

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. 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.

Effective Date: July 13th, 2026

POSITION IDENTIFICATION

College: St. Lawrence
Incumbent: Vacant
Position Title: Quality Assurance Consultant
Position #
Classification: Pay band 10
NOC Code: 11201
Division/Department: Academic and Student Success/Quality Assurance
Location/Campus: Tri-Campus
Immediate Supervisor (title): Krista Videchak, Director, Quality Assurance

Type of Position:

☐ Administrative, full-time

☒ Administrative Part-Time

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: _____

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POSITION SUMMARY

Reporting to the Director, Quality Assurance, the Quality Assurance Consultant is responsible for leading and advancing institutional quality assurance practices related to curriculum design, development, implementation, and review across the College.

The incumbent provides leadership in curriculum quality assurance processes, working collaboratively with faculty, academic leaders, the Registrar's Office, and community partners to ensure programs meet institutional, provincial, and regulatory standards. The role contributes to continuous improvement in academic quality by guiding curriculum development, facilitating curriculum alignment processes, and ensuring compliance with quality assurance frameworks and accreditation requirements. Through this work, the incumbent helps ensure students have access to high-quality, relevant, and compliant academic programs that support student success and prepare graduates with the knowledge, skills, and competencies needed for successful careers.

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.

KEY DUTIES

% OF TIME

- | | |
|--|--------------|
| 1. Quality Assurance and Curriculum Leadership | (65%) |
| <ul style="list-style-type: none">• Lead and support the development, implementation, and review of curriculum across programs and credential levels.• Guide program teams through curriculum alignment and renewal processes, ensuring adherence to institutional policies and external regulatory requirements (e.g., ministry frameworks, accreditation bodies).• Provide expert guidance and consultation to faculty, academic leaders, and institutional partners on curriculum development and the alignment of curriculum with learning outcomes.• Establish and maintain standards for curriculum documentation, ensuring accuracy, consistency, and compliance with quality assurance processes.• Conduct quality assurance reviews of programs, courses, and supporting documentation to ensure alignment with institutional and external standards.• Analyze program performance indicators, student success data, graduate outcomes, and quality metrics to identify trends and support evidence-informed academic evidence-based decision-making.• Develop reports, dashboards, and briefing materials to support academic planning, quality assurance activities, and continuous improvement initiatives.• Conduct environmental scans and research on emerging quality | |

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assurance practices, legislative requirements, regulatory changes, and postsecondary sector trends to inform institutional planning and evidence-based decision-making.

- Monitor emerging provincial, regulatory, and accreditation requirements and recommend enhancements to curriculum policies, procedures, and practices to support compliance and continuous improvement.
- Lead initiatives supporting the integration of experiential learning, digital learning, EDII principles, and Indigenous perspectives within curriculum design.
- Report on curriculum quality assurance activities, risks, and outcomes to academic leadership and governance bodies.
- Identify, assess, and communicate quality assurance risks and opportunities that may impact program quality, regulatory compliance, student outcomes, or institutional reputation.

2. Project Management and Institutional Initiatives (25%)

- Coordinate operational aspects of the College Quality Assurance Audit Process (CQAAP), including maintaining audit documentation, tracking evidence against CQAAP standards, supporting audit logistics, and assisting academic units in preparing required materials.
- Lead the ongoing administration, optimization, and governance of the curriculum management platform (CourseLeaf). This includes workflow design, system configuration, process improvement, user support, reporting, data integrity, and partner engagement.

3. Administrative Accountability and Other Duties (10%)

- Provide functional leadership and oversight for institutional curriculum quality assurance processes and related initiatives.
- Act as a key liaison between academic departments, administration, and external quality assurance bodies.
- Contribute to institutional planning, policy development, and continuous improvement strategies in academic quality assurance.
- Provide guidance, mentorship, and direction to faculty, project teams, or assigned staff participating in QA-related initiatives.
- Support the implementation of organizational policies, including quality assurance, academic governance, and compliance requirements.

TOTAL:**100%**

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1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and relative **difficulty** of **comprehending** and **critically analysing** 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) Interpreting and applying provincial QA requirements (CQAAP, PEQAB) across multiple programs where guidance is not prescriptive and requires professional judgement.
- b) Determining appropriate corrective actions where program curriculum is misaligned with institutional or regulatory standards.
- c) Managing multiple concurrent QA initiatives with competing priorities, timelines, and partner needs.
- d) Assessing completeness and validity of evidence for audit and program review processes.

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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.

Post-secondary degree in Education, Curriculum Design, Program Evaluation, Quality Assurance, Educational Leadership.

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).

Training in QA frameworks (CQAAP, PEQAB), curriculum mapping, and inclusive design practices

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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.

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:

- | | |
|---|---|
| ☐ no experience required | ☐ 4 years |
| ☐ 3 months | ☒ 5 years |
| ☐ 6 months | ☐ 7 years |
| ☐ 1 year | ☐ 9 years |
| ☐ 18 months | ☐ 11 years |
| ☐ 2 years | ☐ 13 years |
| ☐ 3 years | ☐ 15 years |
| | ☐ 17 years |

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

A minimum of five years of experience in postsecondary education, leading quality assurance, curriculum development, program review and renewal, and other quality assurance initiatives. Experience within the Ontario college sector.

The successful candidate will have demonstrated experience supporting or leading curriculum development, program review, renewal, and quality assurance initiatives. They will possess a strong understanding of provincial quality assurance frameworks, accreditation requirements, and academic governance processes, with the ability to interpret standards and apply them within complex educational environments.

Experience working collaboratively with faculty, academic leaders, and cross-functional partners to support program quality, regulatory compliance, and continuous improvement is essential. The successful candidate will have a proven ability to lead projects, manage competing priorities, and facilitate change through consultation, influence, and relationship building.

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The role requires experience analyzing qualitative and quantitative data, preparing reports and recommendations, and applying evidence-informed practices to support academic planning and decision-making. Experience providing training, consultation, or guidance related to curriculum, quality assurance, or educational development.

Knowledge of Ontario college governance structures, credential frameworks, quality assurance processes, and continuous improvement principles. Teaching or instructional experience in postsecondary education.

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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) Interpreting QA frameworks and determining how they apply to specific programs and contexts
- b) Developing and implementing processes for program review and curriculum alignment
- c) Providing guidance to faculty and leadership on QA requirements and compliance
- d)

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) Changes to institutional QA processes or priorities
- b) Escalation of compliance risks or issues
- c) Approval of resource implications or timelines impacting multiple programs
- d)

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,

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department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

- College QA policies and procedures
- Ministry requirements
- CQAAP and PEQAB frameworks
- Academic governance processes

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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, effects on staff, students, clients or public.

- a) Failure to ensure compliance with QA frameworks could result in unsuccessful audits, reputational damage, or loss of program approval.
- b) Inaccurate or incomplete program review processes could lead to poor academic quality decisions and misallocation of institutional resources.
- c) Ineffective coordination of QA processes could result in missed deadlines, audit risk, and impact on student experience and outcomes.
- d)

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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.	Faculty / Program Coordinators	Consult, guide, support QA processes		x
	Deans / Associate Deans	Advise on compliance and program quality		x
	Institutional staff – Registrar's Office, School of Contemporary Teaching and Learning, Indigenous Initiatives	Coordinate QA activities		x
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	QA bodies (e.g., OCQAS / PEQAB)	Provide/coordinate information	x	
	Other colleges	Provide/coordinate information	x	

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
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.			

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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.
- ☒ 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.

▪

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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	0
Non-Full-Time Staff (FTE) *	0
Contract for Service **	0
Total:	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.

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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 / computer work				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
Meetings / facilitation			X			
Report writing / analysis			X			
Competing deadlines				X		

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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
Dealing with demanding partners				X		

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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	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

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: