



Acknowledging

Excellence

CFBC President's Excellence Awards Programme

GUIDE

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1. Introduction

The CFBC President's Excellence Awards Programme (PEAP) is directed to all past and present students of the institution. The PEAP challenges students to set and achieve personal goals in several areas of activity: community involvement, sports, academic performance, environmental protection and awareness, research and innovation, and leadership. Participation in the PEAP brings many benefits to the recipients, their parents, and the community. The PEAP acknowledges the students' performance, contributions, and dedication. For some, the PEAP is a significant way to measure and reflect on their achievement in life; for others, it is a humble way of celebrating their reward or contribution to nation-building.

The CFBC developed this document to assist persons in understanding the PEAP. The document outlines the fundamental principles and benefits of the PEAP, the processes and procedures for participating in the programme, the committees involved, and the areas in which one can participate. Essentially, this document is the guide to the PEAP. The information explains the function of the PEAP's committees and details of the criteria and guidelines for each award. The document also includes the forms for nomination and the checklists used to select the awardees.

2. Fundamental Principles of the PEAP

The President's Excellence Awards Programme is built upon several principles which are an intrinsic part of the Programme's success:

2.1. Individual

Individuals participate in the PEAP in areas that are tailored to their circumstances, choices, and achievement. They participate in whichever award suits them best, by considering their goals, intention, and efforts to achieve the Award. The awards challenge every individual differently. Their starting point, abilities and interests are unique; hence, the meaning of the award may not be the same, to all.

2.2. Non-competitive

Working towards an award is a personal challenge and not a competition against others.

2.3. Achievable

All the Awards are achievable by any student who chooses to take up the challenge, to attain excellence regardless of ability, gender, background or socio-economic condition, with the right guidance and inspiration.

2.4. Voluntary

Some awards require students' involvement in voluntary work or extra-curricular activities; hence, utilizing some of their out-of-classroom time to undertake such activities.

2.5. Development

Participating in the Award programme fosters personal and social development. Individuals gain valuable experiences and life skills, grow in confidence and become more aware of their environment and community, transforming them into responsible young adults.

2.6. Balanced

The Award programme provides a balanced framework to develop the individual's mind, body, and community spirit by challenging them to engage in a range of activities in different spheres.

2.7. Inspiration

The Award inspires individuals to excel and exceed their expectations. Some students may be encouraged to set their challenges and goals before starting an activity; others may be inspired after achieving an award for their contribution, involvement or accomplishment.

3. Benefits of the Awards

There are many benefits associated with participating in the PEAP. The outcomes are very favourable for participants, their parents, and the community.

3.1. Participants

The following are some of the benefits to be derived by students who participate in the President's Excellence Award Programme:

- 3.1.1. Increased self-confidence and feelings of self-esteem;
- 3.1.2. A refined awareness of achievement and personal potential;
- 3.1.3. Interacting socially by meeting new people and interacting with adults in a meaningful way;
- 3.1.4. Learning from a person with expertise, experience, commitment, and excellence;
- 3.1.5. Improving employability by developing the skills that are valued by the community and employers.

3.2. Parents

Encouraging children/wards to remain committed, practice good behaviour or be a good role model can be a challenge for many parents as interests wane and other distractions arise during teenage years. A parent whose child benefited from the PEAP may experience the following:

- 3.2.1. Honour and an immense sense of pride to witness their child receive an award.
- 3.2.2. Proud of his/her child, knowing that he/she achieved a distinctive award that is recognized and can be a positive indicator for future employability.
- 3.2.3. The urge to continue supporting the complete development of their child.
- 3.2.4. A drive to help their child discover new potential.

3.3. Community

The Award programme provides an accessible way for young people to connect with their community and nurture a sense of making a positive contribution to society. The PEAP could help the community in the following ways:

- 3.3.1. Complete community activities through volunteerism;
- 3.3.2. Develop community-oriented citizens who can play an active, decisive role in their community;
- 3.3.3. Help youth to take on responsibilities, contribute to society, be respected and to show respect for others.

4. Working Committees

- 4.1. **The President's Excellence Awards Selection Committee (PEASC):** meets at least **six weeks** before the date of the award ceremony to select the awardees for the various awards. The PEASC arranges meetings to discuss matters related to the functions of the Committee; review submissions for the President's Excellence Awards; use the award selection criteria provided, to create a shortlist of the awardees; select and recommend a nominee for each Award; provide a report, to the President's Office about the Committee's functions at the end of each selection process; and provide recommendations to enhance the processes and or Programme. The PEASC is made up of:
 - 4.1.1. The Director EPDD (Chairman).
 - 4.1.2. The CFBC Counselor.
 - 4.1.3. One representative from the SGA.
 - 4.1.4. One representative from the current graduating class.
 - 4.1.5. One representative from Faculty.
 - 4.1.6. The Curriculum Development Officer (Ex-officio, providing technical assistance with the selection instrument).Should it be necessary, the committee may invite a subject-matter expert.

- 4.2. **The President's Excellence Awards Organizing Committee (PEAOC):** meets at least **six (6) months** before the date of the Award ceremony to plan the entire ceremony. The President acts as the chairperson for the PEAOC. The Committee arranges meetings to discuss matters related to its functions; arranges the agenda for the Award; secures a venue

for the Award; secure the Awards and prizes to be presented at the ceremony. The Committee is comprised of the President of CFBC, the Chair of the PEASC, and the Director of Student Services. Selected staff may be requested to serve on the organizing committee.

5. Award Section

5.1. Merit

Merit is synonymous to excellence, calibre, high quality, worth, eminence, and distinction. Merit often reflects an achievement that substantially exceeds the minimum requirements. Merit justifies a reward or commendation and resonates with the quality of being particularly good or worthy. Students who exhibit the aforementioned characteristics deserve respect and honour associated with the Award of Merit. Recognizing students' achievement with an Award of Merit gives honour to such students and inspires others to strive for excellence.

5.2. Community Service

Community service allows an individual to connect with their community and give service to others, civically engage, or make an individual socially and environmentally conscious. Community involvement is about giving back to the community, whether it is care and concern for the environment, a love of animals, a desire to make a difference to the lives of those less fortunate than themselves or a wish to help the sick or elderly, community involvement offers the structure to fulfil those passions.

Community service helps individuals to learn patience, tolerance, and compassion; assists them to overcome ignorance, prejudice, apathy and fear; increases awareness of the needs and problems of others; explores and improves interpersonal skills and self-development skills; trusting and being trusted; making a real difference to the lives of others; opportunity to take on a responsible role and commitment within the community; shows young people how they can positively change things and how community role adds value and is respected; possibly discover a real desire to work in their community.

5.3. Environmental Impact

Environmental impact refers to any change to the environment, whether adverse or beneficial, resulting from activities, products, or services. Environmental issues may include climate change, pollution, environmental degradation, resource depletion, protection of endangered species and protection of any ecologically valuable natural areas, genetically modified foods, and global warming. The status of the environment and baseline understanding of the potential consequences of our actions on the ecosystem (negative or positive) could help in shaping and saving the same environment. An individual who can understand and identify positive and negative effects on the environment, and offers alternative actions, including inaction, to protect the environment ought to be acknowledged.

5.4. Sports

Sports improve the physical fitness and health of a person as they participate in physical recreational activities that are good for their body, mind, and wellbeing. Through sports, students may develop long-term beneficial habits, improved physical performance, perseverance, and persistence in their chosen activity. Sports help to build networks, linkages, and structures to meaningful and measurable target. The benefit of taking regular physical exercise is no secret. Sports is one of the most important activities in which a person can be engaged for his/her health that impacts upon their physical, mental, and emotional state. The Excellence in Sports Award could inspire more engagement in physical activities that could help control weight, combats health conditions and diseases, improves mood, boosts energy, promotes healthy lifestyle habits, and improve academic performance.

5.5. Leadership

Leadership is about inspiring people to do things they never thought they could do. Leadership includes integrity, resilience, accountability, influence, positivity, empathy, and vision. Leaders influence groups, teams, organizations, institutions, and communities. Great leadership have never been more urgently needed than now, given the many wavering challenges the world faces. Organizations and institutions are currently seeking visionaries and ethical leaders, persons who can take the initiative, manage, organize, motivate, inspire,

and develop a strategy as they remain focused on their goal. Recognizing students with the attributes of outstanding leaders would only encourage them and others to develop their leadership qualities.

5.6. Academic Performance

The extent to which one attains his/her educational goals is strongly linked to his/her future endeavours. A student's academic performance influences his/her academic achievement. Outstanding academic performance is highly valued when a student is seeking a job, scholarship, or opportunities for higher education. Academic performance is not restricted to assisting individuals in obtaining a job, but it also helps the individual to advance on the job. Hence, academic success can yield the positive outcomes that people value. Recognizing a student for his/her academic performance can stimulate others to improve academically or strive for recognition and success.

5.7. Alumni

Alumni refers to the students who completed their studies at the CFBC. Former students generally promote that spirit of loyalty to their alma mater and promote the general welfare of the institution. Alumni provides opportunities for students to observe and model the behaviour and actions of involved alumni - behaviours that include assisting students and the institution. Alumni play an important role in supporting student organizations and their activities. They give back to their alma mater to show appreciation for the education and development the educational institution provided them. Alumni provide other students with similar experiences. They stay connected to their institution and benefit socially and emotionally, from being a donor or from contributing to their alma mater's development.

5.8. Research and Innovation

Research and innovation provide opportunities to build new businesses, create new knowledge, break frontiers, enhance what already exists around us, develop new skills, products, and services. Research and innovation allow students to explore knowledge and exercise their creative thoughts and imagination to solve real-world problems. Research and innovation encourage flexibility, collaboration, change, knowledge-sharing, and transfer.

Research and innovation drive adaptability, creativity, critical thinking, and fosters solution-oriented undertakings. A programme that rewards students who engage in research and innovation could encourage others to explore, be innovative or creative.

6. Nomination Process

Candidates may either be self-nominated or nominated by a mentor or one of their peers. A candidate can be chosen for more than one award within the same year. A candidate who was nominated but not selected for the award can be re-nominated in subsequent years. The following are the steps involved in nominating a candidate for any of the awards.

- 6.1. The nominator completes and submits a nomination form for the candidate they would like to be recognized. A nominator can nominate the same candidate for more than one award within the same year;
- 6.2. Submit the nomination form(s) to the President's office in hard copy or via email (admin@cfbc.edu.kn or president@cfbc.edu.kn).
- 6.3. Each nominee will be contacted via an email from the President's office with notice of his or her nomination(s). The notice will also invite the nominee to fulfil the selection requirements if he or she wants to be considered for the award(s).

7. Submissions and Communications

All submissions for this award must be addressed to the CFBC President's Excellence Awards, Clarence Fitzroy Bryant College, Burdon Street, P.O Box 268, Basseterre, St. Kitts or via admin@cfbc.edu.kn or president@cfbc.edu.kn Submissions **MUST** be made by the annual dealing of **October 01**.

8. Selection Process

- 8.1. The President's Excellence Awards Selection Committee (*PEASC*) reviews all submissions and determines the candidates who fulfil **ALL** the selection criteria.
- 8.2. Candidates who did not meet the selection criteria will be informed of their failure to meet the requirements. The candidates who fulfilled the selection requirements will be notified of such. The candidate will also be informed that s/he will be amongst those to be shortlisted.
- 8.3. The PEASC will create a shortlist of **three (3) nominees** using the submissions that met **ALL** the selection requirements. The Committee will use a rubric (designed for the award) to create a shortlist and determine the awardee.
- 8.4. The PEASC provides the President's Office with the shortlist of three candidates and their ranking.
- 8.5. The President's Office informs the CFBC staff and students of the PEASC's submission and the candidates selected to receive awards. The President's Office would also provide details to the CFBC community of the date by which to submit their objections if any.
- 8.6. Once there are no objections, the President Office will notify the awardee about his/her selection to receive the award and the date the award will be given. The letter of notice should be given no later than the third week of **October**.
- 8.7. The awardee **MUST** submit a letter of acceptance and his/her commitment/agreement to attend the award ceremony/reception. The awardee would be encouraged to respond within five (5) calendar days of receiving the notice from the President's Office.

9. The Awards: Criteria and Guidelines

9.1. Award of Merit

The pursuit of excellence is embroidered by the quest for exceptional quality and determination. This award is given to a successful student, in recognition of his/her exceptional performance and ability to excel academically despite the odds. The student would have had to overcome challenging circumstances to achieve his/her goals.

9.1.1. Eligibility:

The **Award of Merit** is given to a student who has excelled academically despite the odds. The student would have overcome challenging circumstances to achieve his/her goals by demonstrating persistence and resilience. The person(s) receiving this award should meet the following criteria:

- 9.1.1.1. Be a student in good academic standing and dedicated to work;
- 9.1.1.2. Demonstrate high integrity, ethical behaviour, and positive work ethic;
- 9.1.1.3. Demonstrate and upholds the core values and mission embraced by the CFBC;
- 9.1.1.4. Sustain good academic performance and involvement despite the odds;
- 9.1.1.5. Be a positive example to peers and others.

9.1.2. Selection Requirements

Eligible nominees must submit the following information to be considered for the **Award of Merit**.

- 9.1.2.1. An application from the candidate wishing to be considered for the award.
- 9.1.2.2. A colour passport-size photo (5cm x 7cm). The candidate must label the back of the photo with his/her name, contact number and graduation date.
- 9.1.2.3. A written document with information addressing the following:
 - 9.1.2.3.1. The candidate's academic performance/achievement (*Transcript, grade slip, certificate, or other relevant information*);
 - 9.1.2.3.2. An essay from the candidate highlighting and supporting his/her achievement, despite the odds (*maximum 500 words*);
 - 9.1.2.3.3. Two letters of recommendations supporting the candidate. The recommendations should be on letterheads and submitted by the

recommenders. They must indicate why the candidate should receive the award. The persons recommending the candidate **MUST** have firsthand knowledge of the candidate.

9.1.2.4. Other: Any other materials or documents that are pertinent to the selection for this award.

9.1.3. Presentation of Awards

The **Award of Merit** will be presented at the Annual President’s Excellence Awards Ceremony/Dinner in **November** each year. The award will be presented to the distinguished student/ graduate who is **NOT** required to be present upon receipt of the award, but his/her attendance is highly encouraged.

Rubric for Shortlisting

Table 1: Table showing the checklist used to create a shortlist for the **Award of Merit**.

| No. | Criteria for shortlisting Nominees for the Award of Merit | Scores | |
|-----|---|-----------|----------|
| | | Allotted | Received |
| | Section A: General Criteria | | |
| 1 | Provided a passport or similar-size photo. | 1 | |
| 2 | Included a written application with submission for the award. | 1 | |
| 3 | Met the submission deadline. | 1 | |
| 4 | Presented evidence of good academic standing. | 1 | |
| 5 | Demonstrated integrity, positive work ethic and ethical behaviour. | 1 | |
| 6 | Upheld the goals, core values and mission of the CFBC. | 1 | |
| 7 | Showed evidence of being a positive example to peers. | 1 | |
| | Section B: Specific Criteria | | |
| 1 | Provided his/her essay of 500 words outlining the surmounting challenges he/she had to overcome, despite the odds. | 15 | |
| 2 | Included two recommendations indicating why the candidate must receive the award. | 10 | |
| 3 | Demonstrated the ability to sustain academic performance (GPA above 3.7) and involvement despite odds. | 3 | |
| 4 | Showed dedication to tasks and satisfactory performance despite challenges. | 5 | |
| 5 | Provided evidence of his/her engagement in research or innovative undertakings. | 5 | |
| 6 | Provided evidence of his/her engagement in extra-curricular activities. | 5 | |
| | Total Score: | 50 | |

Rubric for selecting the Awardee

Table 2. Table showing the rubric used to select the awardee for the **Award of Merit**.

| Criteria | 1 | 2 | 3 | 4 | 5 | Total |
|--|---|---|---|---|---|--------------|
| Academic Performance | Maintains an average GPA of 2.5 or less and Rarely participate in academic affairs. | Maintains an average GPA of 2.5 – 3.74 and sometimes participate in academic affairs. | Maintains an average GPA of 3.75- 3.80 and actively participate in academic affair. | Maintains an average GPA of 3.81 - 3.86 and actively participate in academic affairs. | Maintains an average GPA of 3.87 or higher, and actively participate in academic affairs. | 5 |
| Performance Against Odds | Rarely showed dedication to tasks during challenging moments; Rarely showed performance despite challenges. | Sometimes showed dedication to tasks during challenging moments; Sometimes showed performance despite challenges. | Showed dedication to tasks during challenging moments; Satisfactory performance despite challenges. | High dedication to tasks during challenging moments; Good performance despite challenges. | High dedication to tasks during challenging moments; extraordinary and exemplary performance despite challenges. | 5 |
| Essay | Presented no evidence of surmounting challenges to achieve academic success. | Presented little evidence of surmounting challenges to achieve academic success | Presented some evidence to demonstrate surmounting challenges to achieve academic success. | Presented strong evidence of surmounting challenges to achieve academic success. | Presented substantial evidence, a clear and focused way, that highlights surmounting challenges o achieve academic success. | 5 |
| Research and Innovation area of study. | Rarely engages in research or an innovative undertaking. | Seldom engages in research or an innovative undertaking. | Engages in research or an innovative undertaking. | Often engages in research or an innovative undertaking. | Always engages in research or an innovative undertaking. | 5 |
| Extra-curricular Activities | Rarely engages in extra-curricular activities. | Seldom engages in extra-curricular activities. | Engages in extra-curricular activities. | Often engages in extra-curricular activities. | Always engages in extra-curricular activities. | 5 |
| Overall Score: | | | | | | 25 |

9.2. Community Service Award

This award honours a current student or recent graduate (last two years) who has been involved in community service. This individual will have a record of going above and beyond the responsibility required by any institution paid or unpaid. The candidate would have demonstrated commitment - a level of involvement driven by an innate desire for change/improvement in the lives of those they serve.

9.2.1. Eligibility:

The person(s) receiving the **Community Service Award** would have made a positive contribution to the development of the wider community through volunteerism. The person(s) receiving this award should meet the following criteria:

- 9.2.1.1. Be in good academic standing or successfully completed his/her course of study;
- 9.2.1.2. Demonstrate high integrity, ethical behaviour and positive work ethic;
- 9.2.1.3. Demonstrate and upholds the core values and mission embraced by the CFBC;
- 9.2.1.4. Be a positive example to peers and others.

9.2.2. Selection Requirements

Eligible nominees must submit the following information to be considered for the **Community Service Award**.

- 9.2.2.1. An application from the candidate wishing to be considered for the award.
- 9.2.2.2. A colour passport-size photo (5cm x 7cm). The candidate must label the back of the photo with his/her name, contact number and graduation date.
- 9.2.2.3. Two recommendations stating why the candidate must be considered for the award: **one** from an advisor, faculty or staff who knows the candidate well and **one** from an individual who is familiar with the candidate's involvement in community service.
- 9.2.2.4. A personal statement from the candidate outlining his/her involvement in community work and the impact of his/her participation. The information should be presented under the following headings:
 - 9.2.2.4.1. **Leadership:** show how the candidate contributed to building a sense of unity and purpose in his or her community. Outline the candidate's ability

to build stronger communities through the promotion of personal growth and development;

9.2.2.4.2. **Social Responsibility:** demonstrate how the candidate assisted in improving the community through volunteer programs, social groups, outreach centres, sports programs or after school groups. The candidate should state how his/her involvement impacted participants of that community or initiative;

9.2.2.4.3. **Mentorship:** say how the candidate demonstrated positive values and behaviours that influenced others to emulate or aspire to emulate - instances during which the candidate would have mentored community members;

9.2.2.4.4. **Change Agent:** show how the candidate influenced or stimulated others to effect positive changes through personal development or self-improvement. Demonstrate the candidate's role as a change agent;

9.2.2.5. Other: Any other materials or documents that are pertinent for the selection of this award.

The document should be no more than 1000 words and must include supporting evidence. Where possible photos, videos or a portfolio may be used as supporting evidence. If the candidate is unable to provide supporting evidence, a testimony would be sufficient.

9.2.3. Presentation of Award

The **Award of Merit** will be presented at the Annual President's Excellence Awards Ceremony/Dinner in **November** each year. The award will be presented to the distinguished student/ graduate who is **NOT** required to be present upon receipt of the award, but his/her attendance is highly encouraged.

Rubric for Shortlisting

Table 1: Table showing the checklist used to create a shortlist for the Community Service Award

| No. | Criteria for shortlisting Nominees for Community Service Award | Scores | |
|-----|---|------------|----------|
| | | Allotted | Received |
| | Section A: General Criteria | | |
| 1 | Provided a passport or similar-size photo. | 1 | |
| 2 | Included a written application with submission for the award. | 1 | |
| 3 | Met the submission deadline. | 1 | |
| 4 | Presented evidence of good academic standing. | 1 | |
| 5 | Demonstrated integrity, positive work ethic and ethical behaviour. | 5 | |
| 6 | Upheld the goals, core values and mission of the CFBC. | 1 | |
| 7 | Showed evidence of being a positive example to peers. | 5 | |
| | Section B: Specific Criteria | | |
| 1 | Provided evidence of good leadership in building his/her community. | 5 | |
| 2 | Showed how his/her social responsibilities have changed/improved the lives of others. | 5 | |
| 3 | Demonstrated acceptable values and behaviours that influenced others in his or her community. | 5 | |
| 4 | Completed eleven (11) or more hours of community service. | 10 | |
| 5 | Showed evidence of occasional commitment to community service. | 5 | |
| 6 | Showed an innate desire to improve or change the lives of those he or she served. | 10 | |
| 7 | Participated regularly in activities related to community services. | 10 | |
| 8 | Presented evidence of the type and nature of engagement in community service. | 5 | |
| 9 | Contributed positively to his or her community development through volunteerism. | 5 | |
| 10 | Included two recommendations with submission for the award: one from their Advisor who is a member of staff or faculty of the college, and one from the community. | 10 | |
| 11 | Provided his/her statement of 1000 words or less outlining the candidate's leadership ability, social responsibility, mentorship , and the candidate as a change agent . | 15 | |
| | Total Score: | 100 | |

Rubric for selecting the Awardee

Table 2: Table showing the rubric used to select the awardee for the **Community Service Award**.

| Criteria | 1 | 2 | 3 | 4 | 5 | Total |
|---|--|---|--|--|--|--------------|
| Leadership | A weak leader who is not capable of building community relationships. | A weak leader with some ability to build community relationships. | A good leader with the ability to build community relationships. | An excellent leader with the ability to build a stronger community. | An outstanding ability to lead and build a stronger community. | 5 |
| Social Responsibility | Rarely responsible, seldom completes assigned tasks. | Somewhat responsible, sometimes completes assigned tasks. | Demonstrates responsibility, completes assigned tasks. | Often responsible; completes assigned tasks within the allotted time. | Highly responsible; completes assigned tasks with quality and on time. | 5 |
| Mentorship | Seldom demonstrates values and behaviours that influence others. | Sometimes demonstrates values and behaviours that influence others. | Demonstrates acceptable values and behaviours that influence others. | Often demonstrates outstandingly high values and behaviours that influence others. | Always demonstrates exceptionally high values and outstanding behaviour during mentorship that influence others. | 5 |
| Involvement in Community Service | Completed less than 5 hours of community service for the duration of his/her academic programme. | Completed 5-10 hours of community service for the duration of his/her academic programme. | Completed 11-15 hours of community service for the duration of his/her academic programme. | Completed 16-20 hours of community service for the duration of his/her academic programme. | Completed more than 20 hours of community service for the duration of his/her academic programme. | 5 |
| Commitment to Community Service | No clear evidence of engagement in community service. | Rarely engages in community service. | Occasionally engages in community service. | Consistent engagement in community service. | Frequent and consistent engagement in community service. | 5 |
| Change Agent: with a desire to change others in disadvantaged circumstances | No clear evidence presented to show a desire to change or improve life. | Seldom has a desire to change or improve life. | Has a desire to change or improve life. | Strong desire to change or improve life. | Very strong and consistent desire to change or improve life. | 5 |
| Participation in a <i>community</i> project | Rarely participated in community service projects. | Participated in community service projects but intermittently without a clear objective. | Participated regularly and followed an action plan with clear objectives. | Often participated in community service. | Frequently and consistently participated in community service. | 5 |
| Academic Performance | Maintains an average GPA of 2.5 or less and Rarely participate in academic affairs. | Maintains an average GPA of 2.5 – 3.74 and sometimes participate in academic affairs. | Maintains an average GPA of 3.75- 3.80 and actively participate in academic affair. | Maintains an average GPA of 3.81 - 3.86 and actively participate in academic affairs. | Maintains an average GPA of 3.87 or higher, and actively participate in academic affairs. | 5 |
| Overall Score: | | | | | | 40 |

9.3. Environmental Impact Award

This award is given to a student who has significantly contributed to efforts to protect or sustain our environment and or create awareness of practices that harm our environment to halt such practices.

9.3.1.1. Eligibility:

The person(s) receiving the **Environmental Impact Award** should have made a positive contribution to the development of the CFBC environment or the environment of wider community. The person(s) receiving this award should meet the following criteria:

9.3.1.2. Be currently enrolled at the CFBC;

9.3.1.3. Be in good academic standing or successfully completed his/her course of study;

9.3.1.4. Demonstrate high integrity, ethical behaviour and positive work ethic;

9.3.1.5. Demonstrate and upholds the core values and mission embraced by the CFBC;

9.3.1.6. Be a positive example to peers and others;

9.3.1.7. Engage in undertakings that positively impacts or protects the environment.

9.3.2. Selection Requirements:

Eligible nominees must submit the following information to be considered for the **Environmental Impact Award**:

9.3.2.1. An application from the candidate wishing to be considered for the award;

9.3.2.2. A colour passport-sized photo (5cm x 7cm). The candidate must label the back of the photo with his/her name, contact number and graduation date;

9.3.2.3. A document outlining the candidate's involvement in undertakings to protect or enhance the environment and the impact of his/her involvement. The information should be presented under the following headings:

9.3.2.3.1. **Environmental awareness:** the candidate's appreciation of the importance of environmental concerns; evidence of his/her significant contribution(s) to building awareness or sensitizing others about environmental awareness; the candidate's ability to garner support to promote environmental awareness;

9.3.2.3.2. **Environmental responsibility:** the candidate's ability to assist in improving the environment through volunteer programs, social groups, outreach centres, or after school groups/programmes. The candidate should state how his/her involvement impacted the environment;

9.3.2.3.3. **Mitigation:** a demonstration of the candidate's action(s) to mitigate against any action/practice that harms or negatively impact the environment;

9.3.2.3.4. **Change Agent:** an account of the candidate's ability to influence or stimulate others to effect positive changes or impact

The document should be no more than 1000 words and must include supporting evidence. Where possible photos, videos or a portfolio of work could be used as supporting evidence. Should the candidate be unable to provide supporting evidence, a testimony would be sufficient.

9.3.2.4. Two recommendations stating why the candidate must be considered for the award. The recommendations must be from persons who are very familiar with the candidate's involvement in environmental undertakings;

9.3.2.5. Other: Any other material or documents that are pertinent for the selection of this award.

9.3.3. Presentation of Awards

The **Environmental Impact Award** will be presented at the Annual President's Excellence Awards Ceremony/Dinner in **November** each year. The award will be presented to the distinguished student or graduate who is **NOT** required to be present upon receipt of the award, but his/her attendance is highly encouraged.

Rubric for Shortlisting

Table 1: Table showing the checklist to create a shortlist for the **Environmental Impact Award**.

| No. | Criteria for shortlisting Nominees for Environmental Impact Award | Scores | |
|-----|--|-----------|----------|
| | | Allotted | Received |
| | Section A: General Criteria | | |
| 1 | Provided a passport or similar-size photo. | 1 | |
| 2 | Included a written application with submission for the award. | 1 | |
| 3 | Met the submission deadline. | 1 | |
| 4 | Presented evidence of good academic standing. | 1 | |
| 5 | Demonstrated integrity, positive work ethic and ethical behaviour. | 1 | |
| 6 | Upheld the goals, core values and mission of the CFBC. | 1 | |
| 7 | Showed evidence of being a positive example to peers. | 1 | |
| | Section B: Specific Criteria | | |
| 1 | Provided evidence of his/her involvement in environmental conservation | 10 | |
| 2 | Included two recommendations outlining why the candidate must receive the Environmental Impact Award. | 5 | |
| 3 | Provided evidence of his/her positive contribution to CFBC environment or that of the broader community. | 5 | |
| 4 | Provided evidence of his/her engagement in fora or other practices to promote climate change education and environmental awareness | 5 | |
| 5 | Provided evidence of his/her environmental responsibilities | 5 | |
| 6 | Provided evidence of his/her actions to mitigate against negative environmental impact. | 5 | |
| 7 | Showed a desire to positively impact and improve the environment. | 5 | |
| 8 | Provided evidence of his/her engagement in practices to adopt to changing climates and environment. | 5 | |
| 9 | Demonstrated a desire to stimulate others to effect positive environmental changes or impact. | 3 | |
| 10 | Provided his/her document with no more than 1000 words, outlining his/her environmental awareness, environmental responsibilities , approach to mitigating negative environmental impact , and how he/she has been a change agent for positive environmental impact. | 15 | |
| | Total Score: | 70 | |

Rubric for selecting the awardee

Table 2. Table showing the rubric used to select awardee for the **Environmental Impact Award**.

| Criteria | 1 | 2 | 3 | 4 | 5 | Total |
|------------------------------|---|---|--|---|---|--------------|
| Create Awareness | No clear evidence presented to show engagement in practices of environmental awareness. | Rarely engages in practices related to environmental awareness. | Occasionally engages in practices that brought awareness to environmental concerns and issues. | Consistently engage in practices that brought awareness to environmental concerns and issues; Utilized different ways to reach a wide cross-section of the targeted audience. | Frequent and consistent engage in practices that brought awareness to environmental concerns and issues; Utilized innovative ways to reach a wide cross-section of the targeted audience. | 5 |
| Environmental Responsibility | Rarely responsible, seldom completes assigned tasks. | Somewhat responsible, sometimes completes assigned tasks. | Demonstrates responsibility, completes assigned tasks. | Often responsible; completes assigned tasks within the allotted time. | Highly responsible; completes assigned tasks with quality and on time. | 5 |
| Mitigating Practice | Rarely encourages actions to mitigate against negative environmental impact. | Seldom encourages actions to mitigate against negative environmental impact. | Encourages actions to mitigate against negative environmental impact. | Often encourages actions to mitigate against negative environmental impact. | Always encourages actions to mitigate against negative environmental impact. | 5 |
| Environmental Impact | No clear evidence of a desire to impact or improve the environment. | Seldom has a desire to positively impact or improve the environment. | Has a desire to positively impact or improve the environment. | Strong desire to positively impact or improve the environment. | Very strong and consistent desire to positively impact or improve the environment. | 5 |
| Change Agent | No clear desire to stimulate others to effect positive environmental changes or impact. | Seldom has a desire to stimulate others to effect positive environmental changes or impact. | Has a desire to stimulate others to effect positive environmental changes or impact. | Strong and consistent desire to stimulate others to effect positive environmental changes or impact. | Very strong and consistent desire to stimulate others to effect positive environmental changes or impact. | 5 |
| Academic Standing | Maintains an average GPA of 2.5 or less and Rarely participate in academic affairs. | Maintains an average GPA of 2.5 – 3.74 and sometimes participate in academic affairs. | Maintains an average GPA of 3.75- 3.80 and actively participate in academic affairs. | Maintains an average GPA of 3.81 - 3.86 and actively participate in academic affairs. | Maintains an average GPA of 3.87 or higher, and actively participate in academic affairs. | 5 |
| Overall Score: | | | | | | 30 |

9.4. Excellence in Sports Award

The award is given to a student who adheres to high athletic achievements, exhibits skill in executing game strategies, commitment and reliability to the team or sport. The candidate exhibits a high level of participation at practices and games supplemented by good grades and a display of excellent sportsmanship.

9.4.1. Eligibility:

The person(s) receiving the **Excellence in Sports Award** will have made a positive contribution to the CFBC sporting community in areas such as enhancing performance, leadership, and the inclusive engagement of team members. The candidate could be a sports ambassador for CFBC or the wider community and would have maintained a satisfactory academic record. The person(s) receiving this award should meet the following criteria:

- 9.4.1.1. Show leadership, dedication, and a positive team spirit in sports;
- 9.4.1.2. Be in good academic standing;
- 9.4.1.3. Demonstrate good behaviour, respect on and off the field of play;
- 9.4.1.4. Demonstrate and upholds the core values and mission embraced by the CFBC;
- 9.4.1.5. Be a positive example to team members and others.

9.4.2. Selection Requirements:

Eligible nominees must submit the following information to be considered for the **Excellence in Sports Award**:

- 9.4.2.1. An application from the candidate wishing to be considered for the award;
- 9.4.2.2. A colour passport-sized photo (5cm x 7cm). The candidate must label the back of the photo with his/her name, contact number and graduation date;
- 9.4.2.3. Two recommendations stating why the candidate must be considered for the award: **one** from an advisor, faculty or staff who knows the candidate well and **one** from an individual in the community who is familiar with candidate's involvement in sports;
- 9.4.2.4. A written document with supporting evidence addressing the following:
 - 9.4.2.4.1. The candidate's performance and outstanding achievements in sports
(supporting evidence could include, but not limited to a letter highlighting award(s) in

sports; related letter(s) of recommendations, documentation demonstrating leadership in sports);

9.4.2.4.2. Information indicating the student's academic standing (*Transcript, grade slip, certificates, or other relevant information*);

9.4.2.4.3. Information supporting the candidate's contribution to sports development in CFBC or the broader community (*supporting evidence could include, but not limited to community, a national or regional award certificate, acceptance to institution based on performance in sports, sports scholarship, employment based on performance in sports*);

9.4.2.4.4. Other: Any other materials or documents that are pertinent to selection for this award.

The document should be no more than 1000 words and must include supporting evidence. Where possible photos, videos or a portfolio may be used as supporting evidence. Should the candidate be unable to provide supporting evidence, a testimony would be sufficient.

9.4.3. Presentation of Awards

The Excellence in Sports Award will be presented at the Annual President's Excellence Awards Ceremony/Dinner in November each year. The award will be presented to the distinguished student or graduate who is **NOT** required to be present upon receipt of the award, but his/her attendance is highly encouraged.

Rubric for Shortlisting

Table 1: Table showing checklist used to create the shortlist for the **Excellence in Sports Award**.

| No. | Criteria for shortlisting Nominees for Excellence in Sports Award | Scores | |
|-----|--|-----------|----------|
| | | Allotted | Received |
| | Section A: General Criteria | | |
| 1 | Provided a passport or similar-size photo. | 1 | |
| 2 | Included a written application with submission for the award. | 1 | |
| 3 | Met the submission deadline. | 1 | |
| 4 | Presented evidence of good academic standing. | 3 | |
| 5 | Demonstrated integrity, positive work ethic and ethical behaviour. | 3 | |
| 6 | Upheld the goals, core values and mission of the CFBC. | 3 | |
| 7 | Showed evidence of being a positive example to peers. | 1 | |
| | Section B: Specific Criteria | | |
| 1 | Showed the candidate's commitment to the team during games, practices and on or off the field of play. | 3 | |
| 2 | Provided evidence of the candidate's reliability and dependability during games and practices. | 3 | |
| 3 | Provided evidence of satisfactory participation and teamwork during games and practices. | 3 | |
| 4 | Provided evidence that the candidate maintained an average GPA of 3.75 and higher while actively participating in sports. | 3 | |
| 5 | Included two recommendations with submission for the award: one from a CFBC Advisor, staff or faculty and one from an individual in the community. | 10 | |
| 6 | Provided his/her document of 1000 words or less outlining the candidate's outstanding achievement in sports, academic standing , and his/her contribution to sports development. | 15 | |
| | Total Score: | 50 | |

Rubric for selecting the Awardee

Table 2. Table showing the rubric used to select the awardee for the **Excellence in Sports Award**.

| Criteria | 1 | 2 | 3 | 4 | 5 |
|----------------------------|---|---|---|---|---|
| Commitment to Team | Rarely shows commitment during games and practices. | Sometimes shows commitment during games but not practices. | Shows commitment during games and practices. | Highly committed during games but not practices. | Always highly committed during practices and games. |
| Reliability/Dependability | Rarely reliable and dependable during games and practice. | Sometimes reliable and dependable during games and practice. | Reliable and dependable during games and practice. | Highly reliable and dependable during games and practice. | Consistently and highly reliable and dependable during game and practice. |
| Participation and Teamwork | Rarely participate during game and practice. | Sometimes participate during game and practice. | Satisfactory participation and teamwork during game and practice. | Good participation and teamwork during game and practice. | Excellent participation and teamwork during game and practice. |
| Academic Performance | Maintains an average GPA of 2.5 or less and Rarely participate in other academic affairs. | Maintains an average GPA of 2.5 – 3.74 and sometimes participate in other academic affairs. | Maintains an average GPA of 3.75- 3.80 and actively participate in other academic affair. | Maintains an average GPA of 3.81 - 3.86 and actively participate in other academic affairs. | Maintains an average GPA of 3.87 or higher, and actively participate in other academic affairs. |

9.5. Leadership Award

This award is given to a successful candidate who would have demonstrated exemplary leadership in the execution of student activities. The candidate would have demonstrated initiative, inspired others to work creatively and as a team, created an environment that empowered team members to work effectively without direct supervision, shared knowledge, and information relative to the group's success, encouraged the development of others through various strategies.

9.5.1. Eligibility:

The person(s) receiving the **Leadership Award** would have made a positive contribution to the development of CFBC, its alumni, current students, and others. The person(s) receiving this award should meet the following criteria:

- 9.5.1.1. Demonstrate voluntary extraordinary leadership and dedication;
- 9.5.1.2. Be in good academic standing;
- 9.5.1.3. Demonstrate good behaviour, respect, and a positive attitude to work;
- 9.5.1.4. Demonstrate and upholds the core values and mission embraced by the CFBC;
- 9.5.1.5. Be a positive example to peers and others.

9.5.2. Selection Requirements:

Eligible nominees must submit the following information to be considered for the **Leadership Award**. The requirements are as follows:

- 9.5.2.1. An application from the candidate wishing to be considered for the award;
- 9.5.2.2. Evidence of the candidate's academic standing (*Transcript, grade slip, certificate or other relevant information*);
- 9.5.2.3. A colour passport-size photo (5cm x 7cm). The candidate must label the back of the photo with his/her name, contact number and graduation date;
- 9.5.2.4. Two recommendations from persons who have evidence of the nominee's leadership skills.
- 9.5.2.5. An essay of 1,000 words, reflecting upon the candidate's leadership experience. The essay must detail how the candidate has empowered others interested in leadership to aspire in their role as student or leader. The essay must also indicate how the

candidate has enriched his/her education through his/her leadership strategy at CFBC.

9.5.2.6. Other: Any other materials or documentation pertinent to selection for this award.

The document should be no more than 1000 words and must include supporting evidence.

Where possible photos, videos or a portfolio may be used as supporting evidence. If the candidate is unable to provide supporting evidence, a testimony would be sufficient.

9.5.3. Presentation of Awards

The **Leadership Award** will be presented at the Annual President’s Excellence Awards Ceremony/Dinner in November each year. The award will be presented to the distinguished student or graduate who is **NOT** required to be present upon receipt of the award, but his/her attendance is highly encouraged.

Rubric for Shortlisting

Table 1: Table showing the checklist used to create a shortlist for the **Leadership Award**

| No. | Criteria for shortlisting Nominees for Leadership Award | Scores | |
|-----|--|-----------|----------|
| | | Allotted | Received |
| | Section A: General Criteria | | |
| 1 | Provided a passport or similar-size photo. | 1 | |
| 2 | Included a written application with submission for the award. | 1 | |
| 3 | Met the submission deadline. | 1 | |
| 4 | Presented evidence of good academic standing. | 1 | |
| 5 | Demonstrated integrity, positive work ethic and ethical behaviour. | 1 | |
| 6 | Upheld the goals, core values and mission of the CFBC. | 1 | |
| 7 | Showed evidence of being a positive example to peers. | 4 | |
| | Section B: Specific Criteria | | |
| 1 | Demonstrated an understanding of how to take initiative. | 5 | |
| 2 | Provided evidence of the candidate’s ability to facilitate the contributions of team members and motivate others to lead. | 5 | |
| 3 | Encouraged others to work independently by providing the support required to empower team members. | 5 | |
| 4 | Included two recommendations with submission for the award: one from their Advisor who is a member of staff or faculty of the college, and one from the community. | 10 | |
| 5 | Provided his/her statement of 1000 words or less outlining the candidate’s leadership ability, social responsibility, mentorship, and the candidate as a change agent . | 15 | |
| | Total Score: | 50 | |

Rubric for selecting the Awardee

Table 2: Table showing the rubric used to select the awardee for the **Leadership Award**.

| Criteria | 1 | 2 | 3 | 4 | 5 | Total |
|--|--|--|--|---|--|--------------|
| Ability to take initiative | Rarely demonstrates the ability to take initiative. | Seldom takes initiative. | Demonstrates an understanding of how to take initiative. | Often takes initiative. | Outstanding ability to take initiative. | 5 |
| Inspires and facilitates the development of others | Rarely facilitates the contributions of team members; Rarely motivates others to lead. | Seldom facilitates the contributions of team members; Seldom motivates others to lead. | Facilitates the contributions of team members; Motivates others to lead. | Often facilitates the contributions of team members; Often motivates others to lead. | Always facilitates the contributions of team members; Motivates others to lead. | 5 |
| Empowers others to work independently | Rarely encourages others to work independently; Rarely provides information or the support required to empower team members. | Seldom encourages others to work independently; Seldom provides information or the support required to empower team members. | Encourages others to work independently; Provides information or the support required to empower team members. | Often encourages others to work independently; Always provides information or the support required to empower team members. | Always encourages others to work independently; Always provides information or the support required to empower team members. | 5 |
| Academic Performance | Maintains an average GPA of 2.5 or less and Rarely participate in academic affairs. | Maintains an average GPA of 2.5 – 3.74 and sometimes participate in academic affairs. | Maintains an average GPA of 3.75- 3.80 and actively participate in academic affair. | Maintains an average GPA of 3.81 - 3.86 and actively participate in academic affairs. | Maintains an average GPA of 3.87 or higher, and actively participate in academic affairs. | 5 |
| Overall Score: | | | | | | 20 |

9.6. Distinguished Alumni Award

This award recognizes past students for their outstanding contribution and notable achievement in their field. The candidates may bring recognition and honour to self, the CFBC or their organization, institution, community or country.

9.6.1. Award Categories

9.6.1.1. **Recent:** The CFBC alumni who graduated within the past ten (10) years and has notable recognition in his/her chosen field with a promise for continued success.

9.6.1.2. **Distinguished:** The CFBC alumni who graduated more than ten (10) years ago, and has excelled in his/her chosen field, having attained prominence, and have had a positive impact on the local, regional or international level.

9.6.2. Eligibility

The person(s) receiving the **Distinguished Alumni Award** should meet the following criteria:

- 9.6.2.1. Demonstrate outstanding achievement in his/her profession or other areas of endeavour;
- 9.6.2.2. Demonstrate and uphold the core values and mission embraced by the CFBC;
- 9.6.2.3. Demonstrate high integrity, ethical behaviour and positive work ethic;
- 9.6.2.4. Made significant contributions to CFBC, humanitarian aid, the wider community, or development of his/her profession;
- 9.6.2.5. Was never a previous recipient of the **Distinguished Alumni Award**.

9.6.3. Selection Requirements

Eligible nominees must submit the following materials to be considered for the **Distinguished Alumni Award**:

- 9.6.3.1. An updated copy of their resume, CV or Biography;
- 9.6.3.2. A colour passport-size photo (5cm x 7cm). The candidate must label the back of the photo with his/her name, contact number and graduation date;

9.6.3.3. A written document highlighting the candidate's involvement, achievement or contribution to nation-building. The information should be presented under the following headings:

9.6.3.3.1. **Leadership:** show how the candidate exhibited outstanding leadership and character in his/her career, community, or personal life;

9.6.3.3.2. **Accomplishment:** outline the candidate's accomplishment in his/her occupational field or any other noteworthy accomplishment;

9.6.3.3.3. **Community involvement:** tell of the civic, charitable, business, professional, or services or contributions the candidate has made through community involvement;

9.6.3.3.4. **Other:** provide information about any other contribution(s) or involvements that are considered pertinent for the selection of this award.

The document should be no more than 1000 words and must include supporting evidence. Where possible photos, videos or a portfolio may be used as supporting evidence. If the candidate is unable to provide supporting evidence, a testimony would be sufficient.

9.6.4. **Presentation of Awards:**

The **Distinguished Alumni Award** will be presented at the President's Excellence Awards Ceremony/Dinner in **November** each year. The award will be presented to the awardee who is **NOT** required to be present upon receipt of the award, but his/her attendance is highly encouraged.

Rubric for Shortlisting

Table 1: Table showing the checklist used to create a shortlist of **the Distinguished Alumni Award**.

| No. | Criteria for shortlisting Nominees for the Distinguished Alumni Award | Scores | |
|-----|--|-----------|----------|
| | | Allotted | Received |
| | Section A: General Criteria | | |
| 1 | Provided a passport or similar-size photo. | 1 | |
| 2 | Included a written application with submission for the award. | 1 | |
| 3 | Met the submission deadline. | 1 | |
| 4 | Presented evidence of good academic standing. | 1 | |
| 5 | Demonstrated integrity, positive work ethic and ethical behaviour. | 3 | |
| 6 | Upheld the goals, core values and mission of the CFBC. | 1 | |
| 7 | Showed evidence of being a positive example to peers. | 2 | |
| | Section B: Specific Criteria | | |
| 1 | Provided evidence of the candidate's significant contribution(s) to CFBC, community, profession, or humanitarian aid. | 10 | |
| 2 | Presented an updated version of his/her resume, CV or biography. | 5 | |
| 3 | Provided evidence of his/her ability to lead and encourages others. | 5 | |
| 4 | Provided evidence that shows the is highly accomplished. | 5 | |
| 5 | Showed the candidate's involvement in community service. | 5 | |
| 6 | Provided his/her document of 1000 words or less outlining the candidate's accomplishment, leadership ability, and community involvement or any other noteworthy accomplishment. | 10 | |
| | Total Score: | 50 | |

Rubric for selecting the Awardee

Table 2. Table showing the rubric used to select the awardee for the Distinguished Alumni Award.

| Criteria | 1 | 2 | 3 | 4 | 5 | Total |
|-----------------------|---|---|---|---|---|--------------|
| Leadership | A leader who rarely encourages others. | A leader who sometimes encourages others. | A leader who encourages others. | An outstanding leader and a good role model who encourages others. | An exemplary leader and a good role model who encourages others. | 5 |
| Accomplishment | Has not accomplished | Has accomplished | Highly accomplished. | Outstanding accomplishment. | Distinguished accomplishment | 5 |
| Community Involvement | No evidence of community service or involvement | Little evidence of community service or involvement | Evidence of community service or involvement. | Evidence of consistent community service or involvement | Evidence of exemplary community service or involvement | 5 |
| Academic Achievement | Maintains an average GPA of 2.5 or less and Rarely participate in academic affairs. | Maintains an average GPA of 2.5 – 3.74 and sometimes participate in academic affairs. | Maintains an average GPA of 3.75- 3.80 and actively participate in academic affair. | Maintains an average GPA of 3.81 - 3.86 and actively participate in academic affairs. | Maintains an average GPA of 3.87 or higher, and actively participate in academic affairs. | 5 |
| Overall Score: | | | | | | 20 |

9.7. Research and Innovation Award

This award celebrates a student who creates a solution for greater effectiveness and efficiency through research, innovation, and excellence. The innovation must impact or continues to impact, directly or indirectly, individuals, an area or functions.

9.7.1. Eligibility

The person(s) receiving the **Research and Innovation Award** must be a proponent of outstanding research or innovative work with the potential to bring about substantial improvements in the areas of education, research, science and technology, sustainable development, entrepreneurship, business, community development, CFBC's development, or any other areas of development. The person(s) receiving this award should meet the following criteria:

- 9.7.1.1. Be in academic standing and successfully completed his/her course of study;
- 9.7.1.2. Demonstrate high integrity, ethical behaviour and a positive work attitude;
- 9.7.1.3. Demonstrate and upholds the core values and mission embraced by the CFBC;
- 9.7.1.4. Be a positive example to peers and others.

9.7.2. Selection Requirements

Eligible nominees must submit the following information to be considered for the **Research and Innovation Award**. The requirements are as follows:

- 9.7.2.1. An application from the candidate wishing to be considered for the award;
- 9.7.2.2. A colour passport-size photo (5cm x 7cm). The candidate must label the back of the photo with his/her name, contact number and graduation date;
- 9.7.2.3. Written documentation of the candidate's idea(s) using the following headings and guides:
 - 9.7.2.3.1. Title of the innovation.
 - 9.7.2.3.2. A description of the innovation using the following headings and guides:
 - 9.7.2.3.2.1. **Title:** the correct title of the research or innovation;
 - 9.7.2.3.2.2. **Summary:** a summary paragraph about the research and/or innovative idea, and its purpose (*no more than 250 words*);

- 9.7.2.3.2.3. **Description:** a synopsis of the research and/or innovation - enough to provide an understanding of the research and/or innovation (*no more than two pages*);
- 9.7.2.3.2.4. **Originality:** indicate whether the research and/or innovation is new or unique; an enhancement or improvement of an existing idea or paper, product, or service; state whether the idea or research is different from a similar or existing idea (*1 page*);
- 9.7.2.3.2.5. **Impact:** identify the improvement(s) the research or innovative idea brings; indicate the level of improvement or scope of impact (unit, household, department, campus, locally, regionally, globally) (*approximately 100 words*);
- 9.7.2.3.2.6. **Feasibility:** indicate the ease of implementation, including the length of time required to implement. (*approximately 100 words*);
- 9.7.2.3.2.7. **Effectiveness:** state whether the research or idea solved the intended problem, added new knowledge, is cost-effective, efficient (time and other resources), and brought about change (*1 page*);
- 9.7.2.3.2.8. **Transferability:** indicate the ease of transferring the knowledge or idea to similar units, programme, department, institutions (*do not exceed 1 page*);
- 9.7.2.4. Additional information: any information that is necessary to support/strengthen the candidate's submission. This may include but not limited to evidence of experiences, achievements, examples, models, samples;
- The document should be no more than seven pages and must include supporting evidence. If the candidate is unable to provide supporting evidence, a testimony would be sufficient.*

9.7.2.5. Confidentiality and copyright clause (*where applicable*):

Given the nature of this award, the student may have to reveal information that is protected by specific laws. Hence, the student’s right to their intellectual properties **MUST ALWAYS** be respected.

9.7.3. **Presentation of Awards**

The Research and Innovation Award will be presented at the President’s Excellence Awards Ceremony/Dinner in **November** each year. The award will be presented to the awardee who is **NOT** required to be present upon receipt of the award, but his/her attendance is highly encouraged.

Rubric for Shortlisting

Table 1: Checklist used to create the shortlist for the **Research and Innovation Award**.

| No. | Criteria for shortlisting Nominees for Research and Innovation Award | Scores | |
|-----|---|-----------|----------|
| | | Allotted | Received |
| | Section A: General Criteria | | |
| 1 | Provided a passport or similar-size photo. | 1 | |
| 2 | Included a written application with submission for the award. | 1 | |
| 3 | Met the submission deadline. | 1 | |
| 4 | Presented evidence of good academic standing. | 1 | |
| 5 | Demonstrated integrity, positive work ethic and ethical behaviour. | 1 | |
| 6 | Upheld the goals, core values and mission of the CFBC. | 1 | |
| 7 | Showed evidence of being a positive example to peers. | 1 | |
| | Section B: Specific Criteria | | |
| | Provided sufficient evidence to show that his/her research or innovative idea could impact locally, regionally or internationally. | 10 | |
| | Showed the feasibility of the research or innovative idea and the low level of difficulty involved in implementation. | 10 | |
| | Provided evidence to show that his/her research or innovation is original or a modification of an item. | 5 | |
| | Showed how the research or innovation is cost-effective. | 5 | |
| | Showed how the research or innovation idea is transferable locally, regionally, or internationally. | 3 | |
| | Presented documentation (<i>not more than seven pages</i>) of his/her research or innovative idea highlighting a title, summary, description, originality, impact, feasibility, effectiveness, and transferability . | 10 | |
| | Total Score: | 50 | |

Rubric for selecting the Awardee

Table 2: Table shows the rubric used to select the awardee for the **Research and Innovation Award**.

| Criteria | 1 | 2 | 3 | 4 | 5 | Total |
|-----------------------|--|--|---|--|---|--------------|
| Impact | No impact | Little impact but not sufficient to impact locally. | Impact locally. | Moderate impact on the local and regional scene. | Significant impact on the local, regional or international scene. | 5 |
| Feasibility | Not feasible with a high level of difficulty to implement. | Low feasibility with a low level of difficulty to implement. | Feasible with a low level of difficulty to implement. | Feasible and very easy to implement with little demand for time and resources. | Highly feasible and very easy to implement with little demand for time and resources. | 5 |
| Originality | The idea is not original. | The idea is similar to a recent or existing idea. | Modification of new idea. | Adaptation with modification and new elements. | Uniquely novel and highly innovative. | 5 |
| Effectiveness | Ineffective with a prohibitive cost. | Effective with a very high cost. | Effective with moderate cost. | Effective and efficient with low cost. | Highly effective and efficient with meagre cost | 5 |
| Transferability | Not transferable. | Low transferability | Transferable locally or regionally. | Transferable locally, regionally or internationally. | Highly transferability locally, regionally or internationally. | 5 |
| Overall Score: | | | | | | 25 |

10. The President's Excellence Awards Appeal Procedure (PEAAP)

The CFBC values fairness and seeks to ensure the best outcomes for its students. Persons who remain dissatisfied with a decision affecting progress or the right to an Award may appeal the decision through the PEAAP. The CFBC will process and consider the validity of an appeal, only if the request is made using the President's Excellence Award Appeals Form (PEAAF). The PEAAP is as follows:

10.1. The applicant (person appealing) downloads and completes the PEAAF. Once completed, the form should be emailed to the President's Office via admin@cfbc.edu.kn or president@cfbc.edu.kn as an attachment;

10.2. The President's office will respond to the applicant, within five working days of receiving the application, acknowledging receipt of the application. The appeal procedure will only be initiated if the appeal:

7.2.1. is submitted within the stipulated deadline;

7.2.2. provides evidence of irregularity related to the PEASC's work;

7.2.3. is submitted using the stipulated channel;

7.2.4. has enough evidence/material to support the appeal;

Should the President refuse an appeal, on any of the grounds mentioned above, the applicant will be informed, by the President's office, of the decision within ten (10) working days of the request.

10.3. Once the request is upheld, the President advises the PEASC to review their findings, considering the reasons for the appeal. The PEASC reports its finding to the President's Office. The President's Office will report to the applicant;

10.4. If the applicant is still dissatisfied with results of the review, the President's Office will ask the Appeals Committee to settle the matter. The Chair of the Appeals Committee reports the Committee's decision to the President's Office.

11. References

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