

Job Fact Sheet Questionnaire

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, Part-Time Support Staff, Part-Time and Sessional Academic 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 JFS will be provided the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION

DATE: January 22, 2026

College: St. Lawrence College
Incumbent: Vacant
Position Title: Program Developer
Position #: New
Classification: Pay band 10
NOC Code:
Division/Department: Program & Data Innovation
Location/Campus: Tri-Campus
Immediate Supervisor (title): Associate Director Program Innovation

Type of Position:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrative | <input type="checkbox"/> Part-Time Administrative |
| <input type="checkbox"/> Sessional Academic | <input type="checkbox"/> Part-Time Academic |
| <input type="checkbox"/> Part-Time Support | <input type="checkbox"/> 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

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Senior Manager: _____

Date: _____

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POSITION SUMMARY

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

Reporting to the Associate Director Program Innovation, the Program Developer has responsibility for recommending the viability of new program ideas and leading their development from concept through to launch. The Incumbent plans and conducts rigorous evidence-based viability assessments and recommends to senior leadership whether programs should move forward for approval. This includes ensuring alignment with provincial priorities, labour market demands, institutional strategy, financial targets and the needs of learners and employers across Eastern Ontario.

Working collaboratively with subject matter experts, academic leaders, and cross-functional teams, the Program Developer designs and develops the program curriculum, prepares all required documentation for internal and external approvals, and oversees planning for successful program launch. This role requires strong independent research capabilities and sound judgment in evaluating opportunities and guiding program concepts through the full development lifecycle.

A key responsibility of this position is ensuring all new programs comply with Ministry guidelines, provincial program standards, and institutional quality assurance requirements. The Program Developer collaborates with Instructional Designers and other partners to support course development and facilitates integrated planning to ensure programs are launched on schedule and positioned to meet enrolment targets.

Overall, the Program Developer plays a central part in shaping a program portfolio that is responsive, future-focused, and aligned with the needs of learners, employers, and communities across Eastern Ontario.

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KEY DUTIES

Provide a description of the position's key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

<u>KEY DUTIES</u>	<u>% OF TIME</u>
1. Research, Analysis and Feasibility Studies <ul style="list-style-type: none"> Lead the end-to-end evaluation of new program ideas, including planning and conducting rigorous evidence-based research Lead a cross-functional team to conduct environmental scans, analyze labour market trends, provincial priorities, competitive intelligence and financial considerations to determine the viability and strategic fit of proposed programs. Provide clear, data-driven recommendations to senior leadership on whether program concepts should proceed for approval. Collaborates with subject matter experts and Deans to recommend the most suitable mode of delivery (Face-to- Face, Hybrid, or Online) supported by learner preference research and competitor analysis. Monitor emerging trends in post-secondary education, workforce development and regional needs to identify new program opportunities. 	(30%)
2. Curriculum Development & Approval Documentation <ul style="list-style-type: none"> Design and develop program frameworks, learning outcomes, and curriculum structures in collaboration with subject matter experts and academic leaders using the Ontario Qualifications Framework. Ensure proposed programs meet Ministry guidelines, provincial program standards, and institutional quality assurance requirements. Prepare all required internal and external documentation for program approval, including feasibility studies, business cases, curriculum packages, and Ministry submissions. Ensure accuracy, completeness, and compliance of all materials related to program development and quality assurance. Acts as a liaison between CVS and the college during the new program development process. Participate in accreditation processes for specialized programs where required. Prepare status updates and reports to the Project Manager to monitor progress. Develop flexible learning options (e.g., hybrid, online, accelerated, mobile training labs). 	(30%)
3. Program Launch Planning and Implementation <ul style="list-style-type: none"> Coordinate and oversee planning activities required to successfully launch new programs, including timelines, resource requirements, and cross-functional responsibilities. Collaborate with academic schools, marketing, recruiting, and other departments to position new programs for enrolment success. Work with Instructional Designers and faculty to support course development aligned with program intent and quality benchmarks. Support the Project Manager to monitor progress and resolve issues to ensure programs are launched on schedule. 	(20%)

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4. **Continuous Improvement** (10%)
- Review existing program offerings to identify opportunities for new credentials, micro-credentials, stackable pathways, and flexible delivery models.
 - Contribute to ongoing improvement of the College's program development processes, tools, and frameworks.
5. **Other Duties as assigned** (10%)

TOTAL: 100%

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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.

- a) The incumbent must interpret complex, and sometimes conflicting, labour market data, financial projections, and collaborative partner input to form an evidence-based recommendation about the viability of a new program. Although the final decision rests with senior leadership, the recommendation significantly influences strategic direction and resource allocation, making it a critical and challenging judgment.
- b) The incumbent must provide an evidence-based recommendation on program design, which may require advising against a proposed delivery model or credential type despite a desired preference by another party. This demands remaining impartial, interpreting complex data accurately and balancing institutional priorities with learner and market needs.

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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.

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.

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:

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

Diploma or Degree, in Education or Instructional Design.

B) 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).

- Applied and theoretical background in curriculum and competency-based learning.
- Strong knowledge of Ontario's postsecondary regulatory landscape (i.e. ministry, PEQAB, OCQAS, CVS).
- Proven ability to lead cross-functional teams and manage complex projects.
- Exceptional analytical skills.
- Knowledgeable in flexible learning models and industry-engaged program design.

3. EXPERIENCE (to be completed by the College)

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.

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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:

- | | |
|---|---|
| <input type="checkbox"/> no experience required | <input type="checkbox"/> 4 years |
| <input type="checkbox"/> 3 months | <input checked="" type="checkbox"/> 5 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 11 years |
| | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 13 years |
| <input type="checkbox"/> 3 years | <input type="checkbox"/> 15 years |
| | <input type="checkbox"/> 17 years |

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

- Strong familiarity with the Framework for Programs of Instruction outlined by the Ministry, Ontario College Quality Assurance Services/Credential Validation Service (OCQAS/CVS) requirements and PEQAB Standards.
- Experience in curriculum and program development and student assessment from a learning outcomes perspective, curriculum mapping, the development of new programs, and the development of competency-based learning.
- Proven experience in writing learning outcomes and participating in program development processes as well as curriculum alignment exercises.
- Proven ability to work independently and collaboratively as part of a team and participate in consultative decision-making.
- Ability to coordinate and carry out projects with minimal supervision.
- Ability to produce quality written documentation and to present orally in a manner that is effective to a wide range of audiences.
- Excellent interpersonal and problem-solving skills to support individuals with a wide variety of skillsets.
- Commitment to inclusive practices
- Focused on continuous quality improvement
- Adaptable and positive in response to challenge and change

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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.

A) 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.

- a) The incumbent decides on the scope, sources and methodologies used to gather market intelligence to support program proposals. Using available data and institutional frameworks, they evaluate demand, alignment with provincial priorities, and potential enrolment, then prepare recommendations for senior leadership.
- b) The incumbent develops curriculum structures, learning outcomes and course sequencing for new programs based on research, subject matter expert input and quality standards.
- c) The incumbent drafts internal and external documentation required for program approvals for review by the Associate Director.

B) 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.

- a) While incumbent provides recommendations based on data and strategic fit, final decisions on which programs to advance is made by the Director or executive leadership.
- b) Creating policy documents relating to curriculum development/mapping or program development.
- c) Any decisions involving the reallocation of budget or hiring additional external contractors must receive approval.

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.

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- College strategic plan
- College policies and procedures
- Approval processes for college programming.
- Approval Handbooks and guidelines for degree submission (PEQAB)
- Ministry Binding Policy Directives
- Freedom of Information Act, Privacy Act
- Collective Agreement
- OCAS data

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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.

- a) Overlooking key accreditation or regulatory requirements during program design could delay program approvals, resulting in costly redesign efforts or jeopardize the college's ability to offer the program, impacting timelines, financial forecasts and ministry confidence.
- b) Inadequate research or using inaccurate data leading to the wrong programs being recommended could result in financial loss to the college and impact the college's reputation.
- c) Developing learning outcomes and curriculum that do not meet ministry or accrediting body standards for the program. The potential impact is a denied approval, requiring rework and additional resources.

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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, counselling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.				
	Deans and Associate Deans	New programming ideation and collaborate on new program development		X
	Program Coordinators and other faculty	Collaborate for curriculum development		X
	College Departments (eg RO, Finance, Global Learning, SCTL, etc.)	Launch planning for new programs		X
	Instructional Designers and course development teams	Supporting course development		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Government/Ministry Officials/College System representatives	Discussion of relevant policy directions, program guidelines and criteria;	X	
	External regulatory bodies and approval bodies (CVS/PEQAB)	Discussion of approval requirements and processes	X	
	Other Colleges/Universities	Promote strategic partnerships; share best practices	X	

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	Program Advisory Committees	Reviewing curriculum relevance Seeking approval to proceed to the ministry for program approval	x	
<div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"> Occasional (O) Frequent (F) </div> <div style="width: 80%;"> Contacts are made once in a while over a period of time. Contacts are made repeatedly and often over a period of time. </div> </div>				

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.

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(√) 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.
- ☐ 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., counselling, 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.

- Subject Matter Experts
- Instructional designers
- Digital asset creation teams (internal and external)

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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	
Non Full Time Staff (FTE) *	
Contract for Service **	
Total:	

*** 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.

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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				X	
keyboarding				X	
Driving (tri-campus travel)	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, counselling, 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
Focused and concentrated listening skills during meetings planning sessions and when handling conflict resolutions.			X			L

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Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Researching, documenting and writing reports. Feasibility studies, proposals etc.			X			L
Reading, interpreting and analyzing written materials.			X			L

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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.

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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.

Note on Travel: St. Lawrence College has adopted the following guidelines for travel. From the list below, please indicate which category best describes the travel required for the position.

1. *Local travel on a regular basis up to 2 times per week.
Out-of-town travel on a regular basis 1 – 2 times per month.*
2. *Local travel on a regular basis more than 2 times per week.
Out-of-town travel 2 – 8 times per month.*
3. *Out-of-town travel on a regular basis more than 8 times per month.*

Types of Activities That Involve Job Related Unpleasant Environmental Conditions. Include travel requirements (if any).	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Travel to other campuses may be required occasionally with occasional out of town travel to other locations	X		

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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
Sitting all day at a computer can lead to musculoskeletal issues, poor circulation and eye strain.			X

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:

Please save form in the following format: "Position Title – Department – Incumbent".
Please note formatting errors will be corrected if necessary.
To cursor from one entry point to the next please use the arrow keys or Tab.