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Qualification Specification

Highfield Level 5 Diploma in Operations and Departmental Management (RQF)

Qualification Number: 603/4308/4

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Highfield Level 5 Diploma in Operations and Departmental Management (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 5 Diploma in Operations and Departmental Management (RQF) has been developed and is awarded by Highfield Qualifications, and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual. It is also regulated by Qualification Wales.

Key facts

Qualification number:	603/4308/4
Learning aim reference:	60343084
Credit value:	42
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	201
Total qualification time (TQT):	420

Qualification overview and objective

This qualification has been developed to support learners completing the Operations/Departmental Manager Apprenticeship Standard and can be used to assess their readiness for end-point assessment. It covers the knowledge, skills and behaviour pass criteria of the standard, as described in the relevant Assessment Plan.

It is also designed as a stand-alone qualification for those learners wishing to gain a nationally recognised qualification in management.

The objective of the qualification is to support a role in the workplace, giving learners the opportunity to learn and evidence their knowledge and competency either as part of an apprenticeship or as a stand-alone qualification.

The qualification provides learners with the knowledge and skills in leadership and management such as:

- Leading people
- Operational management
- Building relationships
- Project management
- Communication

Entry requirements

To register on to this qualification, learners are required to meet the following entry requirements:

- be 16 years of age or above
- have a basic level of literacy and numeracy

Centre requirements

There are no specific requirements for the centre as long as each learner's workplace is suitably equipped for the chosen units to be delivered and assessed.

Guidance on delivery

The total qualification time for this qualification is 420 hours and of this 201 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

The qualification is a combined knowledge and competence qualification. It is assessed through the completion of a portfolio of evidence, which must be internally assessed and quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed. Additional guidance is included at the bottom of each unit suggesting how assessment criteria can be assessed.

Learners must achieve all of the pass criteria across all units, in order to be awarded a Pass. Examples of evidence for the portfolio could include:

Knowledge criteria:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion or interview
- case studies

Skills and behaviour criteria:

- assessor observation – completed observational checklists
- witness testimony
- record of professional discussion
- candidate and peer reports
- appraisals or performance reviews

Assessors can use other methods of assessment as long as they are valid and reliable

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of Highfield Qualifications' website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

Highfield Qualifications strongly recommends nominated assessors for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
 - Level 5 Diploma in Leadership and Management
 - Level 7 Diploma in Leadership and Management
 - hold or be working towards a recognised assessing qualification, which could include any of the following:
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess Learner Performance Using a Range of Methods
 - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
 - maintain appropriate continued professional development for the subject area
-

Internal quality assurance (IQA) requirements

Highfield Qualifications strongly recommends internal quality assurers for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
 - Level 5 Diploma in Leadership and Management
 - Level 7 Diploma in Leadership and Management
 - hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
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- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- D34 or V1 verifier awards
- maintain appropriate continued professional development for the subject area

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card or travel card

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Operations/Departmental Manager apprenticeship
- Level 6 and above qualifications in management
- Qualifications in coaching and mentoring

Useful websites

- <https://www.gov.uk/government/collections/apprenticeship-standards>

Additional Support/Training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice, you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldelearning.com/org/TheHighfieldGroup>
 - answer the questions
 - click start
-

Appendix 1: Qualification structure

To complete the Highfield **Level 5 Diploma in Operations and Departmental Management (RQF)**, learners must complete **all units** contained within the mandatory group

Mandatory group

Learners must achieve **all units** in this group.

Unit reference	Unit title	Level	GLH	Credit
A/617/5277	Operational management	5	30	5
F/617/5278	Project management	5	15	4
J/617/5279	Finance	5	10	3
A/617/5280	Leading people	5	22	4
F/617/5281	Managing people	5	22	4
J/617/5282	Building relationships	5	22	4
L/617/5283	Communication	5	10	3
R/617/5284	Self-awareness	5	10	2
Y/617/5285	Management of self	5	15	3
D/617/5286	Decision making	5	15	3
H/617/5287	Behaviours of an operations or departmental manager	5	20	4
K/617/5288	Maintaining continuous professional development	5	10	3

Appendix 2: Qualification content

Unit 1: Operational Management	
Unit Ref: A/617/5277	GLH: 30
Credit: 5	
Learning Outcome	Assessment Criteria
<p>K1 Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs. Understand business development tools (e.g. SWOT), and approaches to continuous improvement. Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance. Knowledge of management systems, processes and contingency planning. Understand how to initiate and manage change by identifying barriers and know how to overcome them. Understand data security and management, and the effective use of technology in an organisation.</p>	<p>K1.1 Explain operational management approaches and models, including creating plans to deliver objectives and setting KPIs.</p> <p>K1.2 Explain business development tools and approaches to continuous improvement.</p> <p>K1.3 Explain operational business planning techniques</p> <p>K1.4 Analyse and compare management systems, processes and contingency planning.</p> <p>K1.5 Explain how to initiate and manage change by identifying barriers and know how to overcome them.</p> <p>K1.6 Explain data security and management, and the effective use of technology in an organisation.</p>
<p>S1 Able to input into strategic planning and create plans in line with organisational objectives. Support, manage and communicate change by identifying barriers and overcoming them. Demonstrate commercial awareness, and able to identify and shape new opportunities. Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans. Producing reports, providing management information based on the collation, analysis and interpretation of data.</p>	<p>S1.1 Input into strategic planning and create plans in line with organisational objectives</p> <p>S1.2 Support, manage and communicate change by identifying barriers and overcoming them</p> <p>S1.3 Demonstrate commercial awareness, and identify and shape new opportunities</p> <p>S1.4 Create operational plans, including setting KPIs</p> <p>S1.5 Monitor performance against plans to deliver operational plans</p> <p>S1.6 Produce reports and provide management information based on the collation, analysis and interpretation of data</p>

Amplification and Guidance

KPI: Key performance indicators

Business development tools: For example, SWOT analysis, PESTEL/PESTER analysis, environmental scanning

Approaches to continuous improvement: For example, total quality management, six sigma, Kaizen and lean production methods

Planning techniques: For example, how to manage resources, development of sales and marketing plans, setting targets and monitoring performance

Change:

- Significant alterations to the structure and/or operation of the business designed to improve overall performance. These may come about via changes in management or reacting to dynamics within the industry.
- Kotter's 8-stage change model.
- Methods for identifying and overcoming barriers to change.

Barriers: Natural resistance to change, self-interest, misinformation & misunderstanding

Organisational objectives: Short and medium-term goals for the business to fulfil the mission/vision statement.

Unit 2: Project Management

Unit Ref: F/617/5278

GLH: 15

Credit: 4

Learning Outcome	Assessment Criteria
K2 Know how to set up and manage a project using relevant tools and techniques, and understand process management. Understand approaches to risk management.	K2.1 Explain how to set up and manage a project using relevant tools and techniques K2.2 Explain process management K2.3 Explain approaches to risk management
S2 Plan, organise and manage resources to deliver required outcomes. Monitor progress, and identify risk and their mitigation. Able to use relevant project management tools.	S2.1 Plan, organise and manage resources to deliver required outcomes S2.2 Monitor the progress of a project S2.3 Identify risk and put in place steps to mitigate them S2.4 Demonstrate use of relevant project management tools

Amplification and Guidance

Process management: Planning, monitoring and optimising the performance of a business process

Risk management: For example, risk assessment processes and matrices, e.g. quantitative and qualitative, risk registers, identification and implementation of control measures to mitigate the risk, and contingency plans.

Resources: For example, human resources, machinery/equipment, facilities, time, finances

Project management tools: For example, Gantt charts, PERT charts, process flow charts, critical path analysis, product breakdown structure, work breakdown structure

Unit 3: Finance

Unit Ref: J/617/5279

GLH: 10

Credit: 3

Learning Outcome	Assessment Criteria
K3 Understand business finance: how to manage budgets, and financial forecasting.	K3.1 Explain how to set and manage budgets K3.2 Explain methods for financial forecasting
S3 Able to monitor budgets and provide reports, and consider financial implications of decisions and adjust approach/recommendations accordingly.	S3.1 Monitor and manage departmental budgets S3.2 Produce accurate financial reports S3.3 Consider financial implications of decisions S3.4 Adjust approach and recommendations, where appropriate, according to financial implications identified

Amplification and Guidance

Manage budget: How to plan an accurate budget. Ensuring regular reporting to it and planning corrective actions where necessary.

Financial reports: ROCE for new projects, stores or building. Sales, margin, costs, reports.

Unit 4: Leading People

Unit Ref: A/617/5280

GLH: 22

Credit: 4

Learning Outcome	Assessment Criteria
K4 Understand different leadership styles, how to lead multiple and remote teams and manage team leaders. Know how to motivate and improve performance, supporting people using coaching and mentoring approaches. Understand organisational cultures and diversity and their impact on leading and managing change. Know how to delegate effectively.	K4.1 Compare different leadership styles .
	K4.2 Explain how to lead multiple and remote teams and manage team leaders
	K4.3 Explain how to motivate and improve performance
	K4.4 Explain how support people using coaching and mentoring approaches
	K4.5 Critically analyse organisational cultures and diversity and the impact this has on leading and managing change .
	K4.6 Describe how to delegate effectively.
S4 Able to communicate organisational vision and goals and how these to apply to teams. Support development through coaching and mentoring, and enable and support high performance working. Able to support the management of change within the organisation.	S4.1 Communicate organisational vision and goals and how these apply to teams
	S4.2 Support development through coaching and mentoring, and enable and support high performance working
	S4.3 Support the management of change within the organisation

Amplification and Guidance

Leadership styles:

- Leadership styles are the ways in which a team leader or supervisor can provide guidance, direction and motivation to their staff and teams. Leadership styles could include democratic leadership, autocratic leadership, laissez-faire leadership (Lewin).
- Other leadership styles that might be mentioned are emotional leadership styles. Visionary, coaching, affiliate, pace-setting and commanding.

Coaching and mentoring approaches: For example, shadowing, one-to-one training, setting and agreeing goals, personal development plans

Organisational cultures:

- Different ways to categorise types of culture e.g. Charles Handy: power culture, role culture, task culture, person culture; or Kim Cameron and Robert Quinn: clan culture, adhocracy culture, market culture, hierarchy culture
- Influences on organisational culture and the relationship between culture and organisational values

Managing change:

- Consider organizational change - culture, needs and drivers.
- Team changes - employees, job roles and structure.
- Potential external influences for change – regulatory, political, legislative, social change, consumer behaviour and competitor analysis
- Resistance to change

Unit 5: Managing People

Unit Ref: F/617/5281

GLH: 22

Credit: 4

Learning Outcome	Assessment Criteria
K5 Know how to manage multiple teams, and develop high performing teams. Understand performance management techniques, talent management models and how to recruit and develop people.	<p>K5.1 Describe how to manage multiple teams, and develop high performing teams.</p> <p>K5.2 Evaluate performance management techniques and talent management models.</p> <p>K5.3 Explain how to recruit and develop people.</p>
S5 Able to manage talent and performance. Develop, build and motivate teams by identifying their strengths and enabling development within the workplace. Able to delegate and enable delivery through others.	<p>S5.1 Manage talent and performance of team members.</p> <p>S5.2 Develop, build and motivate teams.</p> <p>S5.3 Delegate and enable delivery through others.</p>

Amplification and Guidance

Performance management techniques: For example, appraisals, one-to-one meetings with line managers, setting career plans and personal development plans with SMART objectives and monitoring performance.

Talent management models: For example, ways to improve staff retention and make the organisation attractive to work in but create succession plans of high performers.

Motivate teams: For example, identifying individual motivators, the strengths of team members and enabling development within the workplace, whilst being aware of 'hygiene factors'

Unit 6: Building Relationships

Unit Ref: J/617/5282

GLH: 22

Credit: 4

Learning Outcome	Assessment Criteria
<p>K6 Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing, and effective networking. Knowledge of collaborative working techniques to enable delivery through others and how to share best practice. Know how to manage conflict at all levels.</p>	<p>K6.1 Explore and explain approaches to partner, stakeholder and supplier relationship management.</p> <p>K6.2 Describe collaborative working techniques to enable delivery through others and how to share best practice.</p> <p>K6.3 Outline how to manage conflict, at all levels.</p>
<p>S6 Able to build trust, and use effective negotiation and influencing skills and manage conflict. Able to identify and share good practice, and work collaboratively with others both inside and outside of the organisation. Use of specialist advice and support to deliver against plans.</p>	<p>S6.1 Build trust within the team</p> <p>S6.2 Use effective negotiation and influencing skills</p> <p>S6.3 Effectively manage conflict</p> <p>S6.4 Identify and share good practice, and work collaboratively with others both inside and outside of the organisation</p> <p>S6.5 Use specialist advice and support to deliver against plans</p>

Amplification and Guidance

Relationship management: For example, negotiation, influencing, effective networking

All levels: Across the hierarchy, to include higher management, peers, team members and other departments

Unit 7: Communication

Unit Ref: L/617/5283

GLH: 10

Credit: 3

Learning Outcome	Assessment Criteria
K7 Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.	K7.1 Describe interpersonal skills and different forms of communication and techniques and how to apply them appropriately.
S7 Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style. Able to chair meetings and present using a range of media. Use of active listening, and able to challenge and give constructive feedback.	S7.1 Communicate effectively and be flexible in communication style. S7.2 Chair meetings and present using a range of media . S7.3 Use active listening and be able to challenge and give constructive feedback.

Amplification and Guidance

Communication techniques: verbal, non-verbal, written, digital

Media: For example, electronic presentations, paper-based hand-outs and verbal presentations.

Unit 8: Self Awareness

Unit Ref: R/617/5284

GLH: 10

Credit: 2

Learning Outcome	Assessment Criteria
K8 Understand own impact and emotional intelligence. Understand different and learning and behaviour styles.	K8.1 Evaluate own impact and own emotional intelligence . K8.2 Analyse different and learning and behaviour styles .
S8 Able to reflect on own performance, working style and its impact on others	S8.1 Reflect on own performance, working style and its impact on others

Amplification and Guidance

Emotional intelligence: The ability to recognise your own and others' emotions and respond appropriately.

Learning and behaviour styles: For example, VARK (visual, aural, read/write, kinaesthetic)

Working style: For example, visionary, operator, processor, synergist

Unit 9: Management of Self

Unit Ref: Y/617/5285

GLH: 15

Credit: 3

Learning Outcome	Assessment Criteria
K9 Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks	K9.1 Compare time management techniques and tools K9.2 Explain how to prioritise activities K9.3 Compare the use of different approaches to planning, including managing multiple tasks
S9 Able to create a personal development plan. Use of time management and prioritisation techniques.	S9.1 Use time management techniques S9.2 Use effective prioritisation techniques S9.3 Create a personal development plan.

Amplification and Guidance

Time management: For example, utilising project management tools, such as critical path analysis and creating short and medium-term plans. Identify key tasks, set objectives, identify performance standards and any constraints and agree an action plan.

Prioritisation: For example, by undertaking a situation appraisal to recognise concerns and separating concerns into manageable parts which can be prioritised. Pareto's Principle (80:20) may inform priorities set.

Unit 10: Decision Making

Unit Ref: D/617/5286

GLH: 15

Credit: 3

Knowledge	Skills
K10 Understand problem solving and decision-making techniques, including data analysis. Understand organisational values and ethics and their impact on decision making.	K10.1 Analyse problem solving and decision-making techniques , including data analysis K10.2 Define organisational values and ethics K10.3 Analyse the impact organisational values and ethics has on decision making
S10 Able to undertake critical analysis and evaluation to support decision making Use of effective problem-solving techniques	S10.1 Undertake critical analysis and evaluation to support decision making S10.2 Use effective problem-solving techniques

Amplification and Guidance

Decision making techniques: For example, evaluating ‘pros and cons’, decision trees, paired comparison analysis and grid analysis

Organisational values and ethics: The set of principles that guide the **organisation** in its programs, policies and decisions for the business, linking to corporate social responsibility

Problem solving techniques: For example, problem analysis, root cause analysis, cause and effect, TRIZ (ARIZ)

Unit 11: Behaviours of an operations or departmental manager

Unit Ref: H/617/5287

GLH: 20

Credit: 4

Learning Outcome	Assessment Criteria
B11 Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities.	B11.1 Drive to achieve in all aspects of work B11.2 Demonstrate resilience and accountability B11.3 Exhibit determination when managing difficult situations B11.4 Seek new opportunities
B12 Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity.	B12.1 Demonstrate openness, approachability, authenticity, and be able to build trust with others B12.2 Seek the views of others and value diversity
B13 Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working.	B13.1 Is creative, innovative and enterprising when seeking solutions to business needs B13.2 Demonstrate openness to new ways of working B13.3 Demonstrate flexibility to the needs of the organisation B13.4 Respond well to feedback, and need for change while demonstrating positive and adaptable attitude
B14 Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values	B14.1 Set an example, being fair, consistent and impartial B14.2 Demonstrate openness and honesty B14.3 Operate within organisational values

Unit 12: Maintaining Continuous Professional Development

Unit Ref: K/617/5288

GLH: 10

Credit: 3


Learning Outcome	Assessment Criteria
CPD15 Be able to maintain continuous professional development	CPD15.1 Keep and maintain a CPD log CPD15.2 Describe the objectives of the CPD activity(s) they have undertaken CPD15.3 Explain what they undertook as part of this CPD activity CPD15.4 Reflect on and evaluate how CPD improves their ability, performance and confidence in their job role

Amplification and Guidance

- **CPD log**
 - To include:
 - Formal learning/training
 - Informal learning/training
 - Professional discussions with mentors/supervisors concerning career development
 - Assignments or projects undertaken

Appendix 3: Sample Assessment Material

The following pages include sample paperwork which can be used for setting and recording actions and tracking progress and can be found in the qualification assessment pack. This is available to download from the Members' Area.

We listen and respond



Unit Achievement Summary Sheet
Highfield Level 5 Diploma in Operations and Departmental Management (RQF)

Qualification Structure
 The qualification consists of 12 mandatory units.

Mandatory Group: All units in this group must be achieved.

Tick box	Unit reference	Unit title	Level	GLH	Credit	Date of completion
<input type="checkbox"/>	A/617/5277	1. Operational management	5	30	5	<input type="checkbox"/>
<input type="checkbox"/>	F/617/5278	2. Project management	5	15	4	<input type="checkbox"/>
<input type="checkbox"/>	J/617/5279	3. Finance	5	10	3	<input type="checkbox"/>
<input type="checkbox"/>	A/617/5280	4. Leading people	5	22	4	<input type="checkbox"/>
<input type="checkbox"/>	F/617/5281	5. Managing people	5	22	4	<input type="checkbox"/>
<input type="checkbox"/>	J/617/5282	6. Building relationships	5	22	4	<input type="checkbox"/>
<input type="checkbox"/>	L/617/5283	7. Communication	5	10	3	<input type="checkbox"/>
<input type="checkbox"/>	R/617/5284	8. Self-awareness	5	10	2	<input type="checkbox"/>
<input type="checkbox"/>	Y/617/5285	9. Management of self	5	15	3	<input type="checkbox"/>
<input type="checkbox"/>	D/617/5286	10. Decision making	5	15	3	<input type="checkbox"/>
<input type="checkbox"/>	H/617/5287	11. Behaviours of an operations or departmental manager	5	20	4	<input type="checkbox"/>
<input type="checkbox"/>	K/617/5288	12. Maintaining continuous professional development	5	10	3	<input type="checkbox"/>

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We listen and respond


Evidence Tracking Sheet

Mandatory Units

Learner Name	<input type="text"/>			
Centre Name	<input type="text"/>			
Mandatory Unit 1: Operational Management (A/617/5277)				
Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
K1 Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs. Understand business development tools (e.g. SWOT), and approaches to continuous improvement. Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance. Knowledge of management systems, processes and contingency planning.	K1.1 Explain operational management approaches and models, including creating plans to deliver objectives and setting KPIs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	K1.2 Explain business development tools and approaches to continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	K1.3 Explain operational business planning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	K1.4 Analyse and compare management systems, processes and contingency planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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