

**NON-MANAGEMENT JOB DESCRIPTION
POINT RATING EVALUATION PLAN**

Working Title Request for Review Coordinator	Name
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Position Number	Reports to Position No., Class & Level Manager	Division, Branch/Unit ASA, Student Services Branch / Application Support, Assessing, and Designations	Ministry Advanced Education
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Present Class Program Services 2	Requested Class
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Dept ID	Program Code	Project Code (if applicable)
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PURPOSE: Give a brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization (see Non-Management Job Description Writing Guide [Pages 7-8](#)).

The Request for Review (RFR) Coordinator is the focal point for quality assurance and editorial review of documents and correspondence generated through the RFR process to ensure that policy is applied consistently, and the written documents have the appropriate content and presentation for the intended audience. This work contributes to timely approval processes for all three levels of RFR (Request for Reconsideration; Request for Executive Review – Level 2; Request for Ministerial Review – Level 3), validity and reliability of reviews. The RFR Coordinator is a critical role in the achievement of business goals, including client-centric innovation, operational effectiveness and efficiency.

The incumbent also provides coaching to the unit staff in the RFR process and to increase capacity for written communications, which can be applied to other types of correspondence. The incumbent liaises with staff in the Director’s Office, Executive Director’s Office, and the Assistant Deputy Minister’s Office and other units or branches on RFR issues, and contributes to a common sector approach to writing and improved RFR process. The Coordinator identifies and assesses trends over time to identify the need for improvements in process or policy and participates in the development of recommendations as needed.

The position works within the framework of existing program policies and regulations, and prescribed process and timelines for RFRs. The position creates write-ups in accordance with sector, division and department standards and preferences for writing.

RESPONSIBILITIES AND ACTIVITIES: The purpose of the job can be broken down in different responsibilities and end results. Each end result shows what the job is accountable for, within what framework and what the added value is. Normally a job has 4-8 core end results. For each end result, approximately 3-6 activities should be described (see Writing Guide [Pages 9-10](#)).

1- Develop recommendations to the EDO or ADMO for decisions. on RFRs

- Filter and streamline RFRs Levels 2 and 3 to the ED and ADM, respectively, by reviewing all potential escalated reviews to determine if there is a potential avenue for resolution at the Assessment Specialists’ Level 1, and if not then allow the creation of a RFR Level 2 or 3.
- Review, in depth, the merits of the request in light of policy, regulations, and external programs that may be beneficial to the student’s needs, and communicate these findings to the Assessment Specialists to be added to the RFR Levels 2 and 3 write-ups.
- Review documents and correspondence drafted by Assessment Specialists for consistency in application and interpretation of program policy and tone/context of content presentation for specific audiences.
- Work directly with Assessment Specialists to resolve issues, explaining the basis for any changes in presentation and written document of their recommendations.
- Monitor the progress of RFRs Levels 2 and 3 through the approval process, and participate in addressing barriers as needed.
- Raise awareness to the ADMO, EDO, Director’s Office, Assessing and Permanent Disability Unit Manager, or Managers of other areas, on cases where the review exposes complex or sensitive issues.
- Where necessary, complete document or correspondence revisions.

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- Support the Executive Director and the ADM in their file review and decision making.
- Escalate the level of review for specific cases based on interpretation and review of policy in relation to file details.
- Coordinate with community services (e.g. Bissell Centre, Catholic Social Services, etc.) and other ministries in cases where Alberta Student Aid is unable to meet a student's needs.

2- Maintain RFR Levels 2 and 3 process documents and identify opportunities for improvement, updating as needed to sustain an open, objective, and transparent process.

- Update process documents as needed, liaising with Operational Awareness Team to update information on the SAA websites.
- Develop, enhance, and maintain RFR Levels 2 and 3 templates.
- Track, analyse, and evaluate current and emerging issues, trends and key messages arising from reviews.
- Recommend future assessment/communication/correspondence strategies to support divisional management of strategic information (e.g., new training, process improvements).
- Research and identify alternative sources of support from the GoA if request is not approved or if alternative sources may benefit the student instead of student financial assistance through connections with other ministries.
- Represent RFR perspectives and input in broader Student Financial Services (SFS) policy and process reviews and enhancements to ensure client-centric, effective, and efficient program delivery (e.g., how might lesson learned via RFR going online impact the transition of other SFS elements to an online platform?).

3- Provide coaching and project leadership to sustain high standards for RFR and capacity for communications produced by the sector.

- Coach unit staff and provide on-the-job training for all levels to build capacity and improve overall quality of responses / communications.
- Develop support tools and job aids to support RFR Levels 2 and 3 assessments and to integrate lessons learned over time
- Coordinate with Unit Supervisors to provide a common approach for improving writing and presentation skills.
- Liaise with branch, sector and division staff and other sector units to support training for more general improvements to writing capacity and RFR information (e.g., integrate and align specific training on writing briefing notes that is applicable to RFRs and other topics; revise information on the SA website).
- Participates in meetings and committees at the branch and sector levels representing perspectives on RFR Level 2 and Level 3.

SCOPE: List specific information that illustrates the challenges, problem solving and creativity requirements and decision making capacity of the position. Also identify the internal or external areas the job impacts (see Writing Guide [Pages 11-12](#)).

The work of this position contributes to consistent application and interpretation of program policy across multiple Assessment Specialists and reduces unnecessary time delays caused by documents being returned for revision after submission to the Director, ED, or ADM Offices, or for time invested to revise documents by staff within these Offices. The RFR process has been enhanced; more information is available to students about the process; and, the RFR process can now be initiated online and, making it easier for students request reviews. These changes have increased the volume of requests. RFR decisions and associated communication impact the credibility of the branch, sector, and the department.

Each of the three levels requires a translation of the reassessment process, rationale and recommendation for decision to the appropriate documents (e.g., briefing note for Request for Ministerial Review) and appropriate style and tone. This draws on the application of a blend of both program and related policy expertise and written communication expertise. Reviews must be completed in a manner that stays within the response time expectations.

Judgement is applied to determine the appropriateness of responses prior to presentation to the ED or ADM for sign-off (Does the response address the question? Does the response comply with expected style and context for approval? Is the letter to the student clear and reflect ministry tone?); this position has the authority to request or make revisions to

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documents. A high degree of professionalism, and respect for confidentiality of information is critical, given that decisions and recommendations may be highly sensitive and political.

Creativity is applied to determine training and coaching approaches and presentations (can be for a group or an individual).

This position is internally focused and works within the parameters of established legislation, policies, guidelines, processes, and procedures. The Manager sets general performance priorities and objectives; however, the incumbent has latitude to determine areas of focus, and approaches to work on a daily basis. This position exercises initiative to identify trends and emerging issues (e.g., frequently recurring issues surrounding requests and identify recommendations), which could alter program process or policy to reduce the incidence of RFRs. Solutions will have been considered and the best option is put forward with supporting rationale.

KNOWLEDGE, SKILLS & ABILITIES: Include information on required diplomas and degrees along with identifying the most important knowledge factors, including knowledge about practical procedures, administrative, technical or professional techniques, technical, scientific or program related processes, etc. Detail specific training if there is an occupational certification/registration requirement for the position. Specify the type of experience required for the position (see Writing Guide [Pages 12-14](#)).

Knowledge

- Knowledge and demonstrated competence in proper English grammar and usage
- Knowledge of the Alberta government writing style and preferences and presentation requirements for various approval levels
- Knowledge of the range of programs provided through Student Financial Services
- Knowledge of the relevant Student Financial Services program policies and how they are applied to RFRs
- Knowledge of other sources of financial support available to Albertans (internal or external to the GoA) that could be recommended as an alternative to students that have requested an RFR

Skills and Abilities

- Analytical and judgement skills to assess the appropriateness of the application of policy
- Effective written and oral communication skills, including ability to communicate effectively with offices of senior department and government representatives and key stakeholders
- Interpersonal and facilitation skills, including ability to handle sensitive and/or difficult situations and negotiate agreement and commitment to action
- Organizational and time management skills to prioritize multiple responsibilities
- Ability to compile and summarize information and recommend viable solutions
- Awareness of political sensitivities and commitment to confidentiality and diplomacy
- Sound negotiation skills to ensure timelines and quality standards are achieved
- Judgement and decision-making skills to determine documents are ready to move up through the approval and sign-off chain within expected overarching response timeframes
- Ability to build and maintain networks, connect and build trust in relationships with co-workers and colleagues
- Ability to see the bigger picture, consider impacts, understand connections of RFR to broader Student Aid programs and services
- Experience communicating complex content in a simplified and meaningful way.

Education

- Undergraduate degree in a related field plus two years progressively responsible related experience; or equivalent.
- Preference will be given to individuals with education or experience in communications, public relations, or a similar field.

CONTACTS: Identify the main contacts the position communicates with and the purpose of the communication (See Writing Guide [Pages 14-15](#)).

- ADM and ADM's Office – present level 3 reviews and answer questions / provide information to support decision-making

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- Executive Director and Director – respond to specific queries; present review files and the recommendations; provide information to support decision-making of reviews
- Manager – provide consolidated reports and trends for RFR, including recommendations for process or policy changes;
- Unit Supervisors– liaise to integrate increased writing and RFR capacity with other ongoing assessment and training initiatives; raise awareness to specific issues
- Assessment Specialists – Review correspondence and documents related to RFR and identify improvements as needed; provide coaching and guidance on RFR response development and documentation; distribute information on changes / updates to process
- Program Services and Sector Issues and Strategic Support Specialist- liaise regarding the approvals processes; identify quality assurance issues based on feedback from the Director or Executive Director; collaborate on general improvements required for written communications (e.g., changes to style, changes to how specific contexts are described)
- Sector Branches – identify changes to information about RFR for presentation to marketing materials and content on the websites; provide inputs to broader program changes

SUPERVISION EXERCISED: List position numbers, class titles, and working titles of positions directly supervised (see Writing Guide [Page 15](#))

N/A

CHANGES SINCE LAST CLASSIFICATION REVIEW: Identify significant changes, that have impacted the responsibilities assigned to your position since the last review (see Writing Guide [Pages 15-16](#)).

ORGANIZATION CHART: An organization chart that includes supervisor, peers and staff **MUST** be attached (see Writing Guide [Page 17](#)).

This information is being collected under the authority of Section 10 of the Public Service Act and will be used to allocate positions within a classification plan and to manage the Alberta government human resources program. If you have any questions about the collection of this information, contact the Job Evaluation Unit, 6th Floor, Peace Hills Trust Tower, 10011 - 109 Street, Edmonton, Alberta, T5J 3S8, phone 780/408-8400 or contact your Ministry Human Resource Office.

Signatures

The signatures below indicate that the incumbent, manager and division director/ADM have read, discussed and agreed that the information accurately reflects the work assigned (see Writing Guide [Page 16](#))

Incumbent

	_____	_____	_____
	Name	Signature	Date

Manager

	_____	_____	_____
	Name	Signature	Date

Division Director/ADM

	_____	_____	_____
	Name	Signature	Date