PORTFOLIO EVIDENCE LOCATOR

**Level 7 Senior Leader Apprenticeship - ST0480 v1.2**

INTRODUCTION

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| The endpoint assessment for L7 Senior Leader Apprenticeship includes 2 x assessment methods:   1. Strategic business proposal, presentation with questioning 2. **Professional discussion**, based upon your portfolio.   This template needs to be completed by you, the apprentice, and has to be uploaded as part of your Gateway Documentation. It is split into 2 sections - the first being a list of the 18 discrete pieces of evidence that you have chosen to use within your portfolio. The second section is where you will then be required to map these pieces of evidence against the relevant knowledge, skills and behaviours within each of the grading descriptor groups. |

EVIDENCE BEING USED TO SHOWCASE COMPETENCE

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| The published assessment plan requires you, the apprentice, to complete a portfolio of evidence whilst on-programme that:   * Typically contains no more than 18 discrete pieces of evidence * Showcases the activities you have undertaken whilst on-programme that demonstrate competence in the relevant grading descriptors and can be discussed in-depth as part of the EPA Professional Discussion. * Must be mapped to ALL of the relevant knowledge, skills and behaviours within each of the grading descriptor groups. * Must be submitted at Gateway so it can be reviewed by your CMI Independent Apprenticeship Assessor before your live assessment.   Guidance from the Institute of Apprenticeships and Technical Education (IfATE) advises that a piece of evidence can take either of the following 2 formats:   1. ‘It could be a single thing or activity.’   *An example of this might be a copy email the apprentice has sent to someone more senior than them within their organisation that justifies the risk management techniques they used to lead and respond to a crisis situation*   1. ‘It could also be a combination of one main document that is supported by 2-3 annexes/appendices. They will all be related and when combined provide full coverage of an activity undertaken that you wish to showcase.’   *An example of this might be how the apprentice implemented a new/revised high-performance strategy. The main piece of evidence is likely to be the strategy document/proposition, that is then supported by a summary of the research, benchmarking and horizon scanning completed, a copy of their implementation plan, and possibly a copy of any lessons learned and/or feedback received on completion.*  Please complete the following table and list the 18 pieces of evidence you are using within your showcase portfolio.  *CMI, as the End Point Assessment Organisation, is required to check the number of pieces of evidence submitted within your portfolio at Gateway. CMI reserves the right to return a portfolio if the recommended number has been excessively exceeded and/or if it contains video/audio extracts that exceed the 5-minute maximum advised within the assessment plan. This could then cause a delay in your endpoint assessment as Gateway cannot be approved until a suitable portfolio has been received.* |

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| |  |  |  |  | | --- | --- | --- | --- | | **Apprentice Name:** | | **Employer:** | | | **ULN Number:** | | **Training Provider:** | | | **Evidence Reference Number** | **Title of Document**  *(i.e. activity being showcased, document name, etc)* | **Number of annexes / appendices** | **Location of evidence**  *(i.e. file name, folder, module number, etc)* | | **1** |  |  |  | | **2** |  |  |  | | **3** |  |  |  | | **4** |  |  |  | | **5** |  |  |  | | **6** |  |  |  | | **7** |  |  |  | | **8** |  |  |  | | **9** |  |  |  | | **10** |  |  |  | | **11** |  |  |  | | **12** |  |  |  | | **13** |  |  |  | | **14** |  |  |  | | **15** |  |  |  | | **16** |  |  |  | | **17** |  |  |  | | **18** |  |  |  | | **19** |  |  |  | | **20** |  |  |  |   **Total number of documents and annexes/appendices included within this showcase portfolio =** |

MAPPING OF EVIDENCE TO THE GRADING DESCRIPTORS

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| Your portfolio of evidence will be reviewed ahead of your live assessment and forms the basis of the Professional Discussion assessment method.  It is important to understand that your professional discussion is a meaningful in-depth, 2-way conversation between you and your assessor, that enables you to take your assessor on a journey through your portfolio.  You are required to lead this assessment, and must focus your discussion on the activities that you have chosen to showcase within this portfolio in order to explain how they meet the relevant grading descriptors in the published assessment plan.  Note:   * ***To achieve a PASS you, the apprentice, MUST demonstrate all of the pass grading descriptors within your professional discussion*** * ***To achieve a DISTINCTION you, the apprentice, MUST demonstrate all of the pass, plus all of the distinction grading descriptors within your professional discussion.***   Please use the following tables to map your 18 discrete pieces of evidence to the knowledge, skills and behaviours for each of the grading descriptor groups.   |  |  |  |  | | --- | --- | --- | --- | | **Organisational values** | | | | | **Pass Descriptors** | | **Distinction Descriptors** | | | 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) | | 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. | | | 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) | | | **SLA**  **KSB reference** | **Relevant Knowledge, Skill, or Behaviour** | **Evidence Reference (1-20)** | **Time Stamp or Page/Paragraph Number** | | 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 |  |  | |

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| **Finance, workforce, planning and procurement** | | | |
| **Pass Descriptors** | | **Distinction Descriptors** | |
| 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) | | *There is no distinction grading descriptor for finance, workforce, planning and procurement* | |
| Justifies their approach to overseeing procurement, supply chain management and contracts  (S12) | |
| **SLA**  **KSB reference** | **Relevant Knowledge, Skill, or Behaviour** | **Evidence Reference (1-20)** | **Time Stamp or Page/Paragraph Number** |
| 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. |  |  |

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| **Driving change and risk management** | | | |
| **Pass Descriptors** | | **Distinction Descriptors** | |
| 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) | | Drives transformative change with tangible benefits for the organisation. | |
| 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) | | 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. | |
| Justifies the risk management techniques they have used to lead and respond to a crisis situation  (K17, S5) | |
| **SLA**  **KSB reference** | **Relevant Knowledge, Skill, or Behaviour** | **Evidence Reference (1-20)** | **Time Stamp or Page/Paragraph Number** |
| 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 |  |  |

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| **Team working and development** | | | |
| **Pass Descriptors** | | **Distinction Descriptors** | |
| 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 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 | |
| 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) | |
| **SLA**  **KSB reference** | **Relevant Knowledge, Skill, or Behaviour** | **Evidence Reference (1-20)** | **Time Stamp or Page/Paragraph Number** |
| 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. |  |  |

SUBMISSION OF EVIDENCE AT GATEWAY

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| Please note the following requirements for the submission of your portfolio and evidence to CMI:   * You, the apprentice, are also required to have signed and dated a statement of authenticity. This must be completed prior to Gateway, and a copy should be retained within your portfolio. *(CMI has a template that you can use which your Training Provider can find in the EPA Toolkit. Your statement of authenticity must also be countersigned and dated by your Training Provider and Employer.)* * It must be submitted electronically. |