



WHAT IS A COVER LETTER?

PURPOSE

- Your cover letter introduces your application, why you are applying as well as linking relevant skills and experience on your CV to the job requirements.
- Demonstrates that you have a strong interest in the role (Do your research and explain why the role appeals to you).
- Includes a statement that you have addressed the specific selection criteria in the Online application.
- Demonstrates your Excellent Written Communication Skills – your letter should be written using professional language and structured paragraphs. Proofread your letter for spelling and grammatical errors.

TIPS

- The primary emphasis should be on what you could contribute to the role.
- Keep it concise.
- Ensure your name, address, phone number and email address are included on the letter.
- Be clear about which job you are applying for by referring to the job title and vacancy number listed in the job advertisement.
- Use a professional font (eg, Times New Roman, Georgia or Arial – nothing too ornate or difficult to read) and keep your formatting consistent with your other application documents.
- Send your cover letter as an attachment.
- Keep the information in your CV and cover letter consistent – your cover letter should not introduce experience that you have not listed in your CV.





ADDRESSING THE SELECTION CRITERIA

SOME IMPORTANT STEPS TO CONSIDER WHEN WRITING RESPONSES TO THE SELECTION CRITERIA

1. Start each response with a positive claim, then expand on your skills and give a good example with a successful result.
 2. Avoid using the same example twice.
 3. Give concrete examples rather than talking about what you generally do.
 4. Avoid phrases like “I am required to ...” say instead “I do...”
 5. Don’t say “I would...” say “I did...”
 6. You have to prove you are the best. Sell yourself. Assume every other applicant can do the job.
- **Experience** in administration of student results
 - A broad **understanding** of the role of the University.
- Take care to note what are being asked about - experience, skills, ability, understanding are the main ones. In relation to skills, note whether you are being asked about ‘demonstrated’ or ‘proven’ skills, or just ‘the ability to’ perform a certain task.

RESPONDING TO DIFFERENT TYPES OF CRITERIA

Different types of selection criteria lend themselves to different approaches.

Skills or ability criteria

The most common type of selection criteria relate to skills or abilities.

PREPARING RESPONSES

- Selection criteria may relate to various aspects including skills, abilities, experience, qualifications, though the most common tend to be about skills and abilities.
- Some examples include:
- A tertiary **qualification** in media or related field
 - **Demonstrated skills** in presenting to students
 - **Ability to** liaise effectively with people from a range of cultural backgrounds
- Key to the approach is to give examples of when you have demonstrated the skill or ability.
- A typical response might consist of 2 or 3 examples, though a single substantial example might be used when it covers all aspects of the criterion.

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- Use examples from a range of experiences and contexts throughout your responses – these examples can be taken from your work, study or extra-curricular activities.
- A useful framework for responses for skills criteria is the STAR model:
 - **S – situation:** set up the context – where, when, who?
 - **T – task :** what specifically was the task/challenge?
 - **A – action:** what did you do to get the task done?
 - **R – result:** what was the outcome?
- It is effective to provide an introductory statement which flags elements of the skill area which you will be discussing.
- A combination of dot points and prose can be used. For example, if giving a number of examples, you might use dot points to list the examples.

Experience criteria

- With experience criteria, the more experience the stronger the response, so give the full picture of your experience rather than just examples.
- List the particular experiences and then give some detail of what you did.
- Include any information which indicates that you performed well



Understanding or awareness criteria

- Provide a summary of the issue or topic and some specifics to demonstrate or illustrate your understanding.
- Indicate how/where you acquired your knowledge.