UNIVERSITY OF LEEDS

Student Education and Experience

Top Tips for applying to the Student Education and Experience Directorate at the University of Leeds

Contents

Introduction 2
Preparing an Application 4
Research 4
University of Leeds Strategy 2020-2030 4
Student Education Strategy 2020-2030 4
Digital Transformation Strategy 2020-2030 4
Review Candidate Brief 4
Self-reflection 4
STAR Method 5
Situation 5
Task 5
Action 5
Result 5
Top Tips for using the STAR Method 5
Shortlisting Insight 6
Conclusion 6

Introduction

Welcome to the University of Leeds and our Top Tips for Applications. We hope that you find this short guide a useful insight into applying for Student Education and Experience (SEE) roles at the University of Leeds.

Student Education and Experience covers the following administrative areas:

Assessment deals with monitoring and administration for exams and other types of assessment such as essays, dissertations, presentations and other coursework, ensuring student records are correct.

Programme Support maintains student records, supports the coordination of activities such as registration, module enrolment, attendance monitoring and manages student enquiries.

Student Support advises students on processes relating to their personal circumstances, meets with students to offer 1:1 support, guidance and to signposts to relevant University services. Supports engagement activities with students, for example student representatives and student/ staff forums.

Student Information Service is a front-line team, supporting all students and Post Graduate Researchers, face to face at our on-campus information points, via a telephone helpline, and through email.

Timetabling communicates with academic and administrative colleagues to build the timetable, allocating students and staff to teaching spaces, investigates and resolves clashes and deals with ad hoc room bookings.

Postgraduate researcher support is based in the Leeds Doctoral College and provides support to Post Graduate Researchers from application stage through to graduation.

Admissions receives, makes decisions on and processes applications for courses at both Undergraduate and Postgraduate level. We focus strongly on applicant experience from receipt of application through to the confirmation of results

Quality Assurance & Enhancement includes supporting the development and management of the curriculum and taught programme portfolio, delivering review processes to ensure the quality of provision, supporting School and institutional committees and groups tasked with oversight of Student Education and ensuring processes for maintaining academic standards.

Curriculum Records maintains the University's Module and Programme database, web catalogues and Banner, ensuring data quality standards are maintained, monitors and manages curriculum enquiries.

Placements
Working with academic, administrative, external placement providers, the placements team ensure students are allocated onto placements across a number of programmes across multiple Universities.
Ensure that students are allocated the appropriate practice placements and record all their practice experiences on the student placement information database.
The placement team is a vital link between students and the placement areas within the healthcare community and work in partnership with University tutors and healthcare professionals working across Leeds.

You apply to work at the University of Leeds via an online application which can be accessed via our Vacancy website: https://jobs.leeds.ac.uk/vacancies.aspx. The University categorises its roles into Grades, as a general principle Grades 3-5 are administrative roles, Grade 6 are Team Leader roles and Grade 7+ are managerial professional roles. Generally, roles that are Grades 3-6 will be located within the 'Administrative and Clerical Support' section of our vacancy website. Roles that are Grades 7 and above will be located in our 'Professional & Managerial' section.

Preparing an Application

Research

It is recommended that you research the University of Leeds and Student Education and Experience if you intend to apply for a role with us. The following links are helpful places to start:

University of Leeds Strategy 2020-2030

The University Strategy for the next decade is a values-driven vision designed to harness expertise in research and education to help shape a better future for humanity, working through collaboration to tackle inequalities, benefit society and drive change.

Student Education Strategy 2020-2030

Student Education forms a specific aspect of the overall University Strategy. The vision of the Student Education Strategy (which our SEE team works to support) is to provide a transformative, research-based education experience for students from diverse backgrounds, who develop the knowledge and skills they need to succeed and make a positive impact in the world.

Digital Transformation Strategy 2020-2030

Digital Transformation forms a specific aspect of the overall University Strategy. The vision of the Digital Transformation strategy is to use digital technologies, data and digital approaches effectively, creatively, innovatively and in a research-informed way to enhance our students' learning and experience, to provide and enrich learning opportunities for individuals globally, to enhance our research activity and impact to tackle global challenges, and to improve the University's processes, infrastructure and physical estate.

Review Candidate Brief

The Candidate Brief will provide you with key insights into the role and what we are looking for in an applicant. Take the time to read this carefully and think about how you can link your experiences to the key attributes of the role. Also included within the Candidate Brief are the main duties and responsibilities and qualifications and skills needed. You can use the Candidate Brief to ascertain whether you would be a suitable candidate for the role and to help you prepare for the application and interview. Please make sure that you meet Right to work requirements, information regarding this can be found on the gov.uk website.

Self-reflection

It is important to reflect on your previous skills and experiences and draw upon these throughout the recruitment process. As highlighted above, there are a wide variety of functional roles within SEE and it is important to think about where your skills and experience are best suited. For example, a role in Student Support tends to require strong resilience skills and an ability to manage emotionally complex situations. However, a role in Assessment tends to rely on skills such as excellent attention to detail and strong numeracy. Understanding these differences is key to ensuring you find the best fit for you.

STAR Method

We recommend using the STAR method within your application and if successful, interview stage. It helps the shortlister or panel member to assess the qualities and experiences you have and how these link to the role and key attributes we are looking for. Our applications are marked on an example basis; we like to see you use examples to show you meet the particular criteria we are looking for. Never assume that we have prior knowledge so explain what you did and the impact. The STAR method will help you to do this.

Situation

You need to explain the situation that you were in. Ideally this should be a short description, it could be 'whilst working in X role…'

Task

Briefly explain what task you undertook, what you specifically did and how you met the criteria for success. Focus on your own role if you are explaining a task that you worked in as part of a group.

Action

You need to let the shortlister or panel member know what actions you took, explain the following:

- What you did
- Why you did it
- How you did it
- Which skills you used

Result

This is the part where you explain what happened as a result of your actions and the impact that you had. You can explain the following:

- What happened as a result of the action you took?
- What did you learn?
- What would you do differently or improve?
- What impact did the result have on the team task?

Top Tips for using the STAR Method

Here are some top tips that you can use for the STAR Method:

- Use an example that is relevant. We prefer up to date examples where possible
- Describe the group task but focus on your actions
- Make sure the task and action are as related to the candidate brief as possible
- In the action part of the example, cover the skills and qualities that are being sought after
- Try to use an example with a positive outcome
- Be concise

Shortlisting Insight

Here are some top tips from members of staff who have shortlisted roles:

"As detailed above make sure you use the STAR method in your answers and examples"

"You can use examples from all walks of life, it doesn't have to be an example from a related role and could even be from any courses that you have taken. As long as it demonstrates that you meet the criteria – use it!"

"Never assume we know what you are describing, be clear but concise and try not to use jargon."

"We can only judge you by the information you provide, never assume prior knowledge and don't forget to use all the experiences you have"

"Don't fall into the trap of just talking about a team's actions and successes, make it clear what YOU did to contribute to the task. Take ownership for the work you do and your experiences"

"Think about the role and if it is what you are looking for. Check that the values of the University and Student Education and Experience match your own"

"Add as many different examples as you can, making sure you make it clear what value you added and what you learnt"

"Make sure your answers and examples link to the question/criteria that you are being asked"

Conclusion

We hope that this has been a useful guide to applying for roles at the University of Leeds. We wish you all the success and look forward to your becoming a part of the team.

If you have any further questions regarding the role, please refer to the contact for the vacancy. For all other general enquiries please contact Human Resources at HR@leeds.ac.uk