2023 Assessor and evaluation panel information and evaluation guidelines.

Station 1 - Motivation

This station involves the nominee responding to a mini scenario in writing. You are being asked to observe the candidate during the process.

The station will run for 6 minutes and is looking for the following attributes.

- Manage time
- Communicate thoughts coherently in writing under pressure
- Reflect on self and situation

The Scenario

Completing the evaluation

We encourage you to complete the marking sheets as you go as the break between each nominee may not leave enough time to go back.

In the spreadsheet under tab Motivation, record the nominees name and U number provide a score out of 5 (per the rubric at appendix A). You are also asked to provide general comments that may include overall composure, ability to concentrate on task, focus.

Red Flag

We will include an opportunity for assessors and evaluation panels to record concerns about the nominee that may not be anchored in the nominee’s performance on the station. We anticipate that this option will be very rarely used but would like to have some avenue for assessors to communicate their concerns.

This tickbox is intended for use in cases where you have concerns about the nominee interacting with vulnerable populations or would not want the nominee, as an SR, to provide student leadership to your residence.

This tickbox is not intended to be a competence measure or a measure of communication skills. These should be covered in the station criteria and global rating.

The sort of concerns this box is for may include (but are certainly not limited to):
• Nominee has expressed views not compatible with the expectations of the ANU community for diversity and discrimination
• Nominee's manner is aggressive, hostile, argumentative, patronising, or dismissive
• You have concerns about this person interacting with vulnerable populations

Please also note that ticking this box does not automatically exclude a nominee. This tickbox is feedback from the assessor and will be considered in reviewing a nominee's performance. The receipt of three or more “red flag” ticks will trigger a full review of the nominee's performance and the recordings of the stations. Assessors may be approached for further comment if necessary for the review.

As noted above, we expect that very few nominees will raise these kinds of concerns. The majority of concerns encountered in the evaluation process will be concerns around communication, competence and perspective taking. These are adequately covered in the marking criteria for the panel & MMI stations and do not warrant further flagging here. Please, instead, make use of the full “global rating” scale for these instances.
2023 Assessor and evaluation panel information and evaluation guidelines.

Station 2 – Community Support

This station involves the nominee responding to a mini scenario in writing. You are being asked to observe the candidate during the process.

The station will run for 6 minutes and is looking for the following attributes.

- Compassion and empathy
- Decision making
- Communication
- Reflect on self and situation
- Appropriateness of the values chosen relative to the student leader role

The Scenario

47/E(d)

Completing the evaluation

We encourage you to complete the marking sheets as you go as the break between each nominee may not leave enough time to go back.

In the spreadsheet under tab Values, record the nominees name and U number provide a score out of 5 (per the rubric at appendix A). You are also asked to provide general comments that may include overall composure, ability to concentrate on task, focus.

Red Flag

We will include an opportunity for assessors and evaluation panels to record concerns about the nominee that may not be anchored in the nominee’s performance on the station. We anticipate that this option will be very rarely used but would like to have some avenue for assessors to communicate their concerns.

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2023 Assessor and evaluation panel information and evaluation guidelines.

Station 3 - Values

This station involves the nominee responding to a mini scenario verbally with the assessor. You are being asked to observe the candidate during the process.

The station will run for 6 minutes and is looking for the following attributes.

- Manage time
- Decision making
- Communication
- Reflect on self and situation
- Appropriateness of the values chosen related to the student leader role

The Scenario

47E(d)

Completing the evaluation

We encourage you to complete the marking sheets as you go as the break between each nominee may not leave enough time to go back.

In the spreadsheet under tab Values, record the nominees name and U number provide a score out of 5 (per the rubric at appendix A). You are also asked to provide general comments that may include overall composure, ability to concentrate on task, focus.

Red Flag

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2023 Assessor and evaluation panel information and evaluation guidelines.

Station 4 – Appropriate Behaviour / Conflict

This station involves the nominee responding to a mini scenario in writing. You are being asked to observe the candidate during the process.

The station will run for 6 minutes and is looking for the following attributes.

- Prioritisation
- Escalation
- Emotional control / awareness of self
- Evidence of compassion
- Lateral thinking

The Scenario

47E(d)

Completing the evaluation

We encourage you to complete the marking sheets as you go as the break between each nominee may not leave enough time to go back.

In the spreadsheet under tab Conflict, record the nominee names and U number provide a score out of 5 (per the rubric at appendix A). You are also asked to provide general comments that may include overall composure, ability to concentrate on task, focus.

Red Flag

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2023 Assessor and evaluation panel information and evaluation guidelines.

Station 5 – Active listening and Clear communication

This station involves the nominees working together to complete a task. You are being asked to observe the candidate during the process.

The station will run for 6 minutes and is looking for the following attributes.

- Manage time
- Emotional control
- Communication; listening as well as questioning
- Following instructions
- Problem solving

The Scenario

47E(d)

Completing the evaluation

We encourage you to complete the marking sheets as you go as the break between each nominee may not leave enough time to go back.

In the spreadsheet under tab Communication, record the nominee names and U number provide a score out of 5 (per the rubric at appendix A). You are also asked to provide general comments that may include overall composure, ability to concentrate on task, focus.

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2023 Assessor and evaluation panel information and evaluation guidelines.

Station 6 – Events

This station involves the nominees working together to complete a task. You are being asked to observe the candidate during the process.

The station will run for 6 minutes and is looking for the following attributes.

- Decision making
- Compromise
- Communication; listening as well as questioning
- Creative thinking
- Time management

The Scenario

47E(d)

Completing the evaluation

We encourage you to complete the marking sheets as you go as the break between each nominee may not leave enough time to go back.

In the spreadsheet under tab Event, record the nominee names and U number provide a score out of 5 (per the rubric at appendix A). You are also asked to provide general comments that may include overall composure, ability to concentrate on task, focus.

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Group Evaluation information and evaluation guidelines.

In this session 4 Evaluation panel members are assessing 2 x groups of 6 nominees on a scenario. This session will take approx. 30mins.

You are being asked to observe the candidates during the process.

The session will run for 30 minutes and is looking for the following attributes.

- Teamwork
- Decision making
- Compromise
- Communication; listening as well as questioning
- Creative thinking
- Time management
- Compassion
- Problem solving

The Scenarios

47E(d)
To start the session please ask the nominees to work together to address the scenario. Give them 15 minutes to work through the scenario and consider their responses. They can use the white board or paper on the tables.

They will then be given 5 minutes to present their response. The last 10 mins of the session will be for panel follow up questions.

**Completing the evaluation**

We encourage you to complete the marking sheets as you go as the break between each nominee may not leave enough time to go back.

Each nominee should be assessed on the following two criteria

- Teamwork – compromising, collaborating, decision making, creative thinking, positive contributions, emotional control.

In the spreadsheet under tab Group Evaluation, record the nominee names and U number provide a score out of 5 for each criterion. You are also asked to provide general comments that may include overall composure, ability to concentrate on task, focus.

**Red Flag**

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Group Assessment Rubric

1. Rubric for Stations and Group Evaluation Panel – Individual and paired activities
   *Note that students can demonstrate qualities across the assessment categories – total score should reflect this.

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Senior Residential Scholarship Evaluation 2023
**Group Assessment Rubric**

1. Rubric for Stations and Group Evaluation Panel – Individual and paired activities  
   *Note that students can demonstrate qualities across the assessment categories – total score should reflect this.

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<th>1.Motivation</th>
<th>5 – Excellent</th>
<th>4 – Above average</th>
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<th>2 – Below Average</th>
<th>1 – Poor</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong time management skills: excellent ability to communicate coherently in writing under pressure; high level of self-awareness demonstrated via multi-faceted understanding of factors contributing to own motivation; wide range of attempts to understand low team motivation; different actions taken to improve motivation of either individual student or team</td>
<td>Very good time management skills: very good ability to communicate coherently in writing under pressure; very good level of self-awareness demonstrated via understanding of 2+ factors contributing to own motivation; range of attempts to understand low team motivation; 2+ different actions taken to improve motivation of either individual student or team</td>
<td>Moderate time management skills: some ability to communicate coherently in writing under pressure; satisfactory level of self-awareness demonstrated via simple understanding of factors contributing to own motivation; some effort to understand low team motivation; single action taken to improve motivation of either individual student or team</td>
<td>Modest time management skills: below average ability to communicate coherently in writing under pressure; superficial level of self-awareness for understanding own motivation; minimum effort to understand low team motivation; superficial single action taken to improve motivation of either individual student or team</td>
<td>Task not completed demonstrating inability to manage time; unsatisfactory ability to communicate coherently in writing under pressure; Lack of demonstrated self-awareness; no demonstrated effort to understand team motivation; little to no action taken to improve motivation of either individual student or team</td>
<td></td>
<td></td>
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</table>
**Group Assessment Rubric**

1. **Rubric for Stations and Group Evaluation Panel – Individual and paired activities**  *Note that students can demonstrate qualities across the assessment categories – total score should reflect this.*

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<tbody>
<tr>
<td><strong>Community Support</strong></td>
<td>Strongly supportive demonstration of compassion and empathy; advanced ability to make decisions; excellent written communication skills – very clear and coherent; consideration of range of personal, policy, &amp; management issues; proposes range of appropriate supports/resources demonstrating close familiarity with resources available in-hall and across ANU; sophisticated capacity to assess and manage conflict of interest between roles as friend and SR</td>
<td>Very good demonstration of compassion and empathy; very good ability to make decisions; very strong written communication skills – clear and coherent; consideration of some personal, policy, &amp; management issues; proposes 2+ appropriate supports/resources demonstrating very good familiarity with resources available in-hall and across ANU; very good capacity to assess and manage conflict of interest between roles as friend and SR</td>
<td>Satisfactory demonstration of compassion and empathy; good ability to make decisions; satisfactory communication skills may lack some clarity or coherence; considers only 1-2 personal, policy &amp; management issues; proposes 1-2 appropriate supports/resources demonstrating satisfactory familiarity with resources available in-hall and across ANU; satisfactory capacity to assess and manage conflict of interest between roles as friend and SR</td>
<td>Superficial level of compassion and empathy demonstrated, more of a passive interpersonal response; unsatisfactory ability to make decisions; modest written communication skills – lacks clarity or coherence; superficial consideration of single personal, policy or management issue; proposes only 1 support, which may not be appropriate demonstrating superficial familiarity with resources available in-hall and across ANU; unsatisfactory capacity to assess and manage conflict of interest between roles as friend and SR</td>
<td>Task not completed, demonstrating inability to manage time; Absence of compassion and empathy; inability to make decisions; poor written communication skills – lacks clarity and coherence; no demonstrated consideration of personal, policy &amp; management issues; no or inappropriate sources/resources proposed demonstrating poor familiarity with resources available in-hall and across ANU; inability or failure to assess and manage conflict of interest between roles as friend and SR</td>
<td></td>
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</tbody>
</table>
1. Rubric for Stations and Group Evaluation Panel – Individual and paired activities  *Note that students can demonstrate qualities across the assessment categories – total score should reflect this.

<table>
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<tr>
<th>Values</th>
<th>5 – Excellent</th>
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<tbody>
<tr>
<td>Strong time management skills; excellent oral communication skills; excellent demonstrated awareness of ANU values; advanced ability to make decisions; very persuasive ability to justify decisions and prioritisation of values related to student leader role</td>
<td>Very good time management skills; very good oral communication skills; very good awareness of ANU values; very good ability to make decisions; persuasive ability to justify decisions and prioritisation of values related to student leader role</td>
<td>Moderate time management skills; satisfactory oral communication skills; some familiarity with ANU values; good ability to make decisions; satisfactory ability to justify decisions and prioritisation of values related to student leader role; may require prompting to expand or clarify responses</td>
<td>Modest time management skills; below average oral communication skills; unsatisfactory ability to make decisions; unsatisfactory ability to justify decisions; unclear rationale for selection of values related to student leader role and their prioritisation; requires prompting to expand or clarify responses</td>
<td>Task not completed, demonstrating inability to manage time; unsatisfactory oral communication skills; lacks ability to make and justify decisions and/or prioritisation of values related to student leader role; requires prompting to expand or clarify responses</td>
<td></td>
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<tr>
<td>Excellent capacity to prioritise competing issues through, e.g., consideration of range of personal, policy, &amp; management issues; very clear understanding of when and how to escalate responsibility for an issue; excellent emotional control and demonstrated self-awareness; Strongly supportive demonstration of compassion; proposes range appropriate supports/resources demonstrating close familiarity with resources in-hall and across ANU and advanced capacity to think laterally</td>
<td>Very good capacity to prioritise competing issues, through, e.g., some consideration of 2+ personal, policy, &amp; management issues; clear understanding of when and how to escalate responsibility for an issue; very good emotional control and some demonstrated self-awareness; very good demonstration of compassion; consideration of some personal, policy, &amp; management issues; proposes 2+ appropriate supports/resources demonstrating very good familiarity with resources available in-hall and across ANU and very good capacity to think laterally and</td>
<td>Satisfactory capacity to prioritise competing issues – may consider 1-2 personal, policy &amp; management issues; some understanding of when and how to escalate responsibility for an issue; satisfactory demonstration of emotional control and some self-awareness; Satisfactory demonstration of compassion; considers only 1-2 appropriate supports/resources demonstrating satisfactory familiarity with resources available in-hall and across ANU and some capacity to think laterally</td>
<td>Modest capacity to prioritise competing issues - superficial consideration of single personal, policy or management issue; uncertainty regarding when and how to escalate responsibility for an issue; may not satisfactorily control their emotions or demonstrate self-awareness; Superficial level of compassion demonstrated – more of a passive interpersonal response; proposes only 1 support, which may not be appropriate superficial familiarity with resources available in-hall and across ANU and modest ability to think laterally;</td>
<td>Absence of demonstrated ability to prioritise competing issues through, e.g., lack of consideration of personal, policy &amp; management issues; demonstrated absence of understanding of when and how to escalate responsibility for an issue; inability to control emotions and absence of self-awareness; absence of compassion, very passive; no or inappropriate sources/resources proposed demonstrating poor familiarity with resources available in-hall and across ANU and absence of lateral thinking skills</td>
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</tbody>
</table>
### Group Assessment Rubric

1. Rubric for Stations and Group Evaluation Panel – Individual and paired activities  
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#### 5. Active Listening & Clear Communication

<table>
<thead>
<tr>
<th>Student A – Instructor: Strong time management skills - focused reflection on design and instructions before commencing task; excellent oral communication skills - exceptionally clear, logical and precise instructions; strong listening skills - very clear, pertinent responses demonstrating close attention to questions; confident in posing very focused follow-up questions to clarify details; excellent emotional control - very calm and encouraging response demonstrating sensitivity to listening needs of Student B; strong capacity to solve problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A – Instructor: Very good time management skills - reflection on design and instructions before commencing task; very good oral communication skills - very clear, logical and precise instructions; very good listening skills - clear and pertinent responses demonstrating attention to questions; poses good follow-up questions to clarify details as needed; very good emotional control - generally calm and encouraging response demonstrating sensitivity to listening needs of Student B; very good capacity to solve problems</td>
</tr>
<tr>
<td>Student A – Instructor: Satisfactory time management skills – superficial reflection on design and instructions before commencing task; good oral communication skills – generally clear and logical instructions, may occasionally lack precision; good listening skills – generally clear responses demonstrating attention to questions; may pose follow-up questions to clarify detail; satisfactory emotional control – generally calm or encouraging but may show some impatience in responses to questions, suggesting moderate sensitivity to listening needs of Student B; good capacity to solve problems</td>
</tr>
<tr>
<td>Student A – Instructor: Unsatisfactory time management skills – may not reflect on design or pay attention to instructions before commencing task; somewhat ineffective oral communication skills – some instructions may generally be vague or illogical and lack precision; unsatisfactory listening skills – some responses to questions may not be clear or pertinent, demonstrating some lack of attention to questions; may not pose follow-up questions to clarify detail as needed; unsatisfactory emotional control – at times responses may be more impatient than calm and lack encouragement, demonstrating inconsistent sensitivity to listening needs of Student B; demonstrated inability to solve problems</td>
</tr>
<tr>
<td>Student A – Instructor: Poor time management skills does not pay attention to design detail or instructions when commencing task; very ineffective oral communication skills - instructions are vague and illogical; poor listening skills - responses to questions are typically unclear or irrelevant, demonstrating absence of attention; does not pose follow-up questions to clarify detail; poor emotional control - responses are typically delivered impatiently and without encouragement, demonstrating lack of sensitivity to listening needs of Student B; demonstrated inability to solve problems</td>
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</table>

**Student B – Builder:** Excellent time management skills – e.g., some time taken to familiarise self with task instructions / pieces at task commencement; excellent listening

**Student B – Builder:** Very good time management skills - e.g., some time taken to familiarise self with task instructions / pieces at task commencement; very good listening skills - some demonstrated

**Student B – Builder:** Satisfactory time management skills – superficial reflection on design and instructions before commencing task; very good oral communication skills – generally clear and logical instructions, may occasionally lack precision; good listening skills – generally clear responses demonstrating attention to questions; may pose follow-up questions to clarify detail; satisfactory emotional control – generally calm or encouraging but may show some impatience in responses to questions, suggesting moderate sensitivity to listening needs of Student B; good capacity to solve problems

**Student B – Builder:** Unsatisfactory time management skills – may not reflect on design or pay attention to instructions before commencing task; somewhat ineffective oral communication skills – some instructions may generally be vague or illogical and lack precision; unsatisfactory listening skills – some responses to questions may not be clear or pertinent, demonstrating some lack of attention to questions; may not pose follow-up questions to clarify detail as needed; unsatisfactory emotional control – at times responses may be more impatient than calm and lack encouragement, demonstrating inconsistent sensitivity to listening needs of Student B; demonstrated inability to solve problems

**Student B – Builder:** Poor time management skills does not pay attention to design detail or instructions when commencing task; very ineffective oral communication skills - instructions are vague and illogical; poor listening skills - responses to questions are typically unclear or irrelevant, demonstrating absence of attention; does not pose follow-up questions to clarify detail; poor emotional control - responses are typically delivered impatiently and without encouragement, demonstrating lack of sensitivity to listening needs of Student B; demonstrated inability to solve problems

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Senior Residential Scholarship Evaluation 2023
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<tr>
<td>Student A – Builder:</td>
<td>reflection on instructions before applying them; very good questioning skills - clear and encouraging questions demonstrating sensitivity to listening needs of Student A; very confident in posing focused follow-up questions to clarify details as needed; very good ability to follow instructions; very good capacity to solve problems</td>
<td>self with task instructions/pieces at task commencement; satisfactory listening skills - some demonstrated reflection on instructions before applying them; satisfactory questioning skills - generally clear or encouraging questions demonstrating sensitivity to listening needs of Student A; poses some focused follow-up questions to clarify detail; satisfactory ability to follow instructions; satisfactory capacity to solve problems</td>
<td>ineffective ability to solve problems</td>
<td>pieces at task commencement; poor listening skills - no demonstrated reflection on Student A’s instructions before applying them; poor questioning skills - questions lack clarity and encouragement, demonstrating lack of sensitivity to listening needs of Student A; does not pose follow-up questions to clarify details; poor capacity to follow instructions; poor capacity to solve problems</td>
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<th>3 – Average</th>
<th>2 – Below Average</th>
<th>1 – Poor</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Events – Decision-making</td>
<td>High level of active collaboration with partner; advanced ability to make decisions; very persuasive ability to explain decisions, incl. strong ability to reflect on the impact of decisions from range of stakeholder perspectives (hall residents, leadership team, &amp; staff; ANU policy, services, and management); active willingness to compromise as necessary (e.g. by volunteering to give something up); excellent oral communication skills and strong listening skills, e.g., very clear, pertinent responses demonstrating close attention to questions; outstanding creative thinking; excellent time management skills</td>
<td>Very good level of active collaboration; very good ability to make decisions; persuasive ability to explain decisions, incl. very good ability to reflect on the impact of decisions from range of stakeholder perspectives; demonstrated willingness to compromise as necessary; very good oral communication skills and effective listening skills, e.g., generally clear, pertinent responses demonstrating attention to questions; very good creative thinking; very good time management skills</td>
<td>Good level of mostly active collaboration, some passivity at times; good ability to make decisions; satisfactory ability to explain decisions, incl. some ability to reflect on the impact of decisions from range of stakeholder perspectives; some willingness to compromise as necessary; satisfactory oral communication skills and somewhat effective listening skills, e.g., via somewhat clear, pertinent responses demonstrating some attention to questions; some creative thinking; satisfactory time management skills</td>
<td>Mostly passive role in collaboration; unsatisfactory ability to make decisions; efforts to justify decisions lack clarity, incl. superficial ability to reflect on the impact of decisions from range of stakeholder perspectives; resistant to compromise on occasion; modest oral communication skills and somewhat effective listening skills, e.g., ignored or spoke over partner regularly; absence of creative thinking; absence of time management skills</td>
<td>Passive collaborator – did not actively make or justify decisions in the pair; lacks ability to make and/or justify decisions; refused to compromise; poor oral communication skills and ineffective listening skills, e.g., ignored or spoke over partner regularly; absence of creative thinking; absence of time management skills</td>
<td></td>
</tr>
</tbody>
</table>
### Group Assessment Rubric

1. Rubric for Stations and Group Evaluation Panel – Individual and paired activities

   *Note that students can demonstrate qualities across the assessment categories – total score should reflect this.*

<table>
<thead>
<tr>
<th></th>
<th>5 – Excellent</th>
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<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Evaluation Panel</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Communication</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>excellent ability to communicate orally under pressure – e.g., very coherent and logical; strong listening skills - very clear, pertinent responses demonstrating close attention to questions; very encouraging and very focused follow-up questions to clarify details;</td>
<td>very good ability to communicate coherently in writing under pressure, e.g. mainly coherent and logical; very good listening skills, e.g., clear pertinent responses demonstrating good attention to questions; encouraging and focused follow-up questions to clarify details</td>
<td>some ability to communicate coherently under pressure – e.g., demonstrates some coherence and ability to communicate logically; satisfactory oral communication skills and somewhat satisfactory listening skills, e.g., via somewhat clear, pertinent responses demonstrating some attention to questions;</td>
<td>below average ability to communicate coherently orally under pressure – lacks coherence or logic; unsatisfactory listening skills – may speak over team-members; unsatisfactory questioning skills - questions lack clarity or encouragement; demonstrating some insensitivity; may not pose focused follow-up questions to clarify details;</td>
<td>unsatisfactory ability to communicate orally under pressure – absence of logic and coherence; poor listening skills – speaks over team-members; poor questioning skills - questions lack clarity and encouragement; does not follow instructions</td>
<td></td>
</tr>
</tbody>
</table>
### Group Assessment Rubric

1. **Rubric for Stations and Group Evaluation Panel – Individual and paired activities**  
   *Note that students can demonstrate qualities across the assessment categories – total score should reflect this.*

<table>
<thead>
<tr>
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<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>advanced ability to make decisions; very persuasive ability to justify decisions; active willingness to compromise as necessary (e.g. by volunteering to give something up); creative thinking; excellent time management skills; strongly supportive demonstration of compassion and empathy; strong capacity to solve problems</td>
<td>very good ability to make decisions; persuasive ability to explain decisions; demonstrated willingness to compromise as necessary; very good creative thinking; very good time management skills; Very good demonstration of compassion and empathy; very good capacity to solve problems</td>
<td>good ability to make decisions; satisfactory ability to justify decision; some willingness to compromise as necessary; some creative thinking; satisfactory time management skills; good demonstration of compassion and empathy; satisfactory capacity to solve problems</td>
<td>unsatisfactory ability to make decisions; efforts to justify decisions lack clarity; resistant to compromise on occasion; little creative thinking; somewhat effective time management skills; Superficial level of compassion and empathy; demonstrated inability to solve problems</td>
<td>lacks ability to make and/or justify decisions; refused to compromise; absence of creative thinking; absence of time management skills; Absence of compassion and empathy; demonstrated inability to solve problems</td>
<td></td>
</tr>
</tbody>
</table>
2023 Campus and Residential Experience Scholar Nomination - Form (Required)

Add question Choose...

**Personal Information**

First Name(s) Edit

Family Name Edit

Preferred Name Edit

What is your student status? Edit

Email Address Edit

Mobile Phone Edit

Current ANU Hall/College/Lodge Community Edit

As at the end of Semester 2 2022, how many semesters will you have been a member of an ANU Residential Hall, College or Lodge? Edit

Which ANU residence are you nominating for? Edit

- Burgmann College
- Burton & Garran Hall
- Bruce Hall
- Fenner Hall
- Griffin Hall
- John XXIII
- Toad Hall
- Ursula Hall
- Wamburun Hall
- Wright Hall
- Davey Lodge (UniLodge)
- Kinloch Lodge (UniLodge)
- Warrambul Lodge (UniLodge)
- Academie House (UniLodge)
- Not currently a member of an ANU Hall/College/Lodge Community

**Scholarship Preference**

Please tell us which Scholarship Role(s) you wish to be considered for: Edit

- Senior Resident - Catered
- Senior Resident - Self-Catered (Packard Wing)
- Buttery Coordinator
- Buttery Assistant
- Residential Scholar - IT Assistance
- Residential Scholar - Transport Assistance
Eligibility

To be eligible for a Residential and Campus Communities Scholarship:

Nominee must be enrolled as a Full-time ANU student, or a part-time student that can demonstrate a work integrated learning plan i.e. internship or demonstrate that work activity closely aligns with ANU academic program

Nominations will be considered from all residents who have spent at least 2 semesters in an ANU residence or minimum 1 semester in the graduate residences / halls.

Nominee must show academic performance for undergraduate/ coursework students at Credit average or above or equivalent HDR performance i.e. milestones up to date over a period of 12 months. (Academic performance check will be undertaken by division staff, with an indication to the evaluation committee of a yes / no only that nominee meets this principle in accordance with ANU privacy policies).

Must not have any disciplinary matters previously reported and no negative service indicator (NSI) on transcript

Unsuccessful nominees may be re-nominated in subsequent years.

1 page nomination or a max. 3-minute video nomination is to be provided by nominee

Nominee must provide the name and contact details of at least one referee through the nomination form, referees may be contacted through the evaluation process.

All nominations must address the nomination principles

As at the end of Semester 2, 2022, how many semesters will you have been studying at ANU?

If you have ever studied at another university, please also give details here.

Please note that to be eligible for a Residential Scholarship, you must have at least a credit average. What is your academic average?

Please note: Any non ANU studies that affect consideration for a scholarship may require the production of an official transcript from the external institution

Will you be enrolled as a full-time student at the ANU for the entirety of the upcoming academic year?

Declarations

Please read through the following statements carefully and tick the corresponding box to indicate your agreement.

I certify that all statements contained in my application are true to the best of my knowledge.
I realise that all information provided by me may be verified, and I authorise the Head or Deputy Head to solicit any required information from other areas of the ANU to verify my claims.

I acknowledge that should my application be successful, by entering into these arrangements, each party will carry out their responsibilities with mutual confidence, respect, loyalty and with co-operation.

I will attend all training required for my role in 2022/2023, including mid-year refresher training and weekly SR meetings. I understand that I may have to rearrange my schedule to accommodate this.

I have read and understood the Residential Scholarship Award Conditions "Schedule 1", and volunteer operating guidelines. I also acknowledge that the Operating Guidelines are not limited to and do vary between areas.

I acknowledge that I am required to formally accept any scholarship offer before the role commences.

I acknowledge that I am required to uphold the ANU student code of conduct and any breach of this may result in a cancellation of my formal scholarship offer.

I acknowledge that I am required to attend all training required for my role in 2022/2023, including mid-year refresher training and weekly SR meetings. I understand that I may have to rearrange my schedule to accommodate this.

I acknowledge that I have read and understood the Residential Scholarship Award Conditions "Schedule 1", and volunteer operating guidelines. I also acknowledge that the Operating Guidelines are not limited to and do vary between areas.

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Campus and Residential Experience Scholarships 2023

Campus and Residential Experience Scholarships

All residents of a Hall or Lodge will be familiar with the invaluable contribution made to our community by our team of Residential Scholars & Student Leaders. The scholarship program and student leadership positions are designed to assist with academic endeavour and to support highly valued community contributions undertaken in-residence. The scholarships provide exceptional opportunities for development of skills and leadership ability. We encourage all suitable residents to apply for these prestigious Awards. These Scholarships are available to students of the Australian National University only and recipients will be required to reside in the College, Hall or Lodge (with the exception of Griffin Hall).

All Residential Scholars/Student Leaders contribute to the Hall or Lodge by supporting academic endeavour and by contributing to the residential support network that underpins our academic community. Residential Scholars and Student leaders may be invited to contribute to one or more of the following aspects of College, Hall or Lodge life. Some examples include: supporting the wellbeing of other residents, the IT, the library, the canteen, environmental initiatives, transportation and academic programs.

Scholars will be provided with guidance by their Residential Life Manager/Head of Residence to assist them to tailor their contribution to the specific needs of their Lodge, College or Hall community, and will be offered training relevant to their particular contribution.
Scholarships are based on academic merit and loyal and friendly co-operation in an honorary capacity that contributes to the life and values of the ANU. An evaluation panel will make recommendations to the Residential Life Manager/Head of Residence based on the nominee’s demonstrated accomplishment with the expectation of continued achievement. When selecting nominees, staff will also consider the general principles of equal opportunity. You must nominate in order to be considered for the formal offer of a scholarship.

Continuation of the scholarship/position is subject to achievement at the appropriate academic level. Scholars are expected to achieve academically and to contribute constructively to the Hall or Lodge communities and the University community.

In accordance with ANU policy and processes, changes to the scholarship may occur during the period of your engagement.

Nomination Principles

The evaluation committee asks you to respond to the following 2 questions: What do you think is the role of a student leader? and Why do you think you will be a good student leader? In framing your response as either a 1 page written nomination or a 3 minute video nomination, consider and respond to the following.

- Appreciation of and commitment to influencing the residential community by personal example and action – an inspirational role model that includes sound leadership skills and ability to work effectively as part of a team
- Demonstrated ability to successfully manage time (e.g., commitments to study, work, social life, residential life)
- Able to communicate effectively with people from a variety of cultural backgrounds
- Demonstrated commitment to participation in the academic, cultural, pastoral, and social life of the residence including an understanding of the residence ethos and its role in fostering a sense of community within the residence.
- Willingness to support and help enforce rules of the residence and the University and the ability to deal flexibly and effectively with the range of situations that occur in residential life

Eligibility Principles

- Nominee must be enrolled as a Full-time ANU student, or a part-time student that can demonstrate a work integrated learning plan i.e. internship or demonstrate that work activity closely aligns with ANU academic program
- Nominations will be considered from all residents who have spent at least 2 semesters in an ANU residence or minimum 1 semester in the graduate residences / halls.
- Nominee must show academic performance for undergraduate/ coursework students at Credit average or above or equivalent HDR performance i.e. milestones up to date over a period of 12 months. (Academic performance check will be undertaken by division staff, with an indication to the evaluation committee of a yes / no only that nominee meets this principle in accordance with ANU privacy policies).
- Must not have any disciplinary matters previously reported and no negative service indicator (NSI) on transcript
Unsuccessful nominees may be re-nominated in subsequent years.

- All nominations must address the nomination principles.

Important Dates

Nominations close: Wednesday 18th September 2022 @ 11:59PM*
# Student leader Nominations and Training plan

**Nominations process**

<table>
<thead>
<tr>
<th>Task</th>
<th>Dates (All halls)</th>
<th>Dates (Lodges)</th>
<th>Dates (Toad and QH)</th>
<th>Additional comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Semester Exams</td>
<td></td>
<td></td>
<td>Monday 29 August - 2 September 2022</td>
<td></td>
</tr>
<tr>
<td>Nominations open</td>
<td>Monday 05/09/2022</td>
<td>Monday 05/09/2022</td>
<td>Monday 12/09/2022</td>
<td></td>
</tr>
<tr>
<td>Careers Workshop for nominees (online all potential nominees welcome)</td>
<td>Thursday 8/09/2022 at 2:30pm</td>
<td>Thursday 8/09/2022 at 2:30pm</td>
<td>Thursday 8/09/2022 at 2:30pm</td>
<td>All interested students encouraged to attend</td>
</tr>
<tr>
<td>Nominations close</td>
<td>Sunday 18/09/2022 (11:59pm)</td>
<td>Sunday 18/09/2022 (11:59pm)</td>
<td>Tuesday 04/10/2022</td>
<td></td>
</tr>
<tr>
<td>Careers Workshop for group assessment (In person shortlisted nominees only)</td>
<td>Thursday 6/10/2022 2-4 pm</td>
<td>Tuesday 4/10/2022 2-4pm</td>
<td>Tuesday 4/10/2022 2-4pm</td>
<td>Any shortlisted students encouraged to attend</td>
</tr>
<tr>
<td></td>
<td>Thursday 13/10/2022 2-4 pm</td>
<td>Thursday 6/10/2022 2-4pm</td>
<td>Thursday 6/10/2022 2-4pm</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Inter Hall Transfers and Returner Processes Start</td>
<td></td>
<td></td>
<td>Monday 12 September 2022</td>
<td></td>
</tr>
<tr>
<td>Mid-Semester Exams</td>
<td></td>
<td></td>
<td>Monday 19 September - 23 September 2022</td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Monday 19/09/2022 - Wednesday 28/09/2022</td>
<td>Monday 19/09/2022 - Wednesday 28/09/2022</td>
<td>Wednesday 05/10/2022 - Friday 12/10/2022</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<td>------------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Nomination evaluation and assessment process schedule determined</td>
<td>Friday 30/09/2022</td>
<td>Friday 30/09/2022</td>
<td>Friday 14/10/2022</td>
<td></td>
</tr>
<tr>
<td>Students informed of Group assessment process and Schedule</td>
<td>Tuesday 04/10/2022</td>
<td>Tuesday 04/10/2022</td>
<td>Monday 17/10/2022</td>
<td></td>
</tr>
<tr>
<td>Candidates - meeting University Senior Leaders – Webinar TBC</td>
<td>Monday 17/10/2022 - Thursday 20/10/2022</td>
<td>Wednesday 05/10/2022 - Friday 07/10/2022</td>
<td>Tuesday 18/10/2022 - Friday 21/10/2022</td>
<td></td>
</tr>
<tr>
<td>Group Assessment Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final candidate evaluation and selection</td>
<td>Friday 21/10/2022 - Wednesday 26/10/2022</td>
<td>Monday 10/10/2022 - Wednesday 12/10/2022</td>
<td>Monday 24/10/2022 - Tuesday 25/10/2022</td>
<td></td>
</tr>
<tr>
<td>Selections announced and formal offers made</td>
<td>Proposed new dates</td>
<td>Wednesday 12 October 2022</td>
<td>Thursday 27/10/2022</td>
<td></td>
</tr>
<tr>
<td>Deadline for acceptance of offers</td>
<td>4/11/2022</td>
<td>14/10/22</td>
<td>3/1/2022</td>
<td></td>
</tr>
</tbody>
</table>
Nomination development and support

Are you thinking of nominating for a Community Coordinator or Senior Residential position in your residence or lodge?

Come to this workshop run by ANU Careers in cooperation with the Residential Team and find out what Residential staff are looking for when they read a nomination.

Learn how to develop a professional nomination for a Community Coordinator or Senior Residential position.

In this workshop you will:

- Understand what you should include in your written and video nomination.
- Learn how to use the STAR Model when writing a one-page pitch.
- Hear what skills and attributes the Residential staff are looking for.
- Learn how to present your skills and experience to appeal to the Residential staff and increase your chances of being invited to the group assessment.

Date: Thursday 8th September

Time: 14:30

In this workshop you will learn:

- How a group interview works
- What the Residential Team are looking for in a group interview
- How to present yourself throughout the process
- Tips and tricks on group interview logistics

You will also have the chance to do some interview practice and get personal feedback.

Register here -- TBA

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**How to Apply**

**HOW TO APPLY FOR A RESIDENTIAL SCHOLARSHIP**

Before you begin your application, please read through the following (links below)

- Campus and Residential Experience Scholarship Nomination 2023
- Senior Resident and Community Coordinator roles in ANU on campus accommodation
- Residential Scholarships Award Conditions
If you are nominating for a role in an ANU residence (Bruce, B&G, Fenner, Ursula, Toad, Graduate House, Grifn, Wright) you must
- Fill in the form
- Upload your 1-page nomination or your 3-minute video

If you are nominating for a role in a UniLodge residence (Warrumbul, Davey, Kinloch, Lena-Karmel, Wamburun) you must
- Submit your video nomination via the link in the UniLodge section.

**IMPORTANT:** While there is no “Save” feature for your application there is a SUBMIT button. Once you have submitted your application, you will be able to continue to access it and make changes via Wattle until the application closing date.

You should hit the SUBMIT button every 5 minutes to ensure you save your progress.

**The nomination that will be received by the ANU will be the last version that was submitted, prior to applications closing.**

**Nomination Principles**

The evaluation committee asks you to respond to the following 2 questions: What do you think is the role of a student leader? and Why do you think you will be a good student leader? In framing your response, consider and respond to the following.

- Appreciation of and commitment to influencing the residential community by personal example and action – an inspirational role model that includes sound leadership skills and ability to work effectively as part of a team.
- Demonstrated ability to successfully manage time (e.g., commitments to study, work, social life, residential life).
- Able to communicate effectively with people from a variety of cultural backgrounds.
- Demonstrated commitment to participation in the academic, cultural, pastoral, and social life of the residence including an understanding of the residence ethos and its role in fostering a sense of community within the residence.
**Read every question carefully** - Residential and Campus Communities Scholarships are very competitive. Incorrectly answering a question because you didn't read it carefully enough may mean that your application will not be considered.

2023 Campus and Residential Experience Scholar Nomination - Form (Required)

2023 Residential Nomination - Upload (Required)

Upload your 1 page nomination in word or PDF, please ensure your name and Uni ID number are included in header or footer.

- Font is to be no smaller than 10pt and
- Margins must be no less than Narrow settings (1.27cm for top, left, right and bottom).

Video nominations

- Must be a total of 3 minutes including your introduction.

Please ensure all file names include the following - UniID_Surname_ResScholar2023

Scholarship Award Conditions

Senior Resident and Community Coordinator roles in ANU on campus accommodation
Bruce Hall

Full Scholarships (exact numbers TBA depending on occupancy for 2022)

- Senior Resident (Pastoral Care) (14)
- Senior Resident (Pastoral Care) - Self-Catered (Packard Wing) (4)
- Buttery Coordinator (1)

Half Scholarships

- Buttery Assistant (3)
- IT Assistant (1)

Contact Person for more information:
Marty Begbie, Residential Wellbeing Coordinator email: Marty.Begbie@anu.edu.au

Bruce Hall welcomes nominations from residents of other Halls and Lodges.

Burton & Garran Hall

Full Scholarships

- Senior Resident (Pastoral Care) (16)
- Spiderbites Coordinator (1)
- Academic Coordinator (1)
Half Scholarships

- Spiderbites Assistant (4)
- Academic Assistant - General (3)
- Academic Assistant - IT (1)
- Transport Assistant (2)

B&G will be hosting information sessions to talk about the available scholarships in 2023. Information sessions will be held on:

- Thurs 8th September 3:30-4:30pm via ZOOM (details to follow) and
- Tues 13th September 5pm in person at B&G

Contact person for more information:

Anna Wills, Residential Wellbeing Coordinator,  e: anna.wills@anu.edu.au

Burton and Garran Hall welcomes nominations from residents of other Halls and Lodges.

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Fenner Hall

Full Scholarships

- Senior Resident (Pastoral Care with Portfolios) - up to 21 roles available, but selection will be based on projection of capacity in 2022.

Half Scholarships
Fenner Hall welcomes nominations from residents of other Halls and Lodges.

Contact person for more information
Nikeata Dyer, Residential Wellbeing Coordinator. Email: wellbeing.fenner@anu.edu.au

Ursula Hall

2023 Ursula Hall Residential Scholars/Student Leaders

Full Scholarships
- Senior Resident - Laurus Wing (6)
- Senior Resident - Main Wing (8)
- Canteen Coordinator (1)

Half Scholarships
- Canteen Assistant (3)
- Academic Assistant - Team Leader (1)
- Academic Assistant (6)
- Transport Assistant (1)

Information Sessions
Ursula Hall will be running two information sessions about the scholarships available for nomination in 2023. Further details regarding the roles will be provided at these sessions and then added to this page as further information is released. Information sessions will be held on:

- Thursday 8th Sept at 8:30pm via zoom. (Link to be advertised prior to the event).
- Tuesday 13th Sept at 8:00pm in the Main Wing Common Room.

Contact Person for more information:

Rowena Wedd, Head of Residence at Rowena.Wedd@anu.edu.au.

Ursula Hall welcomes nominations from residents of other Halls and Lodges.
Available roles

- Community Coordinator (Employment Contract) (8)
- Senior Resident (Scholarship) (76)

Contact Person for more information:

Nicola, Residential Life Manager on Rlm.anu@unilodge.com.au

Gowrie Hall
Available roles

- Community Coordinator (Employment Contract)
- Senior Resident (Scholarship)

Contact Person for more information:

Joy Vineet Grover, Residential Life Coordinator, on rlc.gowriehall@unilodge.com.au

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Griffin Hall

Available roles

- Community Assistant (8)
- Academic Mentor (4)

Griffin Hall welcomes nominations from students moving out of residential halls, colleges or lodges who intend to join Griffin Hall for 2023.

Contact Person for more information:
Toad Hall

Full Scholarships

- Senior Residents (10)

Half Scholarships

- Residential Scholar (4)

Toad Hall is a predominantly postgraduate student community and while we welcome nominations from any ANU student who has had experience living in a Hall or Lodge, we particularly encourage postgraduate students to nominate.

Contact Person for more information:

Dr Ian Walker, Head of Residence, email: ian.walker@anu.edu.au, ph: 02 6125 6060.
2023 Positions Available

Half Scholarships
Graduate House
- Senior Resident (5)
- Duty Resident (6)

2023 Quarter Scholarship

Graduate House
- IT Assistant (1)

Contact Person for more information:

Robert Freeth, Residence Manager, email: robert.freeth@anu.edu.au.
Wright Hall

Full Scholarships

- Senior Resident (Wellbeing Assistance) (14)

Half Scholarships

- Resident Learning Advisors (Academic Program) (5)

Wright Hall welcomes nominations from any ANU student.

Contact Person for more information:

Kim Riordan, Wellbeing Coordinator, email: Kim.Riordan@anu.edu.au, ph: 612 55346