

## Applicant Guidance Document

Thank you for your interest in the PGR Student Partnership role within the *Decolonising Training Project*. The purpose of this document is to provide guidance on completing the short online application form which can be accessed [here](#) – please note the deadline for applications is **Thursday 5th May 2022 at midnight GMT**.

The application form is designed to find out more about your *interest* and *motivation* for working in this area as well as looking for examples of three of the core competencies:

- **Communication,**
- **Planning and Organising and**
- **Problem Solving and Decision-Making Skills**

We are looking for student partners who are interested in inclusive training and partnership work, interest and enthusiasm for this work is more important than previous experience in this area.

## Completing the online application form

1. Before completing the online application form, we suggest you read all the documents relating to this project and student partner role:
  - I. Student Partner Agreement and Role Information Document
  - II. Values and Principles Document and
  - III. Student Partner Role Profile – which includes a person specification
2. The online application form is in Microsoft Forms and does not allow you to save your responses and come back to complete the form. We would suggest you reflect on the questions on the form in advance and prepare your draft responses in word first. This will allow you to check for typos and to ensure you are within the 300-word count limit.
3. Questions 1-6 on the form relate to your personal details and whether you are available to undertake the partnership work over the summer period.
4. Question 7 is designed to help us understand your interest and motivation for work in this area.

7. Why are you interested in applying for this Student Partner role? (300 words max.) \*

Enter your answer

5. Question 8 is designed to find out more about what you see as the benefits/value of student and staff collaborations. Consider the Student Role Profile and person specification when describing why you are a suitable candidate for the project.

8. What do you see as the value in student staff collaboration, and why are you a suitable candidate to work on this project? (300 words max.)

*Please note, it is not essential to have experience of student-staff partnership work before. We are interested in any experience of activities you may have engaged with through previous study, work experience and voluntary activities which would be relevant to this role. \**

Enter your answer

6. Questions 9, 10 and 11 are **competency-based questions**. These are designed to find out more about your skills and behaviours. For each competency we are looking for **one** specific example based on previous experience which shows not only **what you did but how you did it**. You can use examples from across the breadth of your experience – education, work experience, and other activities including volunteering, for example you might have considerable domestic responsibilities or might organise social or community activities in your spare time.
7. When answering the competency-based questions, we recommend using the **STAR** technique to help you structure your statements. It will also help you to break down the writing of a 300-word example into four manageable chunks. Most of your 300 words need to go on the A (action) and the R (results) parts of your example,

**STAR** stands for:

**Situation:**

This sets up your example and provides the context for the actions you are going to describe. It can include your job role, the circumstances, the resources available, the context, and your responsibilities. It needs to be fairly short.

**Task:**

This is where you describe the task you needed to do to meet the objectives.

**Action:**

This is where you will describe what **you** actually did in response to the situation and task. This is the most important part as you are describing the actions that demonstrate the competency. Most of your 300 words should be used here.

**Result:**

At the end of the statement, you will need to explain what the outcome of your actions, what did and why they were successful. If it wasn't successful as it could have been you can explain what lessons you learned, what you might do differently in the future. The statement needs to be about you and what you did therefore you should include lots of "I" statements and less we did this, the team did that etc.

Re-read your competency statement and replace any passive verbs or sentences with active ones. Active verbs provide additional impact and include words like planned, developed, researched, Recommended. To help you prepare your STAR responses the competency questions are listed below:

9. Please provide an example of the following core competencies for this partnership role:

**Communication**

- Good verbal communication skills able to adapt communication style to work with variety of people in different situations.
- Able to articulate feedback clearly and persuasively to influence positive outcomes

\*

Enter your answer

10. Please provide an example of the following core competencies for this partnership role:

**Planning and Organising**

- Effective time-management skills and the ability to prioritise workload, keeping to agreed deadlines.

\*

Enter your answer

11. Please provide an example of the following core competencies for this partnership role:

**Problem Solving and Decision-Making Skills**

- Able to analyse situations, diagnose problems and identify key issues and establish alternatives in the spirit of continuous improvement

\*

Enter your answer

Submit

8. The Doctoral College Careers Consultants, Rana Marrington and Emma Francis are happy to discuss your application and techniques such as the STAR technique – please email [rdp@surrey.ac.uk](mailto:rdp@surrey.ac.uk) if you would like to book a careers 121 or book on Surrey Pathfinder [here](#)