




Senior Leader

Industry: Business and Administration

ILM code: 9311-22 ST0480/AP03
Standard and Assessment Plan version 2

 **Typical duration:** 24 months
 **Maximum funding:** £14,000*
 **Level 7**

*Funding information accurate as of February 2021.
For the most up-to-date information, check the [Institute for Apprenticeships and Technical Education \(IfATE\) website](#).

About the standard

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 achievement of core objectives that are aligned to the overall strategic objectives of their organisation's Board (or equivalent). In a smaller organisation they are also likely to contribute to the execution and achievement of these strategic objectives. A Senior Leader influences at a higher organisational level, including sometimes at Board (or equivalent) level, and sets the culture and tone across their area of responsibility. They may work in varied environments including in an office, onsite, or remotely and demonstrate a high level of flexibility and adaptability to meet the needs of the organisation.

On-programme: what apprentices need to learn

Apprentices need to complete 20% off-the-job training during the on-programme phase of their apprenticeship. Specific rules govern this and it must take place in the apprentice's contracted hours.

Formative assessment of knowledge, skills and behaviours required in the delivery of the Senior Leader Apprenticeship which are aligned to the following Occupational Duties. ILM can also provide optional Level 7 qualifications to support on-programme delivery.

Duty 1: Set the overall strategic direction of their area of responsibility in partnership with the Board (or equivalent), encouraging employees to buy into the organisation's vision.

Duty 2: Lead on the development and critical review of operational policies and practices within their area of responsibility, to ensure they are aligned to the needs of the organisation and remain fit for purpose and sustainable.

Duty 3: Lead and influence agreed projects to deliver organisational strategy such as change and agile transformation programmes, diversification, new product implementation, and customer experience improvement.

Duty 4: Make decisions about organisational resource requirements (budgets, people, technology) based on strategic insight and reliable evidence.

Duty 5: Lead and respond to crisis management, assessing the risks and opportunities which could affect business/department performance, and finding solutions that meet the needs of both the organisation and its customers/stakeholders in a responsible and ethical way.

Duty 6: Lead people development including talent management, succession planning, workforce design, and coaching, and mentoring arrangements for people within their area of responsibility.

Duty 7: Promote an ethical, inclusive, innovative and supportive culture that generates continuous business improvement.

Duty 8: Report to the Board (or relevant governance/management structure) on the progress of their operational activities towards achieving business goals.

Duty 9: Cultivate and maintain collaborative relationships with key senior internal and external stakeholders to influence key decision makers as appropriate.

Duty 10: Shape the approach to external communications for their area of responsibility and ensure it aligns with any wider organisational communications strategy.

Duty 11: Proactively keep up to date with social, economic and technological trends and developments relevant to their area of responsibility and wider organisation and promote innovation to address changing requirements and to take advantage of new opportunities.

Duty 12: Ensure that their area of responsibility is compliant with internal governance, such as any assurance framework requirements, and with external governance, such as any regulatory and statutory requirements.



Refer to the [IfATE website](#) for further details on the standard and assessment plan.

ILM has developed teaching and learning materials to support employers and learning providers to deliver on and off-the-job learning for this standard. For more information [visit our webpage for the Senior Leader Apprenticeship](#).

Gateway requirements

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider, but the decision must ultimately be made solely by the employer.

The apprentice must have also achieved maths and English at Level 2 before entering gateway.

The professional discussion will be underpinned by a portfolio of evidence that must be submitted at gateway.

Additionally, for this standard, the project proposal's subject, title and scope will be agreed between the employer and ILM at the gateway. A brief summary of what the project will cover should be submitted at gateway. This should demonstrate that the project will provide sufficient opportunity for the apprentice to cover the KSBs mapped to this method. The brief summary is not assessed and should be no more than 500 words.

As part of our EPA service, ILM will check all gateway evidence before the EPA event so you can have the confidence that the apprentice has met all gateway requirements.

End-point assessment (EPA): how apprentices demonstrate their learning

As defined in the assessment plan, the assessment events for this standard are:



Strategic business proposal, presentation with questioning

A strategic business proposal involves the apprentice completing a relevant and defined piece of work that has a real business benefit. Apprentices will prepare and deliver a presentation that, along with the strategic business proposal, appropriately covers the KSBs assigned to this method of assessment. It will be followed by questioning from the independent assessor.



Professional discussion underpinned by a portfolio of evidence

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

ILM will allocate a skilled and experienced professional to assess the apprentice objectively against the standard. All assessments are standardised and quality assured.

To help you prepare apprentices and ensure they feel ready for assessment, we have created a suite of preparation resources, including:

- **EPA pack:** Details behind the standard and assessment plan, guidance on EPA tasks and grading, procedures for re-sits, timelines, venue and resource requirements for EPA. It is important that you are familiar with this information.
- **EPA exemplar materials:** Available for tutors, providing real assessment examples for each assessment type, such as transcripts and examples of good practice.
- **Recording forms:** Supporting you to complete key stages of EPA readiness, we have prepared forms to give you peace of mind and confidence that everything is covered.
- **LIEPA report:** A report produced by our lead independent end assessor (LIEPA) with insight into the EPA results for this standard and findings across all centres. These reports can help you refine your delivery to improve success rates.
- Our dedicated **EPA customer success team** will be on hand to support you through your EPA journey and can be contacted at onboardingepa@cityandguilds.com





Apprenticeship certification

As well as receiving their Institute for Apprenticeships and Technical Education (IfATE) apprenticeship certificate, the apprentice will receive an ILM statement of achievement for end-point assessment as well as a globally recognised ILM Digital Credential.

Royal Charter Post Nominals - Providing formal acknowledgement under Royal Charter of on-the-job learning and lifetime post-nominal letters - **MCGI**.

Why choose ILM?

A name you can trust: as a global leader in Leadership & Management skills and the first organisation to carry out any EPA, ILM can be your valued Apprenticeship Partner.

Personal support: Our dedicated EPA customer success team, Technical Advisors, Business Managers and Customer Service teams are on hand to help you throughout your apprenticeship journey.

Teaching tools and resources: Through free student and tutor membership of The Institute of Leadership and Management, all ILM apprentices will have access to a wide range of engaging resources to support their learning journey.

EPA support resources: Our specially created EPA resources will help you to prepare apprentices and ensure a smooth booking process.

EPA delivery: We are growing our EPA service, using new technologies to enhance the delivery and management of EPA.

Pricing that works for you: When you choose us for EPA, you pay a small registration fee and the balance once the EPA has taken place and results submitted.

Events and webinars: We deliver a range of events and webinars run by industry specialists to advise and guide you. Visit our [events page](#) to find out what is coming up.

Progression: The journey never stops and we're committed to helping learners progress into a job, develop on the job and move into the next job. Visit our website i-l-m.com for our wider offering in this sector and information about leadership and management apprenticeships.



More information

If you're an ILM centre, visit [Walled Garden](#) or contact your Account Manager for prices and any further information.

If you're a new customer, contact customer@i-l-m.com to find out more.

Or visit i-l-m.com/learning-and-development/management-apprenticeships for full information on our apprenticeship products and services.

Visit i-l-m.com/apprentice for information on management apprenticeships.