

# **L7 Senior Leader APPRENTICESHIP HANDBOOK**

An overview and guide for Apprentices and  
Employers

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# INTRODUCTION

## Occupational Profile

Senior Leaders are found in small, medium and large organisations and across all sectors. They are a key component of all types of business model where there is a workforce to lead, manage and support. Typically, this involves setting, managing and monitoring achievement of core objectives that are aligned to the overall strategic objectives of their organisation's Board (or equivalent). In a smaller organisation they are also likely to contribute to the execution and achievement of these strategic objectives.

A Senior Leader influences at a higher organisational level, including sometimes at Board (or equivalent) level, and sets the culture and tone across their area of responsibility. They may work in varied environments including in an office, on site, or remotely and demonstrate a high level of flexibility and adaptability to meet the needs of the organisation. In their daily work, an employee in this occupation interacts with internal stakeholders such as members of their team, other senior leaders/managers, support services (for example: finance, marketing, HR) and project groups and, in larger organisations, they may be part of a wider specialist team. Depending on the size of their organisation, a Senior Leader may be responsible for reporting results relating to their area of responsibility to a Board, trustees, shareholders, executive team or to other senior management within the organisation. Externally, a Senior Leader acts as an ambassador for their organisation with wide-ranging networks typically involving customers/clients, supply chains and statutory/regulatory bodies.

Key responsibilities are likely to include:

- Setting direction, vision, governance and providing a clear sense of purpose for their area of responsibility
- Providing clear and inclusive leadership
- Identifying longer-term opportunities and risks using data from internal intelligence sources and external influences
- Developing sustainable, ethical, innovative and supportive cultures that get the best from people and enable the delivery of results
- Managing resources that may include budgets, people, assets and facilities
- Staying up to date with innovation and championing its adoption
- Keeping pace with - and responding to change - by leading agile transformation
- Leading and promoting sustainable business practices
- Responding and managing crisis situations

## Qualification Details

<b>IfATE Occupational Standard</b>	<b>Apprenticeship Qualification Title</b>	<b>Ofqual Qualification Reference Number</b>
ST Code: ST0480/v1.2	CMI Level 7 Senior Leader Standard	610/0204/5
Date Approved For Delivery: 29 March 2021 Latest version: v1.2 (dated 7/6/23)		
Typical duration to Gateway (excluding EPA period): 24 months  Maximum funding: £14000		

The qualification reference number is the number allocated to CMI by Ofqual, as the External Assurance Regulator, on approval of our recognition to undertake endpoint assessments for this occupational standard.

# WHAT TO EXPECT

## The Apprenticeship Journey

Your end to end apprenticeship journey is likely to be split into the following 5 stages:

<p><b>Choosing Your Programme and Training Provider</b></p>	<p>See the <a href="#">UCAS Apprenticeship</a> page or the <a href="#">Gov.uk Find An Apprenticeship</a> page for more information and/or to find possible apprenticeship opportunities within your area.</p> <p>Apprentices need to be currently working in the role of a professional manager (see notes above regarding the occupational standard).</p> <p>Apprentices need to live and/or work in England to be eligible for their employer to utilise their levy funding.</p>
<p><b>Completing The On-Programme Assignments, Modules, and Activities</b></p>	<p>This is when apprentices develop the knowledge, skills, and behaviours (KSBs) of the occupational standard. It is also where apprentices compile their portfolio, as well as their English and mathematics level 2, if required.</p> <p>Towards the end of their on-programme activities, apprentices will need to have completed their portfolio of evidence.</p> <p>The typical duration for this stage of the journey is 24 months</p>
<p><b>Passing Through Gateway</b></p>	<p>Gateway is the point of the journey where apprentices move from learning to demonstrating the knowledge, skills, and behaviours (KSBs) within the occupational standard.</p> <p>Before an apprentice is able to undertake their end point assessment (EPA), their employer must be content that the apprentice is working at or above the occupational standard.</p> <p>At Gateway, apprentices must have achieved English and Mathematics at Level 2 and must submit their:</p> <ul style="list-style-type: none"> <li>● Portfolio of evidence</li> <li>● Strategic Business Proposal scoping document</li> </ul>
<p><b>Undertaking Your End Point Assessment (EPA)</b></p>	<p>End Point Assessment (EPA) is the final stage of the actual apprenticeship journey and is where the apprentice will be tested by an independent apprenticeship assessor to determine whether they are able to demonstrate the knowledge, skills, and behaviours within the occupational standard.</p> <p>End Point Assessment (EPA) can only be triggered after 12 months of starting the apprenticeship, is dependent on when the employer and training provider decide the apprentice is ready, and must be completed within a period lasting typically 5 months. EPA cannot start until after the EPAO has confirmed that all Gateway requirements have been met.</p> <p>The assessment methods for the L7 Senior Leader Apprenticeship are:</p> <ul style="list-style-type: none"> <li>- <b>Assessment method 1: Strategic business proposal, presentation with questioning</b></li> <li>- <b>Assessment method 2: Professional discussion underpinned by a portfolio of evidence</b></li> </ul>

<p><b>Your Options after EPA</b></p>	<p>Ongoing personal and professional development is an essential skill and/or requirement of every manager and leader.</p> <p>CMI, as a professional body, is committed to turning accidental managers into conscious leaders and supports its members in their ongoing continued professional development. CMI is the only chartered body that can award Chartered Manager and its Management Diagnostics provides a valuable self-assessment tool that enables its members to understand what good looks like and know how to develop the skills employers need now and in the future.</p> <p>Other technical education options following end point assessment include completing another apprenticeship (either in management and leadership or your industry specialism), or considering a specialism higher technical qualification.</p>

# END POINT ASSESSMENT

## What is an endpoint assessment and why is it needed?

End point assessment is the terminology used by IfATE to describe the period post-Gateway and put simply is what the apprentice needs to do at the end of their apprenticeship programme. Its aim is to test the apprentice's competence in the knowledge, skills and behaviours (KSBs) within the [L7 Senior Leader Apprenticeship](#) standard

End point assessment usually requires the apprentice to complete a number of different activities, called assessment methods, and is carried out by an End Point Assessment Organisation, such as CMI, who are independent to the Training Provider (University) and Employer.

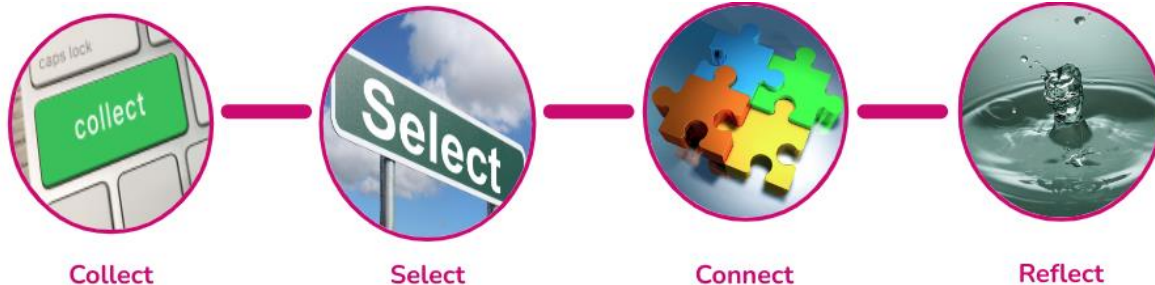
End Point Assessment for L7 Senior Leader is synoptic (meaning that it has been designed to test all of the knowledge, skills and behaviours, and assess all of the knowledge, skills and behaviours within the Standard. It has 2 assessment methods which must both be completed post-Gateway.

- **Assessment Method 1: Strategic Business Proposal, Presentation and Questioning.** The apprentice needs to work with their employer to identify a strategic business proposal (SBP) that has a real business benefit, relates to their role and can be undertaken after the Gateway, unaided by the training provider, but supported by the employer. During the EPA period, the apprentice is required to write their strategic business proposal document/report and presentation. At the live assessment, the apprentice will deliver their 20-minute presentation which is then followed by a 40-minute question/answer session
- **Assessment Method 2: Professional Discussion underpinned by a showcase portfolio.** The apprentice will need to participate in a 60-minute professional discussion with their assessor, which is based on the evidence submitted within their showcase portfolio

## Things to need to know about when creating your portfolio of evidence

Whilst it is not assessed, the portfolio of evidence is used to underpin the professional discussion assessment. Apprentices are required to complete their portfolio of evidence whilst on-programme which is submitted as part of the Gateway requirements.

Please see below some useful hints and tips on gathering evidence for an end point assessment portfolio



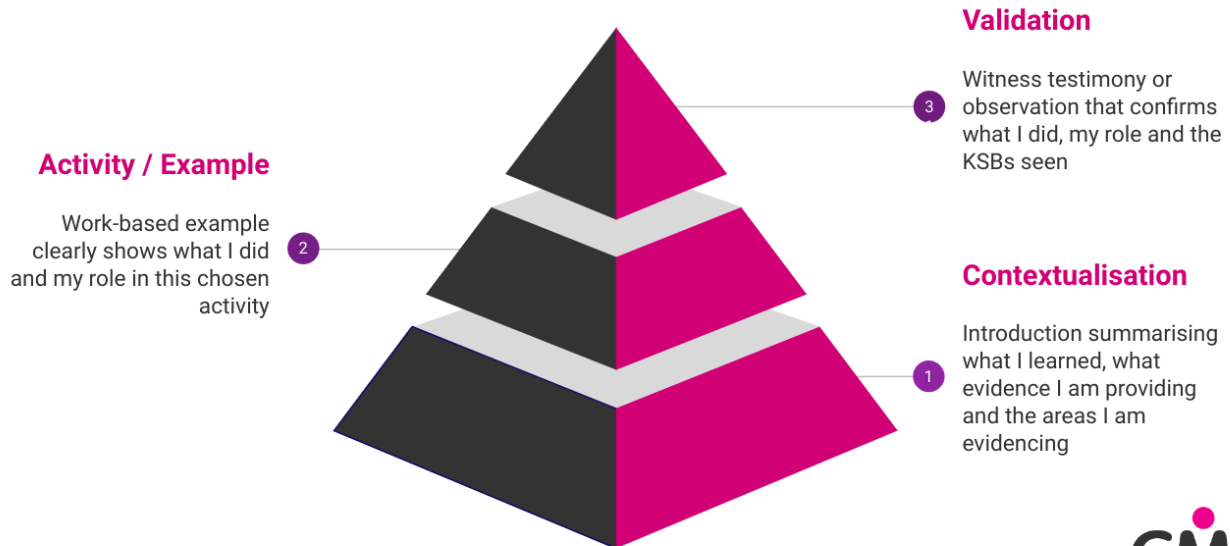
CMI recommends that apprentices collect evidence for their portfolio from the start of the apprenticeship journey

Apprentices should check that the evidence they have collected does showcase their best work and focuses on their management and leadership skills

Apprentices need to ensure that it is easy for the CMI Independent Assessor to find and see exactly what KSBs the evidence is mapped to

Apprentices need to know what evidence is being submitted and ensure that they can explain what they have learned/done

The portfolio of evidence needs to cover all of the KSBs within the [L7 Senior Apprenticeship](#) occupational standard and should predominantly be real work-based examples that have been validated by a third-party, such as their line manager or using a witness testimony. The image below explains the importance of triangulating evidence used within a portfolio of evidence:



This is why CMI recommends that as an apprentice you:

- Take a qualitative, as opposed to a quantitative, approach when gathering evidence for your portfolio. Each piece of evidence needs to focus on your role and activities as a manager or leader, and will typically cover multiple KSBs.
- Showcase your 'best' work, including any key achievements whilst on-programme, and/or from within your day to day activities.
- Include a separate evidence locator document within your portfolio that clearly identifies which KSBs each piece of evidence is mapped to. *(NOTE: CMI has a template that they share with Training Providers, for apprentices to use as part of their prompting notes within the live assessment activity and to ensure all of the KSBs have been evidenced.)*

## Things you need to know about the assessment method 1 - Strategic Business Proposal, Presentation with Questioning

The apprentice is required to identify a suitable strategic business proposal (SBP) that should be undertaken after the Gateway. Once Gateway has been approved, the apprentice will then have up to 12 weeks to complete their strategic business proposal, including:

- Gaining board (or senior management) approval of their strategic business proposal
- Writing their 4000-word (+/- 10%) strategic business proposal document/report
- Writing their 20-minute presentation

The chosen strategic business proposal (SBP) requires that the apprentice complete a piece of work that has a real business benefit, and is relevant to their role. The strategic business proposal (SBP) document and the presentation need to be submitted to CMI within 12 weeks of Gateway being approved.

The Independent Assessor will then have at least 2 weeks to review this document and the presentation slides before the live assessment can take place.

At the live assessment, the apprentice will deliver their 20-minute presentation which will be followed by a 40-minute question/answer session. During the question and answer session, the apprentice will be asked a **minimum of 6 questions**, with 2 questions from each of the themes in the grading descriptors (Research, Methodologies & Analysis, Communication). Follow up questions are also likely to be used to seek clarification. *(CMI recommends that the apprentice has access to their strategic business proposal document, and their presentation slides and/or speaker notes/aides to act as prompting notes during the delivery of their presentation and for questioning.)*



## Things you need to know about the assessment method 2 - Professional Discussion Underpinned by Portfolio

As already mentioned, the evidence within the apprentice's portfolio and that underpins the professional discussion, needs to have been gathered whilst on-programme and submitted at Gateway.

The apprentice is required to participate in a 60-minute professional discussion where they will talk about the activities and evidence that they submitted in their portfolio, and how this evidence demonstrates their competence in the relevant knowledge, skills and behaviours. During the professional discussion, open-ended and competency-based questions that are designed to prompt discussion and draw out the relevant knowledge, skills and behaviours are used for this assessment method. The professional discussion will also be based on the following grading descriptor topics - organisational values; finance, workforce planning and procurement; driving change and risk management; team working and development. Follow up questions are likely to be used by the assessor to prompt further discussion and/or to seek clarification.

*Please note that:*

- *A professional discussion is not simply a question and answer session. It is a two-way conversation between the apprentice and their CMI IAA.*
- *CMI recommends the apprentice has access to a copy of their portfolio throughout the professional discussion, as well as some prepared notes to refer to as needed and to act as prompts.*

### How are the results calculated?

The Apprentice is required to successfully complete and pass BOTH assessment methods and their overall grade is based on the following criteria:

**To achieve a pass overall, the apprentice must achieve at least a pass in BOTH assessment methods and have met all of the pass descriptors.**

**To achieve a distinction overall, the apprentice must achieve a distinction in BOTH assessment methods and have met all of the pass and all of the distinction descriptors.**

The overall grading result will normally be communicated to the Training Provider within 15 working days of the Apprentice's live assessment.

If the apprentice has not met all of the pass descriptors in either of the assessment methods they will initially be recorded as REFERRED and will be offered the opportunity to take a re-sit or a re-take.

- Apprentices will be required to resit or retake only the assessment method(s) they have been referred on.
  - If the apprentice fails the strategic business proposal assessment method, they will be required to amend the strategic business proposal and presentation in line with the feedback received. The apprentice will then have up to **3 weeks** to rework and submit the amended strategic business proposal and presentation. The independent apprenticeship assessor will then have **2 weeks** to review the strategic business proposal and presentation before the live assessment date.
- Resits and retakes are capped at an overall grade of PASS, unless CMI as the EPAO determines there are exceptional circumstances requiring the resit or retake.

## FURTHER INFORMATION

### Information Regarding Resits and Retakes

As mentioned above, where an apprentice has not successfully completed any of the criteria required within an assessment method this will initially be notified as a referral and CMI will send further information to the Training Provider (University) detailing the assessment method that needs to be resat/retaken.

The difference between a resit and a retake is that:

- A resit means that the apprentice did not quite meet the knowledge, skill and/or behaviour advised within the CMI feedback report. This typically means that the apprentice may need to find some additional evidence for their portfolio, and/or adjust their strategic business proposal/presentation before attending a further live assessment activity.
- A re-take means that there are significant gaps in the knowledge, skills and behaviours and it is recommended that the apprentice undertakes further learning before another assessment is taken.

Apprentices who achieve a pass grade cannot ask to re-sit/re-take their end point assessment simply to achieve a higher grade.

### Information Regarding Appeals

There may be occasions when CMI make end-point assessment decisions that apprentices find unclear, unfair or believe have caused disadvantage. If this is the case then they have the right to appeal their end point assessment grading decision.

Please note that an appeal:

- Can only be submitted once all methods of assessment have taken place and all marks and grades have been recorded and released correctly for each of the end-point assessment components and the overall grade awarded by CMI.
- Is only able to be submitted if the apprentice feels that they were either treated unfairly by CMI and/or the process has not been followed by CMI, which resulted in them being disadvantaged.
- Cannot be submitted to CMI if the apprentice has concerns about their Training Provider, to gain additional feedback from CMI regarding their overall assessment decision, or if the apprentice feels they did not achieve the result that they expected and want their assessment to be remarked.

For further information regarding submitting an appeal, please see the **CMI EPA Enquiries and Appeal Policy** which can be found on our website [here](#)

### Information Regarding Reasonable Adjustment Requests

End point assessment should be a fair assessment of an apprentice's knowledge, skills and behaviours, therefore in line with legal and regulatory requirements CMI has the right to make a reasonable adjustment and/or to allow a special consideration in relation to the end point assessment for all apprenticeship standards that CMI is recognised to provide.

**Reasonable adjustments** are defined as any action that helps reduce the effect of a disability that places the apprentice at a substantial disadvantage in the assessment situation. They **MUST** be agreed before the assessment takes place to enable the apprentice to demonstrate their knowledge, skills and behaviours

**Special considerations** can be applied during the end point assessment period (or post assessment) if there is a reason the apprentice may have been disadvantaged during the assessment period by an event outside of their control. This also includes requests for any extension to end-point assessment deadlines where there are extenuating circumstances (such as apprentice redundancy)

Please note that reasonable adjustments and/or special considerations should not give the apprentice an unfair advantage, and that the apprentice's result must reflect their achievement in the assessment and not necessarily their potential ability.

For further information, please see the **CMI EPA Reasonable Adjustments and Special Considerations Policy** which can be found on our website [here](#)

### **Information Regarding Recognition of Prior Learning (RPL)**

There may be occasions where apprentices are deemed to have Recognition of Prior Learning (RPL). This is usually identified by you, as their Training Provider, at the start of their programme, and whilst this is likely to mean that the apprentice doesn't need to complete the relevant module(s) and/or assignment(s) on-programme, the apprentice will still need to provide evidence for the knowledge, skills and behaviours within their portfolio and demonstrate competence in knowledge, skills and behaviours relevant to their portfolio within the [L7 Senior Leader](#) occupational standard as part of the end point assessment.

## APPENDIX 1 - Glossary of Key Terms

Glossary of Key Words / Phrases Used Within Apprenticeships	Definition and/or Explanation
<b>Assessment Component</b>	The different activities that an apprentice has to complete for each assessment method. Typically these components are assessed holistically to determine one overall grading decision.
<b>Assessment Method</b>	The actual assessment activities that an apprentice needs to complete and pass as part of their end point assessment.
<b>Assessment Plan</b>	The document that is published by IfATE (under Crown Copyright) that sets out what needs to be done when testing the competence of an apprentice for that particular standard.
<b>Distinct</b>	Recognisably different in nature from something else of a similar type. This phrase is often used to describe either the type of evidence that has been submitted within a portfolio, and/or the different assessment methods.
<b>End Point Assessment (EPA)</b>	Rigorous robust and independent assessment of an apprentice at the end of training to test that the apprentice can perform in the occupation they have been trained in and can demonstrate the knowledge, skills and behaviours (KSBs) set out in the occupational standard
<b>End-point assessment organisation (EPAO)</b>	An organisation approved to deliver end point assessment for a particular apprenticeship standard; EPAOs must be on the register of end point assessment organisations
<b>Education and Skills Funding Agency (ESFA)</b>	The Education and Skills Funding Agency is an executive agency of the government of the United Kingdom, sponsored by the Department for Education.
<b>Gateway</b>	The stage of the apprenticeship where it is agreed by the Employer, Training Provider and Apprentice that the Apprentice has the knowledge, skills and behaviours required in the Apprenticeship Standard and can prove this at EPA
<b>Grading Decision</b>	This is the final overall grade for an end point assessment. IAAs are required to check the overall grade within the assessment sheet before uploading it to Skilsure ready for Internal Quality Assurance/release of results.
<b>Holistic (or Synoptic) Assessment</b>	Terminology used to identify an assessment method or assessment activity which has a number of components that are assessed as one overall decision.
<b>CMI Independent Assessor (IAA)</b>	Terminology used by CMI. The assessor independent from the on-programme delivery of the Apprenticeship who assesses the competence of the apprentice during the end point assessment activities set out in the published Assessment Plan
<b>Interview</b>	IfATE assessment method - usually requires a number of competency based questions to be asked.
<b>Institute for Apprenticeships and Technical Education (IfATE)</b>	IfATE (sometimes referred to as 'The Institute') works with employers to develop, approve, review and revise apprenticeships and technical qualifications within England.
<b>Knowledge, skills and behaviours (KSBs)</b>	What is needed to competently undertake the duties required for an occupational Standard <b>Knowledge:</b> What the apprentice needs to know and/or understand to complete their apprenticeship successfully. The information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more

	<p>generic.</p> <p><b>Skills:</b> What an apprentice needs to be able to do. The practical application of knowledge needed to successfully undertake the duties. They are learnt through training or experience.</p> <p><b>Behaviours:</b> Apprentices need to demonstrate how they have developed and exhibited the behaviours within the occupational standard within the workplace. Whilst they may be innate or intrinsic they can also be learned so are sometimes considered to be an additional subset of skills.</p>
<b>Live Assessment Activity (LAD)</b>	The point at which the live assessment methods are carried out in front of an Independent Apprenticeship Assessor, such as the presentation and professional discussion.
<b>Occupational (Apprenticeship) Standard</b>	Written and developed by the relevant employer trailblazer group(s) and include the specific Knowledge, Skills and Behaviours (KSBs) needed for specific occupations. The document acts as the basis for apprenticeship standards and T-levels, and aims to put employers in the driving seat for ensuring apprentices are learning skills that are relevant to the workplace.
<b>Occupational Profile</b>	This is an overview of the occupation and describes the sector or industries the occupation is typically found in; the broad purpose of the occupation; and what an employee in the occupation would typically do. The newer standards also include the key duties expected of an apprentice by the time they complete their programme, as well as the occupational profile, expected duration, and grading boundary.
<b>Portfolio of Evidence</b>	Is a collection of pieces of evidence, gathered together on-programme, that is used as the underpinning basis of an end point assessment method.
<b>On-programme activities</b>	Activities carried out during the time of the apprenticeship supported by the training provider and employer through training and resources
<b>Presentation</b>	IfATE assessment method - presented as part of the live assessment. Typically the presentation is on a set topic or based on a project/activity.
<b>Professional Discussion</b>	IfATE assessment method - a two-way discussion between the independent assessor and the apprentice to assess the apprentice's in-depth understanding of their work. It differs from an interview and/or Q&A session as they tend to require the assessor asking questions and the apprentice answering them so there is less scope for interaction and discussion. Apprentices are expected to actively listen and participate in the formal conversation, and use this assessment method as an opportunity to confirm their competency across the relevant KSBs.
<b>Question &amp; Answer Session</b>	IfATE assessment method - typically used following a presentation to confirm the assessor's understanding of certain KSBs and/or to stretch to a distinction.
<b>Referral/Referred</b>	CMI terminology used to indicate that an apprentice has not met all of the KSBs within an assessment method. CMI will need to advise if the referral requires a resit or retake.
<b>Resit</b>	IfATE terminology used to indicate that an apprentice did not meet all of the KSBs for a particular assessment method or KSB group. Typically a resit will not require the apprentice to undertake further learning so can be completed within a few weeks of the referral notification.
<b>Result</b>	Final grading decision after it has been through our internal quality assurance process. This result is advised to the TP and Apprentice plus sent to ESFA/Ofqual as part of our reporting requirements.

<b>Retake</b>	IfATE terminology used to indicate that an apprentice did not meet a number of the KSBs within an assessment method. Typically a retake requires the apprentice to undertake further learning before undertaking their end point assessment again.
<b>Strategic Business Proposal (SBP)</b>	Assessment method approved by IfATE, and requires the apprentice to complete a significant and defined piece of work after the Gateway. The proposal needs to address a real business need, such as a strategic change to and/or within the organisation, and requires the apprentice to obtain Board (or Senior Management) approval.
<b>Witness Testimony</b>	Third party validation that confirms what the apprentice did, how they did it , and what KSBs they consider were demonstrated during the activity.

## APPENDIX 2 - KSBs by Assessment Method

Mapping of knowledge, skills and behaviours (KSBs) for **Assessment Method 1 - Strategic Business Proposal, Presentation with Questioning**

Knowledge	
<b>K3</b>	New market strategies, changing customer demands and trend analysis.
<b>K5</b>	Systems thinking, knowledge/data management, research methodologies and programme management.
<b>K8</b>	Financial strategies, for example scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non- financial information such as the implications of sustainable approaches.
<b>K9</b>	Financial governance and legal requirements, and procurement strategies.
<b>K12</b>	Influencing and negotiating strategies both upwards and outwards.
<b>K14</b>	Working with board and other company leadership structures.
<b>K15</b>	Brand and reputation management.
<b>K16</b>	Working with corporate leadership structures, for example, the markets it operates in, roles and responsibilities, who its stakeholders are and what they require from the organisation and the sustainability agenda.
Skills	
<b>S2</b>	Set strategic direction and gain support for it from key stakeholders.
<b>S3</b>	Undertake research, and critically analyse and integrate complex information.
<b>S11</b>	Uses financial data to allocate resources.
<b>S13</b>	Use personal presence and “storytelling” to articulate and translate vision into operational strategies, demonstrating clarity in thinking such as consideration of sustainable approaches.
<b>S19</b>	Manage relationships across multiple and diverse stakeholders.
<b>S20</b>	Lead within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation and effective collaboration
Behaviours	
<b>B3</b>	Curious and innovative - exploring areas of ambiguity and complexity and finding creative solutions

Mapping of knowledge, skills and behaviours (KSBs) for **Assessment Method 2 - Professional Discussion Underpinned by a Portfolio of Evidence**

<b>Knowledge</b>	
<b>K1</b>	How to shape organisational mission, culture and values.
<b>K2</b>	Organisation structures; business modelling; diversity; global and horizon scanning perspectives; governance and accountability; technological and policy implications.
<b>K4</b>	Innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability.
<b>K6</b>	Ethics and values-based leadership theories and principles.
<b>K7</b>	Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.
<b>K10</b>	Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures
<b>K11</b>	Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion.
<b>K13</b>	The external social and political environment and use of diplomacy with diverse groups of internal and external stakeholders
<b>K17</b>	Crisis and risk management strategies.
<b>K18</b>	Coaching and mentoring techniques.
<b>K19</b>	Approaches to developing a Corporate Social Responsibility programme.
<b>K20</b>	The organisation's developing communications strategy and its link to their area of responsibility
<b>Skills</b>	
<b>S1</b>	Use horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.
<b>S4.1</b>	Lead change in their area of responsibility, create an environment for innovation and creativity.
<b>S4.2</b>	Establish the value of ideas and change initiatives and driving continuous improvement.
<b>S5</b>	Lead and respond in a crisis situation using risk management techniques.
<b>S6</b>	Act as a Sponsor/Ambassador, championing projects and transformation of services across organisational boundaries such as those impacted by sustainability and the UK Net Carbon Zero by 2050 target.
<b>S7</b>	Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.
<b>S8</b>	Apply principles relating to Corporate Social Responsibility, Governance and Regulatory compliance.
<b>S9</b>	Drive a culture of resilience and support development of new enterprise and opportunities.
<b>S10</b>	Oversee development and monitoring of financial strategies and setting of organisational budgets based



	on Key Performance Indicators (KPIs), and challenge financial assumptions underpinning strategies.
<b>S12</b>	Oversee procurement, supply chain management and contracts such as consideration of sustainable approaches.
<b>S14</b>	Create an inclusive culture, encouraging diversity and difference and promoting well-being.
<b>S15</b>	Give and receive feedback at all levels, building confidence and developing trust, and enable people to take risks and challenge where appropriate.
<b>S16</b>	Enable an open culture and high-performance working environment and set goals and accountabilities for teams and individuals in their area.
<b>S17</b>	Lead and influence people, building constructive working relationships across teams, using matrix management where required.
<b>S18</b>	Optimise skills of the workforce, balancing people and technical skills and encouraging continual development.
<b>S21</b>	Shape and manage the communications strategy for their area of responsibility.
<b>Behaviours</b>	
<b>B1</b>	Work collaboratively enabling empowerment and delegation
<b>B2</b>	Take personal accountability aligned to clear values.
<b>B4</b>	Value difference and champion diversity.
<b>B5</b>	Seek continuous professional development opportunities for self and wider team

## Appendix 3 - Copy of Grading Descriptors

KSB Grading Descriptor Group	Relevant KSBs	Question To Ask	Additional and/or probing questions could include:
Organisational values	K2 K6 K13 K19 K20 S1 S7 S8 S10 S21	<p><i>CMI Mock Question:</i> How do you interpret and apply your organisational values within the current climate, environment, and/or setting?</p>	<p><i>The ethics and value-based leadership theories and principles they have used to challenge strategies, operations and financial assumptions.</i></p> <p><i>Their responsibility for resource allocation and how they oversee the development and monitoring of financial strategies (based on KPIs) within their organisation in order to maintain sustainability and business continuity/risk management.</i></p>
		<p><i>Your Mock Question:</i></p>	<p><i>How does their organisation's communications strategy link to their area of responsibility and the approaches they took to shape and manage it? (Taking into account any relevant external social and political environment factors and/or the diverse needs of their internal and external stakeholders.)</i></p> <p><i>How have they implemented a high-performance strategy that focuses on growth and improves efficiency? (Need to ensure the apprentice also covers how they synthesised outcomes from modelling and horizon scanning, and their approach taken/principles used to develop a corporate social responsibility programme.)</i></p> <p><i>How have they applied these principles to ensure the organisation's compliance to governance and regulations?</i></p>
Finance, workforce, planning and procurement	K11 S9 S12 S14 B4	<p><i>CMI Mock Question:</i> How did you ensure your workforce plan enabled you to optimise your team's skills and benefit your organisation?</p>	<p><i>How their workforce plan developed a diverse, inclusive, resilient and valued workforce.</i></p> <p><i>Their approach to overseeing procurement, supply chain management and contracts.</i></p>
		<p><i>Your Mock Question:</i></p>	
Driving change and risk management	K1 K4 K7 K17 S4.1 S5 S6 B1	<p><i>CMI Mock Question:</i> How have you personally championed or been an ambassador for projects within your organisation, and which piece(s) of evidence best demonstrates this?</p>	<p><i>How have they helped to shape their organisation's mission, culture and values by championing these projects?</i></p> <p><i>How have they worked collaboratively in driving change and implementing new ways of working? (Need to ensure the apprentice also talks about sustainability of the organisation and how they established a creative and innovative environment.)</i></p>
		<p><i>Your Mock Question:</i></p>	

			<p><i>Their approach to decision making and how they have used big data.</i></p> <p><i>The risk management techniques they have used to lead and respond to a crisis situation</i></p>
<b>Team working and development</b>	K10 K18 S4.2 S15 S16 S17 S18 B2 B5	<p><i>CMI Mock Question:</i> Explain in detail how you have used and encouraged continued professional development opportunities within your area of responsibility.</p>	<p><i>The differences in the approach taken when using CPD for themselves and for others.</i></p> <p><i>What coaching and mentoring techniques they used to build engagement in their team and develop an agile and collaborative culture of high performance.</i></p>
		<p><i>Your Mock Question:</i></p>	<p><i>How they led and influenced others in order to build constructive and trustful teams that are confident to take risks and are able to respond to/provide constructive feedback and challenge.</i></p> <p><i>How have they taken responsibility for driving continuous improvement through establishing an open and high-performing working environment with clear goals and accountabilities?</i></p>

## APPENDIX 4 - CMI Command Verbs

Below is a list of the CMI command verbs that apprentices may find useful and/or want to use to ensure they are fully meeting the relevant assessment criteria within the grading descriptors of the [L7 Senior Leader](#) occupational standard.

Command Verb	Definition
<b>Analyse</b>	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
<b>Assess</b>	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
<b>Consider</b>	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
<b>Create</b>	Originate or produce a solution to a problem.
<b>Define</b>	Show or state clearly and accurately.
<b>Develop</b>	Elaborate, expand or progress an idea from a starting point, building upon given information.
<b>Evaluate</b>	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
<b>Examine</b>	Inspect (something) thoroughly in order to determine its nature or condition.
<b>Explain</b>	Make something clear to someone by describing or revealing relevant information in more detail.
<b>Explore</b>	Go through the topic/issue thoroughly looking at all areas that affect the topic/issue.
<b>Formulate</b>	To devise or develop an idea or concept in a concise and systematic way.
<b>Identify</b>	Ascertain the origin, nature or definitive characteristics of something.
<b>Outline</b>	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
<b>Recommend</b>	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
<b>Reflect</b>	Consciously contemplate, appraise or give balanced consideration to an action or issue.
<b>Review</b>	To examine, survey, reconsider a subject, theory or item.
<b>Specify</b>	Identify or state a fact or requirement clearly and precisely in detail.
<b>Use</b>	The action of using something for a particular purpose.

## APPENDIX 5 - Version History

Version	Reason for change	Date amended
1.0	Document development and approval	11/07/23