

St. Lawrence College
Position Description Form (PDF)

Revision: August 2024

Campus: Brockville
Incumbent's Name: Vacant
Position Title: Test Centre & Accessibility Coordinator
Payband: D
Position Number:
Hours per Week: 35
Duration: 10-months per year
Supervisor's Name and Title: Sarah Tomaszewski, Associate Director
Student Wellness & Accessibility
Completed by: Caryn Langstaff and Sarah Tomaszewski

Signatures:

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

Date: _____

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 Director of Student Wellness & Accessibility, the Test Centre & Accessibility Coordinator is responsible for the effective day-to-day administration, coordination, organization, control, integrity and security of the St. Lawrence College Test Centre and is responsible for ensuring standardized best invigilation practices are delivered and maintained in support of students and external testing clients. The incumbent provides a wide range of testing services relating to accommodated tests, admission assessments, resolved scheduling conflicts, missed tests, external examinations, government-issued certifications, and OntarioLearn exams. The incumbent prioritizes and supports students with testing accommodations through scheduling and coordination of appropriate accommodations and proctoring services. The incumbent may also coordinate Learning Coaches or other accommodation services in support of student academic success, as per individual student academic accommodations plans, as required. The incumbent provides quality front-line customer service and responds to all testing inquiries, consulting the Associate Director where required. The incumbent schedules, coordinates, administers, and invigilates examinations in accordance to established practices, policies and manuals, ensuring best invigilation and proctoring practices are maintained and ensuring the integrity of the testing process and security of testing materials. The incumbent also maintains departmental statistics in alignment to departmental practices, including data associated with utilization and academic integrity. The incumbent must tend to general communications in a timely manner. The incumbent is required to maintain a system of communication with alternative testing locations and coordinate departmental requests, as well as external requests for services. The incumbent is responsible for ensuring smooth functioning of day-to-day facility operations and identifying and resolving applicant / student customer service issues, consulting the Associate Director where required.

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*
<ul style="list-style-type: none"> Coordinates and supports the daily operations of all Test Centre services for students, clients from outside agencies, institutes and external agencies, and staff. <ul style="list-style-type: none"> Receives intake material electronically and facilitates scheduling and resourcing needs for Test Centre and accommodation requirements. Ascertains and retrieves appropriate assessment(s) Provides learners with any relevant instructions for completing test, reminds learners of Test Centre rules and regulations, and upholds rules and regulations. Invigilates concurrent testing activity ensuring compliance with procedures, practices, rules and regulations of the Test Centre and those of any external agency. Monitors, engages and reports instances of academic misconduct and/or violations of integrity (e.g. cheating) and responds and corrects inappropriate activity in real time. Supports digital completion of assessments and secures all completed paper-based tests. Manages records for duration of assessment; logging of start and end times, and relevant reporting of overages to faculty. Returns completed tests to appropriate faculty /department / external agency. Ensures sufficient proctoring coverage as well as space and technology allocations are in place for all scheduled testing needs. Coordinates additional day/evening/weekend staffing coverage, as required, utilizing most efficient approaches (e.g., increased testing volumes and/or unplanned staff absences). Trains staff accordingly and models best practices, procedures, and expectations. Coordinates tests for accommodated testing and provides support for unique student test accommodation requirements Ensures a quiet and safe testing environment Supports set-up and troubleshooting of tests and Test Centre-related concerns (e.g., missing instructors, technical issues with Test Centre equipment, etc.). Supports the Associate Director to develop, implement and sustain invigilation and scheduling best practices. Provides coordination and leadership with daily operations of the three integrated Test Centres. Collaborating with the team, leads the development and update of operational manuals for the Test Centres, tri-campus. Explores with the Associate Director opportunities for continuous improvements to Test Centre operations and facilitates solutions to emerging issues arising (e.g., scheduling conflicts, faculty or student concerns). Supports the resolution of student concerns or conflicts with timeliness, professionalism, and tact. Engages support from colleagues and Associate Director as needed. Coordinates schedules of learning coaches and other accommodation support for students 	65 %

<ul style="list-style-type: none"> Engages the Associate Director to explore contract requirements when new external partnership inquiries are received. Communicates with students and faculty to process invigilation requests and ensures timely receipt of test information. Performs scheduling functions to allow for external client testing services to operate outside of typical business hours of operation. Ensures consistency and efficiency in tri-campus processes to maximize opportunity for BSWD chargebacks. 	
<ul style="list-style-type: none"> Manages intake and booking portal information for assessment scheduling and resource needs. Ensures all relevant information and attachments (where appropriate) are provided and obtained. Responds to queries by telephone, in-person and by email. Initiates clarification from faculty or other parties regarding test issues and concerns. Assists with updates to web site and other media relating to Test Centre operations. Ensures availability of testing envelopes and test sample booklets. Ensures completion of testing envelopes relating to test intake. Coordinates with Student Services to ensure payment for external tests, and receives fee payment after hours, ensuring proper tracking and reporting. Processes request forms and other documentation. Oversees entry of data and maintenance of spreadsheets relating to Test Centre activity statistics. Generates activity reports according to Test Centre invigilation practice manual and procedures. Relays invoice information to Financial Services for external agency use of the Test Centre services. 	25%
<ul style="list-style-type: none"> Maintains departmental statistics relating to utilization data, resourcing needs (e.g. private space) and academic misconduct. Processes incoming and outgoing correspondence (e.g., email inquiries, secured exam packages/correspondence) Support inter and intra departmental needs (e.g., Student Wellness & Accessibility and/or Student Services), as required, where time permits Supports the Associate Director as required with departmental administrative tasks as required (e.g., forms development) 	5%
Performs other testing and accessibility related duties as assigned.	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

☒ **X** 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:

Office Administration, Business, Education, Accessibility Services

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

- Customer service experience in a busy environment working with a variety of customer groups.
- Exposure to the academic environment
- Must have worked in an environment with minimal supervision and be experienced with dealing with challenging people.
- Must include experience coordinating staff and operations, scheduling, and facilitating multiple activities and services.

☐ Minimum of two (2) years

☐ Minimum of three (3) years

☐ 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 and recurring
List the project and the role of the incumbent in this activity.	Last minute faculty requests for group proctoring and/or Test Centre staff do not show up to invigilate examination and/or call in last minute with unplanned absence.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Managing time-sensitive, high student stress context. Prioritization of urgency Strong organizational skills. Accurate record keeping. Detail-oriented. Customer service oriented. Multi-tasking.
List the types of resources required to complete this task, project or activity.	Past practices Established guidelines Staff listing and contacts Faculty Scheduling (additional space requirements)
How is/are deadline(s) determined?	Predetermine dates for testing, without flexibility (academic integrity) Need to prioritize task above daily operations to ensure staff and space support prescheduled invigilation requirements
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.	Incumbent may fill the role directly, where feasible. Incumbent coordinates replacement staff immediately upon becoming aware and/or additional space as required; incumbent is aware of impact on students and need for same day/same time coverage for academic integrity of prescheduled assessments. Incumbent independently pivots to subsequent staffing options, and prioritizes FT staff first for fiscal efficiencies. Based on staff call lists and staff availability, incumbent contacts and coordinates until coverage is in place. Consults Associate Director and Operations Manager if staffing outside of Test Centre staff is required (e.g., support from Student Services).

	#2 regular & recurring
Key issue or problem encountered.	Conflict between a faculty's written instruction and a student with a disability understanding how a test is administered.
How is it identified?	Student with a disability requiring test accommodation arrives for a pre-booked test and indicates that it is an open book test. The instructions provided by the faculty do not indicate that the student may use their book or notes.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, further investigation is required. The incumbent will have to resolve the conflict by determining whether or not the test is open book in a manner that does not cause the student additional anxiety but respects the test parameters set by the faculty. If the student becomes anxious or upset, they may not be able to perform well on the test.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<p>The incumbent will discuss with the student why the student thinks that it should be an open book test (i.e. did the instructor tell them in class? Was it on Blackboard? Etc.)</p> <p>The incumbent will contact the faculty by phone or email to clarify the instructions for the test.</p>
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	The incumbent may draw upon his/her own past experiences to ensure that the needs of the individual student are met. The incumbent will consult with the faculty person involved. Past practice solutions that have been acceptable may be selected by the incumbent, though these practices may not be written.

3. Analysis and Problem Solving

Key issue or problem encountered.

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)

#3 regular & recurring

Ensuring that all students writing tests provide the appropriate identification and follow all Test Centre policies and procedures to ensure the security and integrity of the testing process.

Students are required to sign-in prior to writing a test and provide the incumbent with satisfactory photo-identification as well as any necessary student information as it pertains to Test Centre intake tracking.

The incumbent is required to communicate the policies and procedures of the Test Centre to all students prior to administering a test.

The incumbent communicates with the student; identifies their needs and ability to work within the guidelines provided. In time sensitive situations if students cannot provide photo-identification, the incumbent assesses alternative options for the students such as having a teacher provide a written note with signature vouching for the student or asking security questions to identify them in PeopleSoft using contacts/policies in Student Services front-line support.

The incumbent relies on past practices, established Test Centre guidelines and the rules and policies which are in place. Rules and policies may differ or be specified for invigilating tests for external clients.

#1 occasional

Key issue or problem encountered.

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)

Determining if the Test Centre can accept external students for particular tests.

An external academic organization such as a university may contact the Test Centre to enquire if they can administer a test for their students.

The incumbent provides information on Test Centre hours of operation, service delivery options and fees. The incumbent works with the Associate Director to ensure there is a preexisting contract with the external agency and/or refers the agency to the Associate Director to explore feasibility and contract negotiations.

The incumbent ensures that the external client needs is a match with the services the Test Centre provides through review of needs, identification if Test Centre service is a match with client needs, and confirmation that the resources exist to accommodate all parties.

Past practices and established Test Centre guidelines. External Agency contract and invigilation guidelines.

Key issue or problem encountered.

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)

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

Addressing challenging or upset students who present in emotional and/or behavioural distress

Self-evident during interaction with student.

Not usually, but sometimes open-ended questions required to understand student issue if not clearly articulate during verbal exchange.

Incumbent must listen, acknowledge they have heard the individual, seek resources, and provide information or referral as indicated. If it is apparent that the student requires mental health support, the incumbent may provide personal support to take the student to Student Wellness.

Accessibility Advisors
Counsellors,
Learning Strategist,
Associate Director
Security
Good2Talk

3. Analysis and Problem Solving

Key issue or problem encountered.	#3 occasional (if none, please strike out this section) Disruptive or inappropriate behaviour displayed by test writer.
How is it identified?	Other test takers may bring the concern or problem to the attention of the incumbent, or the incumbent will observe the concern or problem directly and need to act.
Is further investigation required to define the situation and/or problem? If so, describe.	Acknowledges issue and asks to discuss situation away from the testing area. Interacts with the individual in a tactful and respectful manner in order to minimize disruption to others and understand the problem.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	If individual arrives in an unwell state, may suggest they speak to their instructor to reschedule. If individual displays inappropriate behaviour during an exam: incumbent immediately assesses the situation to determine why it is happening and address the behaviour (e.g., fidgeting or creating noise, academic misconduct - staff request the behaviour stop). Incumbent must make a judgement call to determine if they can manage the situation or if supervisor or security needs to be alerted. Incumbent may need to meet with the supervisor once the incident report has been completed, to determine next steps in terms of the student.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Test Centre procedures and past practices in dealing with similar situations. Code of Conduct. Academic Policies. Associate Director, Security, Faculty, other staff.
Key issue or problem encountered.	#4 occasional (if none, please strike out this section) Incumbent suspects an applicant / student of cheating in the Test Centre.
How is it identified?	During invigilation of the test, the incumbent observes student behaviour, notices through ongoing observation that the student is demonstrating suspicious behaviours indicates the possibility of academic misconduct (i.e., cheating) through copying and / or use of unauthorized aids or devices.
Is further investigation required to define the situation and/or problem? If so, describe.	Incumbent needs to have a thorough understanding of Test Centre guidelines and the test requirements along with the people skills and tact to intervene if necessary so that the student, and / or test and/ or aids/devices can be removed with minimal disruption to other students writing their tests.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent observes the student and notes if their behaviour warrants closer inspection or observation.

What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)

Over time, incumbent makes a determination based upon observation and experience as to whether the student is cheating and takes appropriate action. The test and evidence must be confiscated, and the incumbent reports the incident to the faculty involved and the Associate Director, along with any video footage..

Past and existing practices and policies along with established guidelines.

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

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.	The incumbent is the lead on managing the ongoing internal/external test requests from faculty/clients and supporting flexibility in the coordination, scheduling and administration of tests to students.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent must have strong time management and scheduling skills; communication and customer service; attention to detail and ability to interpret and work within testing guidelines and processes; and knowledge of specialized resources and equipment. Multitasking is a regular requirement of the position. The incumbent manages multiple and overlapping deadlines independently within the Test Centre.
List the types of resources required to complete this task, project or activity.	Testing room, test-specific equipment such as computers and supplies; and standard office equipment.
How is/are deadline(s) determined?	Faculty/clients determine deadlines and testing periods. However, there are multiple testing start and end times to be coordinated depending on the tests and situations requiring accommodation.
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.	Faculty/clients determine changes to the testing activities and the potential impact on students such as resources prohibited or permitted during the test; testing dates and timeframes. Internal schedules and space requirements for testing must be met while attending to testing schedules for external clients. Incumbent may be required to consult outside the Test Centre to resolve disagreements or make adjustments.

4. Planning/Coordinating

List the project and the role of the incumbent in this activity.	<p>#2 regular and recurring</p> <p>Managing time spent proctoring students and doing administrative duties at the main desk which include departmental statistics and invoicing for external clients.</p>
What are the organizational and/or project management skills needed to bring together and integrate this activity?	<p>Time management and multi-tasking are essential as frequent interruptions make it difficult for the incumbent to focus on the tasks.</p> <p>Focused attention on administration tasks while ensuring consistent monitoring / invigilation over learners to ensure both academic integrity and to ensure student needs are met.</p>
List the types of resources required to complete this task, project or activity.	<p>Support from other staff members</p>
How is/are deadline(s) determined?	<p>By establishing and coordinating a daily schedule.</p>
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.	<p>The incumbent as Test Centre Coordinator and if required the Supervisor (Associate Director).</p>
Key issue or problem encountered.	<p>#1 occasional</p> <p>Determining if the Test Centre can accept external students for particular tests.</p>
How is it identified?	<p>An external academic organization such as a university may contact the Test Centre to enquire if they can administer a test for their students.</p>
Is further investigation required to define the situation and/or problem? If so, describe.	<p>The incumbent works with the Associate Director to determine whether a preexisting contract exists with the vendor or agency.</p> <p>The incumbent provides information on Test Centre hours of operation, service delivery options and fees.</p>
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<p>The incumbent refers information to the Associate Director to determine whether a new contracted partnership is feasible. The incumbent provides information regarding the external client needs and whether a match with the services the Test Centre provides through review of needs, identification if Test Centre service is a match with client needs, and confirmation that the resources exist to accommodate all parties.</p> <p>Supports the Associate Director with any documentation, planning and process development required to support the agency once a contract has been secured.</p>

What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)

Past practices and established Test Centre guidelines.
External agency invigilation and contract guidelines / requirements.

Key issue or problem encountered.

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

Need for irregular Test Centre hours of operation or proctoring of a test during the evening or on a weekend.

How is it identified?

External request for service.

Is further investigation required to define the situation and/or problem? If so, describe.

The incumbent communicates with the client to determine if options during regular Test Centre hours are possible and clarifies the special request.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

The incumbent provides the client with an internal contact and organizes invigilation for the session.

What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)

Past practices.
Established guidelines
Associate Director

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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	<ul style="list-style-type: none"> • The incumbent is the front-line contact for the Test Centre • Students – give instructions to enable students to complete their tests. • Faculty – give instructions/explain procedures to enable faculty to submit tests for students
<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	<ul style="list-style-type: none"> • The incumbent explains, demonstrates and guides Test Centre procedures and processes to <u>new staff</u>. • Explains and <u>demonstrates new procedures and processes</u> to existing staff. • Demonstrates and guides staff use of technology and applications necessary in the operation of the Testing Centre – e.g., Kurzweil.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Is required to intervene and make recommendations if the equipment/devices used do not function properly or are used improperly(e.g. Test Centre laptops or applications).
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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 required to monitor the assessment activity of students to ensure academic integrity and must identify, respond and correct inappropriate activity in real time.
<input type="checkbox"/>	<input type="checkbox"/>	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 Day to day activities are performed independently and in accordance with departmental policy and procedure.	Occasional (If none, please strike out this section) Verbal instructions are given for new tasks and/or projects with suggested work methods and timeframes

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring College policies and procedures, standardized testing protocols, ministry guidelines, Test Centre practices and policies, rules and regulations, files, and guidelines maintained by Test Centre staff	Occasional (If none, please strike out this section)

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring Feedback is regularly received from faculty, clients and students.	Occasional (If none, please strike out this section) Annual performance review with Associate Director.

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

In consultation with the Associate Director, the incumbent resolves issues that require development of new operational procedures (tracking, use and access), issues related to appropriate use policies, and client complaints of a less serious nature.

Occasional (If none, please strike out this section)

Describe the type of decisions that would be decided in consultation with the supervisor.

Regular and Recurring

Serious issues related to difficult student, staff and faculty interactions which cannot be resolved by the incumbent are brought to the attention of the Associate Director.

Occasional (If none, please strike out this section)

Describe the type of decisions that would be decided by the incumbent.

Regular and Recurring

The incumbent determines the prioritization of daily work activities. The incumbent must be able to assess situations and problem-solve using judgement, tact and discretion, with little or no assistance immediately available, as well as decide what issues can be resolved in the Test Centre and what issues need to be referred to the Associate Director.

Occasional (If none, please strike out this section)

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?		
Instructors provide information for tests to be administered electronically through intake and booking portal.	The incumbent schedules and denotes all special test-specific, resource needs and details. Students attend at their scheduled date/time.	Faculty Students	D
Requests to take a test are received by email, or in-person.	The incumbent communicates with the agency or student to find out details about the test; verifies that the test is on-site or requests from external body that test be sent to the Centre; and, schedules an examination time with the student (following established procedures of retrieving the required booking information). The incumbent ensures that payment is collected, tracked, reported, and managed according to existing procedures.	External Students	D
External requests are received by phone or email to request the Centre administer tests to students.	The incumbent determines if the Centre can administer the test during operational hours, schedules test times as appropriate; and generates an invoice for payment by the client.	Other Colleges/Universities	D
Request for services outside of the regular operating hours by phone or email.	Incumbent may assist with the arranging of special accommodations such as testing space, proctoring and delivery of tests to meet needs of customer.	Other Colleges/Universities External Organizations	I

Support Staff PDF

Incumbent generic monthly reports and provide to Operations Manager and Associate Director. Incumbent may also receive requests for statistical reporting based upon clients served, methods of testing, etc.	Generate report based on daily tracking log, and provide additional data as requested.	Associate Director, Student Wellness & Accessibility	M
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* 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	The incumbent works as a front-line resource and contact in the Test Centre	Faculty/Staff Students Public	D
Explanation and interpretation of information or ideas.	The incumbent communicates with faculty setting up tests and with students completing tests regarding guidelines, processes, rules and regulations. Verbal and written.	Faculty Students	D
Instructing or training	The incumbent instructs faculty members on test intake and booking policies and procedures. The incumbent also trains Test Centre coverage staff	Faculty Staff trainees	M
Obtaining cooperation or consent	The incumbent is required to obtain cooperation from faculty in circumstances such as identifying students who do not have ID or where there is no scheduled assessment. expired	Students Faculty	M
Obtaining cooperation	The incumbent is required to communicate clearly and obtain cooperation from students or clients who are found attempting to or cheating on tests.	Students Faculty	I
Negotiating	The incumbent is required to support proctoring contracts with external organizations, in collaboration with Associate Director. Issues such as payment schedules and invoicing procedures are arranged in order to match service capabilities to the outside client's needs.	External Clients	M

* 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/standing repetition	D			X	X		
Standing	D			X		X	
Lifting	I	X				X	

* 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.)

☒ Medium (between 5 to 20 kg and 11 to 44 lbs.)

☐ Heavy (over 20 kg. or 44 lbs.)

Large volume of tests delivered at once , supplies, etc.

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
Reading of the examination details and instruction.	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input checked="" type="checkbox"/> Usually <input type="checkbox"/> No At times, concentration is broken due to delivery of other core duties.				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Reviewing of proctoring requests via e-mail and coordinating bookings with external clients or students.	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> -Usually <input checked="" type="checkbox"/> No At times, concentration is broken due to delivery of other core-duties (especially during high volume)				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
<input type="checkbox"/> Usually <input type="checkbox"/>				

* 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)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Day-to day working conditions are comfortable and suited to Test Centre purposes.	D
<input type="checkbox"/> accessing crawl paces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Verbally abusive students who are derogatory or threatening in speech.	M
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input type="checkbox"/> travel		
<input checked="" type="checkbox"/> working in isolated or crowded situations	Test Centre can be a stand-alone operation. Can be stressful to be the lone employee for long periods of time.	D
<input checked="" type="checkbox"/> other (explain)	<ul style="list-style-type: none"> • Often stressful dealing with students who are already in a stressed state prior to coming into the Test Centre • Stress created by dealing with a high volume of test takers and meeting resource demands. 	D M

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