Training Qualifications UK

TQUK Level 7 End-Point Assessment for ST0480 **Senior Leader** V1.2

Qualification Number: 610/5520/7

Standard Specification

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Key Information

Reference:	ST0480
Version:	V1.2
Level:	7
Typical duration to gateway:	24 months
Typical EPA period:	5 months
Maximum funding:	£14,000
Route:	Business and administration
Approved for delivery:	27 February 2018
Lars code:	236
EQA provider:	Ofqual
Qualification Number	610/5520/7

Apprenticeship Summary

Overview of the Role

A leader who has senior management responsibility.

Occupation Summary

This occupation is found in small, medium and large organisations in the public, private or third sectors and sustainability as an area of the economy, including health, finance, engineering, manufacturing, business and professional services, education, retail, leisure, technology and construction.

Senior Leaders are a key component of all types of business model where there is a workforce to lead, manage and support. The broad purpose of the occupation is to provide clear, inclusive and strategic leadership and direction relating to their area of responsibility within an organisation. Typically, this involves setting, managing and monitoring the achievement of core objectives that align 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, onsite, 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 or managers, support services (for example, finance, marketing, or HR) and project groups. 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 other senior management within the organisation. Externally, a Senior Leader acts as an ambassador for their organisation with wide-ranging networks typically involving customers or clients, supply chains and statutory or regulatory bodies. An employee in this occupation will be responsible for the following.

- Setting direction, vision, and 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.
- 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 to and managing crisis situations.

Typical Job Titles

Associate director, business unit head, chief executive officer, chief financial officer, chief information officer, chief operating officer, divisional head, executive director, HE registrar, head of department/faculty, warrant officer.

Professional Recognition

This standard aligns with the following professional recognition:

- Chartered Management Institute for Chartered Manager or Chartered Fellow individual member grade
- The Institute of Leadership for Management for Fellow member grade

Assessment Methods

The end-point assessment (EPA) for this standard consists of two assessment methods/ components:

Strategic business proposal, presentation with questioning

Professional discussion underpinned by a portfolio of evidence

Assessment Order

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

EPA Window

The EPA period starts when Training Qualifications UK (TQUK) confirms the gateway requirements have been met and is typically five months.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Portfolio of evidence
- Project report subject, title and scope

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Strategic business proposal, presentation with questioning

Component 1: Strategic business proposal

The strategic business proposal must be undertaken after the apprentice has gone through gateway. It involves the apprentice completing a significant, relevant and defined piece of work that has a real business benefit. The proposal should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the appropriate knowledge, skills, and behaviours (KSBs) to be assessed.

Producing a strategic business proposal reflects normal practice in the workplace for a Senior Leader, so the assessment method is designed to demonstrate the application of the KSBs as they would occur in occupational practice.

The strategic business proposal does not need to be fully implemented during the EPA period, but it must be comprehensive enough to enable full implementation at an appropriate time for the organisation. To ensure the assessment of S2, the proposal must include evidence of board or senior leader sign-off for implementation.

Delivery

The strategic business proposal will be conducted either on paper or electronically and may be based on any of the following:

- the need to review and implement a change plan to improve financial efficiency within the workplace over a three-year period
- a focus on the next financial year on how they will take the business forward, increasing profits and customers
- the need to implement a direct saving (e.g. percentage decrease in direct costs, reduction in headcount) across their team, department, or organisation, following a re-forecast activity
- a strategic investment in a significant corporate initiative that will have long-term benefits to the business.

To enable the employer to select a proposal that will meet the requirements, TQUK will provide a generic specification for a range of qualifying strategic business proposals. However, the employer is not restricted to this selection.

The apprentice should provide a brief summary (of no more than **500 words**) outlining the details of the strategic business proposal. TQUK will then sign off on the subject, title, and scope of the proposal at gateway to confirm its suitability prior to the work commencing.

Following this approval, the apprentice has **12 weeks** to write and submit the strategic business proposal and presentation. The employer should ensure the apprentice has sufficient time and the necessary resources within this period to plan and undertake the work associated with the proposal.

To ensure the strategic business proposal is robust and sufficiently covers the KSBs, it must include the following:

- an executive summary
- the scope of the strategic business proposal (including key performance indicators)
- objectives
- the proposal itself, which may include Gantt charts, risk/issue/mitigation, or a responsibility assignment (RACI) matrix
- financial budgeting and resources
- proposed implementation of the strategic business proposal, including communications and stakeholder plans
- analysis of options identified in the strategic business proposal
- recommendations and conclusions
- evidence of senior leadership support or board agreement to the implementation of the strategic business proposal (this can be either an email, letter or similar written confirmation and must be included as an appendix so that this can be discussed during the presentation)

The strategic business proposal's word limit will be **4,000 words** (+/- 10% at the apprentice's discretion) excluding tables, graphs, figures, references, and annexes. In addition to the word count, the proposal must include an annexe showing how it maps to all of the KSBs being assessed by this method.

The apprentice should complete their strategic business proposal unaided, and any evidence provided must be valid and attributable to the apprentice. When the proposal is submitted, it must contain a statement from the apprentice and their employer to confirm and verify that it is the apprentice's own work.

The End-Point Assessor should have **two weeks** to review and assess the proposal and presentation prior to the presentation date.

Component 2: Presentation with questioning

This component involves the apprentice presenting to the End-Point Assessor, followed by questioning from the assessor.

Apprentices will prepare and deliver a presentation that appropriately covers the knowledge, skills and behaviours (KSBs) assigned to this assessment method. The purpose of the questioning is to seek clarification of the strategic business proposal or presentation, to assess the depth and breadth of the KSBs, and to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the proposal (although these should be kept to a minimum).

Delivery

The presentation must be submitted at the same time as the strategic business proposal, i.e. 12 weeks after gateway. This is along with any technical requirements for the presentation. The apprentice will be given **four weeks' notice** of the presentation date.

The presentation will focus and expand upon the strategic business proposal and will allow the apprentice to cover the following:

- What are the intended outcomes and impact of the strategic business proposal?
- How have they undertaken the strategic planning?
- What was the rationale for the activities?
- Further recommendations for future growth and progress.
- How they have negotiated with and influenced stakeholders.

The presentation and questioning will take **60 minutes**. The End-Point Assessor has the discretion to increase this time by up to 10% to allow the apprentice to complete their last answer (allocated in any proportion across these two methods). The presentation will typically last for **20 minutes**, and the questioning will typically last for **40 minutes**.

The assessor will ask a **minimum of six questions** at the end of the presentation, two for each of the themes in the grading descriptors. The questions will be used to clarify and confirm the assessor's understanding of the presentation, assess the depth and breadth of understanding, and demonstrate how the presentation demonstrates the relevant KSBs.

The assessor may ask follow-up questions where further clarification is required. The full time available for questioning must be used to allow the apprentice the opportunity to evidence occupational competence at the highest level available,

To deliver the presentation, the apprentice will have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- computer
- any other requirements as notified on submission of the strategic business proposal and presentation

The presentation with questioning must take place in a suitable venue, for example, the employer's premises, in a controlled environment, free from any distractions. The presentation with questions can be conducted by video conferencing using Microsoft Teams.

Grading

The End-Point Assessor will make all grading decisions.

This assessment is graded fail, pass, or distinction according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Strategic business proposal, presentation with questioning - KSBs and Grading Criteria

Research	
Pass	Creates a high-performance strategy, focussing on improving efficiency changing customer demands and trend analysis and which has support from a range of stakeholders (K3, S2)
Pass	Evaluates how the strategic business proposal takes full account of the leadership structures within the organisation and of key stakeholders and manages relationships across stakeholders (K14, K16, S19)
Dist.	Critically evaluates the need for improving brand management and reputation, and explains how this would reduce risks to the organisation brand
K3 New market strategies, changing customer demands and trend analysis.	
K14 Working with board and other company leadership structures.	
K16 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.	
S2 Set strategic direction and gain support for it from key stakeholders.	
S19 Manage relationships across multiple and diverse stakeholders.	

Methodologies and analysis	
Pass	Justifies how they selected and used an approach that is underpinned by research using a range of methodologies, critically analysing and synthesising the outcomes and producing creative solutions to areas of ambiguity or complexity. (K5, S3, B3)
	Applies economic theories and financial modelling to develop strategies and allocate resources in line with legal, governance and procurement requirements (K8, K9, S11)
Dist.	Critically evaluates the financial strategies used and justifies recommendations made
K5 Systems thinking, knowledge/data management, research methodologies and programme management.	
K8 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.	
K9 Financial governance and legal requirements, and procurement strategies.	
S3 Undertake research, and critically analyse and integrate complex information.	
S11 Uses financial data to allocate resources.	
B3 Curious and innovative - exploring areas of ambiguity and complexity and finding creative solutions.	
Communication	
Pass	Justifies how they use influencing and negotiating strategies to collaborate with stakeholders and build their organisation's brand and reputation in developing the strategic business proposal (K12, K15, S20)
	Delivers a strategic business proposal and presentation that demonstrates a clear vision for the organisation and translates this into operational strategies (S13)
Dist.	Persuasive and engaging in articulating strategies that maximise opportunities for sustainable growth based on synthesizing complex information including changing customer demand and robust research, critically analysing and justifying proposed solutions and their alternatives
K12 Influencing and negotiating strategies both upwards and outwards.	
K15 Brand and reputation management.	
S13 Use personal presence and "storytelling" to articulate and translate vision into operational strategies, demonstrating clarity in thinking such as consideration of sustainable approaches.	
S20 Lead within their area of control/authority, influencing both upwards and outwards, negotiating and using advocacy skills to build reputation and effective collaboration.	

Portfolio of Evidence

Apprentices must compile a portfolio during the on-programme period of the apprenticeship. The content in the portfolio must be sufficient to evidence that the apprentice can apply the knowledge, skills and behaviours (KSBs) required as mapped to the professional discussion. The portfolio will typically contain **18 discrete pieces of evidence**.

Evidence should be mapped against the KSBs assessed by the professional discussion and may be used to demonstrate more than one KSB. The apprentice must provide evidence for all the KSBs. Incomplete portfolios will be rejected at the gateway stage.

The Portfolio Mapping and Tracking Form allows the apprentice to identify which piece of evidence meets each KSB.

Evidence may be used to demonstrate more than one KSB. A qualitative as opposed to a quantitative approach is suggested. Evidence sources may include:

- video/audio extracts (these should be a maximum of five minutes in length)
- written statements
- project plans
- observation reports
- presentations
- feedback from managers, supervisors or peers
- papers or reports written by the apprentice
- performance reviews.

This is not a definitive list; other evidence sources are possible. However, the evidence provided must be valid and attributable to the apprentice.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer or peer contributions should focus on direct observation of performance (a witness statement, for example) rather than opinions.

The End-Point Assessor should have a minimum of **two weeks** to review the contents of the portfolio prior to the professional discussion in order to generate appropriate questions.

As the portfolio is to underpin the professional discussion, it is not directly assessed or marked. It will only be reviewed to prepare questions for the professional discussion, and the End-Point Assessor will not be required to give feedback on the portfolio after this review.

Professional Discussion underpinned by a portfolio of evidence

Overview

The professional discussion involves the End-Point Assessor and the apprentice actively listening and participating in a formal conversation. It must be appropriately structured to allow the apprentice to make detailed and proactive contributions and to give a range of examples to confirm their competency across the knowledge, skills, and behaviours (KSBs) mapped to this method. It allows the apprentice to be assessed against KSBs that may not naturally occur during other assessment methods.

The End-Point Assessor will conduct and assess the professional discussion, which must last for **60 minutes.** The End-Point Assessor has the discretion to increase this time by up to 10% to allow the apprentice to complete their last answer. The apprentice should have at least **four weeks'** notice of the professional discussion.

The End-Point Assessor will ask a minimum of **eight open questions.** Follow-up questions can be used to draw out further evidence. The apprentice should be encouraged to refer to their portfolio of evidence during the professional discussion to support their responses.

The professional discussion must take place in a suitable venue, for example, the employer's premises, in a controlled environment, free from any distractions. It can be conducted by video conferencing using Microsoft Teams.

Grading

The End-Point Assessor will make all grading decisions.

This assessment is graded fail, pass, or distinction according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Professional discussion underpinned by a portfolio of evidence - KSBs and Grading Criteria

Organisational values	
Pass	Interprets ethics and value-based leadership theories and principles in order to challenge strategies, operations and financial assumptions and defines their responsibility for resource allocation and overseeing development and monitoring of financial strategies based on KPIs that maintain sustainability and business continuity/risk management (K6, S7, S10)
	Summarises how the communications strategy links to their area of responsibility and justifies the approaches taken to shape and manage it, taking account of the external social and political environment and the diverse needs of internal and external stakeholders (K13, K20, S21)
	Implements a high-performance strategy, focussing on growth and improving efficiency, synthesising outcomes from modelling and horizon scanning (K2, S1)
	Applies the approaches and principles to developing a corporate social responsibility programme and justifies how they apply these principles to ensure the organisation's compliance to governance and regulations (K19, S8)
Dist.	Evaluates the effectiveness of the communications strategy for their area of responsibility, explaining how they have acted on analysis and feedback to make recommendations for continuous improvement to the organisation's overall strategy
K2 Organisation structures; business modelling; diversity; global and horizon scanning perspectives; governance and accountability; technological and policy implications.	
K6 Ethics and values-based leadership theories and principles.	
K13 The external social and political environment and use of diplomacy with diverse groups of internal and external stakeholders.	
K19 Approaches to developing a Corporate Social Responsibility programme.	
K20 The organisation's developing communications strategy and its link to their area of responsibility.	
S1 Use horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.	
S7 Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.	
S8 Apply principles relating to Corporate Social Responsibility, Governance and Regulatory compliance.	
S10 Oversee development and monitoring of financial strategies and setting of organisational budgets based on Key Performance Indicators (KPIs), and challenge financial assumptions underpinning strategies.	
S21 Shape and manage the communications strategy for their area of responsibility.	

Finance, workforce, planning and procurement	
Pass	Analyses their approach to workforce planning, evaluating its effectiveness in developing a diverse, inclusive, resilient and valued workforce that optimises their skills to the benefit of the organisation (K11, S9, S14, B4)
	Justifies their approach to overseeing procurement, supply chain management and contracts S12)
Dist.	N/A
K11 Approaches to strategic workforce planning, for example, talent management, learning organisations, group work, workforce design, succession planning, diversity and inclusion.	
S9 Drive a culture of resilience and support development of new enterprise and opportunities.	
S12 Oversee procurement, supply chain management and contracts such as consideration of sustainable approaches.	
S14 Create an inclusive culture, encouraging diversity and difference and promoting well-being.	
B4 Value difference and champion diversity.	

Driving change and risk management	
Pass	Evaluates how they shape their organisation's mission, culture and values by championing projects as an ambassador that transform services across the organisation (K1, S6)
	Justifies how they have worked collaboratively in driving change and implementing new ways of working to improve the sustainability of the organisation and how they have established a creative and innovative environment (K4, S4.1, B1)
	Critically analyses approaches to decision making and the use of big data when developing competitive strategies to implement and manage change (K7)
	Justifies the risk management techniques they have used to lead and respond to a crisis situation (K17, S5)
Dist.	Drives transformative change with tangible benefits for the organisation.
	Analyses and evaluates a crisis situation that they have managed explaining and justifying changes to policy and procedure that they recommended as a result of the experience.
K1 How to shape organisational mission, culture and values.	
K4 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.	
K7 Competitive strategies and entrepreneurialism, approaches to effective decision making, and the use of big data and insight to implement and manage change.	
K17 Crisis and risk management strategies.	
S4.1 Lead change in their area of responsibility, create an environment for innovation and creativity.	
S5 Lead and respond in a crisis situation using risk management techniques.	
S6 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.	
B1 Work collaboratively enabling empowerment and delegation	

Team working and development	
Pass	Justifies how they use and encourage continued professional development opportunities for themself and others, as well as coaching and mentoring techniques, to build engagement in their team and develop an agile and collaborative culture of high performance (K10, K18, S18, B5)
	Evaluates how they have led and influenced people, building constructive and trustful teams confident to take risks when appropriate and able to respond to and provide constructive feedback and challenge (S15, S17)
	Justifies how they have taken responsibility for driving continuous improvement through establishing an open and high-performing working environment with clear goals and accountabilities (S4.2, S16, B2)
Dist.	Evaluates where they have used coaching and mentoring techniques to improve the performance of an individual or a team with a positive impact for the organisation
K10 Organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures.	
K18 Coaching and mentoring techniques.	
S4.2 Establish the value of ideas and change initiatives and driving continuous improvement.	
S15 Give and receive feedback at all levels, building confidence and developing trust, and enable people to take risks and challenge where appropriate.	
S16 Enable an open culture and high-performance working environment and set goals and accountabilities for teams and individuals in their area.	
S17 Lead and influence people, building constructive working relationships across teams, using matrix management where required.	
S18 Optimise skills of the workforce, balancing people and technical skills and encouraging continual development.	
B2 Take personal accountability aligned to clear values.	
B5 Seek continuous professional development opportunities for self and wider team.	

Overall Grading

The overall grades available for this apprenticeship are fail, pass, or distinction. Each assessment component is graded individually. Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Strategic business proposal, presentation with questioning	Professional discussion underpinned by a portfolio of evidence	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Distinction	Pass	
Pass	Distinction	
Distinction	Distinction	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they will be offered the opportunity of a resit or a retake. The apprentice's employer needs to agree that a resit or retake is an appropriate course of action.

A resit does not need further learning, whereas a retake does. An apprentice should have a supportive action plan to prepare for a resit or a retake.

Resits are typically taken within **three months** of the fail notification. The timescale for a retake is dependent on how much retraining is required, but they are typically taken within **six months** of the fail notification.

Failed assessment methods must be resat or retaken within a six-month period from the fail notification, otherwise the entire EPA will need to be resat or retaken in full.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to resit or retake only those methods that failed.

If the apprentice fails the strategic business proposal assessment method, they will be required to amend the proposal and presentation according to the assessor's feedback. The apprentice will be given three weeks to rework and submit the amended strategic business proposal and presentation.

If an apprentice requires a resit or retake, their EPA grade will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

Resits and retakes are not offered to an apprentice wishing to move from pass to a distinction.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.