program Advisory Committee Guidelines (guidelines to be generally followed)
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B) Please indicate how your work is checked by your manager/leader and the frequency of these checks.

Types of checks	Frequency				Examples
	Daily	Weekly	Monthly	Rarely	
Most of work is checked	☐	☐	☐	☒	When required
Work is checked periodically	☐	☐	☒	☐	Weekly updates and status reports where components of work will be informally checked (much of work spans over multiple months to completion)
Only final versions/outputs are checked	☐	☐	☒	☐	When applicable
Oral progress reports are requested from you	☐	☒	☐	☐	
Discussion with manager/leader	☐	☒	☐	☐	Communicate regularly with Managers and Dean through meetings and email for updates and collective problem solving on approach
Statistical Reports	☐	☐	☒	☐	While not pure statistics – this would include any theming or synthesis of quantitative and qualitative data into reports
Other (please specify)	☐	☐	☐	☐	

C) Please indicate your involvement in the budgetary process.

☒	No involvement with budget(s)
☒	Administer, monitor, prepare input to part of the program/department budget
☐	Accountable and/or control program/department budget
☐	Accountable and/or control organization budget

D) Financial processing and commitment. Please check the boxes most appropriate to your position.

☒	Very little/no responsibility for handling or processing cash, cheques, contracts, purchase orders
☐	Some responsibility for handling or processing cash, cheques, contracts, purchase orders
☐	Responsible for signing or initiating request to make expenditures or recoveries according to detailed written procedures
☐	Responsible for activities which result in financial commitments, obligations or costs

Section 8: Consequences of Action

A) *If you make an inaccurate or inappropriate decision or recommendation, would there be any financial and/or non-financial consequences (e.g. loss of time, impaired service to customers). If yes, please provide examples. Do not report an extreme circumstance where the risk of a specific situation occurring is unlikely.*

Missed deadlines or incomplete work within an accreditation submission (this is often a collation of over 100 documents) could impact the accreditation status of a program. This can lead to impact on College Brand, and could subsequently require communication with all students in the program. These types of inaccuracies could impact public trust in the quality of an NSCC program.

Misinformation being shared with students related to deadlines and program costs could impact students' ability to participate in programs

Miscalculations in a project budget could lead to unintended underfunding for initiatives.

This role often works with confidential information that needs to be synthesized and shared internally, as well as with provincial and national partners. Not appropriately redacting information could lead to a privacy breach and impact program accreditation processes.

B) *If you made an error or an incorrect recommendation/decision, who would normally become involved in correcting it?*

☐	I could correct it myself
☐	My manager/leader would become involved and would advise me how to correct it
☐	My manager/leader would become involved and would provide instructions on how the problem should be corrected
☐	Senior management would become involved in developing a solution to the problem
☒	Other: Please specify: The most common response would be "correct it myself". That said - if the error required a manager or leader to become involved, they could also be included in creating a solution.

Section 9: Working Relationships

What are the typical working relationships necessary for your position? For each contact listed below, check the appropriate codes that apply to your position. (Do not include contact with those you supervise.)

Codes:

- 1 = Exchange of factual or everyday information
- 2 = Explanation and interpretation of information or ideas
- 3 = Discussion of problems with a view to obtaining consent, cooperation and/or coordination of activities
- 4 = Counseling, coaching
- 5 = Negotiation of programs, policies or agreements on behalf of the Department, in which cooperation is difficult to achieve
- 6 = Negotiation of programs, policies or agreements on behalf of the organization in which cooperation is difficult to achieve

Record the frequency of the contact in the code box as:

D (daily); **W** (weekly); **M** (monthly); **Q** (quarterly); **A** (annually).

Refer to codes & frequency under Section 9	Codes					
Contact (Work Related)	1	2	3	4	5	6
Employees in the same department as yours	D	W	W	Q		
Employees in another department	W	W	M	Q		
Department Managers	W	W	W	Q		
Business representatives (suppliers)	A	Q				
Government regulatory representatives	Q	Q				
Industry Associations	Q	Q				
Representatives of professional agencies	Q	Q				
Students	A	A				
Other – Specify:						

Section 10: Leadership

Name any positions or work groups you manage/lead under one or more of these categories.

Assign and check work of others doing work similar to yours.	Accreditation teams, project teams
Provide technical or functional guidance to other staff.	School leadership team, campus teams, accreditation teams, FWGs, PACs
Supervise/lead a work group; assign work to be done, methods to be used, and take responsibility for all the work of the group.	Will lead working groups or project teams for items required for accreditations and program approvals
Manage the work, practices and procedures of a department. Responsible for appraisal, discipline, hiring and replacement of personnel.	
Manage the work of a department, including planning, staffing, budgeting, setting objectives.	
Provides advanced technical leadership.	
Other (e.g. counseling, coaching and other human relations skills.)	

Section 11: Supervision

Does this position provide functional guidance to the work of others	YES ☒	NO ☐
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Does this position supervise the work of others?	YES ☐	NO ☒
If yes, what position(s) are supervised?	Click or tap here to enter text.	
Total Number of Staff Supervised		
Number of Full Time Employees		
Number of Part Time Employees		
Number of Student(s)/Casual(s)		

Physical Demands	Duration				Frequency		
ACTIVITY	Less Than 1 Hour at a Time	Between 1 and 2 Hours	More Than 2 Hours at a Time		Occasional	Regular	Continuous
Sitting	☐	☐	☒		☐	☐	☒
Standing	☐	☐	☒		☐	☒	☐
Lifting/carrying light med objects	☒	☐	☐		☒	☐	☐
	☐	☐	☐		☐	☐	☐
	☐	☐	☐		☐	☐	☐

Sensory Demands

GUIDELINES AND EXPLANATIONS	
DEFINITION	SENSORY
Light Effort, no Undue Fatigue	Some sensory attention on various phases of work, reading, answering calls. Interruptions are typical.
Moderate Effort	Sensory concentration is necessary in the preparation of written materials, word processing, periods of short interval driving. Interruptions are permitted.
Considerable Effort	Concentration on precision work, report writing or multiple demands. Frequent driving. Limited employee counseling, training, instruction. Interruptions are controlled.
Extended Effort	Regular or recurring employee counseling, preparation of complicated reports requiring considerable analysis in advance.
Continuous Effort	Requires the continuous expenditure of effort causing major fatigue.

A) What visual effort is required on a concentrated basis in your position? (e.g. reading data or input of data, report writing, operating a computer, product counting).

Sensory Demands	Duration			Frequency		
ACTIVITY	Less Than 1 Hour at a Time	Between 1 and 2 Hours	More Than 2 Hours at a Time	Occasional	Regular	Continuous
Reading and research	☐	☐	☒	☐	☒	☐
Computer work	☐	☐	☒	☐	☐	☒
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐

B) Does your position require that you listen attentively (e.g. counseling, negotiating, taking telephone messages, operating a switchboard, etc.)?

Sensory Demands	Duration			Frequency		
ACTIVITY	Less Than 1 Hour at a Time	Between 1 and 2 Hours	More Than 2 Hours at a Time	Occasional	Regular	Continuous
Listen attentively in work across multiple project teams, FWGs and PACs to understand and record actions; listening for concerns/stress that may need further intervention	☐	☒	☐	☐	☒	☐
Facilitating meetings	☐	☐	☒	☐	☒	☐
Delivering and engaging in presentations of detailed material	☐	☐	☐	☒	☐	☐

Section 13: Working Conditions

Frequency:

Occasional	Means once in a while over a period of time (e.g. once in a while on a daily basis or several times daily, but not every day).
Regular	Means often over a period of time such as several times daily almost every day.
Continuous	Means that with the exception of breaks, the activity is continuous almost every day.

Is there some degree of unpleasantness in the day-to-day activities of your position owing to: (disregard elements that do not apply to you, and check only one of "occasional," "regular," "continuous")?

Environment	Occasional	Regular	Continuous
Chemical Substances	☐	☐	☐
Heat	☐	☐	☐
Cold	☐	☐	☐
Extreme Temperature	☐	☐	☐
Noise	☐	☐	☐
Travel	☒	☐	☐
Irregular work hours	☒	☐	☐
Shift work	☐	☐	☐
Other (specify)	☐	☐	☐

Is there some degree of hazards in the day-to-day activities of your position owing to: (disregard elements that do not apply to you, and check only one of "occasional," "regular," "continuous").

Hazards	Occasional	Regular	Continuous
Toxic Substances	☒	☐	☐
Mechanical Equipment	☒	☐	☐
Personal Injury	☐	☐	☐
Other (specify):	☐	☐	☐

Do you have to take certain precautions or wear protective clothing to avoid a work injury? (Check one and provide an explanation or example of the type of precaution(s) normally taken)

YES	☒
NO	☐

If yes, please explain your answer:

When working with project teams, when visiting campuses with labs will sometimes require PPE in the environment. This would be very infrequent.

Section 14: Other Comments

Please record any further information pertaining to the content of this position as appropriate.

Signatures:

- The manager/direct supervisor should review, and provide input. Once satisfied with the contents they can sign and then send the forms for a second level signature
- The completed forms should then be reviewed and signed by the appropriate Vice President
- **In order to facilitate speedy collection of the second level and VP signature, the form can be sent via e-mail for approval. This e-mail approval should be attached to the recommendation to serve as signature approval**
- The signed, completed forms and an electronic copy should be submitted to the HR Lead, Organizational Development for review.

Print Name (Manager/Direct Supervisor)

Signature

Date

Print Name (2nd Signature)

Signature

Date

Print Name (VP)

Signature

Date

Organizational Development Use Only

Date Received: