

Addressing Selection Criteria

Selection criteria are used by the public sector and some organisations to short-list applicants for interviews. They are typically a summary of the key requirements of a position and are a chance for the applicant to match their skills and experience to the requirements specified by the employer. The employer determines standards for each selection criterion and applicants are ranked according to how closely they meet the selection criteria in comparison to the standards. You must satisfactorily address each selection criterion to be considered for an interview.

This information sheet provides some general guidelines about how to address selection criteria, however, it is most important to follow the information provided in the job advertisement to see what the employer is specifically asking for.

Key Selection Criteria Terms

Selection criteria may be categorised as essential or desirable.

- **Essential criteria** are considered to be mandatory.
- **Desirable criteria** are those considered to be important but not essential.

Always address every criterion. Even if you don't have the direct experience being asked for, make an attempt to draw the skills they are looking for from an area of your life experience, or at least show you are keen and have the ability to learn the required skills.

The major types of selection criteria may relate to:

- **Qualifications** – educational and professional.
- **Experience** – direct involvement in an area.
- **Knowledge, understanding** – theory, application and implications.
- **Skills** – provide details of competency and proficiency.
- **Abilities** – expertise you have developed and your potential to develop skills.

Skills may be required at different levels, including *excellent, highly developed, demonstrated, and ability to develop*. The table below shows the type of wording typically used indicating the level sought for that criterion.

General knowledge/ Awareness of	A basic understanding
Knowledge of	Familiarity gained from experience
Sound knowledge of	A good working knowledge, specific application
Thorough knowledge of	A comprehensive grasp of information and application
Demonstrated ability	Provide specific examples of performing the function
Ability to rapidly acquire	Prove you have the capacity to learn

Requirements

- Individually address each criterion under a separate heading - the heading should be the selection criterion wording.
- Unless specified otherwise, each response should be X to 1 page in length.
- Carefully read each selection criterion. Break down each criterion into parts and address each aspect thoroughly.
- Be aware of key expressions and levels required in each criterion. See the table at left for more information about criterion levels.
- Use relevant academic, employment, social, committee participation, voluntary work, or hobby examples to support your claim to meet the criterion.
- Use the STAR (L) formula (details on next page) to compose your answers, and where possible, substantiate your examples with indicators of how well you did them. This might include results, comments, extended contracts, happy customers, etc.
- In your response to the selection criteria do not refer the reader to information in your resume. Your response to a selection criterion will be building on the information in your resume and giving a fuller picture of your skills and experience.
- Ensure that your application is written clearly and concisely, that it is grammatically correct, and free of spelling errors.
- Use active rather than passive verbs – e.g. "I managed...." rather than "I was responsible for...."

Addressing Selection Criteria Guide Nursing

**John P Uselton, Patricia Kienle, Lee B.
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the why to use animals in therapy as well as the how Covers the use of animal assisted therapy with different special populations and to treat different disorders Assuring Continuous Compliance with Joint Commission Standards John P Uselton, Patricia Kienle, Lee B. Murdaugh, 2010-05-05 In today's complex and rapidly changing world of compliance you can't afford to be left behind The 8th Edition of Assuring Continuous Compliance with Joint Commission Standards A Pharmacy Guide can help keep you up to speed It's the only book to cover all the latest major accreditation standards including the Joint Commission Inside You'll find Updated chapters on the Joint Commission's survey process and National Patient Safety Goals such as Medication Management standards which includes new icons to identify performance elements that require documentation A new chapter on the NIAHO DNV survey process and standards Updated chapters on CMS medication related regulations including key medication issues as well as HFAP standards The 8th Edition includes the new numbering system and most current text revised examples of forms and documents and an expanded more complete index for easier search capabilities What's more the authors put this latest data into context with compliance strategies you can use in your everyday practice Even More Easy to Use Hands On Tools This unique guide includes a companion CD with more than 50 example forms and documents you can easily customize and put to use at your organization By completing the Yes No checklists for each Element of Performance you'll be able to prepare action plan documents to guide your pharmacy's continuous compliance efforts It's yet another way this valuable guide helps make continuous compliance simple streamlined and effective and helps your hospital be ready for anything Professional Portfolios - E-Book Kate Andre, Marie Heartfield, 2011-05-15 The implementation of National registration requires Australian and New Zealand Nurses and Midwives to perform annual Continuing Professional Development They must also document evidence of skills acquisition activities reflection identification and prioritisation of their learning needs in a portfolio With the global trend towards e Portfolios many higher education institutions encourage the use of e Portfolios as a tool to enhance learning and demonstrate career development Nursing and Midwifery Portfolios evidence of continuing competence 2e has been thoroughly revised with a focus on e Portfolios to provide tools to structure reflect plan develop and communicate professional achievements for nurses and midwives A new chapter on Reflection highlights the value of including reflection within portfolios as a critical element towards addressing learning needs for individuals Australian and New Zealand regulatory frameworks By providing direct application to the local regulatory context including applied examples this book gives the reader the opportunity to understand the perspective of their local regulator thus assisting them in producing a product that addresses the needs of the regulator A range of portfolio approaches Through understanding a range of portfolio approaches the reader can gauge which approach best meets their needs Examination of the nature and role of evidence This assists the reader to understand the need for a range of evidence and how the different types of evidence contribute specific aspects necessary to substantiate the broader argument of competence Through the use of quality evidence the reader can compile a more compact but

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Standards, Recommended Practices and Guidelines, 2006 AORN.,2006 AORN s classic resource for perioperative practice brings together all of the Association s official positions and recommendations in one unique volume from professional practice standards to laser safety from competency statements to aseptic technique from clinical pathways to patient safety the 2006 edition features revised guidelines for safe medication practices and reuse of single use devices eight new position statements approved by the 2005 House of Delegates and expanded and updated competency statements for the perioperative nurse the perioperative advanced practice nurse an

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