



# PEACEPLUS

Northern Ireland - Ireland

Co-funded by the



European Union



UK Government



# Candidate Booklet

## Monitoring, Evaluation and Research Student Placement

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9 – 11 Months



Special EU Programmes Body  
Comhlacht na gClár Speisialta AE  
Special EU Schemes Boadie



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## FOREWORD

### Thank you for your interest in a role with the Special EU Programmes Body (SEUPB).

As an organisation, we pride ourselves on recruiting the best people and providing them with the tools and support they need to make a positive contribution to our work, while realising their full potential.

The Special EU Programmes Body is one of six cross-border bodies established under the Belfast/Good Friday Agreement. The SEUPB has the statutory remit for managing EU funding programmes within Northern Ireland and the border counties of Ireland.

This is an exciting time in the organisation's history as we celebrate twenty-five years of advancing peace, prosperity, and growth. Our new funding programme PEACEPLUS will build upon this work, investing €1.14 billion in a range of sectors including health and social care, the environment, rural regeneration, smart towns and villages and youth services while continuing the fundamental work of embedding peace and reconciliation.

The work we do is challenging but also incredibly rewarding, our offices in Belfast, Omagh and Monaghan are a hub of energy and enthusiasm. Our staff value the knowledge that they are making a positive and lasting contribution to society and the world that they live in.

We welcome those who share our vision for a better, more peaceful and more prosperous society and our belief that our combined effort can make that vision a reality.

This booklet will provide you with further information about the key responsibilities of the role you are applying for and sets out the skills and competencies required. We look forward to receiving your application.

**Gina McIntyre**  
Chief Executive  
Special EU Programmes Body



## INTRODUCTION

The Special EU Programmes Body (SEUPB) is one of six North South Bodies established in 1999 as a consequence of the Belfast/Good Friday Agreement – an agreement between the Government of Ireland and the Government of the United Kingdom of Great Britain and Northern Ireland.

The SEUPB has the statutory remit for managing EU funding programmes within Northern Ireland and the border counties of Ireland, helping to foster peace and prosperity across the region.

Over the last 25 years, the SEUPB has managed a number of European Union investment programmes, including the PEACE and INTERREG programmes.

A total of €3.39 billion has been invested through previous programmes, funding over 23,000 projects, and touching the lives of more than two million citizens.

The PEACEPLUS Programme will continue to provide this vital support to Northern Ireland and the border counties with an investment of €1.14 billion focusing on embedding peace and promoting prosperity across the region.

### **SEUPB Mission Statement:**

*“Underpinning Peace and Prosperity for People and Places.”*

### **SEUPB Vision Statement:**

*“Inspiring people. Improving places. Investing in partnerships. Creating sustainable progress through peace and prosperity.”*

### **Our Guiding Principles:**

In carrying out our work we will adhere to the following guiding principles:

- We will deliver our mission, striving for excellence at all times. We subscribe to the principle of accountability and transparency.
- We will act at all times in the interests of our stakeholders, beneficiaries and the public. Demonstrating the highest levels of integrity in ensuring the mission of the SEUPB is delivered.
- We will demonstrate equality and respect in all that we do and everyone with whom we work and meet.
- Working together, we will listen and adapt to the needs of both internal and external colleagues so that we are continually improving.

## KEY REGULATORY FUNCTIONS

The key functions for the SEUPB are set out below:

- 1) To act as the Managing Authority, and First level Control (verification) for the PEACEPLUS programme. The Managing Authority function is a unit which has overall responsibility which involves ensuring the Programme meets all regulatory requirements and supports funded projects to deliver the objectives of the Programme, in partnership with the Joint Secretariat unit.
- 2) Continue implementing the PEACEPLUS Programme, the Managing Authority will work with delivery partners to ensure that PEACEPLUS meets its commitment, spend and outcomes ambition for project delivery.
- 3) The SEUPB's corporate team, with the key functions of Corporate Finance, Accounting Function, HR, Communications, and IT will ensure that the highest standards of public accountability and financial management are adhered to so as to meet the expectations of its many stakeholders.
- 4) The Joint Secretariat (JS) provides services in relation to project assessment and support to projects. This role of supporting and assisting projects to deliver their objectives is inextricably linked to the Managing Authority role. The JS has been delegated a range of tasks by the Managing Authority specifically to deal with all aspects of project implementation work. The role of JS in the Programmes is critical, particularly in the early stages as the new projects mobilize. JS has a continuing significant role to assist funded Lead Partners to complete and deliver their projects effectively.

## Overview Student Placement

The SEUPB has student placement opportunities available in IT, Finance, Human Resources, Information Governance and Research. We anticipate hiring between 6 and 8 students for a period of 9 – 11 months.

Open to those who will have completed their second year of undergraduate level study by the end of 2024/25 academic year, the SEUPB recognises that a student placement year forms an integral part of a university degree. As such, a student's professional placement experience should complement their academic study and contribute to their overall development. It's not just about gaining work experience; it's about building the skills, confidence, and perspective to succeed in your future career. A student placement isn't just a step in an academic journey – it's a foundation for your future success.

Our staff are enthusiastic and knowledgeable mentors who are incredibly proud of the student placement roles and the opportunities they create for SEUPB and the employed students. Our previous students have highlighted the importance of mentors who have given them the support to tackle a steep learning curve, the safety to make mistakes and ask questions, allowed them to work on a variety of projects and trusted them with significant responsibilities. The relationships formed at SEUPB can support students throughout future studies.

Our cohort hiring style creates an immediate peer group. This group will find their place amidst a supportive and inclusive work environment, empowered to realise their full potential. Students will be able to build relationships with like-minded peers, attend exclusive events (team dependent), and open doors to future opportunities.

Following advice from universities in recognising the importance of peer-to-peer connections, we have created the framework for a Student Peer Network. This group meets frequently and is entirely student-run. It presents an opportunity to come together without management supervision to collaborate, share their successes, discuss and advise on their challenges and build supportive relationships amongst the group.

Our students will engage actively to develop new and transferable skills, explore workplace practices, and see how their academic experience can be the foundation of a pathway contributing to local and international society.

We hope our student placement role will allow students to explore a potential career path, increase employability skills and position students well for future opportunities.

## SUMMARY OF JOB:

This is an excellent opportunity to put classroom learning into practice and undertake meaningful work that directly impacts the lives of our citizens. As a Monitoring, Evaluation, and Research Student, you will assist in monitoring and evaluating the PEACEPLUS Programme. This will include assisting with monitoring, evaluation, and research, including data collection and analysis and effectively presenting and disseminating data and research findings.

### KEY FUNCTIONS:

- Monitoring, evaluation, and research duties.
- Monitoring, evaluation and research systems maintenance and administration.

### KEY RESPONSIBILITIES:

- Assist with data acquisition and analysis.
- Use the SEUPB digital platforms and monitoring tools to extract, report and upload information.
- Liaise with external evaluators.
- Assist in data updates/monitoring and research briefings to input into requests and queries from various internal departments, e.g., communications and other external stakeholders.
- Identify, review, and summarise relevant research/evaluation reports.
- Assist in preparing reports, papers, proposals, letters, and presentations, including document formatting, proofreading, and editing.
- Assist with effectively presenting and disseminating data and research findings using various data visualisation tools.
- Assist in providing secretariat function for meetings, including inviting participants, booking venues and catering, providing reception facilities, making travel arrangements, creating and managing mailing lists, taking minutes, coordinating responses to actions, and issuing meeting papers.
- Assist in coordinating delivery and planning of in-person and online events with assistance.
- Prepare, issue and receive tenders and maintain associated files.

**The above is given as a broad range of duties and is not intended to be a complete description of the job role.**

## PERSON SPECIFICATION

**JOB TITLE:** Monitoring, Evaluation and Research Student Placement

**DURATION:** 9 – 11 Months

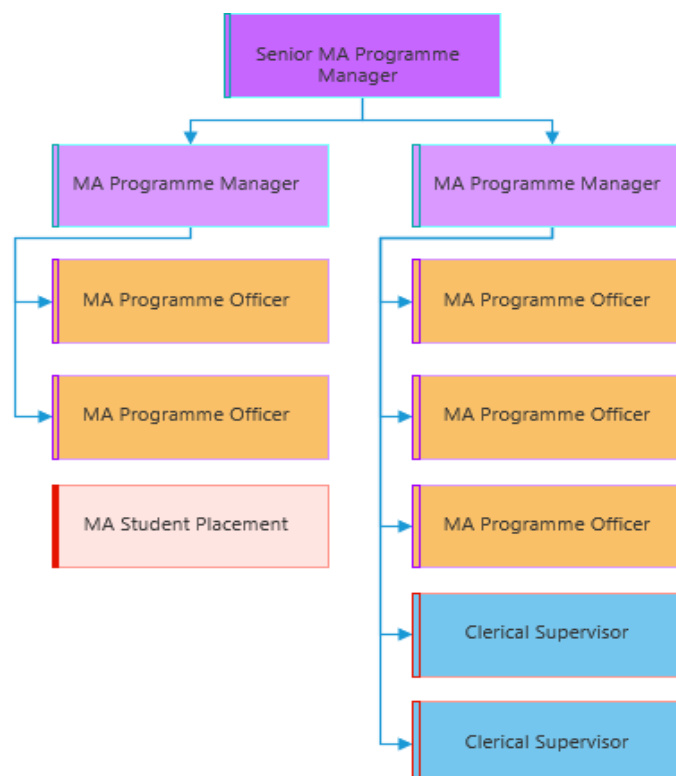
**HOURS:** 37 hours per week

**SALARY SCALE:** £23,177

**REPORTS TO:** Monitoring, Evaluation and Research Manager/ Managing Authority Manager.

### ORGANISATIONAL STURCTURE:

The SEUPB has a Chief Executive, appointed by the North South Ministerial Council (NSMC). The Chief Executive is responsible for managing the organisation under the direction of the NSMC. The Monitoring, Evaluation and Research department is part of a wider Managing Authority (MA) Directorate.





### LOCATION:

The successful candidates will be based at the Clarence West Building, Clarence West Street, Belfast BT2 7GP.

The postholder will be required to travel throughout Northern Ireland and the border counties of Ireland and beyond to attend meetings/conferences which may include overnight stays on occasion.

The successful candidate must, therefore, have access to a form of transport and be prepared to travel and stay away from home overnight as and when required in order to properly perform the duties and responsibilities of the post.

### ESSENTIAL CRITERIA and QUALIFICATIONS:

Applications will be submitted through GetGot, applicants must provide information detailing previous work history, educational background and submit a Cover Letter in the spaces provided.

The placement is designed for students on sandwich courses\* and is open to all individuals who meet the criteria set out below.

\*Sandwich courses are usually courses which include a year of work experience 'sandwiched' between two or three years of concentrated study. During this year the student usually goes on relevant work experience with an employer or organisation.

Applicants must, by the closing date for applications:

1. Be students **currently** studying for **either** a Higher National Diploma **or** Degree in a relevant subject area, e.g., social sciences or humanities, which includes modules/training in qualitative and quantitative research methods. (Applicants should provide details of all completed modules and results to date in the cover letter).

### AND

2. Have the opportunity to undertake a one-year placement for the 2025/2026 academic year.

**Candidates will only be appointed if confirmation is obtained from the college/university that they are required to return and complete their course.**

### REQUIRED COMPETENCIES

The selection panels will design questions to test the applicant's knowledge and experience in each of the key competency areas and award marks accordingly.

The selection process will include a competency-based interview.

**A competency-based interview requires you to:**

- In your responses, focus on your ability to fulfil the competencies required for effective performance in the role; and
- Provide specific examples of your experience in relation to the required competence areas.

**In preparation for the interview, you may wish to think about having a clear structure for each of your examples, such as:**

- Situation – briefly outline the situation.
- Task – what was your objective, what were you trying to achieve.
- Action – what did you actually do, what was your unique contribution.
- Result – what happened, what was the outcome, what did you learn.

The panel will ask you to provide specific examples from your past experience to demonstrate the range of behaviours associated with the competences being assessed. You should therefore come to the interview prepared to discuss in detail a range of examples which best illustrate your skills and abilities in each competence area. You may draw examples from any area of your work / life experiences.

The competencies are outlined below:

### **Seeing the Big Picture**

Seeing the big picture is about having an in-depth understanding and knowledge of how your role fits with, and supports, organisational objectives and the wider public needs. For all staff, it is about focusing your contribution on the activities which will meet Departmental and Programme for Government goals and deliver the greatest value. At senior levels, it is about understanding the political context and taking account of wider impacts, including the broader legislative agenda, to develop long term implementation strategies that maximise opportunities to add value to the citizen, support economic, sustainable growth and help to deliver the Northern Ireland Executive's priorities.

### **Changing and Improving**

People who are effective in this area are responsive, innovative and seek out opportunities to create effective change. For all staff, it is about being open to change, suggesting ideas for improvements to the way things are done, and working in 'smarter', more focused ways. At senior levels, this is about creating and contributing to a culture of innovation and allowing people to consider and take managed risks. Doing this well means continuously seeking out ways to improve policy development and implementation and building a more flexible and responsive Northern Ireland Civil Service (NICS). It also means making use of alternative delivery models including digital and shared service approaches where possible.



## **Making Effective Decisions**

Effectiveness in this area is about being objective, using sound judgement, evidence and knowledge to provide accurate, expert and professional advice. For all staff, it means showing clarity of thought, setting priorities, analysing and using evidence to evaluate options before arriving at well reasoned, justifiable decisions. At senior levels, leaders will be creating evidence based strategies, evaluating options, impacts, risks and solutions. They will aim to maximise return while minimising risk and to balance political, legislative, social, financial, economic and environmental considerations to provide sustainable outcomes.

## **Leading and Communicating**

At all levels, effectiveness in this area is about leading from the front and communicating with clarity, conviction and enthusiasm. It is about supporting principles of fairness of opportunity for all and a dedication to a diverse range of citizens. At senior levels, it is about establishing a strong direction and a persuasive future vision, managing and engaging with people with honesty and integrity, and upholding the reputation of the Department and the NICS.

## **Collaborating and Partnering**

People skilled in this area create and maintain positive, professional and trusting working relationships with a wide range of people within and outside the NICS, to help to achieve business objectives and goals. At all levels, it requires working collaboratively, sharing information and building supportive, responsive relationships with colleagues and stakeholders, whilst having the confidence to challenge assumptions. At senior levels, it is about delivering business objectives through creating an inclusive environment, encouraging collaboration which may cut across departmental, organisational and wider boundaries. It requires the ability to build constructive partnerships and effective relationships with Ministers and their Special Advisers.

## **Building Capability for All**

Effectiveness in this area is having a strong focus on continuous learning for oneself, others and the organisation. For all staff, it is about being open to learning and keeping their knowledge and skill set current and evolving. At senior levels, it is about ensuring a diverse blend of capability and skills is identified and developed to meet current and future business needs. It is also about creating a learning and knowledge culture across all levels in the organisation to inform future plans and transformational change.

## **Delivering Value for Money**

Delivering value for money involves the efficient, effective and economic use of taxpayers' money in the delivery of public services. For all staff, it means seeking out



and implementing solutions which achieve a good mix of quality and effectiveness for the least outlay, thus reducing the risk of fraud and error. People who do this well base their decisions on evidenced information and follow agreed processes and policies, challenging these appropriately where they appear to prevent good value for money. At senior levels, effective people embed a culture of value for money within their area/function. They work collaboratively across boundaries to ensure that the NICS maximises its strategic outcomes within the resources available.

### **Managing a Quality Service**

Effectiveness in this area is about being organised to deliver service objectives and striving to improve the quality of service, taking account of diverse customer needs and requirements. People who are effective plan, organise and manage their time and activities to deliver a high quality and efficient service, applying programme and project management approaches appropriately and effectively to support service delivery. At senior levels, it is about creating an environment to deliver operational excellence and creating the most appropriate and cost effective delivery models for public services.

### **Delivering at Pace**

Effectiveness in this area means focusing on delivering timely performance with energy and taking responsibility and accountability for quality outcomes. For all staff, it is about working to agreed goals and activities and dealing with challenges in a responsive and constructive way. At senior levels, it is about building a performance culture to deliver outcomes with a firm focus on prioritisation and addressing performance issues resolutely, fairly and promptly. It is also about leaders providing the focus and energy to drive activities forward through others and encourage staff to perform effectively during challenging and changing times.

### **Achieving Outcomes through Delivery Partners**

Being effective in this area is about maintaining an economic, long-term focus in all activities. For all, it is about having a commercial, financial and sustainable mindset to ensure all activities and services are delivering added value and working to stimulate economic growth. At senior levels, it is about identifying economic, market and customer issues and using these to promote innovative business models, delivery partnerships and agreements to deliver greatest value; and ensuring tight controls of finances, resources and contracts to meet strategic priorities.

## WHAT WE OFFER

### **Blended (Hybrid) Working**

SEUPB offers a blended working arrangement based on three days in the office and two days homeworking per week. This facility will be applicable to this role after two months, following full completion of onboarding, training, and familiarisation.

### **Financial**

To attract, motivate and retain talented people we believe an attractive, flexible and rewarding pay structure is essential. (We therefore offer our employees competitive salaries).

### **Pension**

The SEUPB operates a defined benefit occupational pension scheme (the North South Pension Scheme) worked out on a Career Average basis.

We have outlined some of the key features of the Scheme below.

Generous pension payable for life after you retire which increases in line with inflation\*

The pension amount is based on your average salary during your career and the number of years you spend in employment.

The best way to think about the value of the pension is to estimate how much you might have to save to get an equivalent pension privately via another pension scheme. For illustration purposes, as a % of your pay, the cost of an equivalent pension might be up to 40% of pay per year. This annual cost increases with age (i.e. the older you are the greater the % of pay it costs to pay for your pension). So, you'd have to put a significant proportion of your earned income aside to secure such a pension.

As it turns out, typically you are required to make a contribution of between 4.6% and 7.35% of pay per year, with the balance effectively funded by the Northern Ireland Executive and the Irish government. There are other benefits payable too to provide protection to you and any beneficiaries in the event of illness or death.

\*Inflation is measured by an index known as the Consumer Price Index (CPI) which measures changes in the price level of a weighted average market basket of consumer goods and services purchased by households.



### **Holidays NI**

We offer our staff an annual leave entitlement of 25 days rising to 30 days after 5 years' service. In addition to this we also offer 12 statutory holiday days.

### **Employment Policies**

The SEUPB recognises the importance of work life balance and offers a range of family friendly policies and practices for its employees.

### **Learning and Development**

All employees will have access to the SEUPB Employee Support & Development Programme. The SEUPB has a dedicated Learning and Development Strategy in which we provide our employees with the training they need to be as efficient and productive while also offering development opportunities to further develop their career in the SEUPB.

### **Family Leave**

Maternity Leave – Up to 52 weeks of which 18 weeks is on full pay. We also offer Paternity Leave, Parental Leave/Shared Parental Leave and Adoption Leave.

### **Employee Assistance Programme**

All our employees have access to a fully independent 24-hour helpline to assist with any of life's issues or problems, along with access to an accredited counselling service. (All of which is free at the point of use and completely confidential).

### **Location**

The SEUPB Headquarters is located in Belfast with two Regional Offices in Monaghan and Omagh.

### **Networking Opportunities**

Networking is more than just meeting people – it's about forming connections that can support both personal and career growth. You will build relationships with like-minded peers, attend exclusive events (team dependent), and open doors to future opportunities. Building your network is an investment in your future. These relationships can support you throughout your studies. At SEUPB, take advantage of the opportunity to connect, learn and grow with others who share a passion for success.

### **Professional and personal growth**

When participating in a student placement you will build the skills, confidence, and perspective to succeed in your future career. This placement programme gives you independence and accountability, where you can learn to manage your own tasks, deadlines, and goals. You will increase your confidence, taking on responsibilities and challenges pushing you out of your comfort zone. It will give you motivation and direction, leaving you feeling inspired and energised about your future after seeing the possibilities of your career first hand.



## THE SELECTION PROCESS

### Eligibility Sift

Shortlisting of candidates on the basis of the information contained in their application.

### COMPETENCY APPLICATION FORM GUIDANCE

#### Personal Details

Enter your title, name, preferred name to be addressed by and address on the front page of the application form.

We may contact you by email or by telephone, therefore include an up-to-date telephone number and email address that we can contact you on. We issue notifications by email, so check your email regularly if you have applied for a job with us.

#### Education and Qualifications

Use this section to show us that you have the necessary qualifications and any professional memberships to do the job. Ensure you read the Person Specification when completing this section.

List all the academic institutions you've attended in this section. Include the name of the institution, the courses you took and any qualifications you received.

If you are applying for a job on the basis of a qualification which is not specifically detailed in the person specification, but which you consider to be a relevant equivalent qualification, you must highlight the areas or modules which you think are relevant. This will enable the panel to decide if it is an equivalent qualification. If you don't provide details on the equivalency of your qualification, the panel may not consider your application any further.

#### Employment History

Complete the current employment box if you are currently working. This does not only apply to paid work, so include any voluntary work or work experience placements that you have done or are doing at the moment.

Include the companies that are most relevant to the position you are currently applying for. If you have gaps in your employment, explain them. Show how you increased your skills, perhaps through volunteering, and any courses you've completed.

We require the exact dates of your employment history as these are used for short-listing purposes.



## Cover Letter

This is the most important section of the application form.

It is the opportunity for you to tell us about yourself, what you can do, the skills and experience you have which make you a good candidate and why you would like to complete your placement with the SEUPB.

You must demonstrate how you meet the essential criteria for the placement as outlined in the person specification. Please clearly tell us that you meet the education requirements, you will have completed the second year of your course by the end of the 2024/25 academic year and that you are eligible to complete a placement year. Tell us what school you are attending, about your courses and the work associated with them.

The selection panel will not read across the various sections of the application form. If you submit this information in another box or in a different section of the application form, it may not be considered by the selection panel.

We will not make any assumptions about you or your abilities. Do not leave out any relevant skills, knowledge or experience you have gained, for example voluntary or unpaid work – it is still relevant.

You are asked to give 'personal and specific examples' which demonstrate your experience, so include examples of situations that you have experienced that demonstrate what is being asked for. What we mean by personal and specific examples is evidence of your personal involvement in this experience, how you dealt with it and relevant examples to show the breadth of your experience.

The interview panel can only make a decision to invite you to the next stage of the selection process based on the information you provide in your application form and cover letter, and how this matches the criteria in the person specification.

## Good Example Answers

To demonstrate your personal involvement, you should use 'I', not 'we', when completing your application form. Using 'I' portrays your personal involvement more and lets the panel know exactly what your personal involvement was and what you were personally responsible for doing. 'We' gives the impression that you did not personally undertake the duties or that you were somehow involved but didn't really have ownership or responsibility for the experience – it does not tell the panel about your personal experience, only that of a team or the organisation. It is evidence of your individual personal experience that the panel is looking for.

You want to customise your responses on each job application form you fill out. It is tempting to copy and paste responses in multiple job applications, but this will not create a strong application. Use relevant terminology and phrases that are unique to



the industry and will catch the eye of the reader. Tailor your work experience, references, and answers to each job.

Check the word count. Writing too little suggests you have underestimated the importance of the cover letter and have not included enough relevant detail. You should provide specific detail of your experience, that is, how you went about gaining the experience, what you did, what this involved and provide examples which demonstrate the breadth of your experience.

Double check the spelling and grammar and formatting before submitting your application.

Use the STAR method.

The STAR method is a way to keep your answers concise, clear, and full of relevant details. STAR stands for Situation, Task, Action, Result. It is useful for job applications when answering role-based questions about previous experiences. Using the STAR method can help you explain what you learned from previous situations and how you will apply the skills you gained to a new position. It's important to thoroughly proofread your application to find any grammatical errors, misspelt words, or confusing language. Use key phrases that will catch the reader's eye and show that you understand the job specifications.

It is helpful to have someone else read your application and letter, as another perspective can find mistakes you might miss.

### **Shortlisting**

The first stage in the selection process will be to conduct a sift of completed application forms against the essential qualification criteria. Applicants who have not fully demonstrated on their application form how they meet this criterion will not be progressed to the next stage of the process. The onus will be on applicants who are completing application forms to demonstrate how they meet each competency.

Applications will also be considered from applicants with relevant formal qualifications considered by the selection panel to be of an equivalent or higher standard to those stated above. If putting forward an equivalent qualification, please provide the type of qualification and date awarded. The date awarded is the date on which you were notified of your result by the official awarding body. If you believe your qualification is equivalent to the one required, the onus is on you to provide the panel with details of modules studied etc. so that a well-informed decision can be made.

Should the SEUPB receive a high level of applications, the desirable criteria may be applied to shortlist candidates for interview.



### **At the Interview**

Those candidates called for interview will be questioned on the areas covered in the application form, personnel specification, and job description. Candidates will be asked questions to enable them to illustrate their competence in each of the areas. They may enlarge upon the information provided on the application form or use different information to illustrate the answer. Candidates will be assessed against the essential criteria and key competencies identified as being a requirement for the role.

## **ADDITIONAL INFORMATION**

Applicants should note that starting salary would normally be at the minimum of the pay scale.

Applicants who intend to return their applications by post should ensure that they post documents in sufficient time to reach us by the closing date.

Late applications will not be accepted under any circumstances. We will accept application forms by either post or electronically by the closing date and time. It is your responsibility to ensure applications reach us by the notified deadline.

## **EQUALITY STATEMENT**

SEUPB is committed to equality of opportunity and welcomes applications from suitably qualified candidates irrespective of religious belief, gender, disability, race, political opinion, age, marital status, sexual orientation, or whether or not they have dependants.

*The Body would particularly welcome applications from the Protestant community who are currently under-represented in the workforce.*