St. Lawrence College
Position Description Form (PDF)

Updated: July 30, 2026

Campus:	**Kingston**
Incumbent's Name:	**Vacant**
Position Title:	**International Admissions Coordinator**
Payband:	**G**
Position Number:	**00000413**
Hours per Week:	**35**
Supervisor's Name and Title:	**Associate Registrar, Admissions, Pathways and Convocation**
Completed by:	**Associate Registrar, Admissions, Pathways and Convocation**

Signatures:

Incumbent: _____ Date: _____
(Indicates the incumbent has read and understood the PDF)

Supervisor: _____ Date: _____

One-Over-One: _____ Date: _____

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.

2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.

3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representative for clarification.

4. Ensure the PDF is legible.

5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

Provide a concise description of the overall purpose of the position.

Reporting to the Associate Registrar, Admissions, Pathways and Convocation, the position is responsible for the admission of international students to the College's post-secondary diploma, certificate, degree and graduate certificate programs. The position evaluates electronic and hard copy applications, international documents and credentials, maintains confidential files, inputs all necessary data to the College's information system, determines applicant eligibility and uses the student information system and the OCAS-IAS to create offer decisions. The position identifies situations where there should be a halt on offers of admission to avoid over-enrolment and ranks applicants by pre-determined criteria when necessary. The position keeps applicants and international recruitment team members informed about the status of an application throughout the many steps of the admission process, and once an admission decision is made, communicates the decision to the applicant. The position is responsible for the admission of international applicants and assessing and ensuring that international credentials meet program requirements. The position demonstrates excellent communication and customer service skills in dealing with internal and external contacts. This position is the critical support for the College's strategic enrolment management plan.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of the Time Annually*
Assesses applications to full-time programs in accordance with College policies and determines admissibility to program of applicant's choice: • Evaluates all transcripts (International and Canadian) to decide eligibility for admission, including special processes related to assessment of international transcripts; • Determines applicant eligibility for admission at one or more College campuses; • Uses extensive knowledge of global educational systems and institutions from around the world to make decisions about academic equivalency; • Where necessary, arranges for credential assessment beyond the limits of personal expertise; • Reviews tests scores, equivalency tests and proof of English proficiency tests as part of admission process; • Ranks applicants based on criteria established, maintains waiting lists for oversubscribed programs, and is responsible for accurate seat control of programs; • Uploads and interprets the data transmitted from the application centre (OCAS-IAS); • Communicates admission decision to applicant via OCAS-IAS; • Keeps applicants and International Recruiting team members informed about the status of an application as required; • Monitors offers of admission, fees paid, outstanding offers and recommends changes to the program status to ensure enrolment targets will be made; • Monitors applications and offers to ensure consideration is given to established diversification targets; • Authorizes extension of deadlines for receipt of confirmation, tuition fees, and final marks, where circumstances warrant; • Maintains and updates accurate records on all applicants and ensures effective input to the student information system; • Conducts preliminary assessment of requests for advanced level entry; • Upholds the concepts of transparency and fairness in admission processing; • Maintains confidentiality of all decisions and documentation; • Scrutinizes applications for inconsistencies in transcripts or test results to identify altered documents.	50%
Provides guidance and academic advising to applicants regarding available alternatives as follows: • Provides application and admission guidance to applicants and Recruiting Team members at all points of customer contact: letter, applicant portal, telephone and email in a professional manner; • Advises unqualified applicants regarding the status of their application; and provides information on alternative programs and meeting admission requirements in collaboration with recruitment team; • Advises applicants who are under 19 years of age and who do not possess an (high school diploma/missing requirements) OSSD of their status, informing them of their options; • Advises applicants who are missing required documents in order to render a decision on their application and their status; • Revokes conditional offers to applicants who did not meet the conditions of acceptance; • Responds and provides guidance to various inquiries from prospective students, general public, internal staff, faculty, administrators and partner agencies, i.e., OCAS. • Advises applicants on meeting proof of English proficiency requirements.	15%

Creates and revises content of all communication pieces related to the business processes of admissions activity: • Conducts an annual review of each communication piece to ensure continuous improvement, taking into consideration feedback from applicants, recruiters and other College staff; • Creates content for new pieces as required; • Collaborates with International Recruiting Team and Marketing on international recruiting, promotion and other communications directed to prospects and applicants; • Regularly reviews College's web pages related to International Admissions policy and processes and makes or requests updates as required; • Inputs accurate program, fee, co-op and other information to the application system (OCAS-IAS).	10%
Performs other related duties in support of Admissions: • Forecasts, calculates, establishes and monitors the number of approvals and confirmations required for specified programs to assist with enrolment management; • Monitors admission targets, liaison with Associate Registrar, Admissions, Pathways and Convocation on seat conversations, request additional seats as required; • Prepares admissions statistical reports, comparative study reports, application reports and others as required; • Proposes changes to admission policies and practices as necessary to help ensure fairness and access, and ensure that they do not present barriers in attracting students to register at the College; • Reviews refund requests and determines applicant eligibility for a refund; communicates decision to applicants and process requests in Student Information System; • Collaborates with Finance to ensure accurate wire transfers received are posted to student accounts; review and resolve any issues that are identified; • Determines applicant eligibility for a deferral request; annual review of deferral policy and suggest improvements and process changes if required; • Reviews application system (OCAS-IAS) and collaborates with internal and external teams to make suggestions for improvements; reviews and tests implemented changes; • Confirms student status in Canada and eligibility to study by reviewing visa status.	20%
Other duties as assigned: • Occasionally provides training for team members; • Researches and actively participates in training events to improve overall understanding of educational systems and institution accreditation from around the world; • Assists with other projects in the International Office as required.	5%
	100%

* To help you estimate approximate percentages:

½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the job training in this information.

- ☐ Up to High School or equivalent
- ☐ 1 year certificate or equivalent
- ☒ 2 year diploma or equivalent
- ☐ Trade certification or equivalent
- ☐ 3 year diploma/degree or equivalent
- ☐ 3 year diploma / degree plus professional certification or equivalent
- ☐ 4 year degree or equivalent
- ☐ 4 year degree plus professional certification or equivalent
- ☐ Post graduate degree or (e.g. Masters) or equivalent
- ☐ Doctoral degree or equivalent

Field(s) of Study:

2-year Diploma in Office Administration or Business, that includes writing and grammar and intermediate software applications skills (Microsoft Excel and Microsoft Word).

B. Check the box that best describes the requirement for the specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirements that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

☒ No Additional requirements	
☐ Additional requirements obtained by course(s) of a total of 100 hours or less	
☐ Additional requirement obtained by course(s) of a total between 101 and 520 hours	
☐ Additional courses obtained by course(s) of more than 520 hours	

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of years of experience, in addition to the necessary education level required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or the on-the-job training occurs after the conclusion of the educational course or program.

☐ Less than one(1) year	
☐ Minimum of one (1) year	
☐ Minimum of two (2) years	
☒ Minimum of three (3) years	3 years of experience in an office environment within a post-secondary environment with exposure to the admissions process and international students. Experience with a high-volume, deadline-driven, customer service environment requiring high levels of English proficiency in speaking, reading, listening, and writing. Experience with using computerized systems, including Microsoft Office Suite of products, a customer information system, and experience updating websites.
☐ Minimum of five (5) years	
☐ Minimum of eight (8) years	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgment required to do so.

Please provide up to three (3 examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	Determination of eligibility for admission: applicant not qualified for program choice.
How is it identified?	Assesses transcripts received; may notice a failed grade or missing requirement and determines that admission requirements are not met. SLC evaluation process determines student not eligible.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent must investigate situation to define problem correctly to clarify situation; may need to review alternate courses or additional transcripts.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent must analyze the applicant's situation to determine: will the failed grade prevent the student from earning an OSSD equivalency and/or meeting the admission requirement. Is there an alternative that can be recommended such as online programs/courses, test services so the student can meet the requirement.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Access to ICAS, WES, IQAS assessment materials for multiple international education systems (India and subcontinent, Africa, Asia, Latin America); to draw comparisons between Ontario's secondary school system and international equivalencies, established standards of the MCURES, international transcript assessment, College's program-specific admission requirements. Incumbent uses independent judgment to make decision.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered.	Identifying the need to limit the number of offers being made for a particular program while meeting both enrolment and diversification targets..
How is it identified?	Review of past applicant history and conversion rates against current applicant cycle data. Consideration of applicant country of origin and Visa conversion rates (IRCC statistics).
Is further investigation required to define the situation and/or problem? If so, describe.	May need to research external factors affecting applicant data, such as another area College introducing or cancelling the same program. Interaction with Recruitment team to understand changes in local international market demand by program. Consider the program duration and impact on the length of a Post Graduate Work Permit to understands changes in program demand.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Considering and weighing all data, determines the appropriate number of offers to be made, the percentage of offers that will convert to paid deposits and the percentage of paid deposits that will convert to approved Visas. Consider when to waitlist a program and the number to waitlist and whether to allow further applications to be made. Project the number of potential deferrals to a future term based on the point in the application cycle and Visa processing times by country.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Maintains and uses historical data and past practice. Monitors market trends and shifting IRCC information and statistical reports.

	#3 regular & recurring
Key issue or problem encountered.	Assessing transcripts that are not based on current Ontario curriculum.
How is it identified?	Documents provided by applicants are from out of country and based on multiple and diverse international education systems. Some transcripts may be 5-8 years old and international education system documentation/records are very difficult to access.
Is further investigation required to define the situation and/or problem? If so, describe.	Researches other school or Ministry of Education websites across multiple countries to determine curriculum comparisons. Accesses online international credential assessment and evaluation resources such as WES, IQAS, ICAS. May discuss individual course details with credential assessment bodies.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Interprets the research data, educational system structures and transcripts to determine appropriate

	equivalencies and assess eligibility for admission.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Past practice, and examples, international education and governmental websites, lists of accredited public high schools, college or university websites, lists of accredited private educational institutions by country. Access to expertise of credential assessment bodies for novel or complex situations, including investigation of refugee status for individuals unable to access credentials.

3. Analysis and Problem Solving

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

Key issue or problem encountered.	Students withdraw and/or request refunds at each intake before or within the 10-day withdrawal deadline.
How is it identified?	Student initiates request in the OCAS-IAS portal, email admissions officers directly, contacts Regional Manager or SLC Country office representatives, or presents in person.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. The reason for withdrawal must be determined. Appropriate documentation to support the withdrawal must be provided. Financial information must be verified to ensure that refunds are being directed to the originating account to meet international banking regulations.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Documentation is reviewed to understand how the international refund policy applies for each possible scenario. Admissions Officer makes a determination regarding approval of the withdrawal/refund. Visa information is verified. Dependent upon the reason for withdrawal and the student's immigration status in Canada the Admissions Officer may need to notify IRCC/CBSA of the withdrawal. Student is advised to consult with International Student Advisor regarding immigration/Visa status.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	The International withdrawal/refund policy. Past case decisions.

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

Key issue or problem encountered.	College introduces a new academic program with non-standard admission requirements or practices (e.g.– collaborative degrees) or changes existing requirements, students from non OSSD jurisdictions have limited assumed skills and knowledge and need to meet equivalencies before program start, for example, MS Office Suite knowledge
How is it identified?	Announcement by Registrar or VPA
Is further investigation required to define the situation and/or problem? If so, describe.	Review whether other colleges are offering the program and research their admission processes, practices
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Adapt current criteria, process and procedures to meet demand of the new circumstances

What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Other College processes; established SLC past practices and other language school practices (ESL).

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

In the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring to the position, up to two (2) examples that occur occasionally:

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	Admission decisions, and cancellation of offers are treated as projects with critical deadlines established in a weekly schedule for the semester. Throughout the calendar year the position is working with three separate timelines, i.e., intakes, simultaneously that requires the incumbent to organize and execute a weekly workplan with multiple components and competing priorities and deadlines. Offers, cancellations, deferrals and Visa status are highly date sensitive. Since an applicant indicates their intent to confirm an offer of admission by accessing their account in the OCAS-IAS portal, and IAS and People Soft (SIS) are not integrated, acceptance data must be uploaded to OCAS-IAS on schedule to ensure timely international data for the RO and Finance. Similarly, when an applicant will no longer be permitted to confirm their acceptance, due to non-payment, the position ensures the timely revocation of offers in IAS.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Time management. Organizational skills. Ability to prioritize and amend a work schedule. Ability to multi-task while maintaining high levels of accuracy. The ability to work within a schedule in a team-oriented environment; to ask for or offer assistance to co-workers.
List the types of resources required to complete this task, project or activity.	The Admissions Schedule for Offers of Admission and Cancellation of Admission, deadlines for payments, average Visa processing time for IRCC by market; and other critical dates in cycle.
How is/are deadline(s) determined?	Project scope and schedules determined by incumbent, in coordination with intake cycles; project always impacts others by its very nature. Marketing needs to design and print new collaterals; IT staff need to make programming changes for printing correspondence; International Recruitment Team needs to be prepared for follow-up. Work schedules must be flexible and adjust to changing external factors such as Visa processing time and any IRCC policy shifts by intake.

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	The incumbent determines if changes are required during the cycle as deadlines approach or quotas are filled.

4. Planning/Coordinating

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	The incumbent is required to annually plan an approach for evaluating applicants from specific markets and to work with the International Recruitment Team and the country office in each market to achieve the allocated application targets.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Organizational Skills Written and Communication Skills Attention to detail. Ability to use MS Office Software, Power BI and the OCAS-IAS system to produce and monitor reports.
List the types of resources required to complete this task, project or activity.	The schedule for each intake admission. Building reference documents from ICAS resource materials, other training and local market intelligence to streamline application assessment, including transcripts from specific markets. Information provided by country offices and the international recruitment team. IRCC Visa processing requirements and Government of Canada special visa programs as introduced to meet national immigration thresholds.
How is/are deadline(s) determined?	Deadlines are driven by the annual admissions cycle. For international there are 3 intakes annually and the team is working to deadlines for closing one intake while simultaneously working on deadlines to open the next 2-4 intakes. Flexibility and judgement are required to maximize the number of applicants in each cycle who will receive an LOA by market to ensure Visa processing deadlines are respected.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	The position determines if changes are required after evaluation of the previous year's activity. Changes are also driven by any changes to international transcripts or government of Canada special visa and educational incentive programs or political relationships/decisions that impact immigration by market.

	#3 regular and recurring
List the project and the role of the incumbent in this activity.	Coordination of student requests for deferral at each intake before the semester start date. Incumbent reviews the student initiated request in the OCAS-IAS portal. Admissions Officer makes a determination based on previous deferral requests and future program availability. Deferral request is approved or denied in the IAS portal.

What are the organizational and/or project management skills needed to bring together and integrate this activity?	Attention to detail Communication Skills Coordination of timelines Critical thinking to interpret academic policy Ability to use the OCAS-IAS system to process deferrals.
List the types of resources required to complete this task, project or activity.	Applicant file in IAS is reviewed to determine if there have been previous deferrals. SLC working EP, affiliate partner EPs, OCAS-IAS User Manual, academic calendar, academic policy. Established practice regarding the approval of deferrals and exceptions.
How is/are deadline(s) determined?	Based on the academic calendar and Visa processing cut-off dates by market. Also linked to working EP and outstanding seat availability.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Admissions Officer makes a determination based on previous intakes and uses judgement based on established practice regarding deferral deadlines and processes. Review, interpret and apply current year academic policy. Admissions Officer reviews IAS portal and seat/program availability, against the SLC working EP for future intake plans to determine if the approval of a deferral will have any impacts on domestic seats. Issue raised for manager if EP caps are reached/exceeded.

4. Planning/Coordinating

	#1 occasional (if non, please strike out this sections)
List the project and the role of the incumbent in this activity.	Loading SLC programs in OCAS-IAS portal for SLC tri-campus, including entry of dates, tuition fee tables and seat caps. Admissions Officer uses the approved working enrolment plan to load data by intake term. The posted tuition and ancillary fees table must be reviewed and loaded by program relevant to international intake. The academic calendar is consulted to ensure correct start and end dates for terms and programs. Tuition, enrolment plan and start date information is requested of Canadian College. Due to lack of integration between the True North Portal and SIS, this information is tracked in a stand-alone database.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Loading SLC programs in OCAS-IAS portal SLC tri-campus, including entry of dates, tuition fee tables and seat caps. Admissions Officer uses the approved working enrolment plan to load data by intake term. The posted tuition and ancillary fees table must be reviewed and loaded by program relevant to international intake. The academic calendar is consulted to ensure correct start and end dates for terms and programs.
List the types of resources required to complete this task, project or activity.	SLC working EP, affiliate partner EPs, OCAS-IAS User Manual, tuition fee tables, academic calendar (system start and end dates), program information such as hours of instruction, placement requirements, any additional requirements for international students. Established practice regarding the loading of previous EPs.
How is/are deadline(s) determined?	Based on the academic calendar and Visa processing cut-off dates by market. Also linked to corporate approval of working EP.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Admissions Officer makes a determination based on previous intakes and uses judgement to interpret the caps between international and domestic as set out in the working enrolment plan. Admissions Officer uses judgement to identify if changes/discrepancies will have an impact on domestic, etc. and brings to attention of Manager. For example, if the domestic cap is 50 and international has been allocated 40 seats in a highly competitive program, based on previous intakes, this discrepancy

	would be identified for follow-up.
	#2 occasional (if non, please strike out this sections)
List the project and the role of the incumbent in this activity.	Annual Review of Admissions processes, incorporating feedback for improvement. Includes set up for Checklist items, review of calendar dates, updating Admission requirements per Academic Council approvals. Designing annual timeline.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Attention to detail Communication skills Coordination of timelines,
List the types of resources required to complete this task, project or activity.	Analysis of previous year's feedback SIS Team and IT
How is/are deadline(s) determined?	Position develops annual cycle and incorporates review time.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Position develops annual cycle and incorporates review time. Impact is based on feedback from partners and sector changes.

5. Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work skill development.

Though support staff cannot formally "supervise "others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
☐	☐	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	
☒	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	Responds to enquiries from applicants, International Recruitment team members and country offices. Advises and assists in correct process and procedures.
☒	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Advises International Recruiting team members of reasons for applicants' ineligibility; recommends an alternate course of action for meeting requirements if applicable.
☐	☐	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
☐	☐	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (If none, please strike out this section)
Enrolment targets are provided to the incumbent for all programs for all intake dates up to a year in advance. Daily and weekly activities and tasks are performed independently. Work under an established schedule and business practices with little to no instruction.	New procedures and updated information are discussed at team meetings Supervisor (or other) may provide broad parameters in support of a specific enquiry.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Enrolment Targets in the working Enrolment Plan Established provincial admissions schedule and policies Established business process and policies Student Information System documentation Past Admission cycle data Academic Year dates & College Calendar St. Lawrence College Admission policy Admissions Schedule of activity	Consultation with Associate Registrar, Admissions, Pathways and Convocation

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
After initial training and experience, the incumbent's work is not verified unless a question is raised by an applicant, Recruiting Team member, or academic staff. The incumbent reviews input and output for accuracy and completeness. Incumbent develops criteria for self-assessment reports regarding work processes, and, using the specifically- designed reports evaluates accuracy	Weekly or twice monthly meetings with the Associate Registrar, Admissions, Pathways and Convocation are held to discuss a program's statistics - number offered admission, acceptances, paid deposits, registered Visas, waitlist, etc. Frequency varies based on critical path in the intake cycle

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Establish need for follow-up by Recruitment with an individual applicant or a group of applicants	Grant an extension to a deadline for an individual based on consultation with program coordinator

Describe the type of decisions that would be decided in consultation with the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Consultation with supervisor is on exceptional basis only	Confer with supervisor on initiation of a policy or process change

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Admissions decisions: offering conditional, unconditional admission, offering a wait list position, denying admission. Grant extension to deadlines for payment or submission of evidence of completion of admission requirements, Visa processing Timing and production of program availability lists for internal College community use, international recruitment team and SLC Country office use Managing workload – recommending when OT is required to remain within internal and external operational deadlines Revoking an offer when conditions not met.	Close or waitlist a program to new applicants, recommend application to a future intake, based on market of application and Visa processing times.

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which a position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfill the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
Electronic transmission of applicant data from OCAS-IAS	Raw applicant data is evaluated against program admission requirements	Prospects/Applicants	D
Electronic transmission of confirmation data from OCAS- IAS	Produce an email, Status letter and portal updates according to data received	Applicants	D
Academic staff request a review of the programs statistics in terms of the numbers (enrolled wait lists etc).	Academic departmental staff contact Admissions with questions on a non-scheduled basis.	Academic staff directly, admissions process and applicants	M
Email; mail, fax, phone; in person	The incumbent response to the service request immediately if possible unless the issue is complex and requires research or consultation. The incumbent reviews details, identifies alternatives, decides on course of action and responds to the inquiry.	Applicants; Recruiting Team members; Academic school staff and faculty; high school guidance counselors	D
Service required by OCAS –IAS Service Level Agreement	The incumbent produces an electronic offer data file; schedules transmission of the file to OCAS-IAS	Applicants, OCAS-IAS	D
Incumbent receives a system alert on OCAS-IAS and has to identify and resolve issue.	The incumbent uses knowledge of the system to address and correct the error. May need to investigate with OCAS-IAS and/or SIS Team.	Applicant received accurate and timely service and isn't unduly delayed due to error.	D
Incumbent receives a request from OCAS-	Incumbents use several tools for the review:	OCAS-IAS processing centre directly, and indirectly,	I

IAS to review transactions or transmitted data to identify an error or problem	Applicant Admission history data, Status Code History data, error reports	applicants and or Recruiting team members	

* D = Daily W = Weekly M = monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section (s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D,W,M,I)*
Exchanging routine information, extending common courtesy	Provide admission decisions to applicants Electronic exchange of applicant data Issue program status report	Applicants OCAS-IAS Internal College community. Prospects	D D W I
Explanation and interpretation of information or ideas.	Explanation of high school curriculum, how applicants are ranked, acceptable admission criteria equivalents.	Applicants, International Recruiting team members, country offices, program coordinators, Academic Deans	D
Imparting technical information or advice	Working with individual applicants to clear admission conditions. Interpreting technical information for International Recruiting Team members and country offices. Assisting part-time team member with Admissions processes	Applicant International Recruiting Team members, country offices	D W D
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

* D = Daily W = Weekly M = monthly I = Infrequently

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, and lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting at computer station	D			✓	✓		
Standing while serving clients.	D	✓					
Bending and kneeling while filing.	W	✓			✓		
Keyboarding	D			✓	✓		

* D = Daily W = Weekly M = monthly I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

☒ Light (up to 5 kg or 11 lbs.)	W loading printer
☐ Medium (between 5 to 20 kg and 11 to 44 lbs.)	
☐ Heavy (over 20 kg. or 44 lbs.)	

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform the task and the duration of the task, including breaks (e.g. up to two hrs. at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (e.g. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Evaluation of applications. Reviewing multiple screens and websites and paper documents. Detailed review of electronic international transcripts to evaluate applications	D			✓
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☐ Usually, ☒ No, Given the multiple sources of information and the complexity of certain admission situations, when interrupted the incumbent must backtrack to re-establish where the analysis of the admission process was left off. Multiple core priorities require frequent shifts in tasks				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Process OCAS-IAS information; identify and correct associated errors	D			✓
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☐ Usually ☒ No, Interruptions are frequent and often require disruption of the process already underway. Though returning to the task where one left off is more easily accomplished.				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Updating electronic student file including on-line checklist, adding course to applicants' academic record, updating qualification status	D			✓
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☐ Usually ☒ No, Interruptions are frequent and often require disruption of the process already underway. Though returning to the task where one left off is more easily accomplished.				

* D = Daily W = Weekly M = monthly I = Infrequently

11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D,W,M,I)*
☒ acceptable working conditions (minimal exposure to the conditions listed below		
☐ accessing crawl paces/confined spaces		
☒ dealing with abusive people	Occasionally deals with upset and irate individuals over the phone, via email or in person.	I
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☐ handling hazardous substances		
☐ smelly, dirty or noisy environment		
☒ travel	Minimal travel to other campuses for special events or meetings	I
☐ working in isolated or crowded situations		
☐ other (explain)		

* D = Daily W = Weekly M = monthly I = Infrequently