

Careers Service

CVs and Applications

Undergraduate and Masters Students



UNIVERSITY OF
CAMBRIDGE



CVs and Applications: Undergraduate and Masters Students

A book like this can't take all the stress out of applying for jobs, but our hope is that it will demystify the process and what the recruiters are expecting from you. There are also examples of successful applications written by Cambridge students and alumni to give you some inspiration.

You will also find sections on managing your online presence and application forms, and there is expanded advice on personal statements for Masters courses and on making speculative applications.

You don't need to read the book in order, but if you're new to making job applications, take a few minutes to go through the core principles of how recruitment works outlined on pages 4-13.

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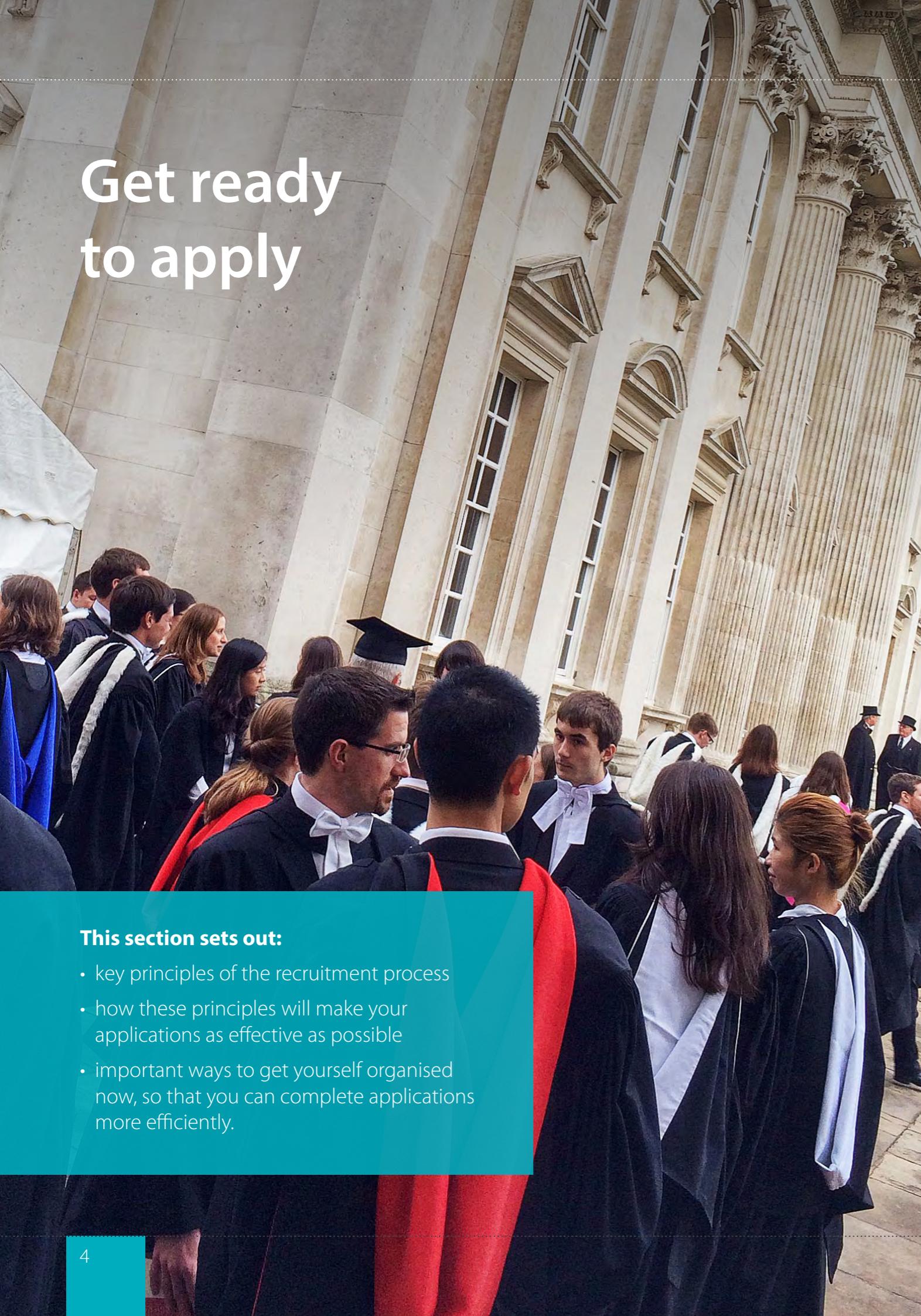
Written by Dr Stephen Joy and Careers Advisers
of Cambridge University Careers Service
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Get ready to apply

This section sets out:

- key principles of the recruitment process
- how these principles will make your applications as effective as possible
- important ways to get yourself organised now, so that you can complete applications more efficiently.



Understand recruitment

It's easy to approach applications with your own needs and wants in mind, focusing on what you would like to say about yourself, your qualifications and experience, and your perceptions of your own talents. But for successful job applications your starting point must be what your prospective employer needs and wants.

The employer's perspective

THEY HAVE A NEED

Hiring staff is always about a particular need which serves the goals of the organisation, e.g. replacing someone who has left, growing the team, diversifying their skills, acquiring specific expertise. Even those organisations which have large annual graduate schemes keep them because they meet their business needs, but you shouldn't assume that any two employers' needs will be the same.

Turn to page 26-27 for more on how to research an employer's needs

THEY ARE TAKING A RISK

It follows that recruitment always entails risk: if you need something to be done, hiring the wrong person could do damage to you, your team, or your organisation. At best, you will have to let the person go and re-appoint, but recruitment is costly and time-consuming. At worst, you will be stuck with an employee who hampers your work on an ongoing basis. Graduate recruiters may also worry about whether you might turn them down or leave if you get a better offer.

Your task

INSPIRE TRUST

This inherent risk is why employers have to trust you. Your application (and the selection process which follows) must convince the employer that *you can do the job, you will do the job, and that you will be a good 'fit' with the rest of the team*. That's why you can't send identical applications to multiple employers: they can't put their trust in something which is generic and not tailored to their needs. Why should they?

Turn to pages 30-31 for advice on tailoring your application



How employers will look at you

How employers select candidates to call to interview can be hugely varied, and selection often involves multiple processes. The factors they are assessing when looking at your application can be organised under the following three headings:



Remember

- Employers are taking a risk when they hire new staff.
- A good application starts with thinking about the employer, not about yourself.
- Generic applications, sent off to lots of prospective employers without being adapted, don't work because they don't address the individual employers' particular needs.
- Make yourself appear less of a risk by targeting your application carefully – show that you are capable of doing the job, you are motivated to do it, and you will fit in well.
- Don't assume employers will automatically see your potential. Give them a reason to trust it.



Next steps

- Continue to pages 8-13 for more information about the mechanics of shortlisting – what happens to applications once they have been received by an employer.
- Turn to pages 26-27 for advice on how to research an employer and identify their needs.
- Go to pages 16-19 if you want to read more about evidencing your skills.

"Consider HOW you communicate with busy potential employers. People in decision making positions get hundreds of emails a day. Recruitment is just one more thing to deal with. You have to catch their imagination and make your case in the few seconds they will look at your email."

Graduate Recruiter, L'Oréal



Shortlisting

Students are often naïve about the reality of the shortlisting process. People quote horror statistics about how briskly an application might get read – five seconds, ten, thirty – but quoting those numbers isn't the same as properly imagining how it feels to work through a whole stack of applications under pressure. Crucially, many candidates tend to assume that all of their application will be read carefully. It won't.

A sample shortlisting process:



Reality check

Not all employers have specialist recruitment teams. This task is often given to employees on top of their other work. Organisations with dedicated recruitment teams tend to be the ones with large, well-established schemes, so they have vast numbers of applications to process.

"The key to being successful is submitting a well-written application for jobs for which you are qualified."

Chief Outreach Officer, UN Secretariat

How an employer might use a scoring grid
 Various strategies are used to compare and evaluate candidates, but one of the commonest methods is to use a score grid: a numerical value is given to the evidence you offer for each of the competencies in the job description. The higher the score, the better the evidence provided, i.e. more convincing, more relevant, more plentiful.

This is why you must adapt your applications assiduously to every new job – ensuring you are giving evidence of all their requirements.

"It's important to tailor your CV/application to each job that you apply for."

Head of Global Recruitment, Metaswitch

University of Cambridge Museums
Marketing Assistant

About University of Cambridge Museums
 The University of Cambridge Museums comprises eight museums: The Fitzwilliam Museum, Kettle's Yard, and six embedded museums housed within their academic departments: the Sedgwick Museum of Earth Sciences, the University Museum of Zoology, the Museum of Archaeology and Anthropology, the Whipple Museum of the History of Science, the Polar Museum, the Museum of Classical Archaeology and the University Botanic Garden.

Role
 Throughout 2017 the University of Cambridge Museums will deliver a season of activities to mark the UK-India Year of Culture 2017 – a programme of exhibitions, events, digital engagement, discussions, installations and more within the museums and the city of Cambridge. The assignment will provide marketing support for the University of Cambridge Museums Marketing & Communications Coordinator, with a focus on marketing activity for the India season.

Requirements

- Creative and enthusiastic with marketing experience
- An interest in the museums sector
- Excellent organisational skills and the ability to multi-task
- Confident using a variety of social media channels
- Experience in using Adobe InDesign and Photoshop
- Confident working with social media and Google Analytics
- Excellent spoken and written communication skills
- Attention to detail and accuracy
- Enjoys working flexibly as part of a team but can work independently with minimum supervision, taking responsibility and initiative where required
- Ability to prioritise and comfortably adapt to changing circumstances and requirements

Competency/ Essential criteria	Meg McDonald	Finn Griffiths	Andrew Sim Sze Jien
Creative and enthusiastic with marketing experience	Publicity officer for student society	3	Marketing internship with L'Oréal
An interest in the museums sector	Summer job in museum café	3	Cambridge Science Festival volunteer and year 11 work experience
Excellent organisational skills and the ability to multi-task	Bal work well explained	4	Well evidenced from NatSci degree
Confident using a variety of social media channels	Increased Facebook group for student society	4	No evidence given
Experience in using Adobe InDesign and Photoshop	Nice layout of CV	3	Attended courses
Confident working with social media and Google Analytics	Evidence given from student society website	4	Evidence from L'Oréal internship
Excellent spoken and written communication skills	Cover letter written well	3	Evidence from degree and student society
Attention to detail and accuracy	Described in producing publicity material for college society	3	Evidence from lab work
Enjoys working flexibly as part of a team but can work independently with minimum supervision, taking responsibility and initiative where required	Well evidenced from student society	4	Good examples from working at summer camp
Ability to prioritise and comfortably adapt to changing circumstances and requirements	Prioritisation of work following glandular fever	4	Good evidence from internship and lab work
Total		35	39
			41

Essential criteria on the person specification are turned into a row on the scoring grid – one row per item. Candidates are given a score against every item. This ensures parity.

Finn Griffiths was given more points than Meg McDonald, but Finn gave no evidence of confidence with social media. Thus he does not meet one of the essential criteria and is unlikely to be shortlisted.

Imagine this

The person doing the shortlisting is at home after a full day's work. They've taken all the applications home with them and opened a bottle of wine; they know that, strictly speaking, they shouldn't have done either of those things, but they work hard and they didn't really want to do the shortlisting in the first place. They can't go to bed until they've come up with a list of candidates to invite to interview, because the shortlisting meeting is first thing tomorrow morning.

What mood do you think they're in? How do you think that affects the way they'll read your application?

Of course, there's no guarantee that any of this will be the case. But it might be. Focus on someone in this kind of situation and write your application for them. If you can persuade a person who's stressed, tired, and working as quickly as possible, you can persuade anyone.

**How quick is a skim-read?**

There are so many stories about how little time an employer will spend skim-reading your application. The truth is, it will depend on the employer, the job, the volume of applications received, perhaps even the time of year.

One employer that recruits from Cambridge had 4000 applications for their grad scheme – and only two staff to sift them all. Don't let this scare you – use that information to help you make an application that will stand out at the first skim-read.

**What if my application won't be read by a human being?**

Certain employers, including some of the major graduate recruiters, use electronic screening to manage the first round of selection. This eliminates potential bias, but it means that you have to pitch your application carefully:

- Keywords need to be both accurate and prominent.
- Generic applications don't work, because the keywords you need will change from one employer to the next.
- To maximise keyword hits, use nouns rather than verbs ('marketing' not 'marketed') and proper nouns rather than generic terms ('Microsoft Access' not 'database packages').

What if I don't hear back?

It's very unusual for employers to get back to candidates they don't want to take forward to the next stage. Don't let this discourage you. Determine to tailor your next application even more fully. Spend your limited time on a few quality applications rather than multiple generic ones.

**Try this...**

You can simulate what the skim-reading stage of shortlisting is like:

1. Gather some friends who are also making applications.
2. Swap CVs with one another.
3. Give yourselves 30 seconds then swap with the next person; continue until everyone has read each CV once.
4. Without looking back at the CVs (it's about first impressions and memory), discuss what stood out, which information you focused on, what you found frustrating, etc.

You can choose to include cover letters or application forms, too. Just adjust the time accordingly.

**Next steps**

- Turn to pages 32-33 for advice on how to lay out your CV so that it can be skim-read effectively.
- Jump to pages 62-64 for tips on how to structure cover letters so that your most important messages stand out to a reader who is skimming.

"Be positive, demonstrate your skills, show your enthusiasm and tell us why we're the organisation you want to be a part of".

Manager, The Cambridge Hub

Save time: put together a bucket CV

Keeping a bucket CV is a simple tactic that will help you to hone your application skills and save you valuable time. You can start putting one together right away and keep it updated on an ongoing basis.

What is a bucket CV?

It's the totally unabridged document where you capture everything:

- what you've done, where, and when
- your achievements
- roles and responsibilities you've undertaken
- your skills and examples of where you've used them.

It's a source of vocabulary and keywords, and a compendium of empirical evidence that proves you have been successful in your endeavours, professional and personal.

How do I make one?

- Use subheadings to note down what you have done, e.g. education, work experience, leadership, working in a team, positions of responsibility, IT skills. Or sector specific experience e.g. publishing experience, banking-related experience.
- Use 'Tags': think what other words an employer might use to describe the same idea, e.g. teamwork, interpersonal skills, cooperation, supporting others...
- Move beyond personal opinions: you can't just say that you have a skill or you undertook a role; you need to collect evidence of success.
- Don't worry about length, structure, or format – you are never going to send your bucket CV to an employer. It's for your reference.



Remember

Keep it up to date. The fuller and more accurate your bucket CV, the more quickly you will be able to put together an application.



Top tips

Avoid the word 'other' in a subheading – it signals to the reader that the section is unimportant, and it doesn't help you to organise your evidence.

Numbers have the most impact with employers, e.g. 'one of 10 Cambridge students selected for Gates Scholarship', 'improved ticket sales by 10%', 'attracted 10,000 hits to blog', 'raised £1000 from donors'. But it's not always easy to pinpoint your quantifiable measures of success, and it gets harder the longer ago the experience happened. So capture the numbers when the experience is still fresh in your mind. Give yourself enough time to find the metrics you need.

"Ensure you can demonstrate a passion for the industry you are wanting to enter."

Graduate Recruiter, G's Fresh

Bucket CV		
Personal details		
Name		
Contact details		
Nationality/work authorisation		
Education		
Date	Course(s)	Institution
• Results		
• Other notable achievements		
Tags – e.g. analysis, research, written communication, creativity, problem solving, working under pressure...		
Work experience		
Date	Job title	Employer/organisation
• Description of role		
• Specific achievements (with numbers to prove them)		
Tags – e.g. commercial awareness, customer service, negotiation, working with others, interpersonal skills, administration, organisation...		
Leadership / Positions of responsibility		
Date	Role	Organisation
• Description		
Specific achievements (with numbers)		
Tags – e.g. leadership, influence, persuasion, developing others, team building, motivating, troubleshooting, innovation		
Skills (You may well want more categories than those suggested below.)		
IT		
Packages you can use, what for, etc.		
Social media		
Specific skills, where and when you used them		
• Details of what you achieved using them		
Languages		
Language, level of proficiency (e.g. qualification attained, 'fluent spoken and written')		
Extra-curricular activities		
Date	Activity	Organisation/location
• Details		
• Evidence of success		

Even your extra-curricular activities (avoid the word 'hobbies') can be used to demonstrate success, e.g. 'captained team to first league win in six years' or 'won award for most improved player'.

There's no need to have separate sections for paid and unpaid work experience.

Keep updating your 'tags'. The more job descriptions you look at, the more you will start to notice patterns. But different companies will use different words to describe similar concepts, so you need to be adaptable in your vocabulary.

Evidence to collect

Here are some examples of skills headings and 'tags' as well as the kinds of evidence you might want to collect in your bucket CV. The list is based on common competencies which employers look for, but it is not exhaustive or prescriptive.

You have to judge carefully what constitutes valuable evidence for you. Employers will assess candidates according to their career stage. It might be acceptable for a fresher to talk about leaving

home and coming to university as an example of being adaptable, but a finalist will be expected to draw on achievements at university and preferably some work experience.

Competency requirements	Experience you could draw on	Active verbs	Client-facing/ customer service skills	
Adaptability/ready and quick to learn Your breadth of interests; ability to move rapidly between topics; readiness to change field of activity	<ul style="list-style-type: none"> living abroad (during upbringing or as part of course) the range of your extra-curricular activities switching degree courses cross-disciplinary research transitioning from home to Cambridge transitions between Cambridge term and vacation work settings picking up language skills 	recognised, re-assessed, explored, learned, changed, travelled, adapted, extended, combined, improvised	Client-facing/ customer service skills Creating, building, maintaining good working relationships with clients, customers or contractors; being a dependable and credible representative of your organisation; committed to giving high-quality customer service	<ul style="list-style-type: none"> customer service experience, e.g. in retail, call centres, leisure activities, tourism representing one organisation at its interface with another presenting papers at conferences or in committees, anticipating and dealing with questions or challenges involvement in changes or improvements within organisations that might benefit their stakeholders
Ambition/commitment You can set high standards; aim to improve; aim for difficult goals; have stamina and resilience	<ul style="list-style-type: none"> coming to Cambridge from non-university home, non-Cambridge school, non-UK country, as a mature student, as a graduate student self-financed study improving yearly academic results, academic awards learning new skills (IT, social media, languages, etc.) volunteering/unpaid work experience successful sporting/music/campaigning/fundraising activity Duke of Edinburgh, Young Enterprise on the river 6 days a week, rain or shine, with 5am starts AND a 9am lecture 	aimed, attained, awarded, determined, effected, decided, improved, succeeded, persevered	Commercial awareness Your interest in how and why businesses operate and become successful; understanding clients' and customers' requirements	<ul style="list-style-type: none"> interest in current affairs, listening to/reading business news (NB be prepared to back this up) financial role in extra-curricular activities (quantified) any shop/sales/service experience giving understanding of customer/client needs involvement with company sponsorship, from financing student art exhibition to funding degree studies adding value – improving an existing situation/service/profitability dissertation/thesis title to reflect (where possible) commercial implications in simple layperson's language following the stock exchange, personal investments
Analysis/research/attention to detail An ability to arrive at an understanding by breaking down complex material or situations into constituent smaller parts; marshalling information; seeing connections; logical thinking; accurate working	<ul style="list-style-type: none"> your academic work, e.g. close critical reading, following dense arguments, experiments, observation, critical listening and efficient note-taking in lectures decoding languages (scientific, computer, diagrammatic, theoretical, music, foreign, literary styles) assimilating large amounts of material, evaluating it critically, selecting relevant material project work or developing a new initiative; report produced during work experience student journalism, editorial work unravelling issues while counselling others 	analysed, assessed, clarified, diagnosed, edited, identified, interpreted, investigated, monitored, proved, researched, structured, reviewed	Communication, oral You can explain things clearly; express ideas; structure logical arguments; give information in speeches in an appropriate style; listen effectively; handle questions	<ul style="list-style-type: none"> making presentations as part of academic work or as extra-curricular activity, e.g. introducing speakers, being faculty or union rep, reporting on findings as part of vacation or other work teaching, selling, campaigning experience; dealing with customers, e.g. as a waitress, bartender drama, debating delegating to others counselling, care work
			Communication, written Your experience in producing grammatical, correctly spelled, logical, structured, lively, persuasive and effectively laid-out text	<ul style="list-style-type: none"> essays, reports, dissertations student journalism, publicity, sponsorship requests, editorial work report produced during vacation work blogging, writing for websites, creating communities via social media

Competency requirements	Experience you could draw on	Active verbs	Persuasiveness/negotiation An ability to convince others of the value of your point of view; achieve your own objectives; get others to change their view and agree with you	
Independence/confidence You can establish a rapport with strangers; make effective contacts; cope with unfamiliar situations; take decisions; take the initiative	<ul style="list-style-type: none"> independent academic work, choosing and planning project and dissertation topics arguing a case in supervisions/seminars dealing with other people, especially senior colleagues: in college bodies and authorities, in workplace during vacation/project placements/voluntary work (e.g. selling, phoning, presenting to groups) thriving on Cambridge's competitive environment, challenging teaching styles, home/university differences, isolation, unstructured time, self-planned and managed timetable independent travel choosing academic course(s), dissertation topic(s), career, employer 	chose, coped, enjoyed, gained, observed, followed up, initiated, transformed, performed, supervised	<ul style="list-style-type: none"> holding your argument in a supervision committee work liaison with senior members (arranging work, negotiating extensions, as rep of student body), college porters, sponsors, outside suppliers debating, campaigning, publicity, fundraising enlisting anyone else's help student politics/hustings, being elected and holding elected posts devising fieldwork and persuading others to meet you 	advocated, assured, convinced, enlisted, persuaded, negotiated, reasoned, re-evaluated, encouraged, consulted, liaised
Interpersonal You can relate to people in appropriate and effective ways; enable support; delegate; liaise; cross-cultural understanding	<ul style="list-style-type: none"> mediating in disputes/misunderstandings, e.g. teams, committees organising events, travel, college issues handling challenging people in testing situations, including complaints, e.g. waitressing/bar work, travel, college staff, call centre, customer service sensitivity to different regional/class/cultural attitudes, e.g. travel, voluntary work, vacation jobs managing, supervising, training, teaching people, e.g. running events, voluntary work, gap year experiences, tutoring 	advised, assisted, changed, coached, enabled, liaised, listened, guided, resolved, reconciled	Planning/organisation Show you can decide on priorities; work out a timetable; carry out tasks according to plan; meet deadlines	designed, ensured, implemented, mapped, completed, organised, scheduled, prioritised, specified, targeted
Leadership Innovation; ability to motivate others; direct; plan; delegate; oversee; chase up or trouble-shoot	<ul style="list-style-type: none"> chairing a committee organising an activity, e.g. co-ordinating publicity for an event, directing/producing an event starting a society, initiating change, e.g. in college, organisation, expanding society membership running a campaign (political, charity) editing a paper/magazine/book working with younger people (teaching, holiday camp, etc.) captaining a team, training others, e.g. in sport, handing on to a successor 	chaired, delegated, encouraged, directed, launched, motivated, initiated, inspired, represented	Problem solving/creativity/innovation Evidence of defining a problem; identifying needs; being resourceful; seeing variant points of view; using lateral thinking; devising and applying effective methods	explored, composed, created, designed, developed, invented, solved, achieved, introduced, re-structured, simplified

Manage your online presence

More and more employers are using online social or professional networking tools to look for good potential hires. In a few sectors – such as advertising, marketing and media – you may find that some opportunities are only advertised via social media. Generally, if an employer you're interested in has a busy social media profile, they will want to see that you're using the same platforms. And at the very least, you should expect any employer to google you before offering you a job. Make sure that your online presence doesn't put them off.



LinkedIn is the most widely used professional networking tool. Most employers will look for your LinkedIn profile at some stage in the recruitment process, and there are thousands of jobs advertised on there. Employers now use LinkedIn for headhunting, even at graduate level.

It is free to set up an account, and you can use the service in many useful ways without a paid subscription. In some cases, not having one will actively count against you, e.g. in those sectors like PR or communications where professional use of social media is a key part of the industry.



Top tips for LinkedIn

- Ensure that you have a professional photo, e.g. in a work clothes, with a suitable background.
- A complete profile looks better than a half-finished one.
- LinkedIn works on keywords, so think about the sort of words that are related to the type of work you are most interested in, and include these throughout your profile. You can get good ideas of keywords by looking at job advertisements.
- Connect to people you know through work or study, and join relevant groups.
- The recommendations feature can be powerful. An employer checking out your profile will take note of what others say about you. Ask previous employers or colleagues from work experience to make a comment about you (and then link to their LinkedIn profile).
- Add any other online platforms you use that might enhance your profile – Twitter, Facebook, blogs, websites, Flickr (if you have quality professional level images on it) etc.



Some organisations use **Facebook** as a way of getting their message out there, but it is regarded as primarily a social rather than a professional platform. Few employers will look for your Facebook profile, and some have a policy on not being 'friends' with students. It is still worth keeping your privacy walls up though.



Some employers are launching recruitment drives using **Twitter** before or instead of more traditional methods. There are also opportunities such as internships to be found using Twitter. Follow people and organisations, keep up to date with 'hot' topics and the latest industry news. Find out about company culture, important initiatives, relevant awards and accolades. Share items of interest to you and comment on them. Be distinctive but always professional.



Next Steps

- Manage your privacy settings and keep them updated.
- Keep your social media accounts up to date and remove old/unused ones.
- Manage the image you present on social media – think about what photos you are tagged in and be cautious about work-related comments that you make online.
- Find out how employers of interest to you are using social media in their recruitment. Do you need to keep an eye on their Twitter feed? Are they on Facebook? Do they use LinkedIn?
- Connect to people working in areas of interest to you through social media – follow up meetings with people at events or join in online discussion groups.

"You can also use LinkedIn as a research tool, to see what Cambridge alumni in your subject have gone on to do. Do an advanced 'People' search using keywords to describe the sector you're interested in + location 'UK'"

Careers Adviser,
Cambridge University Careers Service

Manage your referees before you apply

Most jobs ask for two references, and it's common to choose one academic referee (e.g. a Director of Studies or Senior Tutor) and one referee who knows you from outside university. If you are currently or have recently been employed, it would be usual for your line manager to be one of your referees.

References are rarely requested until late on in the recruitment process, e.g. at the interview stage or possibly just as a formality once a candidate has been selected.

Tricky situations

If you feel that you should ask someone to write you a reference (e.g. your Director of Studies) but you are worried that you don't get on well with them, you have two options:

- First, you might choose to risk it and put them down. Can you gauge how realistic it is that they would write you a genuinely negative reference? One that is simply mediocre might not be so bad, depending on when the prospective employer consults the references.
- Second, you might choose not to put down that person's name as a referee. In this case, you should be prepared to explain (at interview) why you did not choose the obvious person.

If you suspect that a poor reference might be causing you problems, discuss it in confidence with a Careers Adviser.



Reality check

Lots of students get stressed about references, especially whom they should ask to write them. But for employment, references might not be as important as you think. According to a recent survey by Monster (a recruitment website), references were the least important factor that interviewers considered when hiring – after work experience, first impressions of the applicant, education, and professional qualifications.

On the other hand, for further study, references attesting to your academic ability are very important.



Remember

- Referees are expected to know the applicant. Don't approach someone who doesn't know you well just because they're 'a big name'.
- Be professional and respectful of people's time. Ask people well ahead of the deadline if they would be happy to write you a reference, and if you are likely to ask them for numerous references, give them a rough schedule so that they know what to expect.
- Discuss with your referees what, if any, information they want from you, e.g. a copy of the application you submitted, notes on what you are hoping they might be able to say, information about the other referee and why you've chosen those two, etc.
- It's fine to use overseas referees – just ensure that you give relevant guidance on your referee's level of English.

Work permission

There are frequent changes to the rules affecting international students and recent graduates who wish to work in the UK. At the time of writing, there is no way to know how the Brexit negotiations will ultimately impact EU and EEA citizens' right to work in the UK, or, in turn, what rights to work in Europe UK citizens will retain. It is your responsibility to know what rights to work you have, and how these might affect your job applications.

For regularly updated information, see:

- UK Visas and Immigration (UKVI – part of the Home Office): <https://www.gov.uk/government/organisations/uk-visas-and-immigration>
- UK Council for International Student Affairs (UKCISA): www.ukcisa.org.uk
- International Student Team (IST) at Cambridge – providing advice on student visas, dependant visas, graduate entrepreneur visas, student visitor visas, as well as information on other options for work visas: www.ist.admin.cam.ac.uk/. (See also: www.internationalstudents.cam.ac.uk/visas-after-studying).

Examples of how to explain work permissions:

Nationality: Swiss (right to work in the EEA)

Nationality: Dual Nationality US / German (right to work in USA and throughout EEA)

Nationality: Icelandic (EEA national)

Nationality: Australian (eligible to work – UK ancestry)

Nationality: Congolese (work visa not required – UK permanent resident)

Nationality: Indian/American/Russian/Brazilian (Tier 4 Doctorate Extension visa, permission to work in the UK for 12 months; option to switch to Tier 2 visa thereafter).

You need to anticipate employers' questions about your eligibility to work in the UK in your job applications, and a factual statement of your circumstances is usually the simplest way to do this.

Some employers are – at various times, for various reasons – unable to sponsor international students for visas. There's no point withholding information if, in the end, it simply means that a job offered to you will have to be taken away.

"The diversity of our workforce enables us to reflect and understand our patients and the health care professionals we serve. So, at AstraZeneca we welcome applicants from a wide range of nationalities."

Adam Isle, Global Graduate Programme Manager

Put together your CV

This section covers:

- the basics of how to put together a successful CV
- how to research a job and an organisation
- types of evidence you might include in your CV
- how to tailor each CV to the specific application you're making
- principles of good formatting and an effective layout.

Core principles

Your CV – in the UK rarely referred to, in full, as your *curriculum vitae* – is a factual summary of your achievements.

CVs must be:

Professional

Employers will use it to form an impression of you

Selective

Don't try to say everything

Prioritised

Employers want to find the most relevant information quickly – they won't search for it

Flexible

You will need to tailor it for each application you make

Evidenced

Employers won't just take your word for the positive things you say about yourself

Well-organised

Even somebody skimming your CV very rapidly should see your best evidence

Error-free

Employers won't excuse carelessness



This diagram was used, on page 6, as a model for how employers assess candidates. Applying the same logic to the CV tells us:

The CV is the main guarantor for your **eligibility** – i.e. it demonstrates that you have the required skills and experience.

How you tailor your CV goes some way toward signalling to the employer your **suitability**. The order of the sections, the language you use, the evidence you select – all show how well you understand the employer's priorities.

CVs describe the past and the present; they rarely look forward, so it's hard to show **potential**. That is more typically done in the supporting documents and/or application form.

In this day and age... do I even need a CV?

The answer is: yes, sometimes. Many online forms invite you to attach a CV as well as answer their questions. And even for those forms that don't, a bucket CV will be an invaluable source of material.

Research: don't assume

You can't hope to make an effective, well-tailored application without properly doing your research. Don't just assume you know about the job, the employer, the sector, etc. No two roles are the same, however superficially similar they might appear.

Unilever

Human Resources Summer Placements
advertised on www.careers.cam.ac.uk

About Unilever
A leading consumer goods company, making and marketing some of the world's best-loved brands including Dove, Flora, Tresemme, Comfort, Knorr and Marmite. 150 million times a day, someone somewhere chooses a Unilever product. Products are sold in 190 countries, and there are 168,000 people employed worldwide.

Eligibility requirements
Applicants should be Finalist undergraduates
Salary
£20,000 p.a. pro-rata
Location
UK

Suitability: here are the sort of words you need to include in your application, e.g. people, courage, creative, change, responsive, relationships, influence, negotiate...

Role
Within HR you will help to create an environment where all of the people in Unilever's varied culture can bring their range of skills and goals to best use. Our people have the opportunity to make a big impact every day on a local level, across Europe and the globe.

You will support the wellbeing and champion the success of the 168,000 people working for Unilever worldwide. We need HR people who are insightful and inspired to develop colleagues and the capabilities required for the business. Wherever you're based in the business, you will gain experience of driving culture change, managing employee relations, developing talented individuals and leaders, turning around the performance of teams and much more. It's all about shaping the organisation from within.

Human Resources Management Summer Placements are a chance to showcase your thinking and skills, with strong support from a line manager and a buddy. Students who successfully pass the Summer Placement programme will be fast-tracked to the final stage of the selection process for the Unilever Future Leaders Programme – The Discovery Centre Day.

Requirements
Any degree discipline, minimum 2:1.
People skills are essential. The role of HR in Unilever as a core strategic business area means we look for people with an interest in business and the courage to offer creative insights and execute change. Individuals who are mindful and responsive to contexts and audiences, with the ability to build relationships – a talent in influencing and negotiation will go a long way. No specific qualification is required.

Students must have completed the penultimate year of their undergraduate degree by the time they start their placement and be returning to study after their placement.

Further information
Gradlinks: 9 Gradlinks exist for this organisation
Careers Service Library file: 03 T3 - Engineering & Manufacturing - Fast-Moving Consumer Goods

Understand the purpose of the role and get an idea of what you will actually be doing.

Gradlinks give you a chance to talk to Cambridge alumni who know Unilever first-hand



Reading between the lines...

- The references to Unilever's global business and varied culture suggest it would be advantageous to show where you have worked with a diverse range of people.

- The mention of the Future Leaders Programme is also telling: the selectors will be assessing your potential not just for the summer placement, but also for their graduate scheme. This gives you a big clue as to how you should describe your motivations and career plans.



Assumption busting: what do you actually know?

The job description is just the starting point for understanding the role and the employer. Answering the questions below should help you visualise what it would be like to do the job – and enable you to demonstrate your suitability.

1. Why does this job exist?

What purpose does it serve? How does it meet the employer's need?

Why does this job exist now? Has anything changed?

2. What will you actually be doing?

What tasks will you be carrying out on a day-to-day basis? Working with big data sets? Driving round the country visiting suppliers? Editing documents? Organising events?

3. What distinguishes this organisation from its competitors?

What makes the organisation unique in their eyes?

What do their competitors say?

Does anyone else have an opinion, e.g. trade press, personal contacts?

What's your assessment?

4. What is their 'business model'?

Are they profit-seeking? Not for profit? A mixture of the two?

How do they earn their money (start-up or operating costs, profits, funds to invest, etc.)?

5. How does the organisation define success?

How do they assess their results, e.g. profitability, return on investment, social impact, etc?

What do they regard as poor performance? Outright failure?



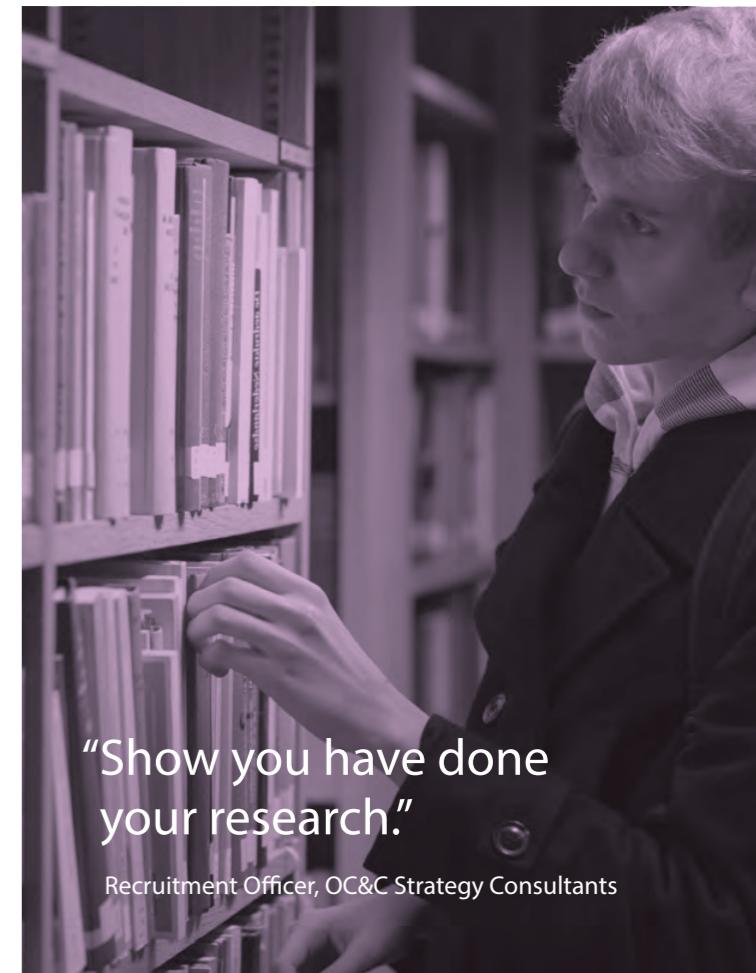
How do you get answers to these questions?

Desk-based research is always an option

- Don't skip over the 'about us' section of the employer's website.
- What do they say about their values or mission?
- Pay attention to any social media, news feed, articles of interest. What is the employer talking about? What are they proud of?
- Find out if they've been in the press recently.

Talking to people is also valuable

- Do you know anyone whom you could ask?
- Note that, for the example Unilever placement, there are nine Gradlinks registered with the Careers Service.



"Show you have done your research."

Recruitment Officer, OC&C Strategy Consultants

Types of CV

In principle, there are two distinct types of CV – chronological and skills-based. The most traditional format is chronological: you stick to conventional sections like education and work experience, and in each section you list the most recent item first. By contrast, a skills-based CV is organised thematically, with sections for each of the key competencies required for the job. In practice, a hybrid of the two types often works well: you present education and employment histories in reverse chronology, and then use skills headings to organise and expand on your relevant achievements.

Type of CV	Positives	Negatives
Chronological	<ul style="list-style-type: none"> • traditional, familiar, uncontroversial • employers know what to expect, so they can probably skim-read the whole CV more quickly • you can still have a skills section, where you draw out key evidence from your experiences – typically after the traditional education and work experience sections 	<ul style="list-style-type: none"> • conventions are rigid, e.g. separating education from work experience, listing everything in reverse order • how you are viewed will be heavily determined by what you have done in the past, which can be disadvantageous if your most recent experience is not the most relevant for the job
Skills-based	<ul style="list-style-type: none"> • can be useful if you have very little work experience and need to use extra-curricular activities to demonstrate that you meet the employer's selection criteria • flexible – allows you to take control of how an employer reads your career history, which is particularly useful for people making a career change or those with complex career histories • lots of scope to prioritise different experiences for different applications, e.g. if you're using skills headings, you can adjust the order in which they appear to match the employer's priorities • you can still give details of your qualifications and experience, and the relevant dates, typically at the beginning or end of the CV 	<ul style="list-style-type: none"> • less common than chronological CVs – some employers dislike skills-based CVs because, often, they just want to get a feel for your career to date • if you make it hard for an employer to see your 'story', they might worry that you're trying to hide something • can seem too subjective, i.e. using lots of skills buzzwords and not backing them up with solid evidence • the prominence given to skills and the resulting lack of chronology can make it hard to show progression, e.g. being promoted or retained

What about a creative CV?

A creative CV uses innovative design to present relevant career information. But be very wary of using this option. Even design agencies say that they typically prefer a traditional CV. They would look to your design portfolio for evidence of your creative skills.



Always tailor

Whichever format you choose, ensure that it is well adapted to each new application.

In the case of skills-based CVs, it's particularly important that your headings are right for the vacancy. This includes, for example, making sure that your vocabulary matches that of the employer, e.g. 'communication' or 'presentation', 'administration' or 'organisation'?

Employers outside the UK will have different expectations about CVs. Use a tool like [GoinGlobal](#) (available via the Careers Service website) to check the conventions in the country you're applying to.

"Avoid bland and generic personal profiles. A brief profile is fine but it must feel real."

Graduate Recruiter, Rolls Royce



What are 'personal profiles'?

A personal profile is a blurb or elevator pitch at the top of the CV, where you describe yourself. It is intended to grab an employer's attention.

Profiles were very trendy for a while, but they are not universally popular. They can be cringeworthy, and many employers prefer to read the facts in the CV, not a subjective summary.

In the UK, they are generally unnecessary and best left out.

When might you include one?

- You might include a 'career objective' statement. But then... won't this be obvious from what you're applying for?
- A summary of key skills or achievements can help to give focus, but these need to be carefully chosen and absolutely relevant.
- You might write a profile as a kind of sample 'sales pitch', e.g. if you're applying for jobs where you will need to produce pithy advertising copy.

How to adapt a CV

On this page are three examples of the same CV, adapted for different jobs. As you can see, this doesn't usually mean using significantly different content – although as your career develops, you may have enough experience to draw on that you chop and change. More commonly, tailoring is about telling the story of your achievements in different ways, so that their appeal is different.

Annabelle Swift

Term Address: Jesus College Cambridge CB5 8BL
Home Address: 17 Rawdale Close Chorley Lancashire PR7 4AP
Mob: 07797 264505 Tel: 01257 264427
Email: ajs22@cam.ac.uk

EDUCATION

- 2014–2017 Jesus College, Cambridge University BA Hons Human, Social and Political Sciences HSPS Psychology and Sociology option, Second Year, 2.1 expected
- 2015–2016 HSPS First Year: 2.1
- 2014–2015 Charnock Richard Tertiary College, Lancashire A Levels: Geography (A*), Sociology (A*), Politics (A), Mathematics AS (B)
- 2012–2014 St John's High School, Bolton GCSEs 10 subjects (9 at Grade A) including English Language and Literature, and Design and Communication

RELEVANT EXPERIENCE / SKILLS

- Organisation/Planning** Canterbury Visitor Information Centre, Assistant (Aug – Sept 2015)
Planned and implemented improvements to hotel booking system.
Helped reorganise retail section; coped with constant customer enquiries and office admin at the Centre's busiest time of year.
College RAG Representative (2014–2015)
Organised fund-raising activities and won support of local businesses.
- Communication** Camelot Theme Park, Games Operator (June/July 2015)
Led children's activities, operated rides and acted as Park guide to visitors.
Red Horse Public House, Barmaid (summer 2014; 2 nights a week)
Produced publicity and hosted launch party for new Quiz Night entertainments.
College Sports and Freshers Committees (2015–2016)
Negotiated with College/University staff on provision of facilities for students.
- Leadership** Cambridge Cantata Choir (2015–)
Founder member (with 3 friends) of new choir for university/school students.
Jesus College Ladies' Football Team, Vice Captain (2015–2016)
Motivated players and arranged coaching and fixtures programme.
- Research/Analysis** Degree subject: Politics, Psychology and Sociology
Constantly use research, analytical and numerical skills in my degree.

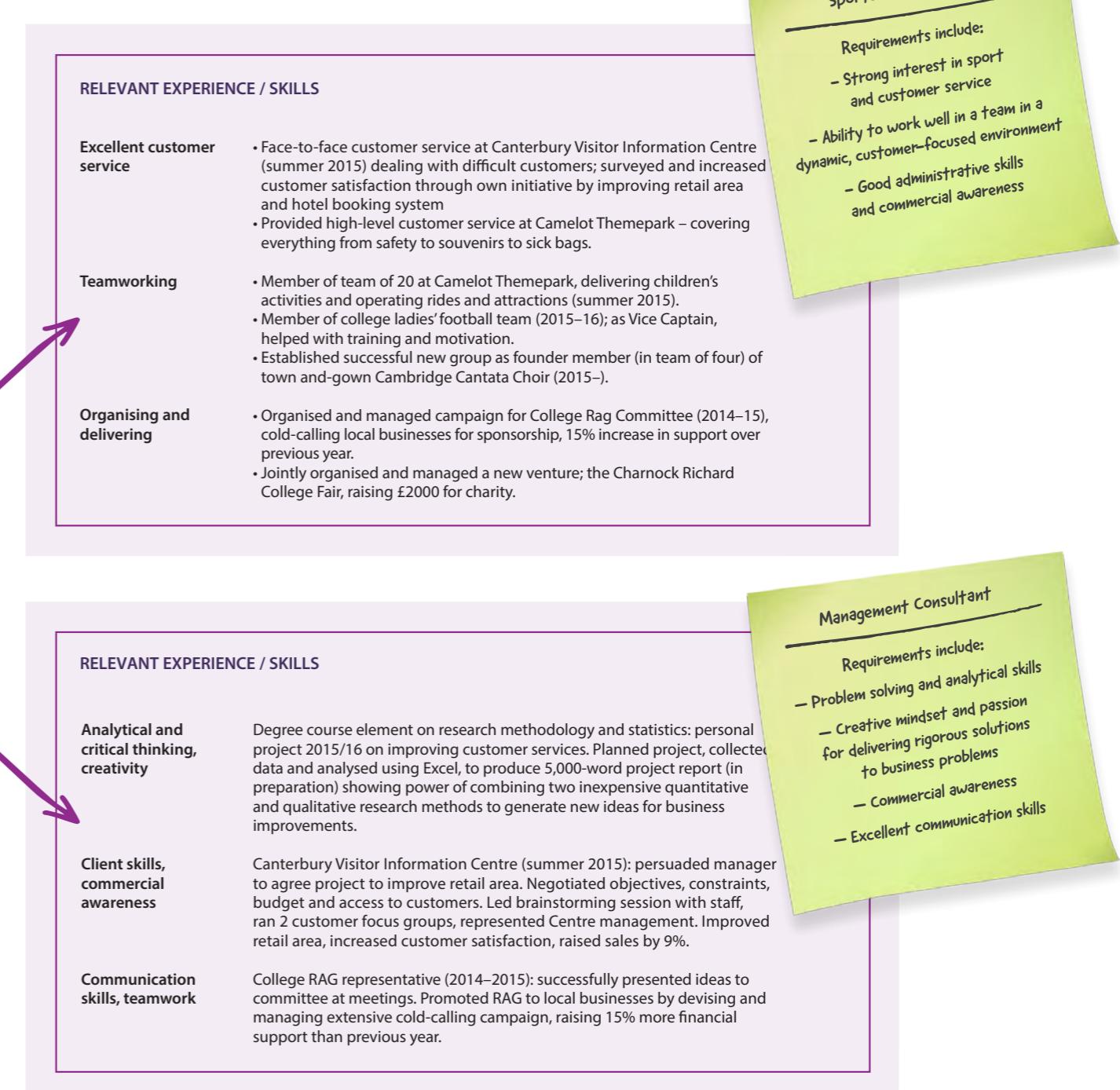
ADDITIONAL ACTIVITIES/SKILLS

- Music** Violin, piano (Grade 8); singing; led school orchestra
- Sport** School Netball team (runners-up in County Championships)
- Travel** France, Germany, Poland
- Computing** Familiar with MS Word and Excel; internet user
- Driving** Full clean driving licence
- Languages** Conversational French

REFEREES

On request

You can tailor any/all parts of your CV, but this applicant is focusing on tailoring the relevant experience section.



Notes

- Skills headings have been adapted, based on the two new job descriptions
- The work experience hasn't changed, but the evidence offered has been repackaged to stress other aspects of the role – e.g. the Canterbury Visitor Information Centre has changed from being an example of 'organisation and planning' to 'customer service' and 'client skills'.
- Subtle differences in vocabulary also signal how the CVs are differently tailored, e.g. the ladies' football team – 'motivated' and 'arranged' when used as an example of leadership, 'help with training and motivation' when used as an example of teamworking.

Good layout and style

Aim for clarity, simplicity, and consistency. Design your layout for a skim-reader. You have to organise and present your information in such a way that, at first glance, a selector will readily see that you're a suitable candidate – without having to engage with all of the detail.

Bold, italics, and underlining

Highlight headings by use of capitals or bold type. Avoid underlining and italics – they can make the CV look too fussy and disrupt the flow.

Bullet points

One style of bullet point is enough. Using different bullets or extra indentation for subcategories is likely to add confusion rather than clarity.

Avoid or limit the use of complete sentences on the CV. Note form is usual ('I increased the sales' > 'increased sales') – this saves space and avoids repetition.

Choice of font

Choose one attractive, readable font – preferably similar to the one the organisation uses.

You can vary the font sizes (larger for headings, smaller for text and contact information) but keep the main text size consistent. Don't go below 10pt.

Columns and tables

Avoid columns and tables. They can look rigid and tend to draw the eye to the lines rather than to the information within them.

Length of the CV

A CV should never be more than 2 pages. Some employers, such as banks, may specify they only want one page, but if your prospective employer doesn't specify, give them two pages. Check that the CV doesn't run over to an extra page when you print it out.

Order

Be absolutely consistent and follow the same order within each section, e.g. give the name of employer and then job title, or vice versa, but not a mix. Within each section, organise your material with the most recent experience first.

Headings and sections

Keep a consistent style (i.e. use the same font, font size and capitalisation) for headings and subheadings of the same level.

Titles and headings don't need full stops; they hold the reader up.

Don't use 'Other' in a heading: it either suggests something unimportant, signalling to the reader that they can skip past this section, or it indicates that you don't know how the experience collected in that section is relevant to the job description.

Create headings and sections on the CV that are meaningful to your prospective employer, e.g. 'publishing experience' or 'administration experience'. This enables you to manage your material well by putting the most relevant things first, rather than your most recent experience, which may be less relevant.

Use the space well

Create a balanced-looking page: do not have lots of white space on one side or in one area.

Make sure the bulk of the CV is used for giving evidence of how you meet the criteria, rather than taking lots of space for your address or referees.

Avoid splitting sections across pages. Someone skimming will turn the page and start reading from the next heading, so the information carried over from the previous section will get lost.

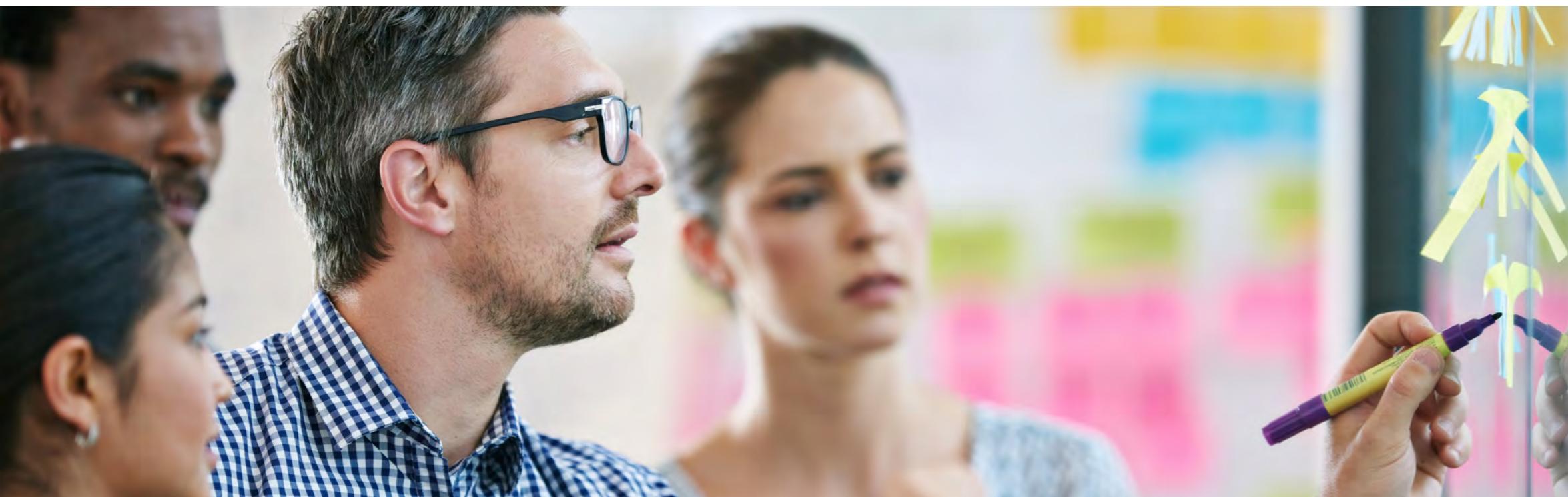
Where does the eye go?

Eye-tracking research shows that readers tend to skim a page in an 'F' pattern:

- they start at the top, in the upper left corner...
- then they continue down the left-hand side of the page...
- and they only occasionally read across towards the right side of the page, particularly when they encounter a subheading.

This means that you should place the most important information (keywords) as close to the left side of your page as possible, and avoid the 'dead zone' on the right side.

1	Working Experience	2
2	2012 – September 2013, Optimization Algorithm Expert Guiney - Adhesive Mixing and Sealing Systems — Youngest member of a highly profiled Algorithm Expert team of 6, involved in mixed programming, linear programming, path optimisations, genetic algorithms, heuristic search techniques, constraint programming, design and implementation solutions, analysis and testing solutions, as well as design and experiments.	3
3	2013 – 2014, Research Assistant Monash University — Robotics and quantum applications: complex mathematical algorithms, image processing, natural speech interfaces, low level drivers and microcontroller controllers to perform in lesser time upon high dimensional novel interactions. — Implemented novel interactions with microcontroller controllers to perform in lesser time upon high dimensional novel interactions, with novel algorithms based on graph theory and suffix trees, and novel algorithms to perform advanced navigational functions.	4
4	— True random number generator utilising a quantum device generating true random lots.	
	— Robot drivers intended for development platforms. Robot benchmark environment for agent controllers to be tested, simulating robot-human interactions, with the objective of examining the idea of free will.	
	— Quadcopter UAVs to web development.	
	— Most projects were developed in C++, Python and Java.	
	2009 – 2010, Web Programmer Tora Business Solutions — Web development front end programming for multiple web applications – XHTML, CSS, JavaScript and Ajax.	
	2007 – 2009, English Teacher Creative English Course Representative – Standard Charter M-Cash Gaevo Staff – Snoqualmie, Snoqualmie, WA, USA	
	Open-Source Parallax Eddie Robot Open-Source Driver Single Author A library allowing the robot to perform advance navigation and sensor functionalities by performing microcontroller communications from a computer to the serial board. Built with the ROS (Robot Operating System) framework, developed in C++ and Python. Currently utilized by NASA Jet Propulsion Laboratory.	
	Research Faculty Research Assistant (As described in the above section, Work Experience)	
	Undergraduate Final Research Project – "An Interactive Robot Platform with Reactive Robot Controllers": Independently developed a robot platform (drivers and underlying systems) for controllers on personal robots (Parallax Eddie robot) to navigate, track humans (utilized 3D camera) and objects, be controlled through a natural speech interface, and communicate back to the users. The work extended by developing a reactive robot controller that will autonomously operate the robot to follow users and perform tasks upon speech interactions. Project was developed with C++ and Python.	
	Object Segmentation Research Project Developed an object segmentation program to detect multiple objects within images, evolving around the work of J. A. Sethian's Level Set theory. The project was developed in Java.	



Sample CVs



- These CVs have been successful in getting Cambridge students through to interview.
- Note how each CV has been tailored to a specific opportunity.
- Use these CVs to get ideas of how to adapt and present your own material.

Nicholas Peters

2nd year Computer Science student at Cambridge

Mobile: 07722 819408 Email:ncp62@cam.ac.uk github.com/cambridgeTechGuy

Education

2014 – 2017 **Robinson College, University of Cambridge**

Studying for BA Hons Computer Science

2012 – 2014 **Hill Road Sixth Form College, Cambridge**

A-levels: Maths (A*) Further Maths (A*)
AS-levels: Additional Further Maths (A)
AEA: Maths (Distinction)

Physics (A)
Photography (A)

2007 – 2012 **Swavesey Village College, Cambridge**

GCSEs: 2 A*s, 9 As

2009 – 2011 **Open University**

Certificate in Web Applications Development (60 CATS points)

Languages

Java: 2.5 years	JavaScript: 1 year	PHP: 1 year
ML: 6 months	Prolog: 6 months	Python: 1 year

Work Experience

Sep 2014 **Intersys IT – Web Developer**

Developed a Joomla plugin in PHP to dynamically show available dates from a MySQL Database.
Optimised website CSS for responsive display on mobile devices.

Aug 2012 **Carbon Networks – Server Administrator**

Identified poorly performing servers under load tests.
Migrated websites to higher performing server architectures.

Jan 2012 **Computer Angels – Assistant Engineer**

Configured new desktop computers for clients.
Migrated client data to new machines.

Project Experience

Sep 13 – Jul 14 **Hills Road Racing Team – Lead Engineer**

Co-led a team of students aged between 13 and 19 years old to design and build an electric car to compete in the Greenpower IET F24 race.
Designed, developed and deployed a website (angrygecko.org) on GitHub Pages which enabled us to acquire two sponsors to back our car.

Aug 2013 **Young Rewired State Festival of Code**

Developed an app in PHP in a team of 4 (using git for collaboration) to determine the cost of a journey on London's public transport.

Sep 2011 **A* Pathfinding**

Implemented the A* Pathfinding algorithm in Java as a personal project using greenfoot (greenfoot.org)

Aug 2009 **STEM World Summer School, Robotics Strand, Imperial College**

Achieved a Silver CREST Award.
Constructed a ball-throwing robot in a small team.

Activities and Interests

Sport: NICAS Top Rope Climber
British Gymnastics Trampolining Award 8
Volunteered at Chelsea Academy Climbing Club (Jan 13 – May 13)

Music: ABRSM Grade 5 Music Theory (Distinction)
Rockschool Grade 7 Drums (Distinction)
Amateur audio mixing experience (2009 – 2011)

Software: development internship
Any degree discipline, any class

Requirements include:

- strong interest in computers in general, and computer programming in particular
- exceptional knack for problem solving and logical reasoning
- be hard working and eager to learn new skills, and relish a real challenge
- be a great communicator and team player

Subtitle will make this candidate of immediate interest to Softwire

Contact details easy to find but do not take up valuable space on this one page CV

Mention of "team" helps recruiter find evidence easily

Interesting verbs highlight evidence of 'knack for problem solving'

Rebecca Palizdar

Email rep3...@cam.ac.uk
Phone 00 44 1223 322 000

Avoid Cambridge jargon like Tripos, Part 1A, etc. Use words everyone will understand

Education

- 2016 – 2019 **University of Cambridge, Murray Edwards College**
BA Hons, Law
- Currently First Year: Criminal Law, Constitutional Law, Law of Torts, Civil Law.
- 2009 – 2016 **South Wilts Grammar School for Girls**
- 2016 **A-Levels:** French (A*), History (A), Latin (A), General Studies (A*).
- Achieved 100 UMS scores in half of modules. Averaged 97 UMS.
- 2015 **AS-Level:** Government & Politics (A - top grade with 100 UMS in both modules)
- 2014 **GCSE:** 10 subjects at A* including Maths, IT for Business.

Work Experience

- Sep 2016 **Legal Intern**, Pennine Kennedy Solicitors (2 weeks)
- Evaluated inefficiencies in archiving procedure. Proactive; persuaded management to digitise files by using clear worked examples of projected system. Resulted in offer for paid vacation job.
- July 2015 **Legal Intern**, Land Law LLP (2 weeks)
- Sought responsibility and was rapidly entrusted to draft legal documents, liaise with clients in a fast-paced commercial setting. Praised for acute attention to detail.
- Oct 2014 **Study-visit, United Nations Office at Geneva** (10 days)
- Practical exposure to working mechanisms of UN and intergovernmental agencies including IOM, UNHCR, UNDP.
- Engaged enthusiastically at Q&A sessions, focus groups, with professionals to maximise understanding and personal growth.
- Assisted on official document translation, Persian to English.
- July 2014 **Mini-pupillage**, 9 St John Street Chambers (1 week)
- Shadowed and took notes for serious crime barrister in all work; client interviews, case preparation, court including European sex-trafficking trial.
- Gained substantive appreciation of how law affects society at grass-roots level.
- July 2014 **Administrative Intern**, Lincoln House Chambers (1 week)
- Compiled comprehensive HR report analysing online presences of all employees using data-mining research techniques. Organised recommendations by priority to instigate constructive improvement strategy.
Wrote tailored briefings. Described as "outstanding" in all areas.

Key Competencies

- Languages **English** (native), **Persian** (bilingual), **French** (professional proficiency, full marks in A-level oral).
- Computer Skills Complete computer proficiency in MS Office. Basic HTML code. Launched and maintained social media for MUN conference to publicise and increase client interaction; conference received most registrations in its history.

Intending solicitor
Note the relevant vocabulary in this CV "drafting, working mechanisms, archiving procedure, files, attention to detail, compiled report". These are very appropriate for a would-be solicitor.

Skills and Activities

Leadership, Teamwork, Professional Accountability

- Nov 2016 – Present **President**, Cambridge University Marshall Society 2017 Garden Party Committee
- Balancing serious time-commitment with academic excellence via goal-based deadlines and responsibility delegation. Genuinely valuing diverse input via whole-team focus forums. Sharing resources in cohesive online database to easily identify modes of improvement for the future.
- Accountable for budget of £22,000. Negotiating diligently with service providers to ensure cost-effectiveness.

First Year Representative

- , Cambridge University Law Society
- Distinctly client-oriented; liaise professionally with commercial partners to maintain sponsorship and recruitment interest in society members. Engaging tenaciously with experienced colleagues to learn best practices.

Secretary-General

- , South Wilts Grammar 8th Model United Nations Conference
- Drafted and delivered speech to 450 delegates promoting youth engagement with global affairs, UN goals. Wrote and peer-reviewed briefing papers on key issues, including unfamiliar ones, in clear, appropriate language for audience.
- Remained constantly accessible as main point of contact for all involved.
- Intuitive in digitising all previous resources to streamline planning, ensure whole committee involvement.

Migration, Global Affairs Orientated

Model United Nations

- 2013 – Present
- Longstanding commitment. Engaging practically with real world issues via research and competitive debate from perspective of UN member states.
- Thinking laterally by drafting and negotiating for policy-based resolutions in legal language. Recognised at individual and team level via numerous awards.

President

- , South Wilts Grammar School for Girls, History Society
- Presented on Iranian Revolution, "brain-drain" and the Persian diaspora.
- Diversified Eurocentric agenda to accommodate cross-cultural member experiences. Prioritised student-led forums to emphasise societal goals as shared interests.

Research, Analysis and Communication

- July 2015 – Jan 2016
Independently composed, interrogated hypothesis on "Just War Theory and International Humanitarian Law" out of intellectual curiosity before any legal education. Focused on the "Responsibility to Protect".
- Debated findings confidently with relevant academics.

- Sep 2015 – March 2016
Achieved full marks in A-level History dissertation "War and the Black Civil Rights Movement, USA, 1860-1970". Original inquiry into why war catalysed integration.

Creativity and Intuition

- Sep 2015 – April 2016
Volunteer Teacher of Latin, Classics for All
- Youngest teacher on scheme. With partner, designed unique course tailored to primary-school-aged children. Invented diverse communication strategies to boost enthusiasm and performance. Success of programme led to increased school registration and charity funding. Awarded "Whitehead Prize".

Interests

- Strong aptitude for language learning. Seek to learn Arabic via the Cambridge Language Centre.
- "FLY Girls of Cambridge"; collaboration forum for women of colour. Engaging incisively with racial, cultural and gender perspectives to cultivate cohesion and empowerment.

Positions of increasing responsibility shown to build the transferable skills of advocacy, representation of a group, negotiating and persuading – all key for a solicitor

Titles of essays and relevant pieces of work included. Eye-catching and reader engaged to know more.

Rowland Chesterton

Email:
Telephone:

Impact Incubator Internship
Requirements include:

- Passion for social causes and social change
- Relationship building and ability to work well in a team
- Good research skills and an enquiring mind
- Good organisational skills and ability to cope with high workload

EDUCATION

- 2015-present **Trinity College University of Cambridge 2015-18**
BA Hons Human, Social and Political Sciences, dual track Politics and Sociology. 2.1 (67% in First Year)
- 2007-14 **Comberton Village College**
A levels: English Literature (A*), Politics (A*), History (A), Art AS (A)
Won the Faith Glover Ponsonby Prize for Politics
- 2012-11 GCSEs, 10 grade A* including Maths and English, 1 grade A

Front page of CV focuses on this key requirement

EXPERIENCE OF WORKING FOR SOCIAL CHANGE

10/16-06/17 Member of Cambridge RAG Committee (Graphics)

Collective responsibility for all design aspects of the RAG week. Principally responsible for graphics, main jobs so far have included editing the logo and rendering it in vector format, website graphics, and designing the programme and the overall aesthetic of a specific area of RAG week itself.

10/16-11/16 Team Leader in the Social Innovation Programme

External consultant for WOUP, a social enterprise producing soup from surplus vegetables, to improve their production and process. As a team, researched possible options and analysed our results to produce a written report and give a final presentation of our findings and recommendations.

07/16-08/16 Marketing and Communications Intern, Eat United Nicaragua

In charge of social media and design for Managua-based charity combating food waste and poverty. Split my time between the office and collecting and distributing food in the communities we worked with. Organised and produced a Facebook campaign aimed at recruiting more local volunteers, a promotional video and posters for a local festival.

From 04/16 Social Secretary, COI (Trinity College LGBT+ society)

Responsible for organising social events for LGBT+ students, such as picnics and socials with other colleges. We organise informational talks for incoming students on gender identity and identities under the LGBT+ umbrella which new students may not be very familiar with, and address sexual health concerns affecting the LGBT+ community.

08/14-08/15 Teaching assistant, Colegio San Ignacio de Loyola, Chile

Volunteered full-time through Project Trust as a teaching assistant in Valparaíso, Chile for twelve months. Responsibilities included preparing activities and lesson plans, marking tests, teaching lessons, assisting other teachers with their English, and class management.

08/12 NCS The Challenge

As part of a group, organised an event to raise awareness about mental health in young people and decrease the stigma attached to mental illness, including planning it, pitching it to a panel for funding and carrying it out. Fundraised for the mental health charity Mind and a local hospice.

KEY SKILLS

- Relationship building, working in a team**
- At Eat United, built relationships with local volunteers, vendors, and community leaders, represented their interests and needs in marketing materials, drew on their knowledge and experience to develop future strategies
 - As team leader in the Social Innovation Programme, was responsible for liaising with our partner organisation, establishing their needs and priorities; organised meetings, delegated tasks to other members of the team and supported them
 - On Design Committee, collectively responsible for all design decisions and work; work with two others to produce a programme with one consistent vision
 - Worked in partnership with another volunteer and coordinated with other teachers to organise lessons and group activities at Colegio San Ignacio

- Research and analytical skills**
- Heavily research-based degree discipline, including self-directed research
 - During the SIP conducted in-depth research on pasteurisation methods and equipment, online and by contacting experts, analysed and collated it to produce recommendations for future action and development
 - 2,500 word essay on childhood socialisation and gender roles, independently researched, for a school scholarship competition

- Organisation and time management**
- Member of the Cambridge University Dancesport Team and Design Committee on top of my degree work; during Michaelmas term was also a team leader in the SIP. Have learnt to balance and prioritise demands
 - Experience working to tight deadlines in a professional environment, e.g. producing posters and material for an ecological festival whilst working for Eat United, producing graphics for the RAG week launch website

- Communication and presentation skills**
- In our SIP team produced a written report and gave a presentation to all participants with our findings and recommendations. Had to present complicated technical information in an accessible way for those unfamiliar with the project
 - At Eat United communicated with various stakeholders, e.g. members of the office team, volunteers, beneficiaries, to reflect core values in marketing strategy

ADDITIONAL SKILLS AND INTERESTS

- Politics/activism**
- Particularly interested in women's and LGBT+ rights, homelessness and inequality and power dynamics, both globally and locally. With COI, organise and spread awareness on issues relevant to the Cambridge LGBT+ community

- Languages**
- Near-fluent Spanish. Completed the Advanced Spanish course with the Cambridge Language Centre. GCSE grade A* in Mandarin Chinese (very basic level), two two-week Mandarin courses in Dali in China

- Sports**
- Competitive ballroom and Latin dancing as part of the Cambridge University Dancesport Team, including all-round fitness training; skiing; horse-riding

- IT/Design**
- Proficient with Microsoft Office and iWork. Experience with Adobe Illustrator, designing and working with vector files, including converting raster files to vector formats. Familiarity with Adobe Photoshop; pick up related skills quickly

REFEREES

Dr Michael Thompson (Director of Studies)
Email: met20@cam.ac.uk
Phone: 01223 767426

Karl Alesbury (Eat United)
Email: eatunitednicaragua@outlook.com

Their requirements are used as headings

Interests that are not directly relevant are used to demonstrate key skills.

Barrister/pupillage

Requirements include:

- Academic achievement is key to the profession
- Genuine commitment to the law
- Have undertaken mini-pupillages
- Well-rounded people skills to mix with clients, solicitors and other members of Chambers

James Bateman

Churchill College, Cambridge, CB3 0DS +447541708026 jb20@cam.ac.uk

Education

2014-2017 - University of Cambridge, Churchill College, BA (Hons) Philosophy

- 1st Year: 2.1
- 2nd Year: 2.1
- 3rd Year: 2.1 expected

2006-2013 - The Gilbert School, Colchester

- A-Levels: 2 A*'s (Maths, Philosophy), 2 A's (Politics, Economics)
- GCSEs: 7 A*'s, 6 A's

Legal Work Experience

2016 (Two 1-day events)

Brick Court & Essex Court, Chambers Open Days

- Insight into work and life at the Bar
- Discussed practice legal problems and potential cross-examination scenarios with practising barristers

2013- 2014 (6 months)

Her Majesty's Courts Service, Essex Magistrates Courts, Administrations Officer

- Organised case files for hearings and trials
- Coordinated court dates with solicitors, judges, legal advisors and magistrates
- Processed legal aid applications from defendants
- Communicated outcomes of trials or hearings to the relevant bodies (National Offender Management Service, Probation Service, etc.)

2013 (2 weeks)

Taylor Haldane Barlex LLP, Work Experience

- Shadowed solicitors for Magistrates Court hearings
- Shadowed solicitor advocates for Crown Court hearings
- Attended several client meetings

Public Speaking & Debating Experience

2015-2016

Cambridge University Debating Team

- Competed for Cambridge University Debating Team at UCL, Imperial, SOAS and KCL national university competitions
- Reached semi-finals of Imperial and KCL competitions
- Regularly attend debating workshops at the Cambridge Union

Churchill College Debating Society

- Previously debated at the college's society and scheduled to speak later this term

Clear bullet points: detail has a high impact in law applications

Highlighted public speaking and debating.... OK not to have done mootings as a non-lawyer

2011-2013

School Societies

- Debating - debated internally on pre-set motions with students and teachers
- Philosophy Society (Founder & President) - Gave two 1-hour talks to collection of teachers and students
- Economics Society (Founder & President) - Organised and led discussions on pre-arranged topics

Commercial Experience

2016 (10 weeks): Citigroup, Investment Banking, Summer Analyst

- Drafted market and industry reports for clients based on recent events and trends
- Worked to strict deadlines under pressure when preparing material for client meetings
- Analysed large amounts of data, identified salient points and presented findings clearly
- Developed client-facing skills: responded to client queries and contributed to client conference calls

2016-2017 (1 year): Churchill College Winter Ball, Treasurer

- Member of three-person executive committee leading a team of 21
- Responsibility for £80,000 budget
- Oversight of the legal undertakings of the committee: contracts, arrangements with local council, tort and licensing matters

2015-2016 Treasurer of Cambridge University Undergraduate Philosophy Society

Interests and Positions of Responsibility

2015-2016 University Boxing

- Managed academic work alongside 10 training sessions per week
- Awarded Full 'Blue' for winning at Varsity Match

2015-2016 Cambridge Union Speakers' Committee

- Drafted letters to potential speakers and arranged their visit to the Union
- Persuaded Secretary of State for Education to speak

2015-2016 Churchill College Chess Team Captain

2011-2013 Kickboxing at Regional Level

2010-2013 Essex Chess Team

Referees available on request

Rounded character – Bar will like these competitive and (slightly unusual) sports – independent, challenging, memorable and a talking point

For all CVs, but especially for law, accuracy and lack of typos are paramount.

40

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Speculative application to UN Women Campaigns Team

- Would require interest in women's issues
- Good writing skills
- Experience of running successful campaigns

MAIL cet@cam.ac.uk | ADDRESS Magdalene College, Cambridge CB3 0AG | MOBILE 07944975444

CELIA ELIZABETH THEIL

EDUCATION	
2014-2017	University of Cambridge, Magdalene College, BA, Biological Anthropology First Year result: 2.1 Second Year result: 2.1 Primarily interested in 'Visual Anthropology and Media' paper, which has widened my outlook on how societies operate visually.
2013-2014	Leeds College of Art, Foundation Diploma, Distinction
GENDER AND SEXUAL HEALTH	
2015-2016	Women's Officer, Magdalene College, Cambridge <ul style="list-style-type: none"> Created Magdalene's first Sexual Assault Policy, which was accepted at College Council and is now implemented. This experience led me to contribute to a National Report on Assault Policies (EROC). Arranged for the Senior Tutor, Tutors, Porters and other Welfare figures to be trained by Rape Crisis Centre, in order for those in positions of authority to better understand the complexities of helping someone who has been assaulted. Established Magdalene's first series of Sexual Consent Workshops after being trained by the Women's Campaign. I went on to train 12 other students in the Sexual Consent Workshops. Organised free Self-Defence Classes with a local instructor, which detailed both the law behind self-defence and the physical manoeuvres. Co-created a 'Safe Space' room in college with a semi-autonomous mental health advisor to provide an area in college that is confidential and able to provide information and advice. Campaigned for the installation of two free sanitary product vending machines and organised free sanitary product events. Committee Member, Magdalene Women's Network <ul style="list-style-type: none"> Scheduled a series of talks with previous female alumni about specific career paths and for the recent International Women's Day, we arranged for talks by the Founders of Girls not Brides and a screening of Girl Rising. Involved in meetings with Heads of College about ways in which the College can increase female admission levels. Design Director, Cambridge for Consent <ul style="list-style-type: none"> Designed the student-led charity's website and I am Magdalene's representative. Volunteered at the Women of the World Festival promoting routes of support for survivors of assault. Committee Member, Cambridge University Women's Campaign

CAMPAINING AND COMMUNICATIONS

2014	Scribe, Women's Aid
2014	<ul style="list-style-type: none"> Volunteered as a scribe at a conference for Survivors of Domestic Abuse in Cambridge documenting the experiences and voices of those who had been abused. Panellist for a Women's Campaign Event, 'Liberate your Curriculum'
2016	World Health Internship, Department of Communications, Director General's Office, Geneva
2015-	<ul style="list-style-type: none"> Wrote feature stories for the WHO website Wrote press release for the UN Palais on STIs Founder and President of Magdalene's Feminist Society <ul style="list-style-type: none"> Gained skills in communication, organisation and event management; recent events include screenings of BME films with Q&A from Directors, a discussion on the use of the word 'Feminism', and an LGBT+ discussion.
2015-2016	Head Campaigner for student safety <ul style="list-style-type: none"> Successful campaigner counteracting council plans. Started a petition that garnered over 2,500 signatures on change.org. Interviewed on CAM FM, CAM TV and ITV, and for student newspapers.
2014-	Student Access Member, Magdalene College, Cambridge
2014-2016	Editor, Travisty Magazine (Magdalene's student magazine)
2014	Features Editor, Varsity Newspaper
CULTURAL EXPERIENCE	
2015-	Volunteer with CUCRAG
2015-2016	<ul style="list-style-type: none"> Volunteered in the Calais refugee camp and warehouse as part of CUCRAG and CalAid. Experience in this environment solidified my interest in working on the 'frontline' of social movements and displacements. MIRAI internship, Japan <ul style="list-style-type: none"> Selected for a fully funded internship in Japan. Attended seminars at Keio Tokyo University, had lectures at the Ministry of Foreign Affairs, a private tour of RAKUTEN, and a host family stay in rural Japan. Completed Global Competence certificate
2015-	Committee member of Cambridge University Social Anthropology Society
2014-	<ul style="list-style-type: none"> Held a series of ethnographic film nights to widen the scope of what people believe to be the 'norm', such as Fashioning Faith, which takes the perspective of female Muslims as the primary narrative. Member of Impact through Innovation Cambridge <ul style="list-style-type: none"> Working with a NGO, Nurture Project International, on an app for breastfeeding mothers in refugee camps

Just the most relevant tasks are featured

Cultural awareness clearly unpacked

Laura James

Home Address 82 High Street, Keswick, Cumbria, KW12 8TG
Term Address Selwyn College, Cambridge, CB3 9DQ
Term Dates 12/01/17 to 17/03/17, 20/04/17 to 29/06/17
Email lj756@cam.ac.uk

Nationality British

Dalberg Development Advisers

Requirements include:

- Strong analytical abilities, both quantitative and qualitative
- Ability to present information in an insightful and structured manner
- Passion for development
- Understanding of the political and cultural environments

01223 803 692808

EDUCATION

Selwyn College, University of Cambridge, BA Hons Geography
 10/15- 06/17 Second Year Class 2.i
 10/14- 06/15 First Year Class 2.i
 Modules include: Development; Environment, Society and Policy in Sub-Saharan Africa; Historical Geographies of Food, Famine and Power; Geography and Public Policy.

Keswick High School, Cumbria, England
 09/12- 06/14 A Levels: Biology (A*), Chemistry (A), Geography (A*), Mathematics (A)
 09/10-06/12 GCSEs: 7A*and 4A

INTERNATIONAL DEVELOPMENT EXPERIENCE

Cambridge University International Development Society: President
 03/16-Present
 • Headed a committee (12) in the organisation and marketing of university-wide talks, panel debates and film screenings.
 • Managed the publication of 'Vision', the society's bi-annual magazine.
 • Chaired events and liaised with key speakers e.g. the former Archbishop of Canterbury Dr Rowan Williams.

The 139 project (Tearfund's Emerging Influencers programme): Supporter and Advocate
 12/15-06/16
 • Attended strategic planning meetings: photo petition, call to the UK Government to prioritise MDGs progress, photos sent to women's support groups worldwide.
 • Implemented strategy: managed campaign stalls in central Cambridge – 210 photos taken as a result.
 • Promoted the project via publicity on social media and posters.

Oasis En Gadi (street children charity in Guadalajara, Mexico): Care Home Assistant
 09/15
 • Taught English and organised activities for the children over three weeks using basic Spanish – completed a ten-week intensive Spanish course prior to visit.
 • Prepared teaching material and activities in advance for church children's work with 20 children and participated on a team conducting welfare visits in a slum.

FUNDRAISING

Tearfund charity formal dinner: managing event
 12/16-02/17
 • Delegated tasks between the Tearfund Cambridge Student Society including: entertainment and publicity. Sold all seats, raised £375.

Money raised directly for the charity Tearfund
 04/14-06/14
 • Raised £1,300 to extend Afrinspire's work with Women's Groups in Tanzania.
 • Wrote newspaper article, designed a leaflet then directed their wide circulation.
 • Distributed funds on the ground e.g. allocated £100 to establish a group revolving fund enabling materials for large orders to be obtained.

Money raised to conduct dissertation research in Tanzania
 01/14-06/14
 • Raised £1,600 through applying to a multitude of different funds.

Use of headings is evidence of ability to present information in an insightful and structured manner.

Results quantified

RESEARCH AND ANALYSIS

Undergraduate 10,000 word dissertation: Developmental Geography
 07/16-08/16
 • Assessed rural Tanzania Women's Self-Help Groups through six weeks of qualitative research, the work will inform the future work of the charity Tearfund.
 • Presented findings via PowerPoint to 30 people and wrote report.
 • Solved methodological challenges e.g. low literacy levels (made questionnaire into structured interview), inexperienced translator and logistical challenges.

Week long Geography fieldwork in the Nerja region, Spain
 04/16
 • Conceptualised, designed and implemented a quantitative research project assessing the effect of fire intensity on vegetation regeneration in a pine forest.
 • Worked in a small team to collect data, analysed in Excel. Wrote independent report.
 • Awarded a 2.1.

Undergraduate 2000 word project
 01/16
 • Assessed the water quality of a stream in Cambridge, through team data collection. Analysed Data using Excel, produced graphs and tables for use in written report.
 • Awarded a First Class mark.

LEADERSHIP

City Church Cambridge: Student Team Leader
 10/15-01/17
 • Organised and ran weekly student meetings and social events for 30 people, frequently gave talks and presentations.
 • Mentored first year students, actively contributed in team planning meetings.

Selwyn College Ladies Badminton: Captain
 10/15-06/16
 • Collaborated, organised all fixtures, training and team kit order. Achieved a reversal of fortunes for the team: moved four places up the league.
 • Negotiated with other teams e.g. over conceding games if their team was incomplete.

Duke of Edinburgh: Gold Award
 09/12-04/15
 • Organised and completed two four day expeditions in Yorkshire, overcame challenges of team injuries and bad weather.
 • Committed to: 18 months of leading children's work at Kings Church Keswick, 12 months of Lifesaving (achieved Bronze Medallion), 12 months regular attendance of an exercise class.

Skillsupport Education Centre, Keswick: Assistant
 09/12-07/14
 • Taught English and Maths to primary-school aged children and assessed their work, twice a week as a paid part time job.

North Inter-Schools Christian Union: Student Leadership Programme
 10/12-07/14
 • Led youth events e.g. weekly lunchtime club discussing philosophical, ethical and religious issues and part of the team that organised a youth weekend away.

ADDITIONAL SKILLS/ACTIVITIES

Languages French (GCSE A*), German (GCSE A*), Spanish (Basic)

Sport Selwyn College Badminton Colours (2015, 2016), Selwyn College Orienteering team, second place in inter-collegiate competition (2016), Advanced Skier (2004-Present), National Schools Sailing Regatta representing Cumbria (2010)

Driving Full clean UK driving licence, passed 30/09/14

Computing Competent with Microsoft Office, Arc GIS, Nvivo (data analysis package), GeoDa, Corel Draw, Community Analysis Package (statistics)

Referees Provided on request

Evidence of qualitative and quantitative skills drawn out

Good use made of volunteering

Princess Productions/Shine TV

Requirements include:

- A keen eye for a story
- Good writing skills
- Bags of enthusiasm
- An interest in current affairs and popular culture

MARK ALAN McCOY

Clare College
Trinity Lane
Cambridge CB2 1TL
Mobile: 07792 183584
Email: mmccoy@gmail.com

EDUCATION

2014–2017 Clare College, University of Cambridge, BA Hons English
Years 1 & 2: 2.1, papers included 5000-word dissertation on Frankenstein and film

2008–2013 Banstead College, Surrey
A Levels: Geography (A*) History (A) English (A*)
GCSEs: 10 subjects, including Maths (9 As, 1 B)

TELEVISION EXPERIENCE

2016 Production Assistant Channel Four Television, London (4 weeks)
Selected and edited material for a Promotional Video. Compiled ITV play-out schedule, logging ITV trails.
Assisted with Trail production and placing.

2016–17 Head of Production Cambridge Film and Television Society
Created and developed concepts for programmes, from Documentaries to Comedy. Managed shoots and edited videos. Instigated shorts competition.

2015 Advertising Executive Assistant Morrison's Supermarket, Woking (6 weeks)
Wrote and edited copy. Supervised photographic shoots. Runner during filming of advertisements.

RELATED MEDIA EXPERIENCE

2014–16 Radio Royal Charlotte Hospital, Sutton and Cambridge University Radio
Produced and presented weekly shows. Reported for local radio station, CNFM.

2014–16 Journalism Regular writer of feature articles and arts reviews for Varsity (student newspaper).

2014 Drama Director Managed production team and cast of 30 in Black Sunday at main student venue in Cambridge.

2008–2010 Editor of The Banshee (School Magazine). Selected, edited and proofread entries; designed layout of 100-page publication.

TECHNICAL SKILLS

Cambridge University: Video editing course (one day)
Anglia Ruskin University: Writing for the web (twelve hours training)
Created website for Cambridge University TV www.cutv.org
Set up vlog for Clare College access programme getintoclarecambridge.com

ADDITIONAL ACHIEVEMENTS AND SKILLS

2016 Clare College Ball Managed advertising, publicity and PR for £30,000 event.
Faculty Co-ordinating Committee Negotiated course changes with Senior Fellows

2015 Tennis Captain of College Club; organised teams and special events

2014 Travel Backpacked around Europe, Australia, New Zealand and USA

2013–14 Computing Microsoft Word, Excel and Powerpoint
Languages Conversational French and Spanish
Driving Full current driving licence
Member of British Film Institute

REFEREES

Dr D I Shonwell
Director of Studies
Clare College,
Cambridge
01223 333200
dis3@cam.ac.uk

Ms Amanda Root
Head of Presentation
Channel Four Television
rootamanda@channel4.org
020 7233 5559

Relevant experience is easy to find at the top of the CV

Even though not specifically requested, a range of technical skills is necessary for TV/media production

Live links are useful in a media CV

Ellen McClintock Girton College, Cambridge, CB3 OJG 0751-3

EDUCATION

2013 – 2017	Girton College, University of Cambridge MSci, Natural Sciences (Physics) – First Class expected
2011 – 2013	Tytherington High School and Sixth Form College, Cheshire A Levels: Mathematics (A*), Physics (A*), Chemistry (A*) AS Levels: Further Mathematics (A), History (A)
2009 – 2011	GCSE 12 subjects (all Grade A*) including Mathematics and English

AWARDS

2015 – 2016	Girton College – Elected to a Foundation Scholarship & awarded a College Prize Recognition for exceptional achievement in third-year exams
2013 – 2014	Girton College – Dan Rookwood Award, Runner-up Award for outstanding contribution to college sport
2011 – 2012	Tytherington High School – Numerous Academic and Sporting Awards

EXPERIENCE

2016 – 2017	Engineering Project Director	Cambridge Development Initiative
2016 (8 weeks)	Engineering Project Financial Strategist & Impact Evaluator	
	<ul style="list-style-type: none"> Piloted the world's first vertically integrated simplified sewerage system in Dar es Salaam, including building a team of 15 UK and Tanzanian students – to date our work has benefitted over 500 people. Persuaded the local government water board to part fund the project and also created a comprehensive financial plan and contract for the local pilot sanitation loan, including setting interest rates and devising a misuse policy. Identified key weaknesses with the previous CDI approach, including alumni engagement and retention of volunteers into committee roles, suggesting solutions that the committee has agreed to adopt. Prepared and agreed on a Memorandum of Understanding with a local NGO to support our project moving forward. Led impact analysis using qualitative and quantitative methods – 97% surveyed believe local health has improved. 	

2015 (8 weeks)	Programme Assistant	Girton-Kings Programme
	<ul style="list-style-type: none"> Ensured over 250 international students effectively integrated into the Cambridge culture as part of a team of 10. Organised and led a programme of activities and entertainment for small-group and programme wide participation. 	

2014-15	Treasurer	Girton May Ball Society
	<ul style="list-style-type: none"> Responsible for a budget of £168k to deliver the college's annual ball; rated 5.0/5.0 and 4.5/5.0 by student reviews. Managed budgets flexibly across a committee of 16, acting as the decision maker on all financial matters. Performed a leading role in the design of the event and oversaw ticketing operations for over 1200 guests. 	

2013 -15	Founder and Captain of Squash Team	Girton College Squash Club
	<ul style="list-style-type: none"> Founded the college squash team; securing funding, running weekly training sessions and building a two team squad. Led the First team to promotion every season of my captaincy finishing in the top inter-college division. 	
2012 -13	Chair and Ambassador	Macclesfield School Sports Partnership
	<ul style="list-style-type: none"> Chaired a committee of peers dedicated to organising interschool sports events as part of the 2012 Olympic legacy. Coordinated events for groups of between 20 and 200; giving presentations and liaising with Olympian guests. 	

EXTRA-CURRICULAR ACHIEVEMENTS

Languages	Basic Swahili – learnt in 2 months in Tanzania, currently studying for CEFR B1 certificate
Computing	Microsoft Office (Competent), Python and LaTeX (Working knowledge), C++ and Matlab (Basic)
Sports	Squash (trained with University teams), Rowing (Women's College VIII), Football (College team)
Other	University Access Ambassador (2015-17), Stokes Society Speakers Officer (2014-15), Gold Duke of Edinburgh (2013), RYA Dinghy Instructor (2012-14), RLSS Pool Lifeguard (2012-13)

REFERENCES AVAILABLE UPON REQUEST

Stroud International Ltd, Associate

Requirements include:

- Energy, tenacity and ambition
- A bias for action to work with clients and achieve breakthrough results

Active verbs indicate energy and ability to achieve results

Key skills for consultancy

Evidence of ability to work well with others

Extra-curricular activities indicate tenacity and ambition

JAMES PETERSON

Address: 62 Wolfe Court, Cambridge CB4 7SA
Telephone: 07803 557668

Nationality: British/Gre
Email: jp35@cam.ac.uk

EDUCATION

2014-2018 Selwyn College, University of Cambridge
BA & MEng (Hons) Manufacturing Engineering Tripos (MET)
²ⁱ, currently studying for the MEng qualification.
Papers include Management Economics and Accounting, Marketing and Business Strategy and a Major Project in New Product Development and Enterprise Creation.
This year's Long Project involves developing a Strategy Diagnostic Tool which will enable companies to analyze their business and develop strategic plans. Client is a Cambridge-based biotechnology firm.
First two years - studied Engineering Science

2007-2014 Hills Grammar School, Newcastle
A Levels:
Mathematics (A*) Physics (A*) Accounting (A)
Chemistry (A*) Modern Greek (A)
GCSE:
10 subjects at Grade A/A* (incl. English and Mathematics)

WORK EXPERIENCE

June – August 2013: EY LLP, London (Corporate Finance – Mergers & Acquisitions)
Summer Intern

- Analysed work of Communications and Entertainment team using qualitative and quantitative research methods.
- Gained a solid understanding of best practice methodologies in analyzing and valuing a company.
- Added knowledge on particular industries by identifying the differences between operation layers and focusing on the most relevant targets for clients.
- Worked directly with senior members and participated actively with colleagues in other EU offices.
- Communicated my findings effectively, whilst recognizing key issues and information inadequacies.

June – September 2016: PDF Research Ltd, Derby (Commercialization of New Technologies)
Summer Intern

- Undertook commercialization of a new technology project, analyzing issues related to the market such as competition and potential customers, to develop a new bladeless turbine.
- Aided in the preparation of a formal business plan, through identification of the potential market segment and alternative methods of production.

June – September 2015: A&P Pleides, Athens (Electromechanical Services)
Summer Intern

- Employed as a trainee Engineer, under the supervision of a senior Electrical Engineer and reporting to the company's Technical and Financial Managers.
- Advised on the selection of materials and the evaluation of customers' quotations, according to specifications received by project consultants.

Delta Energy & Environment, Analyst

Requirements include:

- The ability to work effectively in teams and independently, and taking own initiative to overcome challenges
- A profound desire for learning, becoming an expert and developing new contacts and networks
- The confidence and initiative to apply a variety of research methods, including face-to-face and telephone discussion with industry experts and other professionals
- Fluency/capability in a relevant second language is a strong advantage

LANGUAGE AND IT SKILLS

Languages	Bilingual in English and Greek, Intermediate French, Basic Spanish
IT	Computer literate: Word, Excel, PowerPoint, Qbasic, ProEngineer and Solid Works Programming: C++ and Matlab

ACTIVITIES AND ACHIEVEMENTS

Working in teams	<ul style="list-style-type: none"> President and Captain of the Blues Volleyball Club (2016–17) Overall responsibility for University Men's Teams. Oversee the College League (involving 200 people and a £10,000 budget). Led the team to Varsity Games victory in 2017. Represented Cambridge at the National Shield competition, 2017. Leader of Duke of Edinburgh's Gold Award Group at school Group Co-ordinator for Integrated Design Project 2015
Initiative	<ul style="list-style-type: none"> Blues Volleyball Secretary 2015–16 Organized the Corporate Volleyball Tournament involving companies such as PwC, IBM and American Express, last December raising £900 for the Club. Organized Blues trip to Barcelona for the Pre-Olympic Beach Volleyball Championship and participated in a local Tournament.
Confidence with industry professionals	<ul style="list-style-type: none"> ESTIEM (European Students of Industrial Engineering and Management) – Cambridge Delegate Overall management of the Cambridge group. Representation at the annual Council Meetings and organization of the European Seminar on Business Cycles in Cambridge this January. Qualified for the 2016 T.I.M.E.S Management Consultancy finals, organized by Roland Berger
Face-to-face and telephone communication	<ul style="list-style-type: none"> College Alumni Fundraising Campaign <ul style="list-style-type: none"> Achieved highest number of calls for the week by initiating a spreadsheet of call back availability – now adopted for future campaigns Secured £15,000 donation to college chapel fund Staff-student Joint Committee, Student Representative 2014–15 <ul style="list-style-type: none"> Negotiated for 10% rent rebate owing to November flooding
AWARDS	
Academic	College Scholar 2015 Wright Prize 2012 (awarded for best First Year exams) 2015–2016 Mott McDonald Award for Best Structural Design Project.
Sports	Full Blue for Cambridge Volleyball 2017. England Under-21 Volleyball Team, 2010. County Javelin Champion, 2011.
INTERESTS	
Diving (Egypt, Bali, Micronesia). Coaching the Women's Volleyball Blues squad.	
REFEREES	
Dr. Paul Smith (Director of Studies) Selwyn College Grange Road, Cambridge CB3 9DQ Email : pss21@cam.ac.uk	
Ms Jane Paulson (Senior Manager, EY) 1 Ladbroke Court London, SE1 7UH Email : paulson_j@ey.com	

Key vocabulary from the job advert is used as tags for experience

Clear evidence of language requirements

Side headings reflect job requirements exactly

The font is small on this CV but the level of detail is impressive

Geetha Michalakos
gmichalakos@gmail.com

EDUCATION

University of Cambridge, MPhil Social Anthropology King's College Research Grant **2015-2016**
Thesis: *Ishtadevata: The Politics of Conservation amongst Sacred Landscapes in Hampi*
Examined communal disputes of religious sites in South India, the role of archeologists, & the resistance of women to participate in communal disputes.

American University, BA International Studies, Minor in Anthropology Leadership Scholarship, Honors Program, Dean's List **2011-2015**
White House Interfaith Award
Thesis: "Bharat Mata Ki Jai": 'Homeland Politics' & Shifting Trends in the Political Assertion of Hindu Americans"
Examined Hindu nationalism in the Hindu American Diaspora & its political implications on foreign policy. Awarded "Best Dissertation Presentation" at American University School of International Service, 2015.

RELEVANT RESEARCH EXPERIENCE (Selection)

Agastya International Foundation, Impact Assessment Consultant Bangalore, India. Fieldwork: Andhra, Gujarat, Rajasthan, Maharashtra, & Karnataka **July 2017-Present**
Qualitative research outputs are quantified
Fieldwork-based consultancy monitoring various education programs in 18 states in India.
Completed qualitative research of 500+ interviews of students, parents, & teachers to measure shortcomings in interventions & provide NGO policy to strengthen Theory of Change & intervention execution.
Led team of 20 members in 5 states to measure science knowledge (mixed methods) in low-income children.

Humanity in Action (HIA), Senior Fellow Berlin, Germany & Copenhagen, Denmark **May-July 2017**
Following a 2014 grant to examine German refugee policy, invited to co-lead HIA Fellowship in Denmark.
Co-designed a research summer school for young academics & activists to examine Denmark's refugee crisis by placing fellows in reputable asylum NGOs.
Trained fellows in qualitative research methods for independent projects on asylum rights.
Mentored fellows to present findings at 2017 International HIA Conference (1000 guests).

Smithsonian Institution, The Freer and Sackler Galleries of Asian Art, Curatorial Fellow Washington DC **Sept 2016-Jan 2017**
Project-based consultancy for redesign of permanent South Asian galleries at National Museum with focus on contemporary debates on multiculturalism, gender, & social mobility in India.
Provided multi-departmental recommendations to incorporate contemporary political issues into exhibitions.
Miscellaneous art historical research duties for acquisitions at the level of Curatorial Fellow: Identified 16th century Baburnama painting in acquisition. Designed & executed display of Jahangir's archer ring.

Ibn Khaldun Chair of Islamic Studies, American University, Research Assistant Washington, DC **2014-2015**
25+ hours per week providing research through extensive papers on Political Islam and US Foreign policy, writing & editing op-eds & press releases, & leading communications team to support Chair of Islamic Studies.
Literature research for *The Thistle and the Drone: How America's War on Terror Became a Global War on Tribal Islam* (Brookings Press 2014, Harper Collins 2015). Contributed substantial material to chapters 2, 3 and 6.
Coordinated high-profile meetings with diplomats & leaders of the Muslim world for Ambassador Ahmed, scholar of Islam that BBC deemed "the pre-eminent authority of Islam of the 21st century".
Led interfaith focus groups to examine post-9/11 narratives amongst students. \$5,000 grant.

Museum of Egyptian Antiquities, Documentation Intern Cairo, Egypt **August-December 2013**
Interned during the aftermath of the Revolution in which the museum was partially destroyed. Documented inventory of Egyptian antiquities, funded by USAID.
Collaborated with Egyptian government officials to find & preserve stolen objects during Revolution of 2011.
Teamed with curatorial staff, the Department of Antiquities, & various corporate shareholders to establish Friends of the Egyptian Museum Group.

Flamingo Group (Market research internship)
Requirements include:
- Ability to listen to people from all walks of life
- Cultural awareness
- Being curious and go beyond the 'what' and discover the 'why'
- Willingness to pitch in with all manner of projects

High School Senior Project, "Zapatista Movement and Feminism" Chiapas, Mexico **March-June 2011**
Succinct profile closely relates to requirements
Executed ethnographic fieldwork to analyze post-revolutionary discourses about gender disparity gap in Mayan communities. Spent significant time with Zapatista rebel fighters in former training camps.

TECHNICAL SKILLS

Software: MS Office Suite, Apple iMovie, KE Emu Museum Software, Basic HTML, SPSS.

Research skills: Qualitative Research, Ethnography, Focus- Group Implementation, Semi-structured Interviews, Questionnaire Design, Mixed-Methods.

Language skills: Spanish (Advanced), Telugu (Native), Kannada (Basic), Arabic (basic), Hindi (Basic).

SOCIO-POLITICAL COMMENTARY

Poetry: Over 10 years performing Spoken Word & published several pieces in reputable literary publications in The US & India. Through poetry, analyzes anthropological themes of diaspora, feminism, body politics, & culture-clash.
Poetry blog: <http://cottonseedblog.tumblr.com>

Academic Publications:
Imponderabilia: International Student Anthropology Journal, University of Cambridge
• "Office Tigress"
• "In my Mother's Hands"
• "Raichur Train Station" **2013**
Op-eds & Magazines:
Pakistan Link, "Love Poems for America" <http://pakistanlink.org-Commentary/2016> **2013**
Huffington Post, "Dharmic Seva & Vivekananda: The Catalyst to Building Pluralistic Communities" <http://www.huffingtonpost/entry> **2012**
Hinduism Today, "Mom's Hands On Sari Lessons" <https://www.hinduismtoday.com/modules/smartsession> **February 2, 2017**
American Bazaar, "Challenging Faith-Based Narrative of Terrorism" <https://www.americanbazaaronline.com-challenging-the-faith-based-narrative-of-terrorism/> **March 23, 2014**
Washington Post, "The War on Terror and the War for Hearts and Minds" <https://www.onfaith.co/onfaith-the-war-on-terror-and-the-war-for-hearts-and-minds> **February 20, 2014**
LEADERSHIP

Founder, Hampi Water Rights Campaign Hampi, India **2015-2016**
During fieldwork, whistle blower of water pollution from illegal mining in Hampi villages.
Led advocacy training for local women & lobbied local minister on health & water concerns.
Facilitated training programs & demonstrations with local health clinic staff on dangers of water pollution.

Cambridge Rising Star Public Engagement Leader, University of Cambridge Cambridgeshire, UK **January- October 2015**
Selected in Cambridge University competition to design innovative platforms to communicate cutting-edge research with a multidisciplinary team of postgraduate academics. Culminated in a public engagement interactive simulation.

Director of Women's Empowerment, Student Government American University Washington, DC **2012-2013**
Advocated for women's issues in student government meetings at American University.
Organized weekly support group, educated on sex health, & executed National Women's Month campaign.

These articles demonstrate her cultural awareness

Canadian result
given and UK
equivalent

Andel Papadopoulos

Christ's College, Cambridge, CB2 3BU
Phone: +44 7376 186353 | Email: ap584@cam.ac.uk



EDUCATION

University of Cambridge

*MPhil in Engineering for Sustainable Development***Cambridge, United Kingdom***Expected Aug 2017*

University of Toronto

*BASc in Engineering Science with Industry Placement***Toronto, Canada***Sept 2011 – Jun 2016*

- Dissertation: A Critical Analysis of Low-Carbon Energy Investment Metrics

University of Toronto

*BASc in Engineering Science with Industry Placement***Toronto, Canada***Sept 2011 – Jun 2016*

- Major in Nanoengineering and Minor in Sustainable Energy Systems, **GPA: 3.54 / 4.0 (2.1 eq.)**
- Awards:** Top Undergraduate Thesis Award (1st out of 202), Hydrogen Design Contest Winner

COMMERCIAL EXPERIENCE

University of Toronto Department of Civil Engineering

Toronto, Canada*Research Assistant**Jun 2016 – Aug 2016*

- Designer of Global Renewable Energy Time-Series & Analysis (GRETA) platform.
- Lead department's application for the 2017 Compute Canada Resource Allocation Competition.
- Coauthored working paper submitted to Environmental Modeling & Software journal.

Fio Corporation (Cloud-Based Healthcare Start-up)

Toronto, Canada*Applications Engineering Intern**Jun 2014 – Jul 2015*

- Developed hardware & software solutions for proprietary medical diagnostic devices.
- Established product metrics using customer data to improve diagnostic device performance.
- Managed and maintained engineering documentation systems for regulatory compliance.
- Delivered tasks under strict time pressure to meet funding and product demo deadlines.

ADDITIONAL RELEVANT EXPERIENCE

University of Cambridge Technology i-Teams

Cambridge, United Kingdom*Hydrogen from Biomass Project: Team Member**Jan 2017 – March 2017*

- Investigated potential market opportunities for a novel hydrogen production technology.
- Identified market applications in stationary power, transport, and carbon sequestration sectors.
- Conducted interviews with industry experts to understand customer needs in the hydrogen market.
- Project findings were well received by inventors and Cambridge Enterprise representatives.

University of Cambridge MoTI Consultancy Project

Cambridge, United Kingdom*Interserve DSR Project: Team Member**Jan 2017 – March 2017*

- Prepared strategic recommendations for entry into the UK Demand Side Response (DSR) market.
- Developed market overview which outlined flow of value, market size, and market segmentation.
- Conducted interviews with industry experts to develop competitor analysis of the market.
- Final recommendation to enter market through partnership was fully endorsed by the client.

Separates out
“commercial
experience”
as this is a key
requirementNote use of
interesting
and
appropriate
active verbs

ADDITIONAL RELEVANT EXPERIENCE

University of Toronto 12th Annual Hydrogen Design Contest

Toronto, Ontario*Project Manager & Economics/Marketing Lead**Jan 2016 – May 2016*

- Facilitated weekly team meetings and was responsible for managing project deliverables.
- Developed a business case for alternative energy applications in a craft brewery.
- Conducted a full economic analysis supporting the team's design which outlined market research findings, revenue forecasts, capital and operational costs, and potential financing options.
- Team won 1st place in the final competition for best technical design and business plan.

RBC Global Asset Management: Final Year Capstone Project

Toronto, Ontario*Team Member**Sept 2015 – May 2016*

- Jointly developed a financial portfolio optimization platform for RBC Global Asset Management.
- Conducted a literature review on existing optimization software languages used in industry.
- Led final platform testing and developed product demo for client presentation.
- Demonstrated the merits of the new software environment which were acknowledged by client.

University of Toronto Engineering Finance Association

Toronto, Canada*Vice President of Finance (2014/2015), Research (2015/2016)**Jan 2013 – Jun 2016*

- Recruited and mentored new members in basic financial concepts used for equity investing.
- Worked with sector group to research undervalued companies to present for weekly pitches.
- Optimized the club's accounting methods and unfroze 50% (5,000 CAD) of the club's capital.

BP Institute at the University of Cambridge

Cambridge, United Kingdom*Carbon Sequestration Summer Research Student**May 2013 – Jul 2013*

- Developed an image processing technique for analyzing liquid flow in porous rock.
- Led home department initiative in developing summer research program with supervisor.
- Received \$6,000 in funding awards from supervisor and home department to support project.

Knox College Association

Toronto, Canada*Treasurer**Sept 2013 – Jun 2014*

- Identified and addressed inefficiencies which recovered \$1,000 of misallocated funds.
- Prepared the club's budget plan in collaboration with Knox College's accountant.
- Established an accounting framework resulting in a 25% decrease in operational costs.

Engineers Without Borders

Toronto, Canada*Vice President of FairTrade Portfolio (2013/2014)**Sept 2011 – Jun 2014*

- Organized campus FairTrade awareness and portfolio recruitment events.
- Prepared and judged a FairTrade case competition in collaboration with Social Spark.
- Reached out to local FairTrade businesses for sponsorships and support.

SKILLS & INTERESTS

Languages: English (native), Greek (intermediate proficiency), Mandarin (Donghua University: A1)**Programming Skills:** C, Matlab, Python**Office Skills:** PowerPoint, Excel, Word, Outlook**Interests:** Entrepreneurship, Rowing, Wind Surfing**LinkedIn:** linkedin.com/in/andel-papadopoulosConsistent
presentation
makes
scanning easy

No space is wasted in the lay-out of this one page CV

Nan H. Zhang

St Edmund's College, Cambridge, CB3 0BN



Education

09/16-present	ST EDMUND'S COLLEGE, UNIVERSITY OF CAMBRIDGE MPhil Real Estate Finance Predicted result: Merit Papers include: Real estate development, urban economics, housing & regeneration	Cambridge, UK
09/13-06/16	GONVILLE & CAIUS COLLEGE, UNIVERSITY OF CAMBRIDGE BA (Hons) Land Economy Final result: 2.1 Dissertation: An Evaluation of Development Zones in China	Cambridge, UK
09/11-06/13	WELLINGTON SCHOOL A-Levels Maths – A* Further Maths – A* Economics – A* Physics – A	Berkshire, UK

Work Experience

09/16	CHINA VANKE Summer Intern in Strategy and Investment Department • Helped update data and information for the monthly analysis reports of the real estate market within the country • Participated in the discussion of a property development project and prepared for the presentation to senior managers within the team	Shenzhen, China
07/16-08/16	SHENZHEN STOCK EXCHANGE Summer Intern in Marketing Department • Conducted research to familiarize myself with relevant industries and sectors to build rapport with clients • Worked alongside senior managers and helped educate potential enterprises about capital markets and IPOs • Discussed with enterprises about their capital-raising needs and provided advice on specific problems during the process of IPOs	Shenzhen, China
07/15-08/15	GUOSEN SECURITIES CO. Summer Intern in Customer Service Department • Overhauled the customer information database to retain most recent entries and make it easier to retrieve data • Dealt with challenging customers, sought to understand their complaints and directed them to the relevant department	Shenzhen, China
07/14	THE SOUTHWESTERN COMPANY Independent Contractor • Daily 12-hour door-to-door promotion and sales of educational products to local American families • Attended a sales course and developed professional sales skills • Familiarizing myself with the company's wide range within a limited time period	Nashville, USA

Positions of Responsibility

09/14-06/15	AIESEC, OUTGOING EXCHANGE Vice President • Responsible for recruitment and gained 200+ new members on the society's mailing list at Freshers' Fair • Gave presentation of the Cultural Exchange Program to new members and trained new members in using the self-service on-line database system • Organized interviews to select successful candidates to take part in the cultural program • Collaborated with other AIESEC societies to host nation-wide conferences	Cambridge, UK
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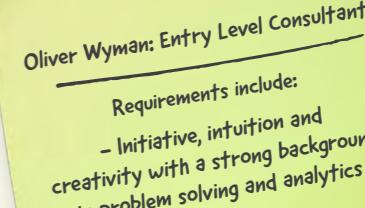
Additional Skills

Languages Computing Interests	Native Mandarin speaker; fluent English speaker; native Cantonese speaker Working knowledge of Excel, Word and Powerpoint Chinese Cultural Dancing, Singing, Travelling, Photography
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Referees' details available on request

Bullet points start with active verbs and focus on relevant details

Does not waste valuable space giving details of referees – these will be requested later in the process



MINA GRUNWALD

Pembroke College, CB2 1RF • +44 7922 043 238 • minagrun@gmail.com

EDUCATION

University of Cambridge (Pembroke College) Advanced Diploma in Economics	Sept 2016 - Present
Imperial College London BEng in Materials Science and Management - First Class Honours Awarded Armourers and Brasiers' prize for best final year design study.	Sept 2013 - June 2016
European School of Brussels 1 European Baccalaureate - 10 subjects taught in English and French, 87.6% average.	Sept 2007 - June 2013

EXPERIENCE

Founder <i>IRIS Haemodrone, London, United Kingdom</i> • Founded a blood transportation start-up working in third world countries. • Formed partnerships with Doctors Without Borders and Hermes Aerospace Ltd. • Built a prototype and currently organising research trips to West Africa.	Sept 2015 - Present
Imperial College London Research Manager <i>High Fliers Research Ltd., London, United Kingdom</i> • Gathered data about Imperial College which was published in The Times. • Organised and ran 12 research sessions involving 60 students. • Recruited, interviewed and managed 18 people working as surveyors.	Sept 2015 - June 2016
Research Consultant <i>Tectubes, Astorp, Sweden (Largest tube manufacturer in Northern Europe)</i> • Developed a novel production technique for manufacturing food packaging, cutting costs and production time by 50%. • Presented the solution to high level managers and executives.	Nov 2015 - Mar 2016

VOLUNTARY WORK

Business Consultant <i>Mash Foundation</i> • Worked with 5 local business groups to target areas for improvement. • Presented reports with tangible objectives to each group.	7-20 June 2016
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Women's Hockey Team Captain <i>Imperial College London Hockey Club</i> • Arranged biweekly matches against other universities around England. • Organised and led a trip to Krakow, Poland.	Sept 2015 - June 2016
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Second Year Academic Representative <i>Imperial College London Materials Department</i> • Aided in the installation and diffusion of a recording system for lectures. • Attended monthly meetings with staff to discuss student welfare.	Sept 2014 - July 2015
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PERSONAL SKILLS Technical Microsoft Office, MATLAB, SolidWorks, WordPress Languages English (fluent), French (fluent), Polish (fluent), German (basic) Interests Music (Guitar, Drums, Piano and Clarinet), Traveling, Reading	7-20 June 2016
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Space not wasted on this one page CV

Immediate evidence of initiative

Doesn't assume that the reader will know who this employer is, so adds useful info

Write your application

This section addresses:

- core principles of written applications
- cover letters
- speculative applications
- application forms
- personal statements.



Core principles

Virtually all jobs will require you to write a brief piece of text, in full sentences, in support of your application. This text commonly takes the form of a cover letter, a personal statement, or an application form – or perhaps a combination of these. But applicants often ask why they can't just send their CV. Why bother with a written application? How does it relate to the CV?



You can say why

Your CV can show that you're **eligible** to do a job, i.e. by proving that you meet the essential criteria in terms of skills and experience. And by adapting your CV, you signal your **suitability**, e.g. well-chosen examples and relevant vocabulary show that you understand the work.

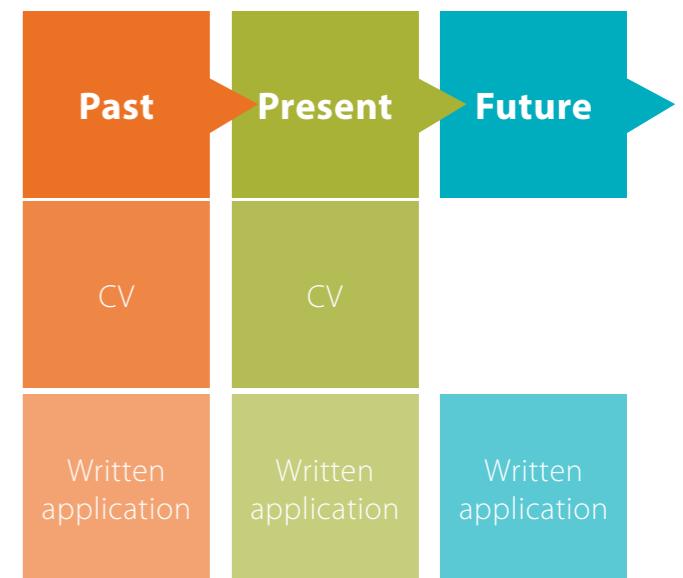
What a CV can't do is explain your motivations and aspirations (**potential**). Just because you can do something, and may even have done it in the past, you might not necessarily find it fulfilling. That's where the rest of the application comes in: it demonstrates to the employer that you genuinely do want the job.

You can make connections

You can use the text part of your application to make connections for the employer where it might not otherwise be obvious, e.g. by explaining how a particular experience demonstrates one of the skills they're looking for.

You can talk about the future

CVs document everything that has happened up to the present, but they can't look forward. What ideas do you have for the role? Are there any big changes coming up in this particular sector? How do you see your career progressing?



"Despite the rumours to the contrary, covering letters are indeed read by real people involved in candidate selection and play an important role in decision making."

Recruitment Co-ordinator, Oliver Wyman

Writing with impact

Whatever the specific application you're writing, you need to write with impact. Be direct, factual, and professional. Crucially, you need to ensure that you strike the right balance between talking about yourself and talking about the employer. Make the connections – state how what you are saying is relevant.

Demonstrate, don't commentate

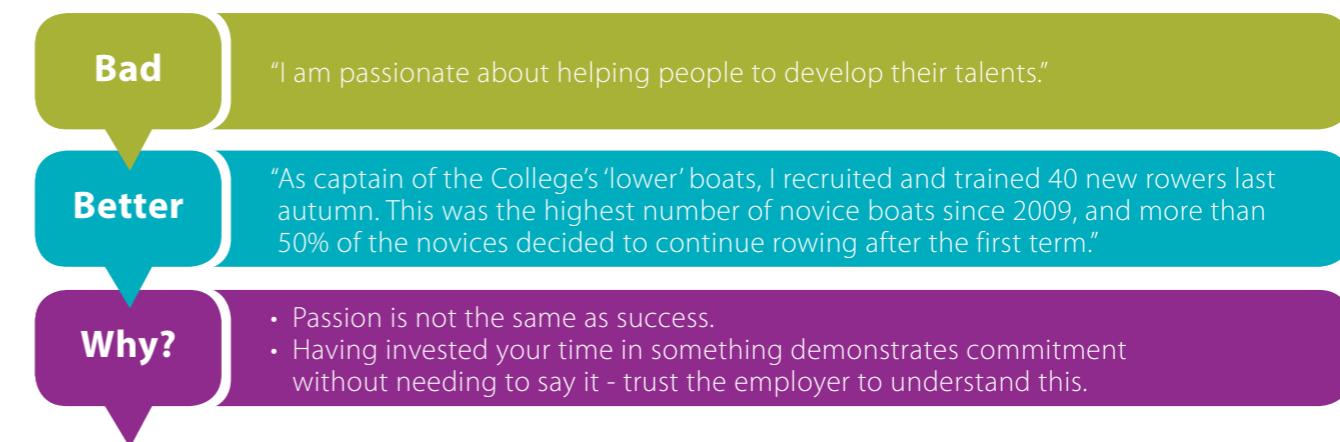
Give the employer facts and evidence – don't rely on personal opinions to make your case.

Avoid phrases such as these	Why?
"X and Y make me the ideal candidate for this position."	Personal opinion – and quite an arrogant one! The employer decides who their ideal candidate is.
"I have gained extensive experience of organisation."	The adjective 'extensive' is subjective, and the sentence wastes words. Better to say: "I have organised..."
"As a [job/position], I successfully honed my skills in X and Y."	Adverbs ('successfully') describe your opinion. Give evidence of success.
"I have excellent communication skills."	Proof is needed. A good way to demonstrate communication skills is to write a good application.
"I am capable of working independently and as part of a team."	This is like saying "I can do everything" – which won't make you stand out.
"I enjoy finding solutions to problems, and I have been praised for my creativity."	Employers will ask whether your solutions are effective. Passive language can be vague: praised by whom?

Be professional and mature

Writing about your emotions and/or using emotional language can make you sound naïve.

Avoid phrases such as these	Why?
"I am passionate about international development."	Passion is good, but you can't just say it. What have you actually done with your passion?
"I have always wanted to work in strategy consulting."	This is unlikely to be true (always?). Focus instead on why you want to work in this sector.
"I am committed to helping others."	Can you give an example of when you have helped others? Make the connection to the job.
"As a child, I always loved reading, and this is where my interest in publishing originated."	An example of missing the point: publishing is a business. Show that you understand the sector.
"Although I have never programmed in Python, I am confident that I could learn it quickly."	Why highlight skills you don't have? And what's your evidence for thinking you could learn it quickly?



Make the links

Explain your motivations – just telling the employer how great they are or borrowing a few slogans from their website is not enough. Make specific connections, e.g.

GSK's work on antibiotic resistance is of particular interest to me because the research project I did last summer with DNDi focused on this issue.

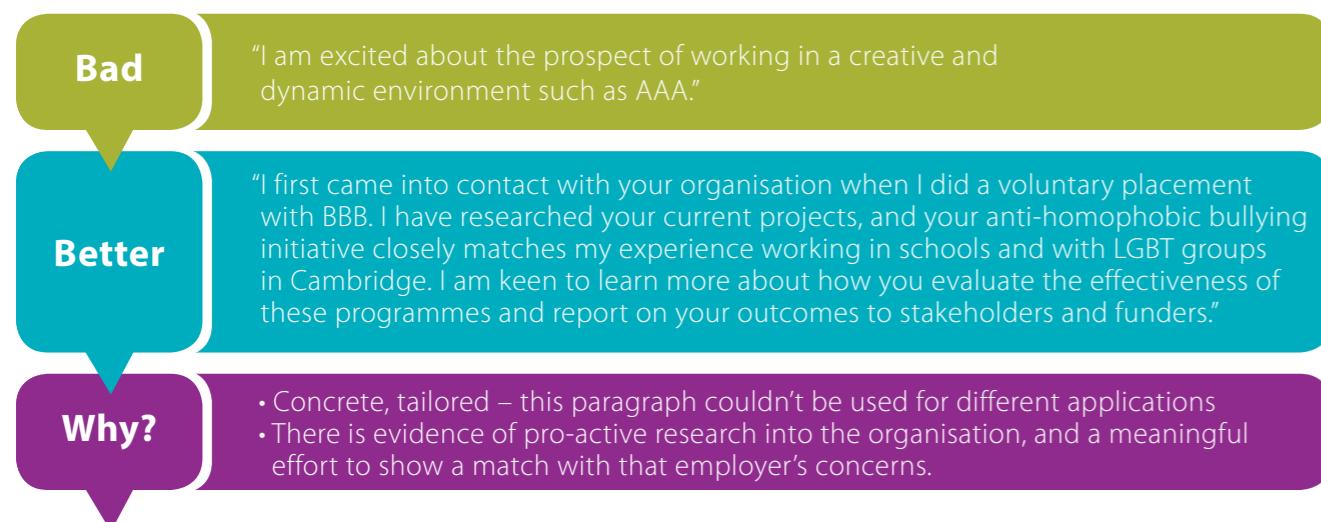
Rather than just why this job would be good for you (e.g. salary, promotion prospects, the chance to live somewhere you've always dreamt of) show how you would be good for them. Make positive suggestions, e.g.

I notice that Boardworks requires someone who can explore new multimedia resources for maths teachers. As a Stimulus volunteer, I helped design an online game for weaker maths groups, which the school is still using.

Make a real connection

You're trying to make a personal, meaningful connection – between yourself (your talents and aspirations) and the employer (their needs and goals). Don't leave them to read between the lines.

Avoid phrases such as these	Why?
"I would be honoured to join a world-leading organisation such as yours."	This is generic ('world-leading'). It sounds like a line that's being used repeatedly, for lots of applications.
"The opportunity to work under the supervision of world leaders in their field, such as Prof YYY and Dr ZZZ..."	A variation on the same theme. Focus on why these supervisors would be appropriate.
"As the global market leader in X, with an unrivalled portfolio of Y and a highly skilled team, your company is the perfect place for me to start my career."	Use your own words. Don't quote straplines or advertising language from the employer's website.
"It would be a privilege to meet you and have the opportunity of an interview."	There's no need to be so humble. Do you need any version of this phrase?

**Take a lesson from George Orwell**

Here – by taking a few liberties with Orwell's famous advice to writers – are some rules for putting together applications with impact:

- Avoid metaphors, colloquialisms, and application clichés.
- Don't use a long word when a short one will do.
- If an adjective or adverb can be cut out, always cut it out. Give facts, not opinions.
- Prefer the active to the passive. Be clear who did what to whom.
- Resist the urge to sound clever. Use common English words instead of academic or scientific jargon.

STAR technique**STAR: stories with impact**

Human beings are drawn to personal stories: when information is presented as a story, we can take it in and remember it more easily, and there's no reason to treat applications differently. Your goal is to pick the most relevant and revealing stories to tell the employer, so that you can show your skills and, ideally, be memorable. The trick is to tell your best stories in the right way.

Introduction Least important part - should be as brief as possible.	SITUATION • When? Where? With whom? • Set the scene quickly.	<i>"Last summer, when I worked in the newly re-opened visitor centre of a local nature reserve, my manager asked me to look into negative TripAdvisor feedback."</i>
Evidence This will require the most words – it needs to be concrete. Let the employer visualise what you did.	TASK • What were you trying to achieve? • Knowing your goal helps us judge success at the end.	
ACTION		<i>"I analysed the online feedback: the majority of complaints referred to the new layout of the centre as confusing, and another 40% of complaints described the staff as too busy to be welcoming. I recommended changes to the signage in the centre and introduced a large 'start your visit here' banner over the main tills. I also proposed that, at peak periods, a member of staff should be stationed at the entrance to greet visitors warmly and direct them to the right place."</i>
Conclusion The essential bit – the proof that you achieved something!		<i>"Both of my suggestions were implemented, and our feedback scores improved from 2.0 to 4.0 out of 5 over the course of two months. I was also voted employee of the month."</i>

If an employer states they want you to be able to learn from your mistakes/reflect on your performance, you could add a second 'R' for Reflection:

- What have you learnt?
- What have you done since? Or what would you do differently in the future?
- This gives you the chance to show your attitude to learning and personal development, i.e. you are not complacent, you are continually looking to improve and grow.

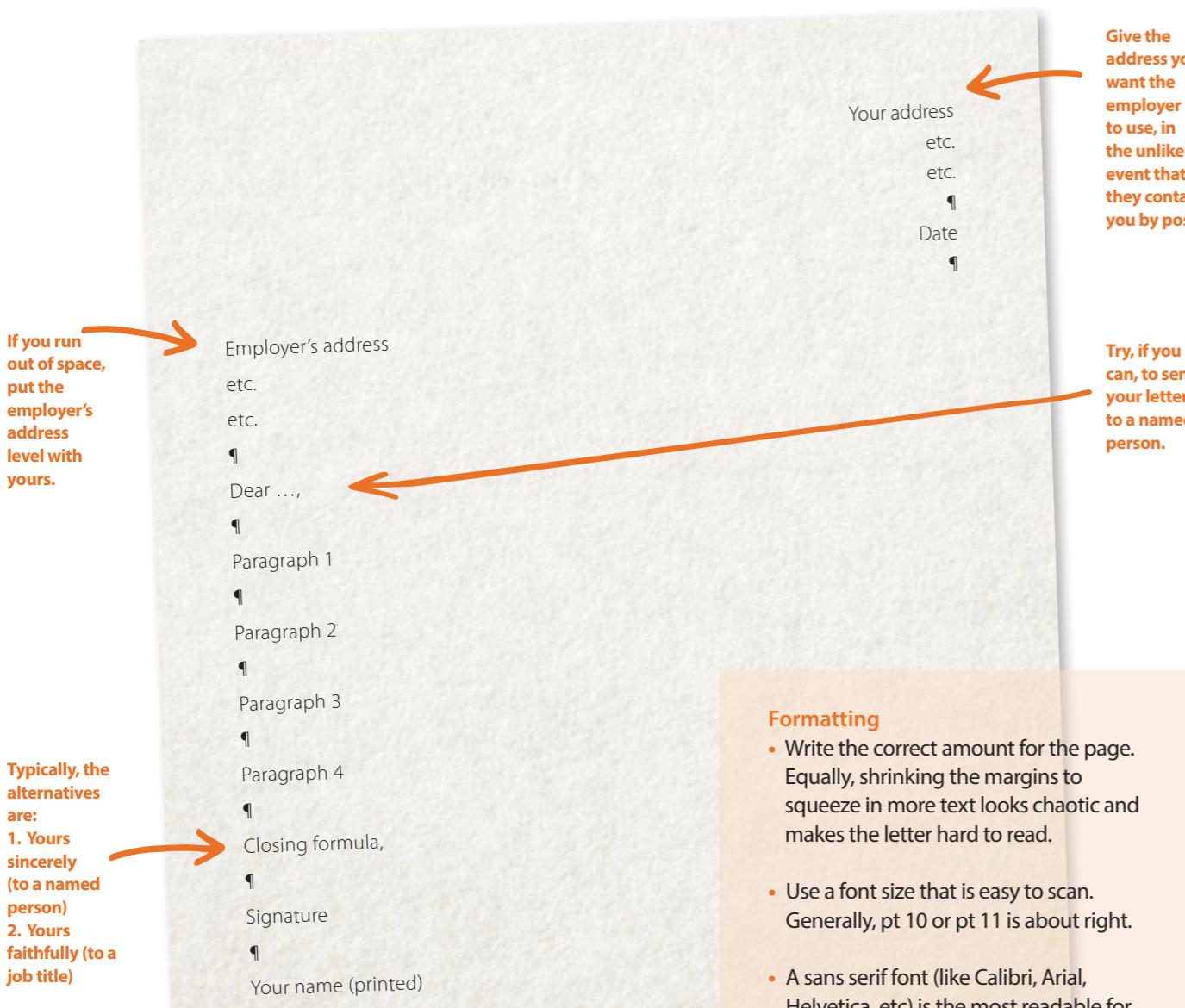
- Aim for a good balance in your stories – make sure that they're not all academic examples.
- Numbers have more impact, so quantify what you say as much as possible.

Cover letters: content and structure

A standard cover letter should be one page. That's both a maximum and a minimum: write too little and you look like you can't be bothered; write too much and you look like you don't know enough about the job to be able to prioritise.

Formalities

Your letter should conform to the style of a business letter. Here are the conventions in the UK:

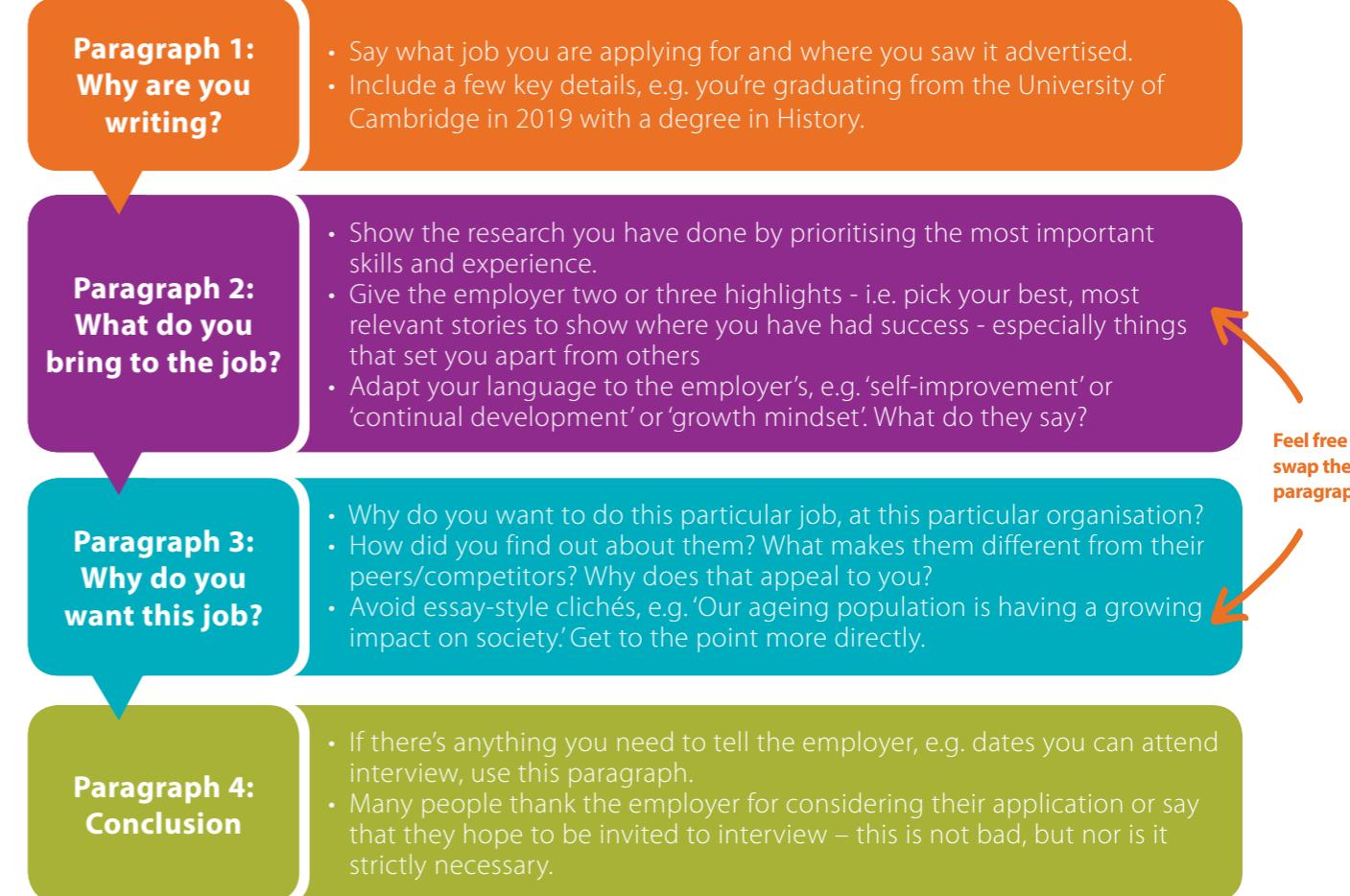


If you don't have an e-signature, just leave a line break between your closing formula and your printed name.

Body of the letter

There are many different ways to write a cover letter, and conventions may differ from sector to sector, so you shouldn't use a one-size-fits-all template for every application.

If you're stuck or writing a cover letter for the first time, then the following structure is a reasonable place to start. It uses a common four-paragraph structure that most employers would find suitable:



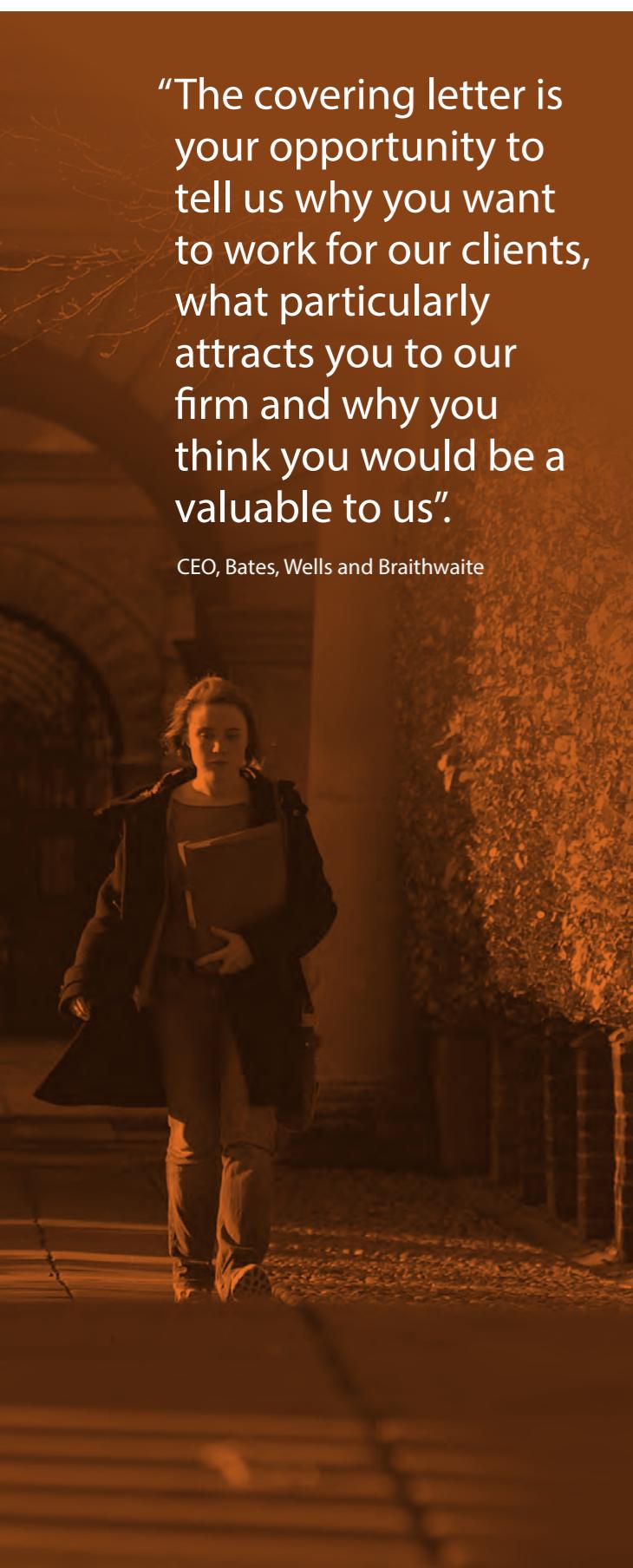
"The cover letter is your opportunity to distinguish yourself from the other applicants, and give an impression of your character."

Be positive. Show that you are aware of our business by giving relevant examples of how you have used your skills with accounts of what you've done."

Senior Manager R&D – Scientific External Liaison, MedImmune

"The covering letter is your opportunity to tell us why you want to work for our clients, what particularly attracts you to our firm and why you think you would be a valuable to us".

CEO, Bates, Wells and Braithwaite



Tips on paragraph structure

Just as the cover letter needs to have a strong, logical structure that stands up to a brisk skim-read, each paragraph within it needs to be well crafted.

- Remember that, as ever, the employer won't be reading every word carefully.
- Use an 'hourglass' structure: the most important ideas/keywords go at the beginning and end of the paragraph, with the detail in the middle.
- Each paragraph needs a strong opening sentence
 - your most important message. And you need to conclude each paragraph with a strong sentence
 - summarise the point you've made in that paragraph, and say why it is relevant to the job.
- An employer reading only the first and last lines of each paragraph should still be able to pick up your key messages.
- Don't start every paragraph with "I" – it has a dull, hypnotic effect, and it gives a selfish impression.



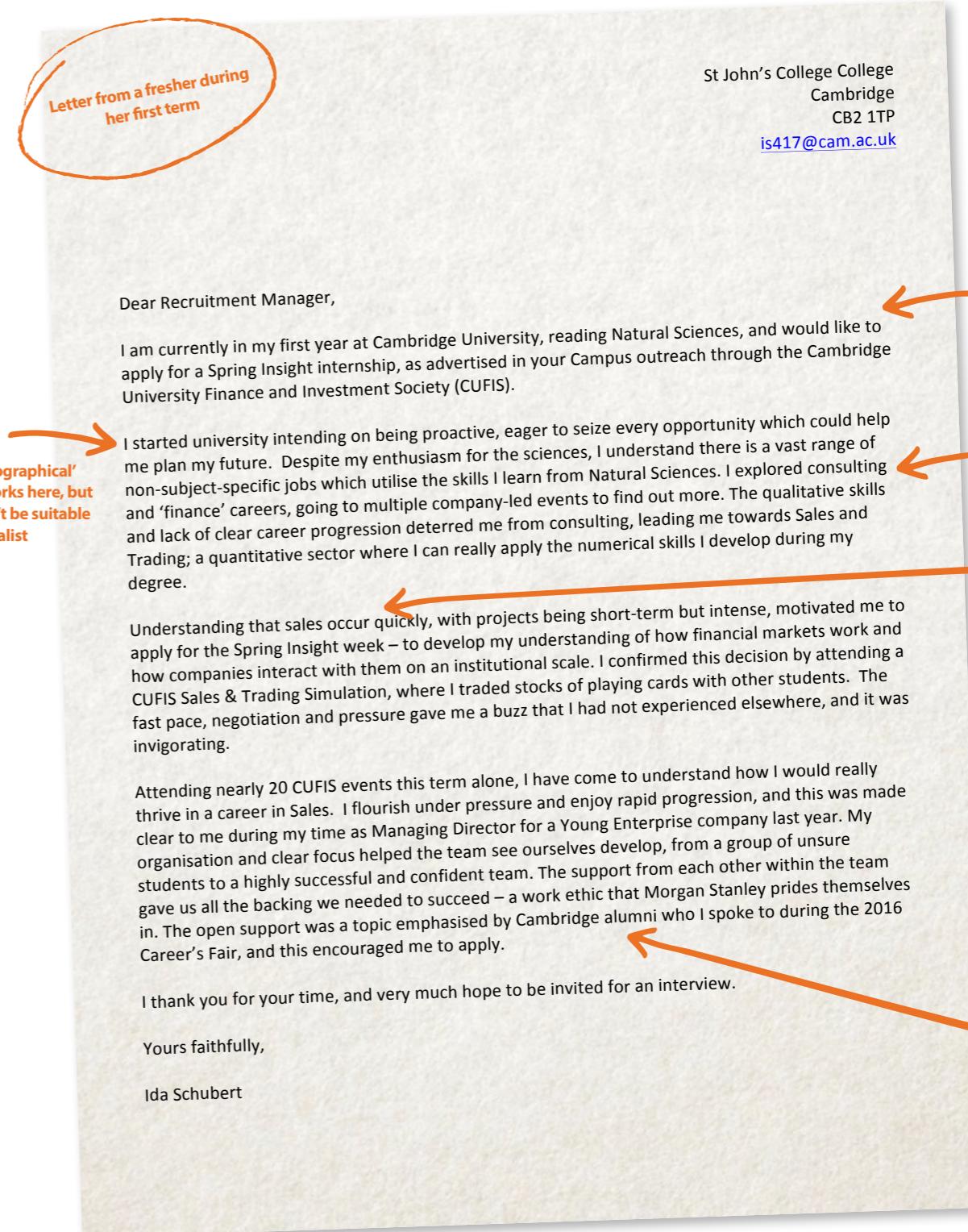
A note about email attachments

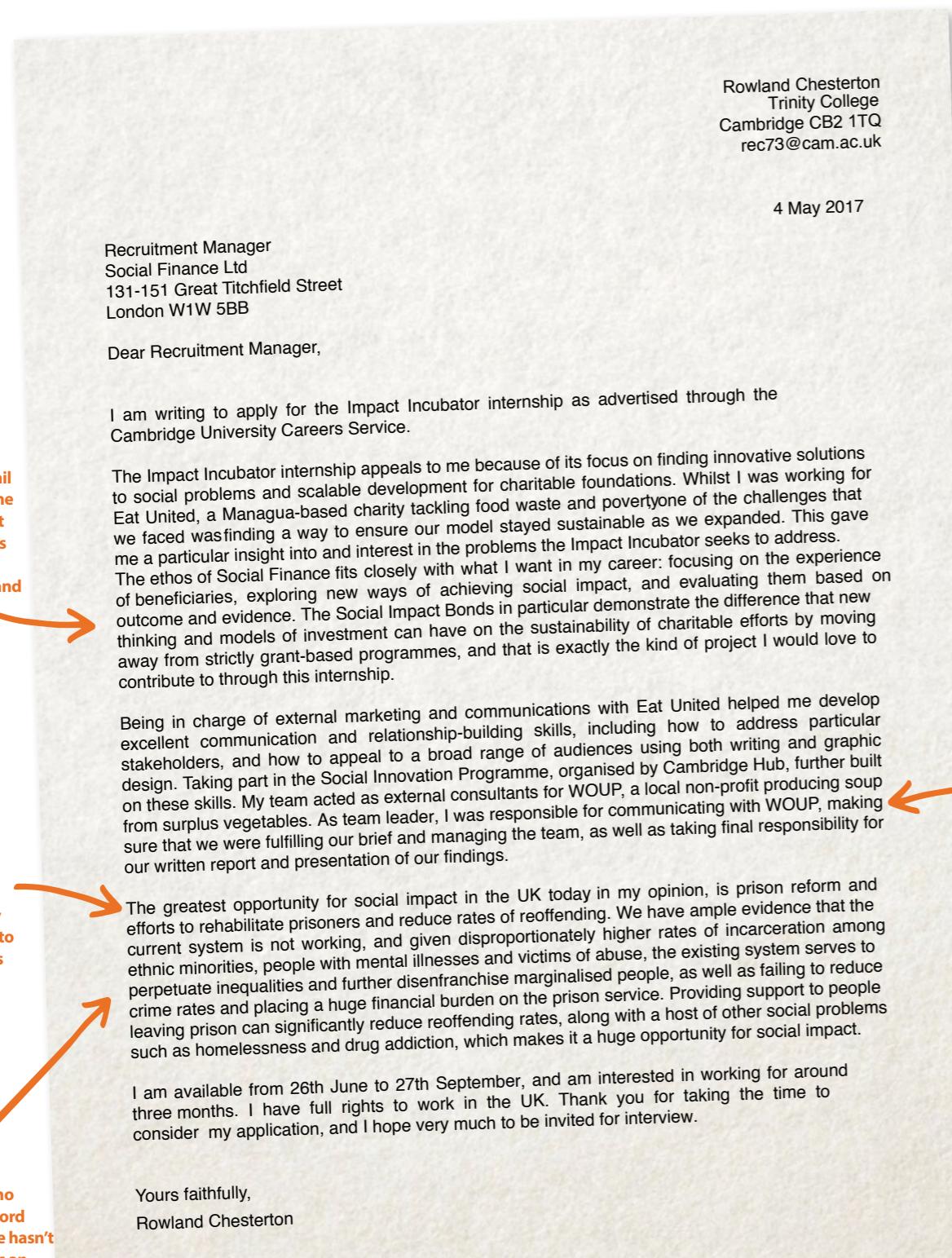
If you have been given specific instructions, then you obviously must follow these. If not, you have these commonly accepted alternatives:

1. Send both your CV and cover letter as attachments. In the body of the email, compose a brief paragraph stating who you are, which job you are applying for, and what documents you have attached. Emails that are sent with attachments but no text are likely to be marked as spam.
- or
2. Send your CV as an attachment and paste the cover letter into the email. Ensure that you have a professional signature with your contact details. (The only downside with this approach is that you have less control over the formatting than if you attach a PDF.)

Give your files sensible names, e.g. "Amanda Cullen CV" or "FAIRBROTHER George CV June 2017". Make sure you don't accidentally send the wrong version, e.g. "Draft 2" or "Mum's copy".

Sample cover letters

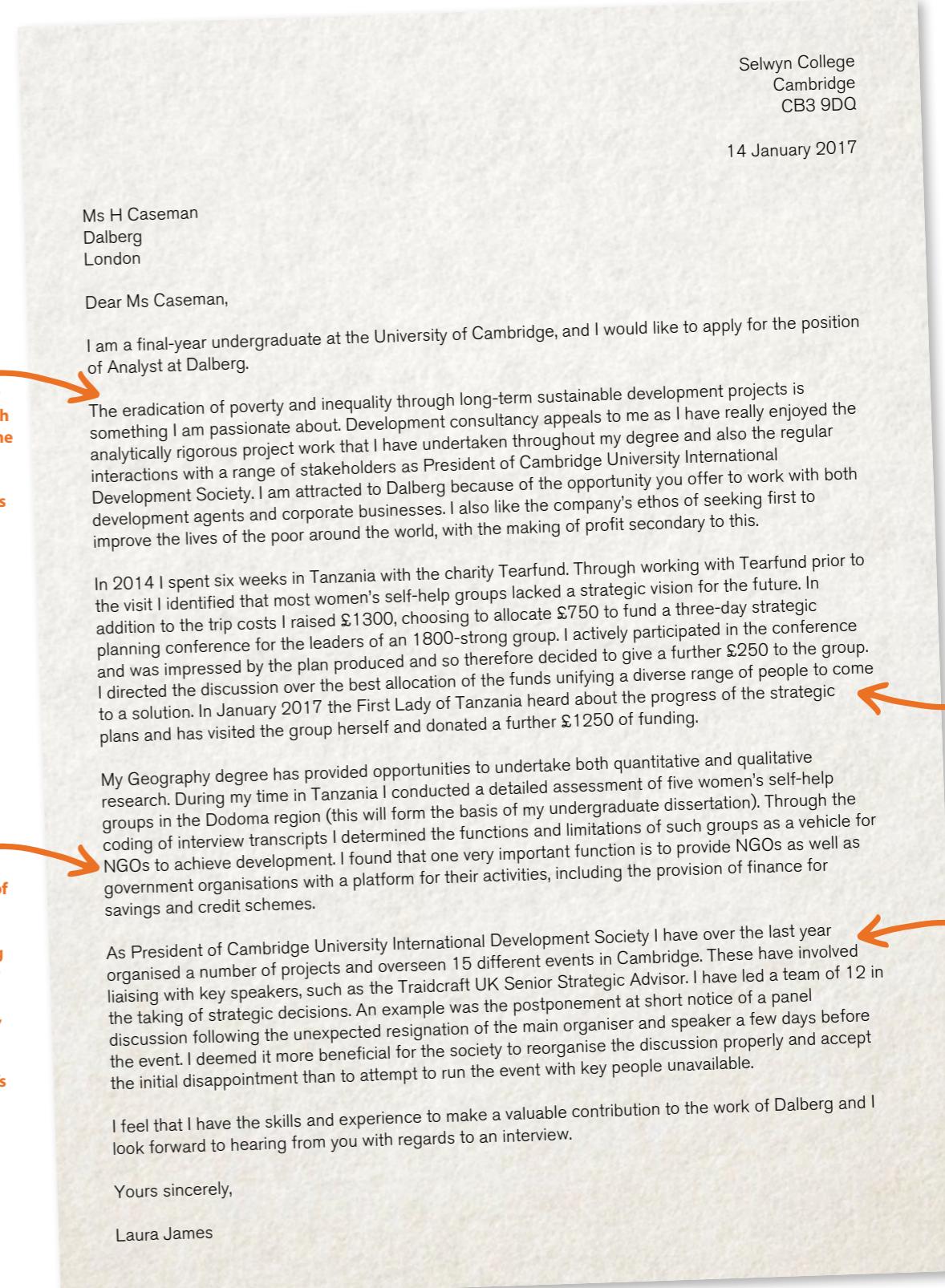




Drills down into the detail of a project he knows about and connects this to his experience and interests

Applicants were specifically instructed to answer this question

There was no specified word limit, but he hasn't used that as an excuse to waffle: his answer is 120 words, and the letter still fits on one page



Aligns her values with those of the employer, using her own words

Explains what the team was trying to achieve, his personal contribution to it, and then the outcomes produced

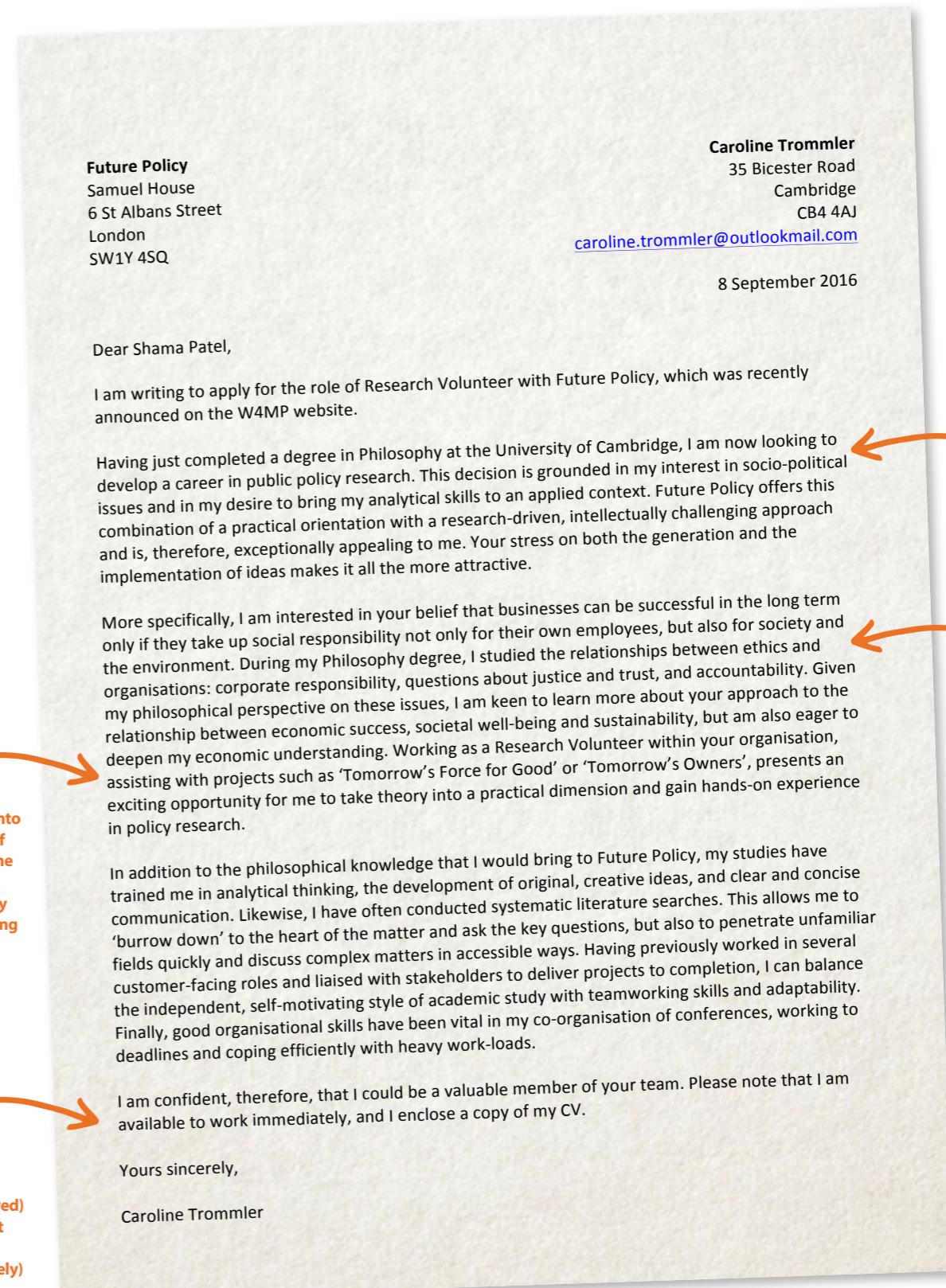
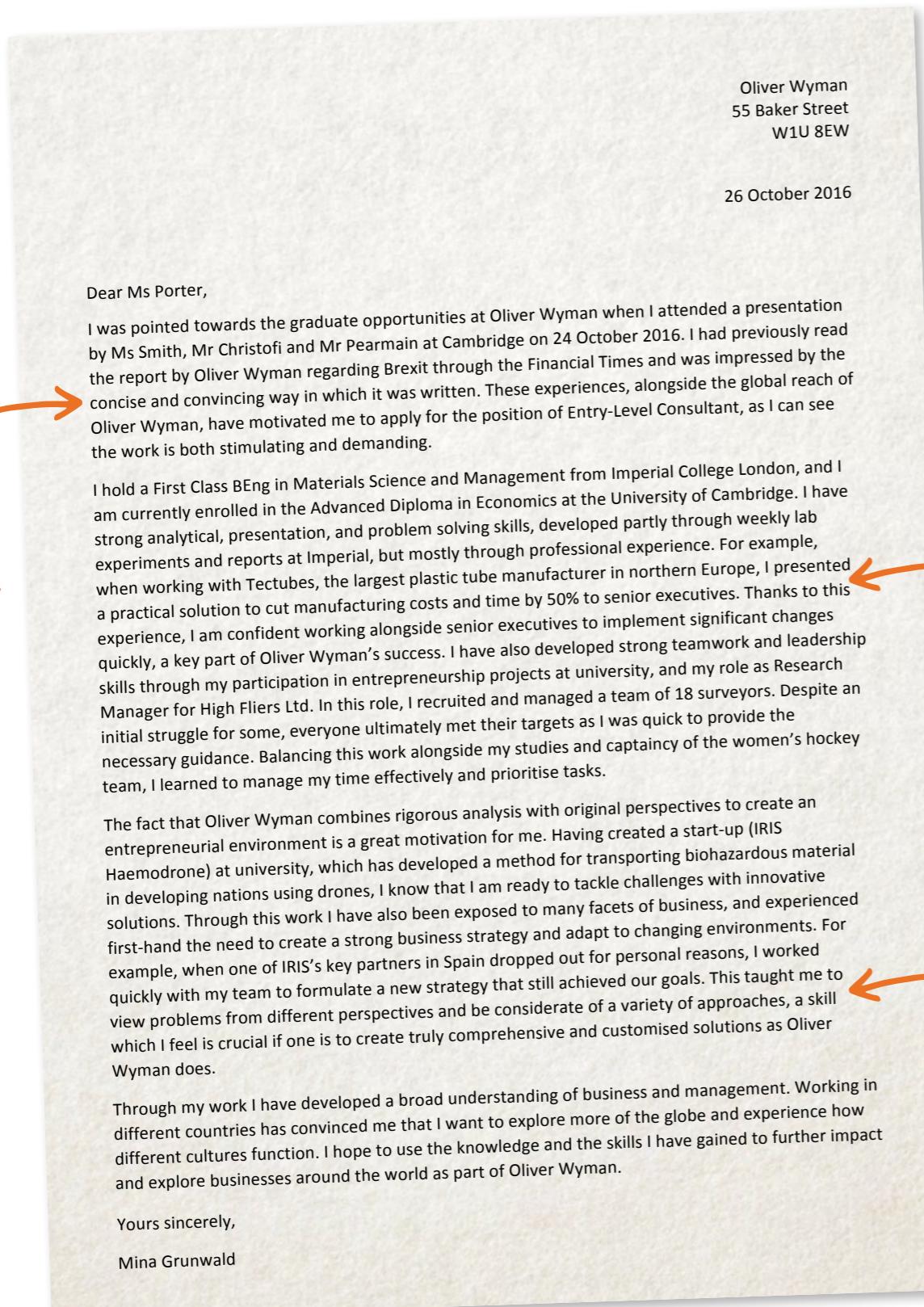
Gives an example of analytical skills by describing one of her research outcomes, relevant to this employer's interests

Selwyn College
Cambridge
CB3 9DQ

14 January 2017

Strong quantitative evidence of success plus an instantly memorable detail ensure that this applicant stands out

Precise and factual – attributes which the employer is looking for



Speculative applications

Not all jobs are advertised, and some roles are created for the right person. If you limit yourself to applying for advertised positions, you might be missing out on an unseen job market. In fact, it is the norm in some sectors for applicants to contact potential employers speculatively.

There are lots of ways to do this. Here are a few ideas for you to consider:

Ask around (widely) Do you know anyone who can help you? Does anyone you know have a contact who could help you? What about friends, family, people you've met at careers events, etc?	Find Cambridge alumni GradLink enables you to search for friendly Cambridge alumni, all of whom have voluntarily registered. Ask whether they can help to introduce you to someone in your chosen sector. Type the name of the employer into LinkedIn . Who comes up? Is there anyone you could connect with? Ask for an introduction? Look for similar employers: do they have jobs? What skills or experience are they asking for?
Check the archives You can search for employers or types of job in the Vacancies & Opportunities archive on the Careers Service website. Have they advertised before? What job was it? How recently? Did they find someone? Was there a named contact?	Use social media Do their employees tweet or blog? What are they writing about? Can you connect with them? Top tip: don't just get in touch out of the blue asking for something. Social media works best by having a conversation, e.g. can you send a link or article of interest to them? You might find a more senior vacancy or one in a different team which would give you a reason to get in touch.
Create a role for yourself This is more realistic in some areas (e.g. tech start-ups). Employers can't usually create a role for you out of goodwill. You have to be able to show that you can bring something to them: <ul style="list-style-type: none"> • What are they working on? What are their needs? • Do they have any on-going projects that need some extra help? • If so, what kinds of skills are they looking for? 	Learn to listen When you find contacts, the key is to listen more than you talk – at least to begin with. Think of it more as research (let them talk about themselves) than as marketing (you talking about you).

Draft your speculative application

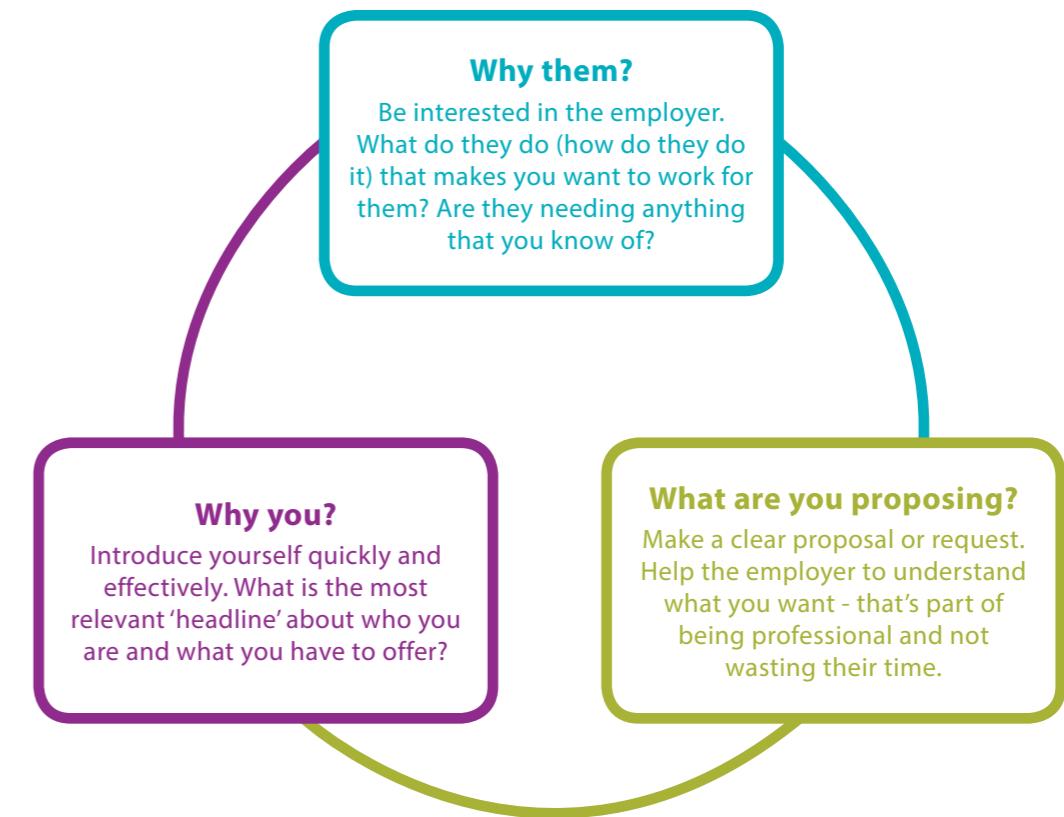
The structure you use will depend on the kind of speculative approach you're making, what you're asking for, how you found them, and so on.

Email is probably the most common medium. Remember that most people get far too many emails, so they are often reading in a hurry, and they're just as

likely to be on the move, reading on their smartphone, as they are to be sitting at a desk. In other words: get their attention (in the right way) and get to the point.

What to say

On pages 72-73, overleaf, are some sample speculative emails. They all address the same three points:



Top tips

It's often worth including your CV as an attachment – it acts as a summary of who you are. For that reason, make sure that you have tailored it to the employer as much as you can, just as you would for a standard (non-speculative) application.

The real goal of a speculative email

- Remember: an email can't clinch the deal for you. You won't persuade someone to give you a job or create a role for you on the back of a few brief lines.
- What you are trying to do is give them a reason to get back in touch. Make the employer see that it's worth having a further discussion with you about your skills and ideas.
- Think of it as opening the door...

Sample speculative emails

Subject: Request for work shadowing following your talk at Cambridge

Dear Ms Takane,

Thank you very much for the talk you gave at the careers panel on journalism last week. I was inspired by the new developments in data journalism that you were outlining and the need for journalists to have coding skills to extract data for news stories.

I am currently in my first year at Cambridge, reading English. I have already started writing for Varsity and have had two articles published. Following your talk, I signed up for an Introduction to Coding course with the University IT training department. I thoroughly enjoyed it and I have managed to write some simple code on graduate destinations for English students.

Might it be possible to undertake some work shadowing in your team at Channel 4 News, as I would greatly appreciate the opportunity to learn more about data journalism? I am free any time between 20 March and 15 April 2017.

Thank you once again for taking the time to come and talk at the Careers Service last week.

With Kind Regards,
Marina Arnaud

To: a news
broadcaster

Subject: Request for internship in your marketing department

Dear Mr Sokol,

I noticed that you are currently advertising for a Sales and Marketing Assistant for your legal publishing list. This vacancy caught my eye because I am studying law at Cambridge University and am interested in a career in legal publishing. I was also attracted by the European focus of the role, as I spent a year working in France before coming to university, and I speak fluent French.

As I am still in my second year, I am not in a position to apply for this full-time job, but I wondered whether you might consider my undertaking an internship with you this summer?

I attach my CV which outlines my experience in sales and marketing so far.

I look forward to hearing from you,
Francis Ansell

To: a publishing
house

Subject: Request to help with your research on Ebola

Dear Professor Kupiszewska,

I am currently in my final year, studying Natural Sciences at Cambridge University, and I have chosen papers that focus on infectious diseases. I am especially interested in the spread and containment of diseases such as Ebola. My supervisor, Dr Ariane Caldwell, mentioned your research into the spread of Ebola through the gorilla population in Democratic Republic of Congo. I read the papers you wrote in BMJ Global Health on this topic with great interest.

My hope is that I can start a PhD in this field in 2018, and in the meantime I would very much like to gain some research experience in this area. I wonder if you would consider my joining your team as a research assistant for a few months after I graduate this summer?

Attached is my CV, which outlines my lab experience.

Yours sincerely,
Nathan Li

To: a scientific
research group

Subject: Offer of help for speech synthesis project

Dear Shona,

Your contact Tom Appleby recommended that I get in touch with you after a recent conversation about firms specialising in speech recognition technology and natural language processing.

I just graduated from Cambridge with a degree in Linguistics, where I specialised in computational linguistics and NLP. Alongside my course I've been improving my programming skills in Python and doing self-study in machine learning and statistics.

Tom mentioned that you are in a growth phase at the moment, and might be looking for some extra help. In particular, he mentioned that you are developing a new speech synthesis product, which is an application area that I'm especially interested in, and researched for my final-year project.

I appreciate that you may not have any roles available at the moment, but if there were scope for helping you on a short-term project basis for a few months, I'll be in Cambridge until September. I feel I could add value immediately, given my relevant skills and my understanding of the issues in building speech synthesis products. I'm now keen to see how this is done in reality.

Please let me know if I can be of help to you this summer.

Best wishes,
Susan Ordette

To: a tech firm



If you don't hear back...

If you don't get a reply within a couple of weeks, it's OK to follow up politely. How you phrase the follow-up depends on the kind of conversation you had with your contact and what sort of person you think they are.

- **Be polite.** In fact, be extra polite. Most people read their emails in a hurry, and tone often gets misconstrued: "I haven't heard from you yet" is factual, but it could sound aggressive or accusatory. Better: "I'm writing to ask if you've had chance to consider my email..."
- **Say something else.** Since you applied, have there been any news articles, blog posts, or other items of interest which you could share? It shows that you are informed and ready to make a contribution.
- **Summarise briefly why you wrote in the first place.** i.e. what you are asking for and how you think you can assist that employer with their work
- **Try another method.** Could you follow up by phone? Or would sending your contact a letter through the post get you noticed?

"Keep it short and don't be afraid to send it again a few days later if you don't get a response."

Think about how else you can get through to them
– are they on Twitter or LinkedIn? Persistence is key – it means you are serious!"

Head of Media & Communications
at the GAVI Alliance, Geneva

Application forms

Employers use them to:

- ask the specific questions that they want answered, especially in the form of competency questions
- improve objectivity by getting everyone to submit the same information
- improve the efficiency of the selection process
- increase the chances of inviting the 'right' candidates to interview...

...and because the employer must be expecting a high volume of applications. Even big corporations who have graduate schemes and receive thousands of applications per year might have teams as small as two or three whose task it is to read all the application forms.

Get prepared

1. Print out the whole form if you can and read it carefully. If you can't print it out, make a note of all the sections and questions.
2. Research the role, employer, sector. See pages 26-27 for more advice on the kinds of research you should be doing. Make a list of keywords and verbs which the employer uses, so that you can speak in their language.
3. Start planning your responses to the competency questions:
 - Prioritise situations which are directly relevant to this employer. But nothing is invalid: academic work, extra-curricular activities, formal work experience, summer jobs, volunteering and work shadowing, etc.
 - Try to pick recent examples, e.g. if you're a finalist, you should generally aim to use experiences that have happened since you left school.
4. Use STAR(R) (see page 61) to organise your ideas into factual, concise stories that show quantifiable evidence of success.

5. Check the balance of your evidence – how well have you distributed it throughout the form?
6. Leave tricky sections till last, e.g. 'Anything else you'd like to tell us?'
 - You shouldn't leave this blank – it looks like you're not interested
 - Structure your answer clearly
 - Don't just summarise what you have already said
 - Focus on evidence
 - Avoid lists
 - If you need to, use the opportunity to explain disappointing grades, lack of relevant experience, a date gap, etc.

Complete the form

Check whether you can save the form and come back to it later, or whether you have to complete the whole thing in one sitting. Give yourself plenty of time.

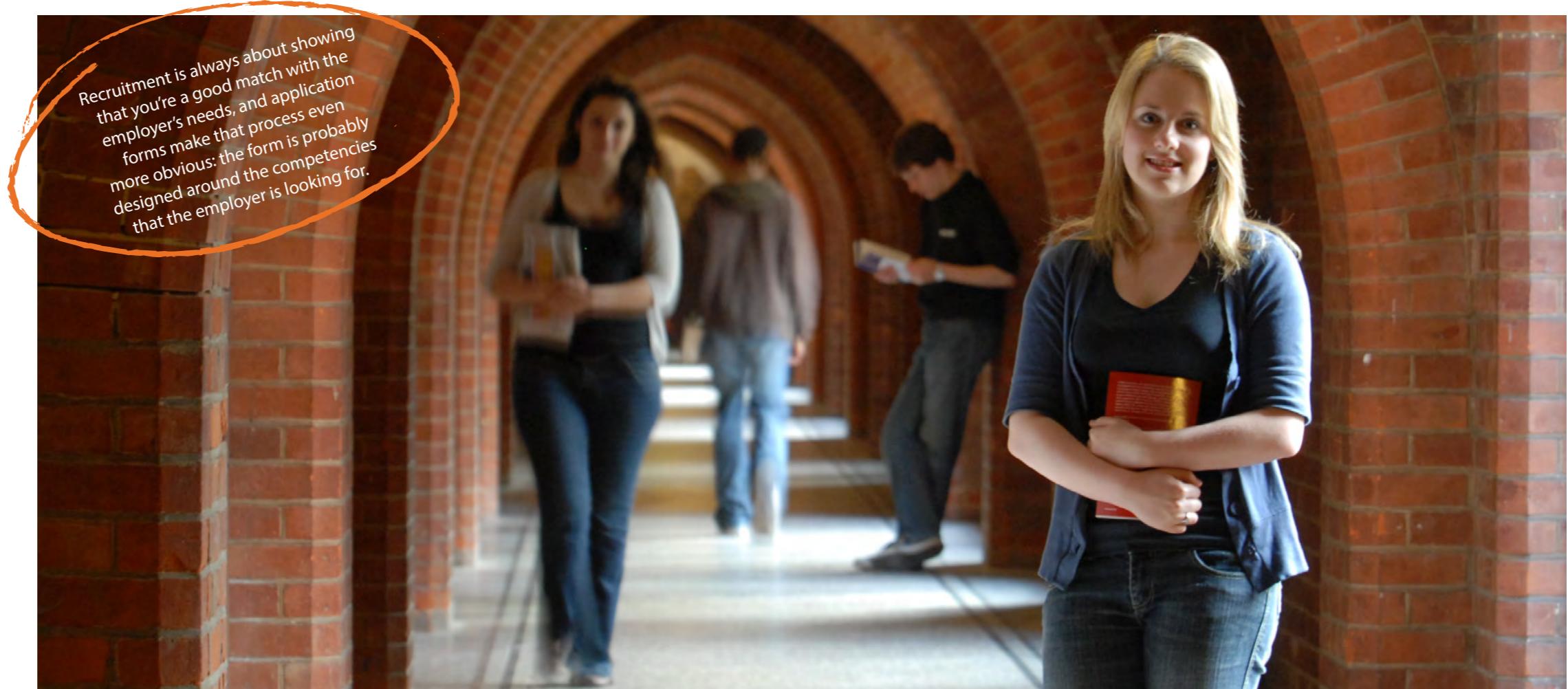
"Always ask yourself, "Is my answer interesting?" and remember that you want to stand out from the crowd. If you are bored, the chances are the recruiter will be too."

Graduate Recruiter, Deutsche Bank



Top Tips

- Avoid ambiguous phrases – 'a number of,' 'a wide variety of,' 'extensive.' No two people will interpret these phrases identically. Say what you mean: quantify.
- Get the most relevant keywords into your answer in the first sentence. Hook your reader at the outset – don't save it to the end.
- Don't leave lots of blank space or unused characters in any box. It could look like you were just in a hurry.
- Try typing your answers into a Word document first so you can edit and spellcheck them.



Sample application form answers

On these pages are some excerpts from successful application forms. Note how the applicants tell factual, evidenced-based stories and, where possible, use numbers to back up their case.

CAREER MOTIVATION

Why did you choose the specific business area to which you have applied?

Why do you think you will succeed in this area?

The fast-paced working environment and my enthusiasm for markets make Sales and Trading a natural choice for me. My enthusiasm comes from seeing how major events change the financial landscape, e.g. record low 10 year gilt yields after Brexit. Being in markets would put me in the middle of the information flow of the financial world.

The challenge of each day would fuel my competitive streak. Pushing myself constantly to improve is part of my nature – whether in sport, education, or work. For example, I was the first person from my school to get into Cambridge for a decade.

The strong quantitative skills that I am acquiring through a rigorous maths degree would be invaluable on the trading floor. An understanding of the models would aid me in making the quick decisions required. I have strong teamwork skills, having been part of various sports teams including being captain of my college hockey team.

TEAMWORK

Tell us about a time you worked in a team.

As an intern at Nageem economic consultancy for six weeks in summer 2016 I worked in a team of four, headed up by a senior partner. In one project for a German Bank we were asked to analyse trends in the pharmaceutical sector. My role was to research two FTSE companies. I set up meetings with and interviewed investors and senior executives, communicating this information back to my team in weekly presentations. I revised my analysis according to feedback from other team members. The project was completed two days ahead of schedule. My research was incorporated into the final report for our client, who has since commissioned Nageem for further projects. During my last week, I chose to work longer hours to correct errors I had found in the contact database, to write a "quick guide" for interns and to help cover for one of the team who was ill.

INFLUENCING, COMMUNICATION AND WORKING WITH OTHERS

Describe how you achieved a goal through influencing the actions or opinions of others (perhaps in a team context). What were the circumstances? What did you do to make a difference? How do you know the results were satisfactory?

In my capacity as president I worked with my student committee to develop the boat club by recruiting and training new members, fielding competitive crews and investing in new equipment. I fostered a team spirit by working with the committee to devise a strategic plan with clear short and long-term objectives. I met regularly with the committee to provide encouragement, to discuss their concerns and to share my own experiences. I also secured expert advice from other coaches to help us devise a tailored training plan for a student with physical disabilities. Teaching the student to row was a difficult but rewarding challenge. With the help of a team of five, I planned and hosted a 'beer + pizza' fundraising event for 60+ guests. I also successfully pitched a proposal for a loan of £1,500 to purchase three rowing machines at a meeting of the college's students union.

I used my personal rapport with the college's porters, catering and bar staff to improve the club's relationship with the college. I consulted with them as part of the preparations for the club's termly dinners and negotiated compromises that were beneficial to both the college and the students.

PLANNING AND DELIVERY OF WORK

Describe a challenging project, activity or event which you have planned and taken through to a conclusion. Include your objective, what you did, any changes you made to your plan and state how you measured your success.

Since the beginning of my fourth year I have been head of the sponsorship committee for the Cambridge International Student Film Festival. The aim was to double the scale of the festival, in terms of number of applicants to the awards, audience numbers, and the overall profile of the festival. As head of the sponsorship committee it was up to me to source the funding from appropriate sponsors, to enable this. Initially, the committee targeted a wide range of industries, but when it became clear that film related companies were by far the most likely to provide sponsorship, I reallocated members of the team to focus specifically on them. With persistent calling, emailing and persuasion I gained six sponsors, such as the BFI. Personally, this project was a major success because I developed my skills in people management, particularly through having to motivate team members to persist with cold calling. I also gained invaluable experience of the meticulous planning and strategising necessary to organise such a large event. However, the most tangible measures of my success were the £16,700 raised, and the smooth running of an effectively budgeted festival, with over 2100 attendees.

ANALYSIS AND USE OF INFORMATION

Describe a time when you have had to assess and interpret information to identify issues or problems. State how you decided on the critical issues, what you did and what your solution was.

For five weeks, I interned in the International Arbitration department of a Moscow-based law firm. I was tasked with finding precedent cases to support arguments the lawyers wanted to use in cases and deals. Further, I carried out administrative tasks – from organising a lecture to preparing bundles of authorities for court. I also translated legal documents from Russian to English.

To research cases I used online legal databases and paper filing systems to source precedents. I used practitioners' textbooks to find practical points that would be useful in the course of cases. To translate, I applied language skills which I had developed both at school and during my year abroad, and I compiled a record of technical vocabulary as I went.

My translations as well as my research into complex precedent cases and rules facilitated the progress of cases spanning several national jurisdictions. On one occasion, my research resulted in finding a case that was used to clarify the central issue in an important deal. This contributed materially to the successful sale of a large property.

HOBBIES, ACTIVITIES AND INTERESTS

Please provide details relating to your hobbies, activities and interests. Also include any additional information you think is relevant to your application, including positions of responsibility, membership of any student or other organizations, travel experience or scholarships.

At school I was in charge of the Maths Outreach Programme, which involved leading a group of tutors to help younger students who were struggling with their maths work. I recruited 16 tutors, the highest ever number, which meant that we were able to support 40 students. We met regularly to discuss ideas for teaching complex maths problems. This experience has improved my communication and leadership skills, which would be invaluable at [name of firm].

I have a passion for learning languages, having taught myself conversational Welsh from scratch, and I would be glad to learn a new language if I were to work in a different country. This makes me versatile, happy to move to suit the firm's needs.

For three years, I have been a member of my local roller-skiing club, which I helped to co-found. We sourced a coach and persuaded him to come up from London to run four free taster sessions, so that we could generate interest in the sport and bring in new members. We are now up to 25, and our club recently took part in a long-distance event at Eton Dorney race track. I came first in my age group.

Personal statements for Masters courses

Statements for postgraduate study vary widely from course to course, university to university, country to country. You need a different statement for each postgraduate application.

It's essential to do your research into what's required on a case-by-case basis. Most institutions give advice to applicants on their websites.

Some courses, e.g. 1+3 PhD programmes, ask for a research proposal, which is not the same thing as a personal statement. Check out the Careers Service website for advice on such applications.

Changing direction?

Lots of people use the opportunity of postgraduate study to change direction and switch to a different field. If you are doing this, you need to explain that transition by, as far as possible, showing it as a logical evolution:

- What skills or knowledge from your previous academic study will be helpful for this course?
- Why are you changing field?
- How does this transition – and hence this specific course – fit with your career plans?



Reality check

Getting a place on a Masters course isn't just about having the top grades. Admissions tutors will also want to see that you have the right mindset for postgraduate study:

- They will be interested in your specific subject knowledge and skills, but admissions tutors will look at these in the context of your broader academic/scientific skills, e.g. critical analysis, independent thinking, time and information management, written communication.
- Tutors will also want to know why you think that postgraduate study is the right career decision for you.

Personal statements for jobs

Statements in support of job applications are effectively cover letters that aren't addressed to anyone – i.e. you can omit formalities like addresses, names, etc.

Unless there are specific instructions about length, you should aim to write roughly one page (350-500 words or so).

You can organise your content by using a similar structure to a cover letter (see pages 62-63), and you should aim to write with the same sort of impact (see pages 58-61).

Introduction

Set out what you are applying for, as well as the 'headlines' from your argument about what makes you a good candidate for this course, and introduce the structure of what is to follow.

Discussion

Personal statements typically answer the following questions:

1. Why do you want to study this specific course at this specific university?
2. How does this course fit your skill set?
3. What makes you stand out from the other applicants? e.g. work experience, membership of societies, published or presented papers, awards or prizes
4. Who or what have been your main academic influences, and why?
5. How does this course fit with your career plans?
6. What else can you contribute to the department/university?

It can help when you start drafting your statement to have a cynical reader in mind. Imagine that you have to win over a sceptic who thinks that you're applying to do a Masters simply as an excuse to stay at university for a little longer and to put off choosing a career. How are you going to convince them that your reasons are better than that?

Conclusion

Sum up your main points and reiterate why you want to study this particular course, at this particular university.



Top tip

A personal statement should 'feel' academic, i.e. a factual document with an introduction, a well-structured discussion backed up by evidence, and a clear conclusion.



Writing tips

- Use short sentences: 25-30 words is a rough maximum. Show that you can express your ideas with clarity and precision.
- Treat academic and scientific jargon with caution. Not all readers will be admissions tutors, and not all admissions tutors will be experts on your subject – don't alienate them with unfamiliar language.
- It's OK to use headings as a way to break the statement up into sections, e.g. 'Why [course name]?' 'Why [university name]?', 'Academic credentials', 'Career aspirations'.
- Use a factual, causal sentence structure: **statement + evidence**

'My plan to study Public Health stems from my research into how long-term mental health conditions affect patients' personalities, which I carried out for one of my third-year modules. This interest came from my voluntary work last summer with the charity Mind, where I provided home support for people with long-term depressive illness.'

Three common mistakes to avoid

1. Clichés – e.g. 'I have always wanted to study [subject]' or 'My passion for [subject] goes all the way back to my childhood...'
2. Impersonal statements about your subject – e.g. 'Climate change is the most pressing issue for contemporary society' or 'History is key to understanding the big questions of the present'.
3. Generic phrases about the university or course – e.g. 'I was inspired by [the course's] world-famous teaching staff and the first-rate facilities available' or 'The reputation of [the university] for cutting-edge scientific advances is my chief motivation for applying...'

Sample personal statements for Masters courses

Word limit for this application: 500 max

**MSC IN SCIENCE AND COMMUNICATION
IMPERIAL COLLEGE LONDON**

After three years studying for a Natural Sciences degree, I have come to realise that advances in scientific research require both effective communication and informed policy making if they are to have a meaningful impact on society. For example, Cancer Research UK estimate that 40% of UK cancers could be prevented by lifestyle changes but, in practice, translating this knowledge into positive lifestyle changes in the general public has proved very hard to achieve. Similarly, Professor Dame Sally Davies (Chief Medical Officer for England) has recently focused her attention on reducing alcohol intake but, thus far, has had little success because the public simply aren't listening. This contrasts with her message during the Ebola epidemic, when new travel restrictions and compulsory temperature checks for all passengers arriving from West Africa were accepted with good grace by the public, as there was an understanding of the dangers Ebola posed to the UK. These examples illustrate how science can be communicated either well or badly, and that the long-term success of a scientific intervention can often depend upon an effective communication strategy. I am keen to learn how and why science communication succeeds, with an interest in making my long-term career in scientifically informed global policy.

To date, I have been trained as a traditional laboratory scientist. This has involved me in: writing a 35 page report on my 3rd year lab project, preparing an academic paper for publication, and writing a 'science access' article which was published online on The Company of Biologists' website, 'The Node', and in the British Society for Developmental Biologists' annual newsletter. Outside of the laboratory, I have presented a 5 minute slot on 'engaging science' within my hour-long weekly radio show on Cam FM, and have written articles for the science section of the student newspaper. I have enthusiastically embraced these opportunities during my undergraduate years, as I enjoy the marriage between science and creativity that communicating science requires. Attending the Radio Independents Group event "Good Science: Great Radio" in 2015 further fostered my interest in science on the radio; it was a great source of inspiration and led me to train and to pass a course on the technical skills required to present a solo radio show.

These recent experiences have drawn me to the MSc in Science Communication at Imperial College London. I want to learn about how to communicate effectively over a range of media, and to gain real life experience in the science communication industry. This would enable me to acquire the skills, the confidence, and the experience to enter the field as a professional science communicator. The current long-term focus of my interest is to become involved in the creation of effective policy in the context of both international development and global health.

Summarises in one sentence her motivation for studying this course

Emphasises the communication aspects of her laboratory training and makes good use of extra-curricular experiences to demonstrate genuine enthusiasm

Avoids glib statement of career aims, instead explaining how science communication forms part of a bigger career plan

**MPHIL IN EUROPEAN LITERATURE & CULTURE
UNIVERSITY OF CAMBRIDGE**

The MPhil in European Literature & Culture is especially attractive to me because, as a taught course, it is expressly geared towards providing the core critical and theoretical tools needed for detailed study of particular elements in European literature, and towards their application in a specific research project. It builds directly on the twentieth-century paper that I undertook in my final year: there, I was struck by the consequences of postmodern theory; the self-deconstructing, self-betraying nature of language, and how this decentres our notions of truth. I am fascinated by the application of this theory to gender and sexuality, and the ways that this has problematised our conceptions of sex, gender, and desire. Having looked into constructions of 'femininities' in 1980s German-language women's writing (Christa Wolf's *Cassandra and Medea*; Elfriede Jelinek's *The Piano Teacher*), I want to look now at depictions of male identity, both through the eyes of male and female authors, and issues of alternatively gendered roles (e.g. *Lightning out of a Blue Sky*). In the longer term, I intend to pursue a career in academia, in a teaching role, because I believe that it is still critical to teach students how to explore and question so many of our powerful cultural and psychological norms.

The taught framework of the MPhil provides maximum opportunity to develop my academic interests. The core course on Critical Theory provides an overview of, amongst others, the philosophy of Jacques Derrida, feminism, and queer theory – all of which relate directly to my proposed dissertation. Of the optional courses, I intend to take 'Text & Society in Renaissance Europe', which, although less modern, deals none the less with fundamental gender issues (e.g. the *querelle des femmes* and women's writing about the Reformation). I will also study 'Memory & Subjectivity in the German Novel', looking at constructions of narrative using theories from the course (e.g. Freud, gender theory). My course options thus provide a broad-base knowledge which leads into my proposed dissertation: I will question the function of gender as defining a distinctive subjectivity in the work of modernist authors such as Franz Kafka and Thomas Mann. In *Gender Trouble*, Judith Butler suggests that the concept of true, biological sex is a cultural myth, and that repeated gender acts can clash with, as well as affirm, gender identity. Where can similar patterns be seen in the modernist literary canon, so frequently a site of conflicted, fractured psychologies? When biology itself starts to break down, what is left of once-comforting ideals such as the neat binary of man and woman? Where, in other words, is the body in all this rethinking, reshaping, and refiguring?

My undergraduate degree provided solid training in how to go about an individual research project and how to keep sight of the primary text when secondary sources are used. My year-abroad dissertation focused on Martin Luther: not on his theology per se, but on his vernacular translations of the Psalms and on the way that he served, for his followers, as a guarantor and something approaching a co-author of the biblical text. In my optional papers, spanning from the Renaissance all the way to the modern day, I always tried to contextualise my understanding of chosen texts by reading widely in the historical and theoretical background. Moreover, I worked for a few weeks in the Faculty Library at the end of my final year, so I have useful knowledge of the collection and how to access it.

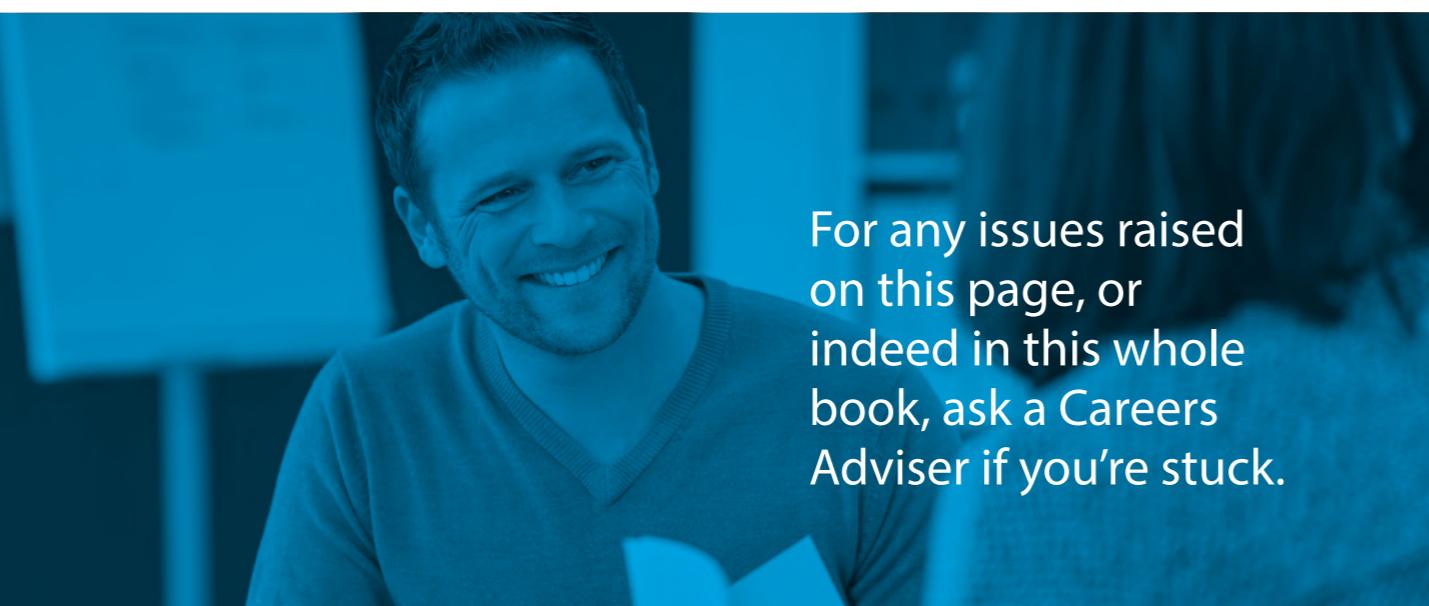
Both in terms of content and structure, the MPhil in European Literature & Culture is the right next step for me, as a bridge from my undergraduate degree towards a PhD that brings German modernism together with contemporary gender theory.

Succinctly sets out reasons for choosing this course, intellectual aims, and career aspirations

Leaves just enough space for a proper conclusion

Not sure how to talk about...

Disability	Tricky issues
<p>There is no 'one size fits all' approach. Some disabilities have no impact on careers at all, meaning that no additional planning is needed. For others, a greater degree of discussion or planning may be beneficial. Whatever your situation, we can work with and advise you to help make the transition into the workplace as smooth as possible.</p> <p>Detailed advice can be found on our website: www.careers.cam.ac.uk/Disability/index.asp.</p>	<p>Your application is part of your contract of employment, and for that reason it must be truthful. False information given at application stage could provide an employer with legitimate grounds to fire you, and employers do often check the details of what applicants say about themselves. Having said that, there is such a thing as too much honesty: don't dwell on perceived negatives; accentuate the positive side.</p>
Disappointing results	Gaps and breaks
<ul style="list-style-type: none"> If you have better subsequent results, then just put those. You could specify, alongside your overall grade, papers or options where your results were better. Put more emphasis on other achievements and work experience. Does 'Education' have to be the first section on the CV? If you exclude grades completely, the reader will probably assume the worst. More advice can be found on the Careers Service website (search under 'D' in the 'Website A-Z'). 	<p>The best approach is usually a simple statement, with a positive slant where appropriate. For example:</p> <ul style="list-style-type: none"> Glandular fever, now fully recovered Intermittent for health reasons (2 terms) Career break (12 months): travelling in South East Asia Full-time carer for family member Parental leave (6 months) 3 months' full-time job-hunting



For any issues raised on this page, or indeed in this whole book, ask a Careers Adviser if you're stuck.

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Accenture
 Alfa Financial Software Ltd
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 Analysys Mason
 Ashurst LLP
 AstraZeneca Ltd
 Baillie Gifford
 Bain & Company Inc
 Bain Capital Credit
 Baker McKenzie
 Bank of America Merrill Lynch
 Barclays Banking
 Barclays UK and Corporate Banking
 Berwin Leighton Paisner LLP
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 BP plc
 BP plc (Integrated Supply and Trading)
 Bristows LLP
 Capital One
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 Cleary Gottlieb Steen & Hamilton LLP
 Clifford Chance
 Clyde & Co
 CMS
 Cooley (UK) LLP
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 EY
 Farrer & Co
 FDM Group
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 Goldman Sachs International
 G's Fresh Ltd
 GSA Capital Partners LLP
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 J.P. Morgan
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 John Swire & Sons Ltd
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 Jones Day
 Kirkland & Ellis International LLP
 KPMG
 Kraft Heinz
 L.E.K. Consulting LLP
 Lazard
 Linklaters LLP
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 Metaswitch Networks
 Milbank, Tweed, Hadley & McCloy
 Morgan Stanley & Co International plc
 Nomura
 Norton Rose Fulbright LLP
 OC&C Strategy Consultants
 Oliver Wyman
 Optiver Holding BV
 Orrick, Herrington & Sutcliffe LLP
 Parthenon-EY
 Paul Hastings (Europe) LLP
 Pinsent Masons LLP



UNIVERSITY OF
CAMBRIDGE

A blurred background image showing three students in a classroom. On the left, a student with long dark hair is seen from behind, wearing a pink patterned top. In the center, another student with long dark hair is facing away from the camera. On the right, a male student is partially visible, looking towards the camera. The background shows a window with a grid pattern and a white wall.

www.careers.cam.ac.uk