|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **1 - Requires significant development - *Unsatisfactory*** | **2 -** | **3 - Good** |  |
| **Introduction** | ☐Does not inform why student is writing  ☐Includes **irrelevant** information  ☐Too much depth provided for introduction | ☐Informs **why** student is writing  ☐Explains where the job was advertised/ how student heard about the position  ☐Mentions **relevant** [**skills**](http://www2.le.ac.uk/offices/careers-new/information-for-students/gain-experience/what-are-transferable-skills) **and motivation**~~s~~ | ☐Introduction engages the employer  ☐Introduction to key skills and relevant experience  ☐concisely **highlights** student's own motivation encompassing essence of role/firm  ☐logically structured |  |
| **Motivations** | ☐No (or very few) motivational reasons  ☐Information is generic, can be applicable to any job/course/sector/institution | ☐Demonstrates **research**  ☐Gives **reasons** why applying for role and to the firm (company, institution) | ☐Demonstrates research & understanding which is aligned to company/institution, role/course, sector  ☐Demonstrates **understanding** of role/course, company/institution ethos, values, ambitions |  |
| **Capabilities** | ☐Irrelevant skills  ☐Skills simply stated - with no evidence  ☐No examples provided as evidence | ☐Relevant [**skills**](http://www2.le.ac.uk/offices/careers-new/information-for-students/gain-experience/what-are-transferable-skills), knowledge mentioned  ☐**Examples** are provided to demonstrate evidence of suitability for the job  ☐ **Highlights key skills, knowledge and experience** | ☐**Tailored** to job descriptions /person specification  ☐Skills articulated in relation to how they will be utilised in the role  ☐Good use of examples linking clearly to the job and skills required  ☐Strong & recent examples with the impact achieved |  |
| **Ending / Conclusion** | ☐Abrupt ending  ☐Incorrect sign off | ☐Brief summary  ☐Good sign off | ☐Good summary  ☐Good final impression demonstrating positivity |  |
|  | Take off **up to four points** : | **Up to 2** extra points for the following: | Up to **4** extra points for the following: |  |
| **Writing Style** | ☐Lots of structure, spelling or grammatical **errors**  ☐Paragraphs are too long or too short  ☐Illogical structure  ☐Key points not addressed ☐**Negative** connotation statements included! | ☐Very few spelling or grammar errors, correct use of language, written positively  ☐**Paragraphs**, of a suitable length  ☐Good **structure** to the letter including all **key information**  ☐ Key points clearly highlighted | ☐ Excellent level of English - **beautifully written**.  ☐ Language is consistently **achievement focussed**  ☐**Examples** are engaging  ☐Information is **concise yet persuasive and positive** |  |
| **Score**  **/20** |

*Source: adapted from a University Of Leicester Career Development Service document.*