



Australian Government
Department of Education

Job Information Pack

Policy Officer | Program Officer | Project
Officer | Data Analyst
(APS Level 5)



Our purpose

At the Department of Education, we create a better future for all Australians through education.

Our work is wide-ranging and focused on transforming the education system to improve education outcomes today, and in the future.

When you join us, you will contribute to our purpose, and a positive, respectful, and inclusive – workplace culture where we are empowerED to deliver together.

Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners and Custodians of Country throughout Australia and their continuing connection to land, waters, and community. We pay our respects to them, their cultures, and Elders past and present.

[Create brighter futures] with us

At the Department of Education, every role contributes to shaping the future of our education system, and when you join us, you will be part of transforming the education system that:

- **prepares children for school** through learning in the early years.
- **empowers First Nations peoples** to have a voice in decisions about their education.
- **contributes to Closing the Gap**, including the four Priority Reforms and socio-economic outcomes.
- **supports children to have a positive school experience** with equity and wellbeing outcomes.
- **engages young people** to design and deliver initiatives for future generations.
- **provides a skilled and adaptable workforce** through higher education.
- **enables international students** to gain a world-class education.
- **supports the social wellbeing and economic prosperity** of our nation.



24/1690 - Policy Officer | Program Officer | Project Officer | Data Analyst

Classification	APS Level 5
Engagement type	Ongoing Full time or Part time
Division	Research
Branch	Various
Team	Various
Location/s	Canberra ACT
Salary	APS5: \$87,264 - \$93,294 + 15.4% superannuation
Security Clearance	The successful candidate will have the ability to obtain and maintain a Baseline security clearance.
Contact Officer	Name: s 22 Email: Phone number: s 22
Applications Close	11:30 pm (ADST) on Wednesday, 20 November 2024



[Position] summary

As Policy Officer, Program Officer, Project Officer or Data Analyst, you will be responsible for identifying policy issues, conducting strategic analysis, and contributing to system and data optimisation to support evidence-based decision making. You will help drive integrated government policies that support higher education, research and innovation. This role is ideal for someone with a strong interest in public policy, data analytics and strategic program management.

The Research Division plays a crucial role in the higher education system. We develop, deliver and continuously improve the policies and programs that enable Australia's world class higher education research system to thrive. Australia's research system plays a vital role in improving the future of the nation, by driving national productivity and helping to solve our greatest challenges, from climate change to helping better understand and address socio-economic disadvantage

The Research Division develops and manages policies and programs that support university research and researchers, research infrastructure, and higher education data collection and analysis. We develop, deliver and continuously improve the policies and programs that enable Australia's world class higher education research system to thrive.

The role/s

You will have a strong interest and experience in public policy, policy development, program management, including grants management, intellectual property, or data analytics.

- **Project design and management** to optimise system performance, oversight of system builds, optimisation, and/or remediation work
- **Program management** in the National Collaborative Research Infrastructure Strategy, Research Block Grant programs, Trailblazer Universities Program, Industry Phd program, and pre- and post-award grants management for Australia's Economic Accelerator
- **Policy development** to support the delivery of government initiatives and integrated research sector outcomes
- **Data analysis** to support policy and program outcomes including delivery of higher education analytic systems and products that underpins policy development, program deliver, assurance and regulatory systems

In your application be sure to clearly specify your preferred area/s of interest.

Key duties

There is a range of roles available that are responsible for providing strategic policy advice, and/or supporting the delivery of projects and programs. Reporting to the Assistant Director, the responsibilities of the Policy Officer, Program Officer, Project Officer and/or Data Analyst may (depending on the role) include:



- Contributing to policy outcomes to drive innovation and deliver government initiatives within the research sector, including:
 - Assisting with the evaluation of research commercialisation priorities to support economic growth and innovation
 - Contributing to the strategic management of research infrastructure outcomes
 - Engaging in cross-agency collaboration to identify emerging policy issues
- Enhancing research performance through strategic project, program and data management, including:
 - Assisting in the management and implementation of large government grants programs such as the National Collaborative Research Infrastructure Strategy
 - Contributing to the planning, design, and implementation of research projects to align with national priorities
 - Supporting and contributing to the development and optimisation of data systems to improve data collection and processing capabilities
- Supporting the management and analysis of higher education data, including:
 - Contributing to the publication of sector wide demand and assessments in partnership with external stakeholders
 - Facilitating the delivery of verified higher education data sets to underpin commonwealth Higher Education Loan Payments (HELP)
 - Aiding data system build, optimisation, and/or remediation work

Skills and capabilities we are seeking

Our ideal applicant will demonstrate the following skills and capabilities:

- Demonstrated relevant experience in higher education research policy (highly desirable)
- Demonstrated relevant experience in higher education research program management (highly desirable)
- Demonstrated relevant experience in higher education data operations, analysis and system development (highly desirable)
- Strong written and verbal communication skills
- Strong interpersonal skills, with the ability to engage with internal and external stakeholders
- Demonstrated initiative and organisational skills to manage workloads and competing priorities

- Proven ability to collaborate effectively within a team while operating under general guidance from leadership.

For our data analyst roles, we are also looking for people who either have these capabilities or have relevant foundation knowledge and capability to learn:

- Advanced statistical analysis; and
- MS Excel and Power BI skills to support internal and external reporting.

Qualifications and Education

- A tertiary qualification education degree or progress towards would be highly regarded.
- Experience in an APS Graduate or Internship program (highly desirable).



[How to] apply

Applications are to be submitted using the department's online recruitment system.

- Tell us in less than **500 words** why you are the right person for this opportunity, and how your skills, knowledge, experience, and qualification are relevant to the role.
- Attach a concise resume to your application and provide the details of two referees who can attest to your suitability.
- We encourage you to review the [APS work level standards](#) when writing your application.

This selection process may be used to establish a merit pool. The pool might be accessed to fill ongoing and non-ongoing vacancies for similar roles in the Department over the next 18 months.



Eligibility

Employment at the Department of Education is subject to conditions prescribed within the *Public Service Act 1999* including:

- **Citizenship:** Under section 22(8) of the Public Service Act 1999, employees must be Australian citizens to be employed in the APS unless the Agency delegate has agreed, in writing.
- **Security Clearance:** This is a designated security assessed position. The successful candidate will have the ability to obtain and maintain the required security clearance.



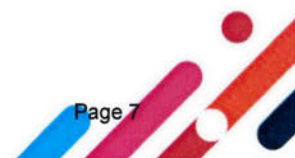
RecruitAbility

RecruitAbility is a scheme which aims to attract and develop applicants with disability and also facilitate cultural changes in selection panels and agency recruitment.

Under the scheme you will be invited to participate in further assessment activity if you meet the minimum requirements for the position.

For more information visit:

<https://www.apsc.gov.au/recruitability>.



[Be inspirED] by our work community

Culture

Making sure every member of our community feels empowerED is at the heart of our workplace – culture. By underpinning our actions and interactions with our APS Values, we create a workplace environment that supports our development, where we bolster each other, embrace our differences, and unite behind our purpose. Creating better futures through education starts with us, and by being respectful, celebrating our achievements and helping each other, we have what it takes to sustain our efforts and achieve our potential and our purpose. This is who we are. We are Education.



Inclusion and Diversity

Our department is a place where our people feel included, safe, valued, and respect each other. We work together to foster and strengthen our inclusive workplace by ensuring diversity is at the heart of our values and culture. At Education, everyone belongs. We welcome people of different backgrounds that bring new perspectives to enrich workplace and contribute to our purpose.

Employee Networks

Our Employee Networks form an essential part of our inclusive and diverse workplace. They bring colleagues together to connect, find support and thrive. Our Employee Networks help drive and promote diversity and inclusion and recognise days of significance important to our people.

Community

The department offers a range of other ways to connect. Join a Community of Practice, the Social Club or participate in a range of informal events and activities to bring us together as a community.



[Be empowerED] with us

Benefits and conditions



Work life and benefits at Education

You work life at Education is about achieving balance. We offer a range of work arrangements including hybrid, flexible and part-time options to suit your unique situation. You will receive generous remuneration, superannuation, and modern entitlements including cultural leave, study leave, salary sacrifice options and allowances. We also have a closedown period over Christmas.

Most importantly, when you join Education, you get to work on initiatives that reach every Australian from early childhood to school, higher education and lifelong learning. That's impactful.



empowering your potential

At Education, we champion the pursuit of lifelong learning, and encourage our people to invest in their professional development. We offer a range of programs tailored to your level or experience, including structured leadership programs and mentoring, online learning, and secondment and career progression opportunities. Embrace the journey of professional enrichment with us at Education.



Supporting you to work WELL

At Education we encourage a positive and inclusive workplace culture that supports your wellbeing. We provide a range of tools, resources, and supports to help you manage your health and wellbeing wherever you are working. Our tailored advice and dedicated support programs and providers ensure that you are well-equipped to flourish and thrive in your professional environment.



Celebrating our achievements

At Education, recognition of our contributions is a cornerstone of our culture. Education Shout Outs recognise accomplishments as they happen. Designed to celebrate team-based success stories and achievements at every level, Education Shout Outs highlight the great work underway across the department.

Our annual inspirED Secretary's Awards stand as a testament to our people—both individuals and teams—and the significant impact and influence they exert in fulfilling our purpose throughout the year. When you become a part of Education, your contributions are not just recognised; they are celebrated and valued.

For more information about what we offer, read the 2024-2027 Enterprise Agreement.



[join] **ED**ucation

Be part of creating brighter futures for all Australians
through education.

education.gov.au

EDU - Currently work at Department of Education	Candidate classification	Are you acting at a higher classification	Actual Classification
No	APS Level 5	No	
No			
Yes	APS Level s 47F	No	
No			
No	APS Level 4	No	
No	APS Level 5	No	
No			
No	APS Level 4	No	
Yes	APS Level s 47F	No	
No	APS Level 5	No	
Yes	APS Level s 47F	No	
No			
Yes	APS Levels 47F	No	
Yes	APS Level s 47F	No	
Yes	APS Level s 47F	s 47F	APS Level s 47F
Yes	APS Level s 47F	No	
Yes	APS Levels 47F	No	
Yes	APS Level s 47F	No	
No			
No			
No	APS Level 4	No	
Yes	APS Level s 47F	No	
No	APS Level 5	No	
No			
No	APS Level 3	No	
No			
No			
No			
No			
No			

No			
No			
No			
No			
No	APS Level 5	No	
No	APS Level 4	No	
No			
No			
No			
No			
No			
No			
Yes	APS Level ^{s 47F}	No	
No			
No	APS Level 2	Yes	APS Level 3
No	APS Level 4	No	
Yes	APS Level ^{s 47F}	No	
No	APS Level 5	No	
No			
No	APS Level 6	No	

Shortlisting Spreadsheet

Job Reference: 24/1690 EXT (EDU)

Job Name: Policy Officer | Program Officer | Project Officer | Data Analyst (APS Level 5)

of applications received: 50

FLAGGED applications: Panel must review each column marked with the word **FLAG**

SHORTLISTING INSTRUCTIONS - The panel can decide the criteria that will be used for shortlisting. The following criteria are a suggestion only. The rating assessment table on worksheet 2 can assist in your Panel Overall Assessment.

1. Pitch (out of 5)
2. Experience of candidate - outlined in Resume (out of 5)
3. Qualifications/Specialist skills (Yes/No)

WHAT TO LOOK FOR:

- Does the pitch address the key requirements of the position; providing supporting evidence of relevant experience in pitch and resume?
- Does the candidate have relevant qualifications or specialist skills applicable to the role?
- Candidate's communication ability (e.g. grammar, clarity)
- Evidence of initiating or contributing to collaborations appropriate to the level
- Particular strengths or 'developmental areas' you have noted

1

PANEL TO COMPLETE AND RETURN TO RECRUITMENT BEFORE PROGRESSING TO INTERVIEW

PANEL OVERALL ASSESSMENT (MANDATORY FIELD) Please use descriptions in Rating Assessment Table. Add additional information if required. <u>RecruitAbility</u> : Progress RecruitAbility candidates who have the work-related qualities and meet the eligibility requirements (if any) of the role to the next selection stage.						
PITCH (Score out of 5)	EXPERIENCE (Score out of 5)	TOTAL SCORE (Out of 10)	QUALIFICATIONS (Yes/No) Only rate if qualifications were mandatory or highly desirable		SHORTLIST TO INTERVIEW (YES/NO)	Additional Notes
2	3	5		Applicant requires development to gain the relevant skills and abilities, as well as appropriate personal qualities.	No	s 47F
2	2	4		Applicant requires development to gain the relevant skills and abilities, as well as appropriate personal qualities.	No	s 47F
3	2	5		Applicant requires development to gain the relevant skills and abilities, as well as appropriate personal qualities.	No	s 47F






1	1	2		Applicant does not possess relevant skills and abilities, or the appropriate personal qualities.	No	s 47F
2.5	2.5	5		Applicant requires development to gain the relevant skills and abilities, as well as appropriate personal qualities.	No	s 47F
3	2.5	5.5		Applicant possesses relevant skills and abilities, as well as appropriate personal qualities.	No	s 47F
3	3	6		Applicant possesses relevant skills and abilities, as well as appropriate personal qualities.	No	s 47F
4	4	8		Suitable for interview. CV demonstrated experience, pitch highlighted the role	Yes	
2	2	4		Applicant requires development, and does not currently possess relevant skills or experience. The pitch did not effectively demonstrate the relevant capability for the role.	No	
4.5	4	8.5		Suitable for interview. CV demonstrated experience, pitch highlighted the role	Yes	
3.5	4	7.5		Suitable for interview. CV demonstrated experience, pitch highlighted the role	Yes	
2	2	4		Applicant requires development, and does not currently possess relevant skills or experience. The pitch did not effectively demonstrate the relevant capability for the role.	No	
2	2	4		Applicant requires development, and does not currently possess relevant skills or experience. The pitch did not effectively demonstrate the relevant capability for the role.	No	
3	3	6		Applicant possesses some relevant skills and abilities. The pitch struggled to articulate relevant examples to the role description, and work experience is not directly relevant to higher education research. Tertiary qualifications not relevant to the role.	No	
2.5	2.5	5		The applicant has some skills, abilities and personal qualities relevant to the criterion, but is limited on others. Tertiary qualifications not relevant to the role.	No	
3.5	3	6.5		The applicant has some skills, abilities and personal qualities relevant to the criterion, but is limited on others.	No	

2	2	4		Applicant requires development, and does not currently possess relevant skills or experience. The pitch did not effectively demonstrate the relevant capability for the role.	No	
1	2	3		Applicant requires development, and does not currently possess relevant skills or experience. The pitch did not effectively demonstrate the relevant capability for the role.	No	
2	3	5		Applicant requires development, and does not possess relevant skills and experience. Tertiary qualifications and work experience not directly relevant to the role.	No	
3	3	6		The applicant has some skills, abilities and personal qualities relevant to the criterion, but is limited on others. Tertiary qualifications not relevant to the role.	No	
4	4	8		Interview a recruitability candidate The panel discussed that the work-related qualities meet the RecruitAbility eligibility requirements.	Yes	
3	3	6		The applicant has some skills, abilities and personal qualities relevant to the criterion, but is limited on others. Tertiary qualifications not relevant to the role.	No	
2	2	4		Applicant requires development, and does not currently possess relevant skills or experience. Tertiary qualifications and experience not directly relevant to job description.	No	
3	2.5	5.5		Applicant possesses some relevant skills and abilities. Tertiary qualifications not relevant to the role, and pitch struggles to provide relevant examples.	No	
1	1	2		Applicant requires development, and does not currently possess relevant skills or experience. The pitch did not effectively demonstrate the relevant capability for the role. The panel agreed that the candidate failed to meet the work-related qualities do not meet the RecruitAbility eligibility requirements.	No	
3.5	2	5.5		Applicant requires development, and does not possess relevant skills and experience. Tertiary qualifications and work experience not directly relevant to the role.	No	
2	2	4		Applicant requires development, and does not currently possess relevant skills or experience. Lacking relevant work experience, s 47F	No	
2	2	4		Applicant requires development, and does not currently possess relevant skills or experience. The pitch struggled to effectively use the STAR method to articulate relevant examples to the role description. Tertiary qualifications are not entirely relevant to role.	No	
3	2.5	5.5		Clear pitch and demonstrated experience in data analytics. However pitch could be more targeted to the role and connected to the Research Division.	No	
4	4	8		Suitable for interview. CV demonstrated experience, pitch highlighted the role	Yes	

3	4	7		Suitable for interview. Good CV, the pitch covered off the key areas of the role.	Yes	
3	4	7		Suitable for interview. Good CV, the pitch covered off the key areas of the role.	Yes	
		0		Applicant did not complete the application for the APS 5 role, s 47F	No	
3	4	7		Suitable for interview. Good CV, the pitch covered off the key areas of the role.	Yes	
1	1	2		The applicant was unable to demonstrate that they possess the relevant skills, abilities and personal qualities in relation to the criterion.	No	s 47F
4	4	8		Suitable for interview	Yes	s 47F
3.5	3	6.5		The applicant has some skills, abilities and personal qualities relevant to the criterion, but is limited on others.	No	s 47F
3	2.5	5.5		The applicant has some skills, abilities and personal qualities relevant to the criterion, but is limited on others.	No	s 47F
4	4	8		Suitable for interview	Yes	s 47F
2	3	5		The applicant has some skills, abilities and personal qualities relevant to the criterion, but is limited on others.	No	s 47F
3	3	6		The applicant has some skills, abilities and personal qualities relevant to the criterion, but is limited on others.	No	s 47F
4	4	8		Suitable for interview	Yes	s 47F
3	3	6		The applicant possesses relevant skills and abilities, as well as appropriate personal qualities. Whilst the pitch uses the STAR method, examples and experience not highly relevant to role description.		
3	4	7		The application possesses relevant skills and abilities, as well as appropriate personal qualities. Pitch clearly utilises the STAR method, with examples well explained. s 47F s 47F	Yes	

3.5	4	7.5		The applicant possesses clearly relevant skills and abilities, as well as appropriate personal qualities. Pitch clearly utilises the STAR method, with examples well explained. s 47F	Yes	
3	4	7		The applicant possesses relevant skills and abilities, as well as appropriate personal qualities. Pitch uses the STAR method. s 47F	Yes	
3	3.5	6.5		The applicant possesses relevant skills and abilities, as well as appropriate personal qualities. s 47F but the pitch does not clearly demonstrate the relevance and transferability of that experience to this role.	No	
4	4	8		The applicant possesses well developed and relevant skills and abilities, as well as appropriate personal qualities. The pitch clearly outlines the relevance of the applicants work experience to the role, and demonstrate: s 47F	Yes	
2.5	3	5.5		The applicant requires development to fully realise the relevant skills and abilities, as well as personal qualities, for this role. s 47F s 47F but unclear how relevant or transferable skills would be to this role.	No	
3.5	3.5	7		The application possesses relevant skills and abilities, as well as appropriate personal qualities. The pitch clearly utilises examples through the STAR method, and experience is relevant to the role description.	Yes	

Shortlisting – Rating Assessment Table

Rating Assessment	Rating Scale	Description	Overall Rating Assessment
Excellent		The applicant possesses exceptionally well developed and relevant skills and abilities, appropriate personal qualities and their performance is above what would be expected of staff at this level.	Applicant possesses exceptionally well developed and relevant skills and abilities, as well as appropriate personal qualities.
Very Good		The applicant possesses highly developed and relevant skills and abilities, and would perform consistently well against this criterion at a very high standard.	Applicant possesses well developed and relevant skills and abilities, as well as appropriate personal qualities.
Good		The applicant possesses relevant skills and abilities, appropriate personal qualities and would perform consistently well against the criterion.	Applicant possesses relevant skills and abilities, as well as appropriate personal qualities.
Requires Development		The applicant has some skills, abilities and personal qualities relevant to the criterion, but is limited on others. The applicant could perform the duties of the position, but would require close supervision and further training and development to meet the standard required against this criterion.	Applicant requires development to gain the relevant skills and abilities, as well as appropriate personal qualities.
Unsuitable		The applicant is unable to demonstrate that he/she possesses the relevant skills, abilities and personal qualities in relation to the criterion.	Applicant does not possess relevant skills and abilities, or the appropriate personal qualities.
Withdrew	N/A	N/A	N/A



Selection Report

24-1690 APS5 Policy Officer / Program Officer / Project Officer / Data Analyst

Vacancy Details

Job Reference	24/1690			
Affirmative Measures	<input type="checkbox"/> RecruitAbility	<input type="checkbox"/> Aboriginal and Torres Strait Islander Employment		
Classification	<input type="checkbox"/> APS1	<input type="checkbox"/> APS2	<input type="checkbox"/> APS3	<input type="checkbox"/> APS4
	<input checked="" type="checkbox"/> APS5	<input type="checkbox"/> APS6	<input type="checkbox"/> EL1	<input type="checkbox"/> EL2
Employment Term	Ongoing			
Security Clearance	<input checked="" type="checkbox"/> Baseline	<input type="checkbox"/> NV1	<input type="checkbox"/> NV2	<input type="checkbox"/> PV
Vacancy Number	Various			
Group	Higher Education, Research & International			
Division	Research			
Branch	Various			
Team	Various			
Location/s Advertised	Canberra ACT			

Recruitment Process Timeliness

Date job advertised	Thursday, 7 November 2024
Date job closed	Thursday, 21 November 2024
Date shortlisting completed	Thursday, 6 February 2025
Date interviews undertaken (latest)	Tuesday, 18 February 2025
Date selection outcome approved	Click to enter a date.

Panel's Recommendations

Successful Candidates								
Candidate Name	Classification	Employment Term (Ongoing/Non-ongoing & length)	Position Number	Division	Branch	Team	Location	Manager

Merit Pool

Candidates who are suitable but not made an offer from the initial recruitment process are placed in a merit pool, which remains active for 18 months from the date the vacancy appeared in APSJobs (the Gazette).

Suitable Candidates Placed in Merit Pool

Candidate Name	Classification rated suitable for
s 47F	APSS Policy, Program
s 47F	APSS Policy, Program
s 47F	APSS Program, Project
s 47F	APSS Policy, Program, Project

Panel approval

We confirm that we have conducted a transparent and fair, equitable and unbiased recruitment process, applying the principle of merit to our recommendations.

Chair of the Panel	Position	Signature	Date
s 22			21/03/2025
Panel Member 2	Position	Signature	Date
s 22			21/03/2025
Panel Member 3	Position	Signature	Date
s 22			21/03/2025
Panel Member 4	Position	Signature	Date

Delegate approval (SES Band 1 or above)

A selection report demonstrates that a selection process has been executed in a fair and transparent manner and that the strongest candidate (based on merit) was selected for the job. It provides an objective account of each candidate's claims against the selection criteria.

A well-written selection report protects the panel, and the Department, should the [Merit Protection Commissioner](#) conduct a review of action (review of workplace decision or review of promotion decision) for the recruitment process you are conducting.

All documentation connected to a recruitment process is subject to Freedom of Information requests, therefore need to be written professionally and transparently. The panel and the delegate must be comfortable in releasing documentation to candidates if requested.

Please note the Recruitment team reviews completed selection reports before candidates are notified of outcomes. The team may recommend updates to the report to ensure consistency with the APS merit principle, and you may be required to sign the amended copy.

Delegate Declaration

I have examined the selection report without bias or favouritism, and I approve the recommendations of the panel throughout this report, noting they are consistent with the APS merit principle.

Delegate	Position	Signature	Date
s 22			28 March 2025

Overall Assessment for all Interviewed Candidates

Candidate Name	Overall Assessment
s 47F	Suitable
s 47F	Suitable
s 47F	Suitable
s 47F	Suitable
s 47F	Unsuitable
s 47F	Unsuitable
s 47F	Unsuitable
s 47F	Unsuitable
s 47F	Unsuitable
s 47F	Unsuitable
s 47F	Unsuitable
s 47F	Unsuitable
s 47F	Unsuitable
s 47F	Withdrew
s 47F	Withdrew
s 47F	Withdrew
s 47F	Withdrew
s 47F	Withdrew

Candidate Individual Assessment

Suitable Candidates

Candidate Name: s 47F

Written Application:

s 47F

Interview Rationale:

s 47F

Referee Reports:

s 47F

Overall:

Overall, the panel rated s 47F as suitable.

Candidate Name: s 47F

Written Application:

s 47F

Interview Rationale:

s 47F

s 47F

Referee Reports:

s 47F

Overall:

Overall, the panel rated s 47F as suitable.

Candidate Name: s 47F

Written Application:

s 47F

Interview Rationale:

s 47F

Referee Reports:

s 47F

Overall:

Overall, the panel rated s 47F as suitable.

Candidate Name: s 47F

Written Application:

s 47F

Interview Rationale:

s 47F

s 47F

Referee Reports:

s 47F

Overall:

Overall, the panel rated s 47F as suitable.

Unsuitable candidates

Candidate Name: s 47F

Written application:

s 47F

Rationale:

s 47F

Referee Reports:

Referee reports were not sought for this candidate.

Overall:

Overall, the panel rated this candidate unsuitable.

Candidate Name: s 47F

Written application:

s 47F

Rationale:

s 47F

Referee Reports:

Referee reports were not sought for this candidate at the APS5 classification.

Overall:

Overall, the panel rated this candidate unsuitable.

Candidate Name: s 47F

Written application:

s 47F

Rationale:

s 47F

Referee Reports:

Referee reports were not sought for this candidate at the APS5 classification.

Overall:

Overall, the panel rated this candidate unsuitable.

Candidate Name: s 47F

Written application:

s 47F

Rationale:

s 47F

s 47F

Referee Reports:

Referee reports were not sought for this candidate.

Overall:

Overall, the panel rated this candidate unsuitable.

Candidate Name

s 47F

Written application:

s 47F

Rationale:

s 47F

Referee Reports:

Referee reports were not sought for this candidate.

Overall:

Overall, the panel rated this candidate unsuitable.

Candidate Name: s 47F

Written application:

s 47F

Rationale:

s 47F

Referee Reports:

Referee reports were not sought for this candidate.

Overall:

Overall, the panel rated this candidate unsuitable.

Candidate Name: s 47F

Written application:

s 47F

Rationale:

s 47F

Referee Reports:

Referee reports were not sought for this candidate.

Overall:

Overall, the panel rated this candidate unsuitable.

Candidate Name: s 47F

Written application:

s 47F

Rationale:

s 47F

Referee Reports:

Referee reports were not sought for this candidate.

Overall:

Overall, the panel rated this candidate unsuitable.

Assessment Methodology Record Keeping

The recruitment process must be appropriately documented to ensure compliance with the Administrative Functions Disposal Authority.

To complete the selection report, please provide information on the following items as applicable:

Planned interview questions

1. Why did you decide to apply for this position and why do you think you are a good fit for this role?
2. Provide an example when you were required to demonstrate flexibility during periods of uncertainty. What did you do to cope with the shifting priorities and what was the result?
3. Provide an example where you had to manage difficult relationships with customers/stakeholders that led to a favourable result. What role did you play and what was the outcome?
4. Tell me about a time you worked on a policy/program/data project, and what your role you played in it being successful.

Referee reports

Referee reports have been submitted to the panel chair. They are available on request.

Candidate withdrawals

Candidate	Level	Status	Notes/ Comments
s 47F	APS 5	s 47F	s 47F
s 47F	APS 5	Withdrawn	s 47F
s 47F	APS 5	Withdrawn	Withdrawn s 47F - confirmation provided to the panel
s 47F	APS 5	Withdrawn	Withdrawn s 47F - confirmation provided to the panel
s 47F	APS 5	Withdrawn	Withdrawn s 47F - confirmation provided to the panel

Attachment

Attachment A: Assessing Suitability

Attachment A: Assessing Suitability

The panel's role is to determine whether candidates are suitable or 'not suitable' against the panel's agreed assessment methodology. **Any candidate assessed as suitable can be made an offer of employment.**

It is important to note that multiple factors will affect an applicant's suitability. Simply being at the same substantive level as the vacancy advertised does not make a person inherently suitable for another role at that level. Factors including relevant experience, tertiary qualifications, values, behaviours and cultural fit will be important when deciding if an applicant is suitable for a role.

The following table contains examples of attributes for suitable and unsuitable candidates. Candidates may have attributes in both categories: the panel needs to make an overall assessment of their demonstrated abilities.

Suitable	Unsuitable
<p>The candidate showed they possess relevant work-related skills, abilities and personal qualities by:</p> <ul style="list-style-type: none"> demonstrating they are motivated and willing to contribute to team goals as well as their individual work displaying an understanding of the APS environment, and shows adaptability in the face of change, both internal and external. showing an ability to work with people of diverse opinions, cultures and outlooks meeting stated essential criteria (e.g. qualifications) 	<p>The candidate was unable to show they possess relevant work-related skills, abilities and personal qualities to successfully work in this role. They:</p> <ul style="list-style-type: none"> did not provide enough evidence that they are motivated and willing to contribute to team goals as well as their individual work appeared resistant to change did not appear open to working with people of diverse opinions or cultures or outlooks did not meet stated essential criteria (e.g. qualifications)
<p>The candidate performed consistently well against the assessment criteria by:</p> <ul style="list-style-type: none"> clearly articulating the connection between their experience and the requirements of this position using specific and relevant examples to demonstrate they had needed skills and attributes for this role showing suitable evidence of achieving outcomes at a high standard demonstrating good written and oral communication skills indicating their ability to work with/lead/manage others (as applicable) competently 	<p>The candidate was unable to demonstrate their suitability against all of the selection criteria. For example, they:</p> <ul style="list-style-type: none"> provided assertions, or limited evidence only, of their ability to achieve good work outcomes did not demonstrate how their skills and experience suitability for the role have limitations in some of the critical skills for this role, and would require development to meet the initial standard needed showed through their application and interview that their written and/or verbal communication skills require development showed poor judgement through their use of examples, or remarks made in interview were unable to show they would work well in a team
<p>The candidate was given a positive assessment by their referees</p>	<p>The candidate was given a neutral or negative assessment by their referees</p>
<p>The panel assessed that on the evidence provided, the candidate would be:</p> <ul style="list-style-type: none"> able to achieve good results in the position, with supervision appropriate to their classification level able to communicate work-related information to others in a clear manner in person and in writing suited to the nature of the work in the team (routine/administrative/high volume/program/policy/management/low complexity/high complexity) willing and able to suggest and initiate improvements in their work or their team, appropriate to their classification reliable and responsible 	<p>The panel assessed that on the evidence provided, the candidate:</p> <ul style="list-style-type: none"> would require more supervision than is appropriate for their classification level to achieve suitable performance levels would have difficulty communicating work-related information to others in a clear manner in person and in writing has only limited relevant experience in the specifics of the role, and did not present evidence of their willingness to apply their existing knowledge to learning a new role would have difficulty carrying out or solving problems in line with the duties