

SENIOR LEADER MASTER'S DEGREE APPRENTICESHIP PROVIDER GUIDANCE.

July 2018



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INTRODUCTION

The Senior Leader Master's Degree Apprenticeship (Masters) is a Trailblazer Apprenticeship that has been developed by a group of employers led by Serco, in liaison with the Chartered Management Institute (CMI) and a number of Providers consisting of Higher Education Institutions (HEIs).

The Masters includes work-based learning, business education leading to a relevant degree, and professional recognition through the award of Chartered Manager status.

This document incorporates the published Masters Standard and the published Assessment Plan as approved by the Institute for Apprenticeships (IfA) in September 2017. It is intended to ensure that providers have the information needed in order to prepare apprentices for the Masters end-point assessment.

Information about the incorporation and assessment of apprentices for Chartered Manager status - the ultimate management accolade - is also included. Note that this document is not intended to be a definitive source of information about apprenticeships - such information should be obtained from the [.gov website](#).

1: GENERAL INFORMATION

This section includes general information about apprenticeships and this particular apprenticeship, what's included and how providers can get involved in the delivery.

1.1

ABOUT THE CHARTERED MANAGEMENT INSTITUTE

CMI is the only chartered professional body in the UK that is dedicated to promoting the highest standards in management and leadership excellence. Over 130,000 managers use its services on a daily basis. It was over 60 years ago that, as the British Institute of Management back then, the organisation developed the UK's very first diploma in management studies. In the years that followed CMI has constantly been at the forefront of all aspects of management training and thinking.

CMI's practical qualifications are ideal for managers and leaders at any level, and CMI remain the only awarding and independent body recognised by the Privy Council to award Chartered Manager status (CMgr MCMI).

In addition to assessing and awarding Chartered Manager, CMI is also listed on the Education and Skills Funding Agency's Register of End-point Assessment Organisations. This means that CMI is able to assess the Master's using the end-point assessment method described in the Assessment Plan. This gives Providers a one-stop shop for assessment of Chartered Manager status, and the end-point assessment.

CMI provides an integrated package of support to maximise the apprentice's learning and achievement. This consists of CMI membership benefits to underpin professional recognition and development, an option of dual accreditation to provide apprentices' with an additional CMI qualification, and comprehensive end-point assessment – the final validation that the apprentice meets the Standard and can be awarded the apprenticeship.

1.2

ABOUT APPRENTICESHIPS

An apprenticeship is first and foremost a job with substantial training and the development of transferable skills. It is a way for people of all ages to earn while they learn, gaining a qualification and an opportunity to develop knowledge, skills and behaviours that employers want.

Apprentices must be in paid employment for the duration of their apprenticeship, and will combine working with studying for a qualification. Higher apprenticeships and the new degree apprenticeships are part of the apprenticeships family. Higher apprenticeships refer to all apprenticeships which includes the achievement of academic and vocational qualifications and learning from level 4 up to bachelor's and Master's degrees at levels 6 and 7 respectively.

Degree apprenticeships are the latest model to be developed as part of higher apprenticeship standards, seeing apprentices achieving a full bachelor's or Master's degree as a core component of the apprenticeship. Degree apprenticeships combine both higher and vocational education and fully test both the wider occupational competence and academic learning, either using a fully-integrated degree co-designed by employers and Providers, or using a degree plus separate end-test of professional competence.

The new degree apprenticeship model has a number of benefits for employers, prospective apprentices, and providers.

Employers can attract new talent, particularly high-calibre young adults who are keen to earn a full bachelor's or Master's degree in a work-based environment. It will allow them to acquire the graduate level skills they need;

- The apprentice, will be employed and paid a wage throughout, will gain a full degree, and gain a head-start into their chosen profession compared with many of their counterparts;
- Employers can use the degree apprenticeship to train and develop existing staff, motivating and improving the skills of the workforce and assisting with succession planning;
- Providers can strengthen links with local employers and offer more degree programmes that meet employer needs and are accredited by professional bodies, while also having a new product to offer to prospective applicants

1.3

ABOUT THE SENIOR LEADER MASTER'S DEGREE APPRENTICESHIP

The Senior Leader Master's Degree Apprenticeship is an Apprenticeship Standard that has been developed by a group of employers led by Serco, in liaison a number of Higher Education Institutions (Providers) and the Chartered Management Institute (CMI) as the only body that can award Chartered Manager status.

The Masters is a higher level degree apprenticeship that is pitched at Level 7 and includes business education, work-based learning and professional development through to Chartered Manager status². It is based upon the published Masters Standard and Assessment Plan as developed by employers, who will ensure that these remain relevant and current. The Standard is shown at Appendix 1.

Apprentices that complete the Masters will stand out from students following a standard degree route by achieving not only a degree but also gaining work-based management experience and achieving Chartered Manager Status.

² Regulated by Ofqual in England and Northern Ireland, Scottish Qualifications Authority Accreditation in Scotland, and Qualifications Wales in Wales

1.4

WHAT'S INCLUDED IN THIS APPRENTICESHIP

RELEVANT DEGREE

As part of the Masters, apprentices will study for a relevant degree. This can relate to management and business (either MA (Hons); MSc (Hons) or MBA (Hons)).

The degrees are developed (or may already be in existence) by Providers, who must ensure that any degree that is delivered as part of the Masters, maps 100% to the published Masters Standard.

Degrees may be 'Dual Accredited' by CMI – this is an optional process whereby the content of the degree is further aligned and mapped to a CMI qualification. This enables the apprentice to gain an additional qualification as part of their academic studies.

WORK BASED LEARNING

Apprentices must be employed in order to undertake the Masters. Work-based learning allows apprentices to 'learn while they earn'. Job roles must allow sufficient opportunities for apprentices to undertake activities and tasks and implement learning acquired through their studies for the degree. They must have access to real work which is productive and gives apprentices opportunities to develop, practice, and evidence knowledge and skills to meet the Standard. Off-the job training and assessment will take place as part of their paid working hours.

CHARTERED MANAGER

During the CMI End-point Assessment, the Independent Apprenticeship Assessor will assess the apprentices' evidence to determine if they have acquired the skills and knowledge to become a Chartered Manager². On

completion of the Standard, including successful end-point assessment for the Masters the Apprentice will become a member of the Chartered Management Institute (MCMI) and will be granted the CMgr² designation which will remain valid as long as they continue their professional registration and maintain CPD.

Chartered Manager (CMgr) is the highest status that can be achieved in the managerial profession. Awarded only by CMI, it is recognised throughout the public and private sectors, across all managerial disciplines. Chartered Manager proves that they have the knowledge to deliver results. Most managers agree it offers benefits well beyond typical management qualifications, and list it as one of the three most effective ways to develop their abilities.

Chartered Managers:

- Add value – deliver added value to their organisations
- Get results – using their managerial skills to lead people and manage change.
- Innovate – create new product, service or market developments.
- Exceed targets – meet or beat performance targets
- Deliver improvements – initiate significant savings or performance improvements with new ways of working
- Work more confidently – become more confident in applying skills and increasing self-awareness.

*Chartered Managers deliver **£391,443** in added value to their organisation. 68% of CMgrs make significant savings or performance improvements:

- 65% have innovated to create new products or services;
- 67% consistently beat targets.

Managers report greater self-awareness (93%) and confidence in applying their skills (86%) as a result of becoming Chartered.

**Findings taken from 'Professionalising Management: the impact of the Chartered Manager'*

² In order to achieve Chartered Management Status at EPA stage, the Apprentice must have been a manager for a minimum of 3 years.

1.5

WHO THIS APPRENTICESHIP IS AIMED AT

The Masters is suitable for those who are, or wish to become, professional managers, i.e. people that take strategic responsibility for projects, people, operations and/ or services to deliver long term organisational success. It is applicable to professional managers from all sectors - the private, public or third sector - and all sizes of organisation.

The Masters has been designed for as wide a range of individuals as possible. This includes individuals who aspire to become professional managers and achieve Chartered Manager status, as well as those existing managers who may already have developed practical experience but who wish to develop their theoretical understanding of strategic management skills further.

1.6

ENTRY REQUIREMENTS

Individual employers will set the selection criteria for their apprentices though most will be expected to hold 'A' levels (or equivalent) or existing relevant Level 4/5 qualifications. Other relevant or prior experience may also be considered as an alternative. Providers must liaise with employers to determine their requirements, in line with any specific requirements of the Provider.

Potential apprentices should also have achieved qualifications in English and mathematics and at a minimum of level 2 or equivalent. Evidence of this must be collated by the Provider. Where this is not the case, apprentices must complete these by the end of the Masters, and evidence provided to the end-point assessment body (copies of certificates will suffice).

1.7

DURATION

It will typically take between 2 and 2 1/2 years to complete the Masters, although the exact duration will be dependent on the previous experience of the individual. Experienced managers for example may be able to complete in around eighteen months, particularly where they have access to evidence that demonstrates their achievements as a strategic manager. Individuals with no or very little management experience will require longer.

Note that apprenticeships are designed to allow apprentices to achieve new skills. Where an apprentice holds existing skills the programme must be adapted to accommodate these, and funding should not be claimed for learning covering already existing skills.

Providers should liaise with employers and potential apprentices to establish the duration of the programme required.

1.8

HOW PROVIDERS CAN GET INVOLVED

The Masters can be delivered through organisations with degree awarding powers that are listed on the Education and Skills Funding Agency (ESFA) Register of Apprentice Training Providers (RoATP) and whose Degree(s) map to the published Masters Standard.

To deliver the Masters a Provider must either be:

- Listed on RoATP and already receive funding for apprenticeship delivery from the ESFA;
- A subcontractor to another Provider listed on the ESFA's Register of Apprentice Training Provider who is in receipt of funding for apprenticeships from the ESFA;
- Successful applicants to an ESFA Provider Expression of Interest for higher and degree apprenticeship delivery;

Providers may wish to deliver the whole apprenticeship directly or, act as the lead apprenticeship provider, sharing the delivery by subcontracting with other providers.

PROVIDER PROCESS



1.9

MEMBERSHIP

REGISTRATION & SUPPORT PACKAGE

As part of the professional body alignment required within the Standard, apprentices are required to become CMI members from start of the Master's. Registration for professional membership must be undertaken by the apprenticeship provider (i.e. the HEI) within 6 weeks of the apprenticeship commencing. CMI membership supports both the academic and professional development of apprentices through a range of interventions.

Registration will result in the Master's apprentices receiving a welcome email from CMI and access to the following:

- Specifically tailored Affiliate Member status with CMI membership benefits for the duration of the apprenticeship, and a complimentary year afterwards to support post-apprenticeship development;
- Access to a Master's - tailored version of CMI's online content portal ManagementDirect supporting learning;
- Benefits, services and communications underpin individuals developing professional awareness and capability and help them to identify learning needs, take ownership of their own learning and development, and develop habits of CPD essential to achieving the Apprenticeship Standard
- Apprentices are part of a membership community of over 120,000 managers with the opportunity to network through, for example, events, mentoring schemes and social media.

When you are ready to register your first Master's apprentices please contact your account manager who will arrange for the team at CMI to do this for you for your first group. They will also set up access to CMI's Hub in order that you can conveniently upload further batches of apprentices in the future and complete the registration process smoothly. Training in how to use the CMI Hub can be provided and full guidance documentation and videos are also available.

KEY BENEFITS OF MEMBERSHIP

Affiliate membership for apprentices gives them access to:

- ManagementDirect – CMI's on-line management and leadership resource portal which has been tailored to be specific to the CMDA
- Dedicated on-line mentoring system to provide advice and support from mentors drawn from CMI's member community, for both work based and degree experience
- Local events and networks organised by CMI Regional Boards and national networks such as CMI Women.

1.10

SUPPORT FOR APPRENTICES

MANAGEMENTDIRECT

Once registered with CMI (which all Master's apprentices are required to be within 6 weeks of starting the Master's) apprentices will, as Affiliate Members, be given access to ManagementDirect – CMI's online resource tool that is packed with content to support apprentices, including:

- **E-Learning Modules**
From developing a management style to the principles of project management.
- **Leader Videos**
Experts talk about overcoming real-life management issues.
- **Thinkers**
Summaries of the ideas of major theorists to help problem solving.
- **Interactive Scenarios**
What decisions would you make on these management challenges?
- **Published Articles**
A database of articles from Professional Manager.
- **Checklists**
Hundreds of practical tick lists of activities to ensure a best practice approach

- **E-Journals**

Journals, publications and research documents offering latest industry insight

- **Templates**

Document outlines and research summaries on key business initiatives such as devising a marketing plan

ManagementDirect will provide valuable support to apprentices in the workplace and as part of their academic studies and progression towards Chartered Manager. Upon registration as an Affiliate Member apprentices will receive a welcome email that will include a link to ManagementDirect so they can begin to access this valuable resource as soon as possible. The portal can be [accessed here](#).

EDUCATION AND SKILLS FUNDING AGENCY (ESFA)

The ESFA produces a number of documents that aim to support employers and providers. The Apprenticeship Staff Support Programme has produced resources to support providers in understanding and implementing the apprenticeship reforms. The resources include a 'Resources for Planning and Action' document, which includes a section on planning for the delivery of apprenticeship standards, also four free podcasts:

- An overview of the reforms;
- Learning from providers;
- Understanding the changes to assessment;
- The changing employer-provider conversation.

These resources can be found [here](#).

1.11

FUNDING

This information is constantly changing and evolving.

Please see the Frequently Asked Questions on CMI's website where we endeavour to keep information as current as possible. <https://www.managers.org.uk/apprenticeships-and-epa/more/faqs>

2: ASSESSMENT

This section provides information about how the apprentice is to be assessed, including the formative on-programme assessment through to the summative end-point assessment.

2.1 SUMMARY OF ASSESSMENT

There are a number of elements that make up assessment for the apprenticeship including formative, on-programme assessment and a summative end-point assessment.

ON-PROGRAMME ASSESSMENT

1. A range of modules within a Management Degree to develop knowledge, skills and behaviours progressively against the Standard (to the value of 360 credits);
2. Learning and ongoing assessment within the Individual Learning Plan;
3. Portfolio compiled to provide evidence of the application of learning and the application of management concepts;
4. Work Based Project undertaken towards end of programme - a substantive piece of work requiring research, design and implementation.

GATEWAY TO END-POINT ASSESSMENT

The apprentice will need to have achieved the following:

1. Confirmation that final project completes degree requirements and degree therefore achieved;
2. Evidence that the apprentice has achieved English, maths at level 2 or higher.

END-POINT ASSESSMENT

Final synoptic assessment

Apprentice grading based upon:

1. Review of portfolio - marked against criteria to evidence various competences being practices, etc;
2. Review of Project - marked against criteria to evidence various competences being practices, etc;
3. 15-minute presentation on Work Based Project;
4. Panel interview to clarify and assess behavioural and skills competences in more depth, including exploring evidence for Chartered Manager status;
5. Inform final grading.

There are a number of elements that make up assessment for the Master's including formative, on-programme assessment, a work-based project and a summative end-point assessment. The end-point assessment also includes a review of the work-based project and the evidence produced as part of the on-programme assessment.

During the delivery and assessment of the Master's there should be regular reviews (at least quarterly) between the employer and the Provider with a formal annual review of the apprentice's progress.

Formative on-programme assessment must take place in liaison with the employer. The methods of assessment used as part of this are generally not prescribed and should be agreed between the Provider and employer to ensure that the apprentice is assessed across the totality of the Standard.

PORTFOLIO OF ASSESSMENT EVIDENCE

Methods used to assess the apprentice must be valid and reliable, and allow for the generation of evidence which is sufficient to make judgments about the apprentice's level of knowledge and understanding, skills and competencies.

The assessments will result in a portfolio of evidence that must contain evidence of the knowledge and understanding, skills and behaviours that the apprentice has acquired and the application of these. It will demonstrate their very best work, evidencing the apprentices' achievements and capabilities and where they may have exceeded the requirements of the role. The portfolio should enable the apprentice to demonstrate how they have applied their knowledge and understanding, skills and behaviours in a real work environment to achieve real work objectives. The portfolio must demonstrate evidence against the Standard, and will support the attainment of Chartered Manager status.

Evidence may be in the form of assignments, reports, practical exercises, projects, minutes, appraisals against performance objectives, development plans, records of observation of performance and professional discussions, personal reflective log, and feedback on behaviours via contact with others, team work - manager's report, emails, customer comments, peer review etc. The portfolio must contain 10-15 discrete pieces of evidence. Providers must assist the apprentice to develop their portfolio to ensure that it is complete and that it covers the totality of the Standard.

The portfolio will contribute towards the achievement of the degree, the assessment for Chartered Manager and will also be reviewed as part of the end-point assessment for the Master's. Successful completion of the degree is required to progress to the end-point assessment. This is confirmed during the Gateway Process to the end-point assessment described in 2.4.

360 DEGREE FEEDBACK

During the final year, 360 degree feedback on the apprentice's performance should be obtained from managers and peers. This exercise should be conducted sensitively and input should be anonymous to the apprentice where possible. The outcome of this exercise must be discussed with the apprentice to allow opportunities for further development based upon this feedback. This may be in the form of an action plan or included in a self-development log. Evidence of this process must be included in the portfolio of evidence.

The work-based project is a substantial piece of work to be undertaken towards the end of the Masters during the final year. The project must bring together elements of learning from different parts of the programme and show evidence of accumulated knowledge and understanding of management, and the application of these within their organisation. The project must meet the Standard and demonstrate the approach taken to the planning and completion of the project.

Because of the significance of the project, the employer and Provider must work together with the apprentice to agree a project that is achievable within the employer's business constraints whilst meeting the needs of the Standard. The project should be conducted as part of the apprentice's normal work. The employer should make allowances, in terms of time and resource, for the project to be undertaken. Any elements which need to be undertaken outside of normal work should be agreed between the employer, apprentice and Provider so that apprentices are not disadvantaged in any way from performing their job and meeting the requirements of the project.

DESIGN

- A specification must be developed to show what has to be delivered on completion of the project - this must include the outputs, project plans etc.;
- The report must be 4000 words +/-10%, and can include photos, diagrams and tables where they add value and clarity to the report, but these will be included in the word count. No annexes or appendices are allowed;
- Terms of reference must be developed by the apprentice and agreed by the Provider and employer early in the project;
- The Provider must provide clear project assessment criteria including those for the terms of reference, approach to the problem, solution design and implementation, the final report and presentation;
- Apprentices must document their assumptions and highlight the consequences of these assumptions – enabling them to demonstrate their understanding of commercial pressures and the application of their thinking and problem solving skills;
- Agreement must be made between the apprentice, employer and Provider on what systems, tools and platforms will be required (if any) to complete the tasks and how these will be made available.

DELIVERY

- Providers must work with the employer and apprentice to agree the project title and support arrangements required to enable the project to be undertaken;
- The project should normally be based on an agreed business problem that forms part of the apprentice's role;
- Suitable time should be set aside by the employer for the apprentice to plan, undertake and write up their project;
- The apprentice must first work out what is required and present terms of reference and an initial plan for agreement with the employer and Provider;
- The project should typically be undertaken at the employers premises;
- The employer and Provider must ensure that the apprentice has access to the tools and systems required to complete the tasks within the project;
- The apprentice must provide a signed statement to confirm the project is their own work;
- The project will be set and completed during the final year of the apprenticeship.

PROJECT ENVIRONMENT

- A suitable project environment should be provided ensuring access to all required tools and systems. This may be the apprentices' normal place of work/ work station, or another environment suitable for the project;
- Someone responsible for managing the project from the employer perspective must be identified;
- A tutor from the Provider must oversee and provide support to the apprentice.

Along with the portfolio, the work-based project will contribute towards the achievement of the degree, the assessment for Chartered Manager and will also be reviewed as part of the end-point assessment for the Masters. Successful completion of the degree is required for the apprentice to progress to the end-point assessment. This is confirmed during the next stage which is the Gateway Process to end-point assessment.

2.5

GATEWAY TO END POINT ASSESSMENT

The Gateway process must be used to confirm to the CMI that the apprentice has met the pre-requisite requirements of the Standard before they move to the end-point assessment. The Employer and Provider must confirm to the CMI that the apprentice has completed the pre-requisites which are successful achievement of the Master's degree, and maths and English qualifications at level 2.

DEGREE

The provider will need to confirm to CMI that:

- The degree has been completed;
- The work-based project meets the final requirements of the degree;
- The degree can be awarded.

Apprentices will be graded by the provider for the degree using Honours degree classifications for English universities.

2.6

END POINT ASSESSMENT

It is the employer's responsibility to choose the end-point assessment organisation, though it is likely that in reality this will happen in liaison with the Provider. This section describes the end-point assessment for the Masters where CMI is the chosen body for the end-point assessment.

Note that any other organisations that deliver the end-point assessment for the Masters cannot assess apprentices for Chartered Manager status; only CMI is able to do this as approved by the Privy Council. Where CMI is the chosen end-point assessment organisation, the assessment for Chartered Manager and the end-point assessment will run concurrently.

All of CMI's assessors are fully trained and standardised to ensure consistent assessment decisions and must adhere to a strict code of conduct.

END POINT ASSESSMENT ORGANISATIONS

Any organisation that wishes to deliver the end-point assessment for the Master's must do so in accordance with the published Assessment Plan, and be approved by the Education and Skills Funding Agency (ESFA). All approved organisations for the Masters are shown on the list of End-point Assessment Organisations for Apprenticeships on the ESFA's website.

CMI has the assessment expertise and necessary resources to undertake the end-point assessment having a large number of trained independent assessors that are regionally spread and available for conducting independent assessments. Standard setting takes place on a regular basis to ensure that CMI's independent assessors are consistent in their assessment decisions.

ARRANGING THE END POINT ASSESSMENT

The end-point assessment takes place via a 1-1 meeting with the Independent Apprenticeship Assessor. The Provider will be responsible for coordinating the EPA with the independent end-point assessment organisation.

When the EPA is due to be arranged Providers must contact CMI as the chosen end-point assessment organisation at least 3 months before the anticipated date. CMI will then allocate an independent assessor.

This timescale also allows for review by the independent assessor of the completed portfolio and work-based project in advance of the interview, professional discussion and showcase.

Although the end-point assessment can be arranged early on, this cannot actually take place until the requirements of the Gateway Process described above have been met. The EPA will take place at the end of the apprentice's final year when they have achieved the degree and met the requirements for mathematics and English at level 2 or above.

Providers should allow at least two hours per apprentice to allow for the apprentices' showcase and interview, professional discussion and grading.

CONDUCTING THE END POINT ASSESSMENT

Review of assessment evidence

The end-point assessment can take place when the requirements of the Gateway Process have been met. The end-point assessment is an overall synoptic assessment that covers the whole Standard. The end-point assessment will be undertaken by the independent apprenticeship assessor (IAA) appointed by the CMI.

Each apprentice's portfolio of evidence and work-based project will be reviewed in advance of the EPA against specific criteria which will be applied on a sampling basis, and will cover a range of assessment methods used to gain evidence for the portfolio. This is to check that the Standard has been sufficiently covered.

A review of the work-based project will also take place by the independent apprenticeship assessor. Any particular aspects of the work that they wish to discuss with the apprentice during the interview will be noted, either to confirm their judgement and/or provide further information on which to base grading decisions.

Showcase

The apprentice is required to deliver a showcase (approximately 20 minutes) about their project. The showcase must focus on the outcomes of the project and describe the objectives and outputs of their project, and will demonstrate:

- What the apprentice set out to achieve;
- What they have produced in the project;
- How they approached the work and dealt with any issues;
- Confirm the demonstration of appropriate interpersonal and behavioural skills.

The primary focus of the presentation must be on the work undertaken during the project, however during the interview session the IAA will explore the apprentices' broader experiences to demonstrate that the knowledge and skills defined in the Standard have been met.

Practical requirements for the presentation:

- The showcase must take place following the completion for the project and the preparation of the final report;
- The apprentice will receive appropriate notice of their showcase time (a minimum of 7 days' notice of the date);
- A structured brief will be used to support the presentation to ensure a consistent approach;
- The presentation and interview session will be approximately one hour duration;
- The presentation should be conducted face to face or via live media;
- The presentation must be conducted in a suitable location – organised by the Providers;
- The apprentice must be put at ease to enable them to do their best;

Interview and professional discussion

Following the presentation an interview will take place with the independent assessor, the purpose of which to:

- Clarify any questions the independent assessor has from their assessment of the work-based project and portfolio;
- Confirm and validate judgements about the quality of work;
- Explore aspects of the work, including how it was carried out, in more detail;
- Provide a basis for the independent assessor to make a holistic decision about the grade to be awarded.
- The professional discussion will be approximately one hour duration

The apprentice will provide responses to a series of competency based questions put to them by the independent assessor. The questions will require the apprentice to draw on their experiences throughout their apprenticeship but will also focus on the findings/ recommendations made within their work-based project activity.

The interview will be conducted face-to-face or via video or teleconference.

This combination will fully test that the apprentice has demonstrated the full range of skills, knowledge and behaviours detailed in the Standard.

The independent assessor will determine the award of the apprenticeship and grading.

Preparing apprentices for the End Point Assessment

Providers should ensure that apprentices have had support and practice in preparing and delivering presentations, and developing interview skills. Powerpoint presentation is preferred but other methods may be used as appropriate, and the needs of apprentices that require reasonable adjustments should be met.

Grading will be undertaken by the independent assessor. The two component parts of the EPA will contribute equally to the achievement of the apprenticeship

- What the apprentice has shown they can do against the requirements of their job role;
- How the apprentice has approached and the way they have completed the task(s);
- Who the apprentice has worked with demonstrating personal and interpersonal qualities they have brought to all their work relationships.

EPA EVIDENCE	MAX %
Project showcase, based on work-based project, including report, presentation and questioning	50%
Professional discussion, based upon review of portfolio	50%

Grading at pass, merit or distinction will be assessed by the independent assessor and pass, merit or distinction grades will be awarded.

This section outlines how apprentices may appeal against decisions regarding the outcome of the end-point assessment. Note that an appeal against the degree should go through the Provider's own appeals process. For appeals against decisions about Chartered Manager please see the next section.

Appeals against the outcome of the end-point assessment should be addressed to CMI as the independent assessment organisation. These should clearly state the grounds for appeal and be made within 20 working days of the receipt of the results.

Appeals may be made by post to the Chartered Management Institute, Management House, Cottingham Road, Corby, Northamptonshire NN17 1TT, or via email to apprenticeship@managers.org.uk.

CMI will confirm, in writing, acknowledgement of receipt of the appeal within 10 working days.

CMI will arrange for the Lead independent assessor to review the documentation relating to the results. This will include the portfolio, work-based project, copy of the presentation and the panel's notes from the panel interview. The Lead independent assessor will not be informed of the decision of the first assessor, and may conduct a telephone interview with the appellant as part of this process. The decision of the Lead independent assessor is final.

In the event that an apprentice fails to pass the independent assessment, an appeal against the decision may be made. The process is as follows:

- Any appeal must be made in writing within 28 days of the fail decision being confirmed, and stating the grounds for appeal
- Appellants must send in a cheque for £150 along with the written appeal (cheque is held pending the appeal outcome)
- CMI then organise a review of the case through the Lead independent assessor, or if the appeal is against this person through another independent assessor

- All of the apprentice's assessment documentation will be reviewed and a telephone interview will take place
- If the appeal is successful, then the cheque is destroyed, the decision is reversed and apprentice awarded CMgr
- If the appeal is unsuccessful then the cheque is cashed and the fail decision remains in place
- All appeals must be sent to apprenticeships@managers.org.uk.

If the appeal identifies any shortcoming or failure in the assessment process, CMI will take steps to:

- Identify any other apprentice who has been affected by the failure,
- Correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure, and
- Ensure that the failure does not recur in the future.

2.9

CERTIFICATION PROCESS

Evidence of the following is required in order to claim the apprenticeship certificate:

- Degree certificate;
- Mathematics qualification at Level 2 or above;
- English qualification at Level 2 or above;

3: CHARTERED MANAGER

CMI has been working with employers and universities to develop the Senior Leader Master's Degree Apprenticeship (Master's) to ensure that it's fully aligned to the standards of professional recognition provided by the Chartered Manager award. CMI is also approved as an independent End-Point Assessment Organisation, so is able to deliver the end-point assessment.

CMI is the only chartered body in the UK dedicated to advocating excellence in management and leadership, and the only organisation qualified to award the prestigious Chartered Manager accolade. This section provides further information about Chartered Manager including how to apply for apprentices to be assessed for this status.

3.1

ABOUT CHARTERED MANAGER

Chartered Manager is the highest and most prestigious accolade achievable within the management and leadership profession, and CMI is the only organisation qualified to award it. A Chartered Manager is someone who can take responsibility for people, projects, operations and/or services to deliver long term organisational success, with the professional recognition of their ability to deliver impact, behave ethically and demonstrate their commitment to continual learning and development.

Demonstrating proficiency at managing people, projects, operations and services to deliver long term organisational success; outstanding conduct and ethical responsibility; and a formal commitment to continuous learning and personal development, it affords its holders parity with the best among other respected professions, such as accountancy, engineering and surveying, with a charter being the

universally-recognised hallmark of excellence in one's field. Chartered Manager status is awarded to those who demonstrate the above through a robust assessment process, and maintain the award through continuous professional development.

On completion of the Apprenticeship, including successful assessment for Chartered Manager, the apprentice will be granted the CMgr designation which will remain valid as long as they continue their professional registration and maintain their CPD.

If an individual, for whatever reason, decides not to continue with their professional membership, they will still be able to list the Senior Leader Masters Degree Level 7 Apprenticeship Award and Management Degree (MA, Msc or MBA, as relevant) as their achievements, but will no longer be able to use the designated letters, CMgr.

3.2

REGISTRATION & MEMBERSHIP

Apprentices are required to register as CMI Affiliate Members at the start of the Masters, registering within the first six weeks. Registration is via the CMI Hub and triggers a specific package for Masters apprentices.

- Specifically tailored Affiliate Member status with CMI membership benefits for the duration of the apprenticeship, and a complimentary year afterwards to support post-qualification transition;
- Benefits, services and communications underpin individuals developing professional awareness and capability and help them to identify learning needs, take ownership of their own learning and development, and develop habits of CPD essential to achieving Chartered Manager status;
- Apprentices are part of a membership community of over 115,000 managers with the opportunity to network through, for example, events, mentoring schemes and social media.

Affiliate membership for apprentices gives access to:

- ManagementDirect – CMI's on-line management and leadership resource portal which has been tailored to be specific to the Masters
- CMI Achieve online mentoring system to provide advice and support from mentors drawn from CMI's member community for both work based and degree experience;
- Local events and networks organised by CMI Regional Boards; national networks such as Women in Management.

Registration of apprentices also allows CMI to be aware of which Providers are delivering the Masters and to allocate a named relationship manager who will provide advice, guidance or support. Please don't hesitate in contacting your relationship manager with any queries in the first instance.

CMI also maintain and publish a current list of Providers that are delivering the Master's on the apprenticeship section of CMI's website.

4: ROLES & RESPONSIBILITIES

4.1

PROVIDER'S ROLE

Each provider must:

- Develop its own degree programme and map this to the outcomes in the Standard to ensure that these are fully met (existing degrees may already map to the Standard);
- Develop approaches that will deliver high quality education and training to apprentices and fulfil employer expectations. This may be achieved via a range of different delivery models including day release, block release, distance learning and online, or through a more integrated approach designed in association with the apprentice's employer;
- Assess and provide feedback to the apprentice;
- Take part in periodic reviews (to be agreed with the employer) and a formal annual review with the employer to review the apprentice's progress;
- Ensure internal quality assurance of their own formative assessment that takes place as part of the Masters;
- Liaise with employers to ensure that apprentice development plans are in place and executed, giving apprentices opportunities to access develop, practice, and evidence knowledge and skills to meet the Standard;
- Liaise with CMI and the employer regarding the end-point assessment.

4.2

EMPLOYER'S ROLE

Each employer must:

- Identify apprentices that may be suitable for the Masters;
- Ensure the apprentice is undertaking real work which is productive and gives apprentices opportunities to access develop, practice, and evidence knowledge and skills to meet the Standard;
- Allow the apprentice to attend external off-the-job training and assessment as part of their paid working hours;
- Take part in quarterly reviews and a formal annual review with the Provider to review the apprentice's progress;
- Liaise with the Provider regarding the end-point assessment
- All apprenticeships will last for a minimum of 12 months and employers will be expected to employ an apprentice for the full duration of their apprenticeship. Apprenticeships may take between 1 to 6 years to complete;
- In most cases employers will be expected to employ an apprentice for at least 30 hours per week.

A useful guide for employers is [available here](#).

Note that there may be other bodies recognised to deliver the end-point assessment

CMI as the end-point assessment organisation must:

- Appoint qualified and experienced independent assessors;
- Develop assessment materials for use during the end-point assessment;
- Ensure that the independent assessors are standardised and provided with clear guidance so that assessment decisions across all assessors are consistent;
- Liaise with the Provider with regards to the end-point assessment;
- Complete all necessary administration around the Masters.

CMI as the assessor for Chartered Manager must:

- Liaise with the Provider with regards to assessment for Chartered Manager;
- Deploy qualified and experienced assessors to assess apprentices for Chartered Manager;
- Ensure that assessors are standardised to achieve consistent assessment decisions;
- Dual accredited Providers where appropriate so that apprentices may access the exempt route to Chartered Manager;
- Recognise Providers as assessment centres for Chartered Manager where appropriate;
- Award Chartered Manager status to Masters apprentices that achieve the degree and pass the assessment for Chartered Manager subject to the Apprentice operating as a manager for 3 years;
- Provide apprentices with access to Management Direct – CMI's online resource.

5: APPENDIX

AREA	KNOWLEDGE	SKILLS
ORGANISATIONAL PERFORMANCE		
OPERATIONAL STRATEGY	Knows how to shape organisational vision, culture and values. Understands organisational structures; business modelling; diversity; global perspectives; governance and accountability; the external environment, social, technological and policy implications. Understands new market strategies, changing customer demands and trend analysis.	Use of horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes. Sets a clear agenda and gains support from key stakeholders. Able to undertake research, and critically analyse and integrate complex information..

INNOVATION & CHANGE	Understands 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. Knowledge of systems thinking, knowledge/data management, and programme management.	Initiates and leads change in the organisation, creates environment for innovation and creativity, establishing the value of ideas and change initiatives and drives continuous improvement. Able to manage conflict. Manages partnerships, people and resources effectively, and measures outcomes. Acts where needed as a Sponsor, championing projects and transformation of services across organisational boundaries.
ENTERPRISE & RISK	Knowledge of ethics and values based leadership; regulatory environments, legal, H&S and well-being and compliance requirements; corporate social responsibility; risk management, environmental impact and cyber security. Understands competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.	Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management. Application of principles relating to Corporate Social Responsibility, Governance, Regulatory compliance. Drives a culture of resilience and supports development of new enterprise and opportunities.
FINANCE	Understands financial strategies including scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non-financial information. Understands financial governance and legal requirements, and procurement strategies.	Oversees financial strategies/management, results and setting organisational budgets, and challenges financial assumptions underpinning strategies. Is accountable for decisions based on relevant information e.g. Key Performance Indicators/scorecard. Uses financial data to allocate resources. Oversees procurement, supply chain management and contracts.
INTERPERSONAL EXCELLENCE		
LEADING & DEVELOPING PEOPLE	Knowledge of organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures. Understands approaches to strategic workforce planning including talent management, learning organisations, workforce design, succession planning, diversity and inclusion.	Enables an open and high performance working, and sets goals and accountabilities for teams and individuals. Leads and influences people, building constructive working relationships across teams, using matrix management where required. Ensures workforce skills are utilised, balancing people and technical skills and encouraging continual development.
DEVELOPING COLLABORATIVE RELATIONSHIPS	Understands large scale and inter-organisational influencing and negotiation strategies. Knowledge of	

	the external political environment and use of diplomacy with diverse groups of internal and external stakeholders. Understands working with board and company structures. Knowledge of brand and reputation management.	
BUILDING COLLABORATIVE RELATIONSHIPS		Manages complex relationships across multiple and diverse stakeholders. Builds trust and rapport, with ability to positively challenge. Leads beyond area of control/authority, and able to influence, negotiate and use advocacy skills to build reputation and effective collaborations.
ENGAGING EMPLOYEES		Uses personal presence and “storytelling” to articulate and translate vision into operational strategies, demonstrating clarity in thinking and using inspirational communication. Creates an inclusive culture, encouraging diversity and difference. Gives and receives feedback at all levels, building confidence and developing trust, and enables people to take risks.

BEHAVIOURS

LEADS BY EXAMPLE	Has high levels of self-awareness, emotional and social intelligence, empathy and compassion, and able to identify mental well-being in others. Works collaboratively enabling empowerment and delegation. Acts with humility and authenticity, is credible, confident and resilient.
JUDGEMENT AND CHALLENGE	Takes personal accountability aligned to clear values. Demonstrates flexibility and willingness to challenge when making decisions and solving problems. Instils confidence demonstrating honesty, integrity, openness, and trust.
COURAGE & CURIOSITY	Is confident and brave, willing to innovate, seeks new ideas and looks for contingencies. Manages complexity and ambiguity, comfortable in uncertainty, and is pragmatic.
VALUING DIFFERENCE	Engaging with all – is ethical and demonstrates inclusivity, recognising diversity, championing, and enabling cultural inclusion. Empowers and motivates to inspire and support others.
PROFESSIONAL	Reflects on own performance, demonstrates professional standards in relation behaviour and ongoing development. Advocates the use of good practice within and outside the organisation.

LEARNING OUTCOME REQUIRED	SUGGESTED ASSESSMENT CRITERIA	ASSESSMENT METHODS
The apprentice will...	The apprentice can...	The candidate produced...
ORGANISATIONAL PERFORMANCE: DELIVERING A LONG-TERM PURPOSE		
A.STRATEGY		
<p>Know and understand:</p> <p>A.1 How to shape organisational vision, culture and values</p> <p>A.2 Organisational structures</p> <p>A.3 Business modelling</p> <p>A.4 Diversity</p> <p>A.5 Global perspectives</p> <p>A.6 Governance and accountability</p> <p>A.7 The external environment, social, technological and policy implications</p> <p>A.8 New market strategies, changing customer demands and trend analysis</p> <p>Skills – be able to:</p> <p>A.9 Use horizon scanning and conceptualisation to deliver</p>	<p>A1.1 Analyse the factors which shape organisational vision, culture and values.</p> <p>A2.1 Analyse the impact of organisational structures on your organisation’s strategy.</p> <p>A3.1 Analyse how business modelling impacts your organisation’s strategy.</p> <p>A4.1 Analyse the impact of diversity on your organisation’s strategy</p> <p>A5.1 Analyse the impact of global perspectives on your organisation’s strategy</p> <p>A6.1 Examine the requirements of governance structures and the system for accountability in your organisation</p> <p>A7.1 Evaluate the external environment, social, technological and policy implications on organisational strategy.</p> <p>A8.1 Examine how new market strategies, changing customer demands and trend analysis informs organisational strategy</p> <p>A9.1 Using horizon scanning and conceptualisation, deliver high</p>	<p>Portfolio will include evidence obtained using a range of assessment methods¹ to show that the apprentice has understood and applied relevant organisational theories. Evidence must demonstrate that the apprentice is able to apply theory to support the development, implementation and monitoring of organisational strategies and plans.</p> <p>Work-based project will be set within the context of own organisation’s strategy and make efficient use of resources available.</p> <p>Interview will test knowledge and understanding of organisational strategy and the application of this.</p>

¹ For example: the portfolio will include some of the following types of evidence to demonstrate achievement against the standard: reflective journal, , assessor observations, credible witness statements, 360 degree feedback, plans, projects, assignments, presentations, research projects, reports.

<p>high performance strategies focusing on growth/sustainable outcomes</p> <p>A.10 Set a clear agenda and gains support from key stakeholders</p> <p>A.11 Undertake research and critically analyse and integrate complex information</p>	<p>performance strategies focusing on growth and sustainable outcomes</p> <p>A10.1 Set a clear agenda and gain support from key stakeholders</p> <p>A11.1 Undertake research and critically analyse and integrate complex information</p>	
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B. INNOVATION AND CHANGE

<p>Know and understand:</p> <p>B.1 Innovation</p> <p>B.2 The impact of disruptive technologies (mechanisms that challenge traditional business methods and practices)</p> <p>B.3 Drivers of change and new ways of working across infrastructure, processes, people and culture, and sustainability</p> <p>B.4 Systems thinking, knowledge/data management, programme management</p> <p>Skills - be able to:</p> <p>B.5 Initiate and lead change in the organisation</p> <p>B.6 Create an environment for innovation and creativity, establishing the value of ideas and change initiatives and drive continuous improvement</p> <p>B.7 Manage conflict</p>	<p>B1.1 Evaluate how innovation impacts organisational strategy</p> <p>B2.1 Assess the impact of disruptive technologies on your organisation strategy</p> <p>B3.1 Analyse the drivers of change that impact your organisation B3.3 Examine new ways of working across infrastructure, processes, people and culture, and sustainability in own organisation</p> <p>B4.1 Analyse systems thinking, knowledge/data management and programme management in your organisation</p> <p>B5.1 Evidence how you have initiated and led change in your organisation</p> <p>B6.1 Show how you have created an environment of innovation and creativity in your organisation B6.2 Evidence how you have established the value of ideas and change initiatives in your organisation B6.3 Show how you have driven continuous improvement in your organisation</p> <p>B7.1 Show how you have managed conflict in your organisation</p>	<p>Portfolio will include evidence obtained using a range of assessment methods to show that the apprentice has understood innovation and change and has successfully applied this to produce positive outcomes.</p> <p>Work-based project will include how the apprentice have made innovations and managed change.</p> <p>Interview will test knowledge and understanding of the use of innovation and change and how the apprentice has applied this to achieve successful outcomes.</p>
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<p>B.8 Manage partnerships, people and resources effectively and measure outcomes</p>	<p>B8.1 Evidence how you manage partnerships, people and resources effectively in your organisation. B8.2 Outline how you measure outcomes</p>	
<p>B.9 Act as needed as a Sponsor, championing projects and transformation of services across organisational boundaries</p>	<p>B9.1 Demonstrate your role as a Sponsor, how you have championed projects and transformed services across organisational boundaries</p>	

C. ENTERPRISE AND RISK

<p>Know and understand:</p>		
<p>C.1 Ethics and values based leadership</p>	<p>C1.1 Analyse ethical and values based approaches to leadership</p>	
<p>C.2 Regulatory environments, legal, H&S and well-being and compliance requirements</p>	<p>C2.1 Investigate regulatory environments, legal, health and safety, well-being and compliance requirements which impact your organisation</p>	<p>Portfolio will include evidence obtained using a range of assessment methods to show that the apprentice has an understanding of enterprise and risk.</p> <p>Work-based project will include considerations regarding enterprise and risk.</p>
<p>C.3 Corporate social responsibility</p>	<p>C3.1 Analyse principles of corporate social responsibility which underpin your organisation's strategy</p>	<p>Interview will test knowledge and understanding of enterprise and risk and how this has been effectively utilised by the apprentice.</p>
<p>C.4 Risk management, environmental impact and cyber security</p>	<p>C4.1 Assess the risks facing your organisation C4.2 Evaluate techniques to manage risk, including environmental impact and cyber security</p>	
<p>C.5 Competitive strategies and entrepreneurialism</p>	<p>C5.1 Assess the use of competitive strategies and entrepreneurialism that impact your organisation</p>	
<p>C.6 Approaches to effective decision making</p>	<p>C6.1 Evaluate approaches to effective decision making</p>	
<p>C.7 The use of big data and insight to implement and manage change</p>	<p>C7.1 Assess the use of big data and information to implement and manage change in your organisation.</p>	

<p>Skills - be able to:</p> <p>C.8 To challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management</p> <p>C.9 Apply principles relating to Corporate Social Responsibility, Governance/Regulatory compliance</p> <p>C.10 Drive a culture of resilience</p> <p>C.11 Support development of new enterprise and opportunities</p>	<p>C8.1 Examining your organisation's strategies and operations, critique the extent to which good practice in ethics, responsibility and sustainability are achieved.</p> <p>C8.2 Judge practices of resource allocation, business continuity and risk management within your organisation's strategies and operations</p> <p>C9.1 Demonstrate how you apply principles relating to corporate social responsibility, governance and regulatory compliance</p> <p>C10.1 Evidence how you drive a culture of resilience within your organisation</p> <p>C11.1 Show how you support development of new enterprise and opportunities</p>	
D. FINANCE		
<p>Know and understand:</p> <p>D.1 Financial strategies including scenarios, modelling and identifying trends</p> <p>D.2 Application of economic theory to decision-making</p> <p>D.3 How to evaluate financial and non-financial information</p> <p>D.4 Financial governance and legal requirements</p>	<p>D1.1 Evaluate the importance of strategic financial management using scenarios and modelling</p> <p>D1.2 Identify and assess trends in relation to your organisation's financial strategy</p> <p>D.2 Demonstrate how you apply economic theory to decision making</p> <p>D3.1 Evaluate financial and non-financial information to direct organisational strategy</p>	<p>Portfolio will include evidence obtained using a range of assessment methods to show that the apprentice has an understanding of financial management, is able to apply this and analyse financial data and draw conclusions.</p> <p>Work-based project will include financial considerations as appropriate.</p> <p>Interview will test knowledge and understanding of business finance and how this has been effectively utilised by the apprentice</p>

<p>D.5 Procurement strategies</p> <p>Skills - be able to:</p> <p>D.6 Oversee financial strategies/management, results and setting organisational budgets</p> <p>D.7 Challenge financial assumptions underpinning strategies</p> <p>D.8 Be accountable for decisions based on relevant information e.g. Key Performance Indicators/scorecard</p> <p>D.9 Use financial data to allocate resources</p> <p>D.10 Oversee procurement, supply chain management and contracts</p>	<p>D4.1 Evaluate financial governance and legal requirements in own organisation</p> <p>D5.1 Evaluate the use of procurement strategies in relation to own organisation</p> <p>D6.1 Examine your organisation's financial strategies, including results, and oversee the development and setting of organisational budgets</p> <p>D7.1 Critically evaluate financial assumptions that underpin strategies within your organisation</p> <p>D8.1 Demonstrate accountability for decisions based on relevant information e.g. Key Performance Indicators/scorecard</p> <p>D9.1 Demonstrate the use of financial data to allocate resources within your organisation</p> <p>D10.1 Demonstrate how you oversee your organisation's procurement and supply chain management and contracts</p>	
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INTERPERSONAL EXCELLENCE

E. ENGAGING EMPLOYEES

<p>Skills - be able to:</p> <p>E.1 Use personal presence and “storytelling” to articulate and translate vision into operational strategies</p> <p>E.2 Demonstrate clarity in thinking and use inspirational communication</p>	<p>E1.1 Demonstrate how you use personal presence and “storytelling” to articulate and translate vision into operational strategies</p> <p>E2.1 Demonstrate clarity in thinking and how you use inspirational communication to engage with employees</p> <p>E3.1 Show how you create an inclusive culture, encouraging</p>	<p>Portfolio will include evidence obtained using a range of assessment methods to show that the apprentice is able engage employees appropriately and effectively, and demonstrate high level interpersonal skills in a variety of contexts.</p> <p>Work-based project will be well structured and demonstrate good written presentation skills.</p>
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<p>E.3 Create an inclusive culture, encouraging diversity and difference</p> <p>E.4 Give and receive feedback at all levels</p> <p>E.5 Build confidence and develop trust and enables people to take risks</p>	<p>diversity and difference in your organisation</p> <p>E4.1 Appraise own ability to give and receive feedback at all levels of the organisation</p> <p>E5.1 Appraise and evidence you own ability to build confidence in others, develop trust and enable people to take risks</p>	<p>Interview will review the apprentice's personal presence and communication style and their ability to engage effectively with employees.</p>
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F. LEADING PEOPLE

<p>Know and understand:</p>		
<p>F.1 Organisational/team dynamics</p> <p>F.2 How to build engagement and develop high performance, agile and collaborative cultures</p> <p>F.3 Approaches to strategic workforce planning including talent management, learning organisations, workforce design, succession planning, diversity and inclusion</p>	<p>F1.1 Evaluate in the impact of organisational and team dynamics in effectively leading and developing people</p> <p>F2.1 Propose methods to build engagement and develop a high performance, agile and collaborative culture in your organisation</p> <p>F3.1 Analyse the contribution of talent management programmes, learning organisations, workforce design, succession planning and concepts of diversity and inclusion on strategic workforce planning</p>	<p>Portfolio will include evidence obtained using a range of assessment methods to show that the apprentice has understood the impact of leadership on culture and is able to lead and coach people.</p> <p>Work-based project will include leading people as appropriate.</p> <p>Interview will test knowledge and understanding of leadership and own leadership style, how this can be used to affect performance.</p>
<p>Skills - be able to:</p>		
<p>F.4 Enable open and high performance working</p> <p>F.5 Sets goals and accountabilities for teams and individuals</p> <p>F.6 Lead and influence people</p> <p>F.7 Build constructive working relationships across teams,</p>	<p>F4.1 Appraise own ability to open and high performance working</p> <p>F5.1 Demonstrate setting of goals and accountabilities for teams and individuals</p> <p>F6.1 Critically assess own leadership and influencing skills,</p> <p>F7.1 Demonstrate using leadership skills to build constructive working relationships across teams</p>	

using matrix management where required	F7.2 Assess own use of matrix management techniques when leading and developing people	
F.8 Ensure workforce skills are utilised, balancing people and technical skills	F8.1 Demonstrate utilisation of workforce skills which balance people and technical skills	
F.9 Encourage continual development	F9.1 Show how you support people through the encouragement of continual development	

G. DEVELOPING COLLABORATIVE RELATIONSHIPS – KNOWLEDGE. BUILDING COLLABORATIVE RELATIONSHIPS - SKILLS

Know and understand:		
G.1 Large scale and inter-organisational influencing and negotiating strategies	G1.1 Evaluate approaches to large scale and inter-organisational influencing and negotiating strategies	Portfolio will include evidence obtained using a range of assessment methods that the apprentice has understood and can apply approaches to developing and building collaborative relationships to meet organisational needs. Work-based project will include collaborative relationships as appropriate. Interview will test knowledge and understanding of developing and sustaining collaborative relationships
G.2 The external political environment	G2.1 Examine factors in the external political environment which impact on your organisation	
G.3 Use of diplomacy with diverse groups of internal and external stakeholders	G3.1 Assess approaches to the use of diplomacy with diverse groups of internal and external stakeholders, relevant to your organisation	
G.4 Working with board and company structures	G4.1 Evaluate working practices with board and company structures	
G.5 Brand and reputation management	G5.1 Review best practice in brand and reputation management in relation to your organisation	
Skills - be able to:		
G.6 Manage complex relationships across multiple and diverse stakeholders	G6.1 Demonstrate your ability to manage complex relationships across multiple and diverse stakeholders	
G.7 Build trust and rapport with the ability to positively challenge	G7.1 Demonstrate how you build trust and rapport with the ability to positively challenge others	
G.8 Lead beyond area of control/authority	G8.1 Appraise your ability to lead beyond area of control/authority	

G.9 Influence, negotiate and use advocacy skills to build reputation and effective collaborations

G9.1 Demonstrate your ability to influence, negotiate and use advocacy skills to build the reputation of your organisation and establish effective collaborations

BEHAVIOURS – DEVELOPED AND EXHIBITED IN THE WORKPLACE

H1. LEADS BY EXAMPLE

- Demonstrates high levels of self-awareness, emotional and social intelligence, empathy and compassion
- Is able to identify mental well-being in others
- Works collaboratively enabling empowerment and delegation
- Acts with humility and authenticity
- Is credible, confident and resilient

Portfolio will include evidence obtained using a range of assessment methods including 360 degree feedback from others to show that the apprentice has demonstrated these behaviours. Interview may scrutinise and require examples of when and how the apprentice demonstrates these behaviours.

H2. JUDGEMENT AND CHALLENGE

- Takes personal accountability aligned to clear values
- Demonstrates flexibility and willingness to challenge when making decision and solving problems
- Instils confidence, demonstrating honesty, integrity, openness and trust

Portfolio will include evidence obtained using a range of assessment methods including 360 degree feedback from others to show that the apprentice has demonstrated these behaviours. Interview may scrutinise and require examples of when and how the apprentice demonstrates these behaviours.

H3. COURAGE AND CURIOSITY

- Is confident and brave
- Willing to innovate
- Seeks new ideas and looks for contingencies
- Manages complexity and ambiguity
- Comfortable in uncertainty, is pragmatic

Portfolio will include evidence obtained using a range of assessment methods including 360 degree feedback from others to show that the apprentice has demonstrated these behaviours. Interview may scrutinise and require examples of when and how the apprentice demonstrates these behaviours.

H4. VALUING

- Engaging with all
- Is ethical and demonstrates inclusivity
- Recognising diversity, championing enabling cultural inclusion
- Empowers and motivates to inspire and support others

Portfolio will include evidence obtained using a range of assessment methods including 360 degree feedback from others to show that the apprentice has

demonstrated these behaviours. Interview may scrutinise and require examples of when and how the apprentice demonstrates these behaviours.

H5. PROFESSIONAL

- Reflects on own performance
- Demonstrates professional standards in relation behaviour and ongoing development
- Advocates the use of good practice within and outside the organisation

Portfolio will include evidence obtained using a range of assessment methods including 360 degree feedback from others to show that the apprentice has demonstrated these behaviours. Interview may scrutinise and require examples of when and how the apprentice demonstrates these behaviours.

Chartered Management Institute (CMI)

CMI is the only Chartered professional body in the UK dedicated to promoting the highest standards of management and leadership excellence.

With a member community of over 120,000, CMI has been providing forward-thinking advice and support for more than 60 years. We continue to give managers and leaders, and the organisations they work in, the tools they need to improve their performance and make an impact.

We are a UK awarding body for management and leadership qualifications, and the only body that awards Chartered Manager, the hallmark of any professional manager.

For more information, please visit:

www.managers.org.uk/apprenticeships

email: apprenticeships@managers.org.uk

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