IFE Level 3 Certificate in Leadership and Management

Qualification Specification

Qualification Number: 603/6609/6

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 the 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. The 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.

Contact Details
Email: exams@ife.org.uk

IFE House, 64-66 Cygnet Court, Timothy's Bridge Road, Stratford-upon-Avon, CV37 9NW
Tel: +44 (0)1789 261463 Option 2

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Introduction
This qualification has been developed by the Institution of Fire Engineers (IFE) in partnership with leadership and management professionals operating in both the private and public sector.

The qualification focuses on the importance of effective management in contributing to the successful performance of operational teams and to the performance of the organisation overall. It encompasses organisational structure, business planning and efficient service delivery as well as people management.

This qualification is derived from unit 5: Leadership and Management in Fire and Rescue which is recognised within the structure of the Level 3 Diploma in Fire Science and Fire Safety. It is directly equivalent to that unit in that the content and assessment remain exactly the same. Individuals who achieve this qualification may use it towards the achievement of the Level 3 Diploma in Fire Science and Fire Safety. For information, please see - https://www.ife.org.uk/IFE-Qualifications-with-Syllabus-Links

Target Audience
This qualification will be appropriate for individuals working in the fire sector who hold roles requiring management and leadership skills and who need to appreciate the wider context of organisation's operations.

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

- explain good practice in relation to leadership and management
- assess the role of leadership and management in delivering organisation objectives
- assess the role of policy and procedures in delivering organisation objectives
- explain the contribution of leaders and managers to health and safety
- understand the purpose of planning and performance management
- understand the contexts and constraints relevant to service delivery

Membership of the IFE
Achievement of this qualification enables candidates to meet the academic requirement for membership at **Technician (TIFireE) Grade**.

Completion of **three Level 3 Certificates** will meet the academic requirement and minimum credit criteria necessary for **Graduate (GIFireE) Grade** membership.

To achieve the full **Level 3 Diploma**, candidates must complete this qualification **in addition to** the following:

- The mandatory Level 3 Certificate in Fire Engineering Science
- The mandatory Level 3 Certificate in Fire Safety
- One additional IFE Level 3 Certificate

All four qualifications must be achieved **within a five-year period.**

Qualification Content
The content of the qualification is set out in the section entitled "Content" below. This provides information on the range of topics that must be studied including the way that candidates need to show their understanding (Assessment Criteria) and the scope/range/contexts in which they can be tested (Knowledge and Understanding).

The syllabus content is very broad and deep and therefore not all topics can be tested in all examinations. Candidates are advised to prepare for the examination by covering all topics so that they are able to provide comprehensive responses.

Assessment
The assessment takes the form of one three-hour examination and provides a summative assessment of the full range of learning specified in the content below.

Examinations are provided in English only.

Candidates will be required to complete **six** questions from a choice of **eight** questions. There will be 20 marks available for each of the questions.

In order to achieve a Pass, candidates will be required to attain at least 48 of the 120 marks available to them via the six questions.

Candidates who answer fewer than six questions will be able to achieve a Pass as long as they achieve the minimum pass mark of 48. Should candidates answer more than six questions, they will not benefit as only the six best responses will be included in the final mark.

Certification
Results of examinations will be reported as follows:

Pass - this is awarded where candidates achieve a mark between the minimum pass mark of 48 marks and 71 marks.

Distinction - this is awarded where candidates achieve a mark of 72 or above.

Fail - candidates who achieve 47 marks or fewer will receive a result showing Fail. Where candidates receive 24 marks or fewer, the result will show as Fail (X).

Candidates who are unsuccessful in the examination may re-sit the examination. There is no limit on the number of times that candidates may re-sit.

Candidates will be issued with the mark achieved out of a total of 120.

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 GCE A/As levels, Level 3 NVQs and Level 3 Diplomas such as the IFE Level 3 Diploma in Fire Science and Fire Safety.

The qualifications regulator for England, 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 candidate:

- 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 when preparing for assessment and when composing responses to examination questions.

Qualification Learning Time
The length of time needed to prepare for this examination will vary depending upon the starting point for each candidate.

Total qualification time is 140 hours:

- 137 hours of learning/study. Study may be self-study (please see the section on recommended reading material below) and may include relevant employer training programmes.
- 3 hours of assessment (directed time) i.e., one three-hour examination.

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 syllabus to ensure that all parts of the syllabus have been covered. Recommended reading materials are provided below.

Progression
Candidates who are successful in achieving this qualification may consider progression to Level 4. A Level 4 qualification in Aviation Fire Operations is available from the IFE.

Further Information
Further information on examination conditions is available on the IFE website.

Recommended Reading
This qualification covers an extensive range of contexts and candidates are advised to reflect this breadth in their examination preparation.

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

- IFE Leadership and Management Resources
- Management Theory and Practice (7th Edition) Parts 1 and 2. Section 13 of Part 3. G.A. Cole and P. Kelly. Published by South Western Cengage Learning EMEA
- Effective Leadership, John Adair. Published by Pan 2009.
- The John Adair Handbook of Management and Leadership, Published by Thorogood, 2005.
- NFCC Leadership Framework - Inspiring Leadership in the Fire and Rescue Service
- HSG65 – Managing health and Safety
- INDG417(rev1) 06/13 - Leading health and safety at work
- Leadership: Theory and Practice, Peter G Northouse. Published by Sage.

Content

1. Elements of Organisation - Organisation Structure and Performance

Assessment Criteria	Knowledge and Understanding
1.1 Organisational Structure	• Explain the principles of organisational structure and assess the implications for organisation performance. • 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 Roles and Responsibilities	• 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 both organisation and individual levels. • Importance of teamwork 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 Importance of Planning	• Explain the importance of planning and describe the ways in which organisations use different types of plans. • Types of plans: Strategic Plan, Business Plan, Project Plan, Team/Department Plan. • SWOT and PESTLE analysis and their use in the development and management of plans. • Features of effective plans. • Prioritising and the role of managers in developing plans and delivering outcomes.
2.2 Organisational Risk Management	• Explain the importance of operational risk management and describe how organisations manage risk. • Identifying risk. • Managing risk. • Risk Register. • Implications for planning and operations.

2.3 Health and Safety Management	• Explain the importance of health and safety at work and how organisations manage health and safety issues. • Duties of employers and employees regarding 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 Contribution to Organisational Success	• Explain the contribution of leadership and management to organisation success. • Leadership qualities and skills. • Managing team and individual employee performance.
3.2 Leadership Styles	• Describe different leadership styles and assess their advantages and disadvantages in different situations. • Autocratic, Bureaucratic, Charismatic, Democratic, Laissez-faire, People-oriented, Task-oriented, Transactional, Transformational, Situational leadership.
3.3 Recognised Management Theories	• Describe and apply recognised management theories, including: • Maslow's Hierarchy of Need • Hertzberg's Theory of Motivation
3.4 Staff Motivation	• Explain the importance of staff motivation in driving high performance and identify issues that influence motivation.
3.5 Levels of Leadership	• Describe and understand the four levels of leadership and the leadership framework. • Leading the service • Leading the function • Leading others • Organisational effectiveness

4. Management Practice and Procedures

Assessment Criteria	Knowledge and Understanding
4.1 Work Allocation and Delegation	• Explain the principles that underpin effective allocation of work and delegation. • Factors affecting decisions to delegate. • Successful and unsuccessful delegation strategies.
4.2 Counselling	• 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 Discipline	• 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 Equality and Diversity	• Explain the importance of valuing equality and diversity for an organisation and the principles that underpin equality and diversity. • Definitions of equality, diversity, direct discrimination, and indirect discrimination. • Equality and diversity policies.
4.5 Recruitment and selection	• Describe an effective recruitment or selection process. • Identify and explain methods of selection.

5. Organisation Systems and Administration

Assessment Criteria	**Knowledge and Understanding**
5.1 Record Keeping	• 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 Budgets and Budgetary Control	• 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 Importance of Meetings	• 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 Quality Assurance Systems	• 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 Learning and Development	• 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 Types of Training	• Describe different types of training and explain the benefits of each. • Types of training: Induction, On-the-job, Continuing Professional Development (CPD).
6.3 Training Methods	• 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 Good Training Programme features	• 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 Emergency Incident Training Exercises	• Explain the purpose and value of emergency incident training exercises. • Purpose of emergency incident training exercises. • Types of exercise – discussion-based, tabletop, live, and combinations of these. • Types of scenarios for training exercises. • Developing exercise plans. • Training exercises with other emergency services.