

IFE Level 3 Certificate in Leadership and Management – Zone 1

Examiner Report – March 2026

Introduction

Of the 47 candidates that undertook the examination, 17 (36%) achieved a pass mark. The best answered question was question 5 with an average score of 11.5 marks. The least well answered was question 6 with an average score of 4.1 marks.

Question 1

- a) What are an employer's general duties regarding health and safety? (10 Marks)*
- b) What are an employee's general duties regarding health and safety? (5 Marks)*
- c) A hazard is something which has the potential to cause harm. What are five types of hazard which a risk assessment should deal with? (5 Marks)*

Examiner Feedback

In part (a), some candidates did not gain marks because they provided examples of a risk assessment process rather than the duties of employers. While in part (b), many responses focused on actions the candidate would take, as opposed to the specific health and safety responsibilities required by the question.

A further common approach was to provide examples of individual hazards, such as electrical, water, or fire hazards, rather than addressing the broader types of hazard, as indicated by the question.

Question 2

- a) Identify five barriers to communication. (5 Marks)*
- b) What can poor communication lead to? (3 Marks)*
- c) Define "Downward communication" and give three examples. (6 Marks)*
- d) Define "Upwards communication" and give three examples. (6 Marks)*

Examiner Feedback

In part (a), a common theme was that candidates focused on communication technologies and physical methods of communication, such as radios and communication devices, rather than the broader principles and methods of organisational communication.

Many responses for part (b) drew on operational fireground experiences - while communication is an important aspect of emergency incident management, fireground communication is typically focused on the rapid exchange of instructions and operational information. The question, however, concerned organisational communication processes, including the sharing of information, ideas, decisions, and feedback within a workplace

setting. Candidates who recognised this distinction were generally able to provide more relevant responses.

Part (c) and (d) were generally answered reasonably well, with many candidates able to define upward and downward communication and provide relevant examples. Performance across the question was strongest where candidates drew on workplace communication practices that were likely to be familiar from day-to-day experience.

Question 3

a) Secondment is an example of “on the job” training. List six other examples of “on the job” training. (6 Marks)

b) List six examples of “off the job” training. (6 Marks)

c) Explain what a secondment is and detail the advantages and disadvantages of this sort of training method. (8 Marks)

Examiner Feedback

In parts (a) and (b), responses were often interchanged, with candidates frequently providing a mixture of on-the-job and off-the-job training examples regardless of the specific requirement of each section. This resulted in incomplete lists for both parts in a number of cases.

Part (c) was generally better attempted, with many candidates able to explain what a secondment is and provide some discussion of its advantages and disadvantages. However, the level of detail provided varied, with stronger responses demonstrating a clearer understanding of how this training method operates in practice.

Question 4

a) List ten ways to motivate staff. (10 Marks)

b) List ten ways a job can be designed to have job satisfaction. (10 Marks)

Examiner Feedback

In both parts (a) and (b), responses frequently focused on general methods of motivating staff, rather than the specific requirements of each question. In part (a), candidates often described how individuals might be motivated, while the question required consideration of how managers can influence motivation. Similarly, in part (b), responses tended to focus on motivational factors rather than approaches to job design that contribute to job satisfaction. As a result, many answers did not fully address the distinctions required between motivation techniques and job design principles.

Question 5

- a) What do the letters “SWOT” stand for in a SWOT analysis? (4 Marks)*
- b) When might this type of analysis be used and what are the benefits? (10 Marks)*
- c) What is another sort of analysis used to examine external factors and what factors does it examine? (6 Marks)*

Examiner Feedback

This question was generally well answered, with candidates appearing familiar with the SWOT acronym and the underlying principles of the analysis.

Overall, this was the strongest-performing question on the paper, with relatively few candidates scoring less than 50% of the available marks. In parts (b) and (c), many responses demonstrated a sound understanding of how SWOT analysis is used and its associated benefits, as well as awareness of alternative external analysis tools. The stronger performance on this question may reflect familiarity with commonly used management frameworks such as SWOT and PESTLE analysis.

Question 6

- a) What is the definition of delegation? (2 Marks)*
- b) What should a manager consider when delegating work? (12 Marks)*
- c) What are some of the signs that delegation has been poorly planned? (6 Marks)*

Examiner Feedback

This was the lowest scoring question on the paper. A common issue was that candidates often answered from the perspective of the person receiving the task, rather than from the manager's point of view as required. As a result, responses did not always focus on what the manager should consider when delegating work, or on the indicators that delegation may have been poorly planned.

Where candidates did adopt the correct managerial perspective, responses were generally more focused and achieved higher marks.

Question 7

- a) A grievance procedure is an important part of an organisation's systems. What value does a grievance procedure bring to an organisation? (13 Marks)*
- b) What are the usual three stages to a grievance procedure? (3 Marks)*
- c) What records should be kept in relation to a grievance? (4 Marks)*

Examiner Feedback

This question was one of the lower-scoring questions on the paper overall. In part (a), many candidates answered from the perspective of employees rather than the organisation, despite the question requiring consideration of the value a grievance procedure brings to an organisation. As a result, responses did not always address the intended focus.

In part (b), candidates frequently described the process of handling a grievance in detail rather than identifying the three key stages required by the question. It is possible that this approach reflects candidates' familiarity with grievance procedures from a day-to-day operational perspective, which may have influenced the framing of their answers.

Question 8

a) What is the purpose of an interview during the process of selecting people for a role? (5 Marks)

b) What are the natural parts of an interview? (5 Marks)

c) Describe what open and closed questions are and give an example of each. (4 Marks)

d) What skills should a good interviewer have? (6 Marks)

Examiner Feedback

Whilst this was a popular question, it was generally not well answered. In part (a), candidates often focused on the where the interview sat within the recruitment process rather than explaining its purpose in selecting suitable candidates.

In part (b), instead of identifying the natural stages of an interview, many candidates provided examples of questions that might be asked.

In part (c), the concepts of open and closed questions were frequently misunderstood, leading to inappropriate or inaccurate examples.

Part (d) was comparatively better attempted, with candidates more able to identify the key skills required of a good interviewer, although the level of detail varied.