IFE Level 3 Award in Management and Administration

Qualification Specification

Qualification Number: 610/5537/2

About the Institution of Fire Engineers (IFE)

The IFE is the professional institution for those working in the fire sector.

The IFE is a registered charity working for societal benefit. Founded in 1918, the IFE's mission is to promote, encourage and improve the science, practice and professionalism of fire engineering with the overall aim of protecting and saving lives. Members of the IFE share a commitment to ensuring that the fire profession remains relevant and valued, protecting people, property and the environment from fire.

The IFE Awarding Organisation
The IFE's awarding organisation is non-profitmaking.

The aim of the of the awarding organisation is to encourage those who work in the sector to engage with, and develop, the critical understanding needed to operate effectively and safely and to best professional standards so that they can protect and save lives. In doing this, the awarding organisation contributes to three of the IFE's (six) over-arching strategic priorities i.e.:

- *Facilitate awareness of fire issues and developments through the communication of ideas, knowledge and information.*
- *Foster professionalism by establishing and maintaining pathways and recognised standards of fire professionalism and competency.*
- *Increase knowledge in the science, practice and professionalism of fire engineering.*

All of the IFE's qualifications are designed for those working in the fire sector and to meet the above priorities. Qualifications and their associated assessments (examinations and practical activities/assignments) provided by the IFE are designed, assessed and quality assured by experts with extensive experience of working within the fire sector.

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IFE Level 3 Award in Management and Administration

Introduction
The IFE Level 3 Award in Management and Administration has been developed by the Institution of Fire Engineers (IFE), representatives of Fire and Rescue Services and other fire professionals. The content and structure of the qualification has been established to reflect best professional practice.

Aims of the Qualification
The IFE Level 3 Certificate in Fire Science, Operations, Fire Safety and Management has been designed to enable individuals to demonstrate a wide range of critical knowledge and understanding relevant to fire science, managing fire/rescue situations and determining measures for protection against fire.

Target Audience
The qualification will meet the needs of:

- those employed in fire and rescue service roles across the world, particularly those who are either already in Crew Manager roles or those who wish to develop and demonstrate knowledge and understanding relevant to the role of Crew Manager in preparation for promotion to this role;
- those operating in specialist fire and rescue contexts, such as aviation or fire prevention/fire safety roles, who need to develop and apply a wide range of knowledge and understanding in their role;
- other fire professionals and those within related industries of the Built Environment who wish to demonstrate their knowledge and understanding of fire-related subjects;

Qualification Content
The content of the Award is set out in the information presented below. The relevant sections below provide information on the range of topics that must be studied to achieve the Award including the way in which candidates need to show their understanding (Assessment Criteria) and the scope/range/contents in which they can be tested (Knowledge and Understanding).

Candidates are advised to prepare for each examination by covering all topics in the Award content so that they are able to provide comprehensive responses.

Assessment
The assessment takes the form of a 60-minute examination. The examination is closed book and provides a summative assessment of the full range of learning specified in the Award content. There are 50 marks available in the examination.

Examinations are provided in English only.

Examinations are designed to ensure that all sections of the Award content are tested in each examination and to provide candidates with the opportunity to demonstrate their knowledge and understanding across the content specified in the Award.

Certification

Achievement

In order to achieve the Award, candidates must obtain at least 25 marks out of the available 50 in the relevant examination.

Achievement is not graded. Successful candidates are issued an Award which recognises that candidates have passed the examination.

Certificate Achievement

In order to achieve the IFE Level 3 Certificate in Fire Science, Operations, Fire Safety and Management, candidates must achieve a Pass in all four mandatory Award examinations. The qualification certificate is not graded. Successful candidates will be awarded a Pass Certificate.

Candidates do not need to achieve a Pass in all four awards at the same examination session.

Candidates must achieve all four awards within five years to achieve the Level 3 Certificate. The five-year period starts from 1 January of the year in which they take and pass their first examination. Candidates who take examinations in March 2023 and October 2023 will be able to combine these with passes from examinations that they sat in 2022, 2021, 2020 and 2019.

The IFE will automatically issue a full Level 3 Certificate in Fire Science, Operations, Fire Safety and Management certificate at the point where candidates have achieved passes in all four of the Award required.

Candidates may re-sit Award examinations as often as necessary in order to achieve a Pass.

Entry Requirements

There are no formal entry requirements. As the examination is provided in English only, candidates will need to have a comprehensive understanding of the English language in order to access the examination questions

Qualification Level

This qualification has been designed to enable candidates to demonstrate that they have attained knowledge and understanding at Level 3.

Other types of qualifications that are set at Level 3 include A level, AS level, international Baccalaureate diploma, level 3 diploma, and level 3 NVQ.

The qualifications regulator, Ofqual, has provided the following descriptors to illustrate the knowledge and understanding expected from those who hold qualifications at Level 3.

Level 3 Knowledge descriptor

The holder (of the qualification):

- has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.
- can interpret and evaluate relevant information and ideas.
- is aware of the nature of the area of study or work.
- is aware of different perspectives or approaches within the area of study or work

Candidates are advised to bear these descriptors in mind in preparing for examinations and when presenting responses during examinations.

Progression
Candidates who are successful in achieving the IFE Level 3 Award in Management and Administration, can progress to the remaining awards to achieve the full IFE Level 3 Certificate in Fire Science, Operations, Fire Safety and Management. They will then have developed knowledge and understanding that will prepare them to undertake further study.

Qualification Learning Time
The length of time needed to complete this qualification will vary depending upon the starting point (i.e., previous knowledge and experience) for each individual.

Research suggests that most candidates should spend around 60 hours preparing for each Award although some candidates may wish to allocate a higher proportion of their preparation time to one or more Awards depending on their pre-existing knowledge.

Total qualification time for this Award is 61 hours comprising:

- 60 hours of learning e.g., self-study/course training. Study may be self-study (please see the section on recommended reading below) and may include relevant employer training programmes.
- 1 hour of assessment.

Most candidates prepare for IFE examinations via self-study or by drawing on training provided by their employer that covers aspects of the syllabus. Candidates are advised to cross-map their study/training against the content of the Award to ensure that all parts of the Award have been covered. Recommended reading materials are listed below.

Recommended Reading
Candidates should be aware that this reading list is advisory rather than definitive. Candidates should use the content of the Awards as their guide in deciding what reading materials they need to help them prepare for the examination – please see Content section below. The IFE recommends that all candidates should read widely in order to extend the depth and breadth of their knowledge and understanding.

Candidates preparing for the examinations are advised to refer to the list below:

- IFE Leadership and Management Resources https://ife.org.uk/Home/Events-and-resources/Articles
- NFCC Leadership Framework - Inspiring Leadership in the Fire and Rescue Service https://nfcc.org.uk/wp-content/uploads/2023/08/NFCC_Leadership_Framework_Final.pdf
- HSG65 – Managing health and Safety https://books.hse.gov.uk/product/9780717664566

Candidates may also refer to the sample examination and examiner reports (short answer questions sections) on previous examinations which are available on the IFE's website - Past papers and exam reports (ife.org.uk).

Award 4: Management and Administration

Introduction
This Award focuses on the importance of effective management and administration skills. It covers organisation structure, leadership and management, performance management, organisation systems and training and development.

Learning Outcomes
Candidates who achieve this Award should be able to:

- understand the structure of organisations and the links between different parts of the organisation
- identify and evaluate factors affecting the performance of individuals, teams and organisations
- understand how to manage and motivate teams
- understand health and safety issues
- apply management and administration practices to fire and rescue service contexts

Content

1. Elements of Organisation - Organisation Structure and Performance

Assessment Criteria	Knowledge and Understanding
1.1 Explain the principles of organisational structure and assess the implications for organisation performance	• Organisational structure • Characteristics of an effective structure • Potential results of an inappropriate structure • Presentation of structures/organograms • Chain of command • Responsibilities and reporting relationships • Functional management/departments • Different types of business and implications for structure
1.2 Describe roles and responsibilities within an organisation, explain relationships between roles and assess the implications for organisation performance	• Responsibilities of top level managers, middle managers, first line supervisors and front line staff • Define and describe the relationship between task needs, group needs and individual needs • Importance of performance management at organisation and individual level • Importance of team work and team building • Managing relations with other teams and departments

2. Elements of Organisation - Planning, Risk Management and Health and Safety

Assessment Criteria	Knowledge and Understanding

2.1 Explain the importance of planning and describe the ways in which organisations use different types of plan	• Types of plans to include:
	  ○ Strategic Plan
	  ○ Business Plan
	  ○ Project Plan
	  ○ Team/Department Plan
	• SWOT and PESTLE analysis and use of these tools in the development and management of plans
	• Features of effective plans
	• Prioritising
	• Role of managers in developing plans and delivering outcomes

2.2 Explain the importance of operational risk management and describe the ways in which organisations manage risk	• Identifying risk • Managing risk • Risk Register • Implications for planning and operations
2.3 Explain the importance of health and safety at work and explain how organisations manage health and safety issues	• Duties of employers with regard to health and safety • Duties of employees with regard to health and safety • Risk assessment and safety statement • Safe Person Concept • Health and safety issues

3. Leadership and Management

Assessment Criteria	Knowledge and Understanding
3.1 Explain the contribution of leadership and management to organisation success	• Management skills • Leadership qualities and skills • Managing team and individual employee performance
3.2 Describe different leadership styles and assess the advantages and disadvantages of different styles in different situations	• Autocratic • Bureaucratic • Charismatic • Democratic • Laissez-faire • People-oriented and task-oriented styles • Transactional • Transformational • Situational
3.3 Describe and apply recognised management theories	Management theories: • Maslow's Hierarchy of Needs • Hertzberg's Theory of Motivation

3.4 Explain the importance of staff motivation in driving high performance and identify issues that influence motivation	Issues affecting motivation and performance including: • Organisational design • Objectives and targets • Delegation • Communication • Excessive conflict • Management • Training
3.5 Describe and Understand the four levels of leadership and the leadership framework.	Four Levels: • Leading the service • Leading the function • Leading others • Leading yourself Leadership framework • Personal Impact • Outstanding leadership • Service delivery • Organisational effectiveness Contra indicators of the Leadership framework

4. Management Practice and Procedures

Assessment Criteria	**Knowledge and Understanding**
4.1 Explain the principles that underpin effective allocation of work and delegation	• Factors affecting decisions to delegate • Successful and unsuccessful delegation strategies
4.2 Explain the principles that underpin an effective approach to counselling	• Identification of when counselling may be appropriate • Features of a good counselling procedure
4.3 Explain the principles that underpin an effective approach to discipline	• Definition of “discipline” • Features of a good disciplinary procedure • Stages of a disciplinary procedure
4.4 Explain the importance of valuing equality and diversity for an organisation and the principles that underpin equality and diversity	• Definition of “equality” • Definition of “diversity” • Definition of “direct discrimination” • Definition of “indirect discrimination” • Equality and diversity policies
4.5 Describe an effective recruitment and selection process	• Effective recruitment or selection processes • Methods of selection

5. Organisation Systems and Administration

Assessment Criteria	Knowledge and Understanding
5.1 Explain the importance of good record keeping and identify methods of managing records	• The need for record keeping in an organisation • Advantages of good record keeping • Types of record keeping systems • Reviewing systems of record keeping • Types of records maintained
5.2 Explain the importance of budgets and budgetary control	• Definition of the term “budget” • Revenue costs and capital expenditure • Features of a good budget • Advantages of budgetary control • Problems associated with budgetary control
5.3 Explain the importance of meetings in contributing to the delivery of objectives	• Types of meetings: one-to-one, team, cross-team, external • Planning for meetings • Managing meetings • Recording meetings • Processing actions arising from meetings
5.4 Explain the implementation and importance of quality assurance systems	• Types of QA systems • Implementation of systems including procedures, review and training • Contribution to organisation performance • Audit and audit trails • Kite marking and external quality standards/marks • Value of QA and quality standards in dealing with external stakeholders/customers

6. Training and Development

Assessment Criteria	Knowledge and Understanding
6.1 Explain how managers can use learning and development opportunities to improve team performance and plan for the future	• The benefits of training, development and learning for individuals and organisations • Evaluating the benefits of training • The role of the manager in training and development • Training needs analysis

6.2 Describe different types of training and explain the benefits of each	• Types of training:
	  ○ Induction
	  ○ On-the-job
	  ○ Continuing Professional Development

6.3 Assess the advantages and disadvantages of different methods of training	• Methods of training:
	  ○ Training course
	  ○ E-learning
	  ○ Self-study
	  ○ Discussion group
	  ○ Case study
	  ○ Secondment
	  ○ On-the-job

6.4 Identify the features of a good training programme	• Objectives • Plan/Schedule for training • Delivery options including on and off the job components • Training aids including IT resources • Assessment/Qualifications • Evaluation of learning
6.5 Explain the purpose and value of fire training exercises	• Purpose of fire training exercises • Types of exercise – discussion-based, table top, live and combinations of these • Types of scenario for training exercises • Developing exercise plans • Training exercises with other emergency services