



# IFE Level 3 Certificate in Fire Science, Operations, Fire Safety and Management

Qualification Number: 500/5922/1

## Introduction

The IFE Level 3 Certificate in Fire Science, Operations, Fire Safety and Management 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 the role of Crew Manager in the Fire and Rescue Service. Success in the qualification will enable individuals to demonstrate that they can apply their knowledge and skills to provide solutions in a wide range of fire and rescue situations.

Additionally, success in achieving this qualification will enable candidates to meet the academic requirement for membership of the Institution at Technician grade (TIFireE).

## 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 who wish to demonstrate their knowledge and understanding of fire engineering science, operations, fire safety and management in the fire and rescue context;
- individuals throughout the world wishing to achieve membership of the IFE at Technician grade (TIFireE) and to progress to higher levels.

## Qualification Structure

In order to achieve the IFE Level 3 Certificate in Fire Science, Operations, Fire Safety and Management candidates must achieve four mandatory units as follows:

- Unit 1: Fire Engineering Science
- Unit 2: Fire Operations
- Unit 3: Fire Safety
- Unit 4: Management and Administration in Fire and Rescue Services

## Form of Assessment

Each unit is assessed separately by an examination. In each case, the examination, which is one hour in duration, comprises two sections.

### Section one

There are 15 marks available for this section of the examination. It contains 15 multiple choice questions and each question is worth one mark. Questions may target any assessment objective identified within the unit. Candidates should attempt all questions in this section of the examination.

### Section Two

There are 35 marks available for this section of the examination. Questions in this section take the form of short written answer questions and provide candidates with the opportunity to demonstrate their knowledge and understanding across the content specified in the unit syllabus. Candidates should attempt all questions in this section of the examination.

Sample examination questions are available on the IFE's website.

## Grading and Certification

### Unit Achievement

Each unit is assessed separately.

Achievement at unit level is not graded. Successful candidates are awarded a Pass Certificate.

In order to achieve a Pass, candidates must obtain at least 50% of the marks available. (Note: grade boundaries are reviewed and confirmed by an expert awarding panel review following each examination session in line with standard examination and awarding procedures.)

### Achievement of the IFE Level 3 Certificate in Fire Science, Operations, Fire Safety and Management

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 units. The final certificate is not graded – successful candidates will be awarded a Pass Certificate.

Candidates do not need to achieve all four units at the same examination session. Candidates who achieve fewer than four units at one examination session will receive a Unit Certificate for each unit achieved. In order to achieve the full IFE Level 3 Certificate in Fire Science, Operations, Fire Safety and Management (VRQ), candidates must achieve all four units within five years

## Entry Requirements

There are no formal entry requirements and candidates are not required to achieve other qualifications prior to undertaking this qualification. However, candidates are advised that this specification provides progression from the Level 2 Certificate in Fire Science, Operations and Safety; therefore, candidates who have previously achieved an IFE qualification at Level 2 will be able to build upon relevant knowledge and understanding.

Candidates will need to be able to communicate effectively in writing in order to respond to the written answer questions. In addition, candidates are advised that mathematical skills will be required in order to complete the Fire Engineering Science (unit 1) examination.

## Progression

Candidates who are successful in achieving the IFE Level 3 Certificate in Fire Science, Operations, Fire Safety and Management will have developed knowledge and understanding that will prepare them to undertake further study. Candidates may wish to extend their knowledge and understanding at Level 3 and progress to the IFE Level 3 Diploma. Alternatively, they may wish to progress to the IFE Level 4 Certificate or other qualifications at Level 4. Candidates may choose to progress to specific units only (e.g. Fire Safety) if they prefer to extend aspects of their knowledge rather than achieving full qualifications.

## Qualification Learning Time

The length of time needed to complete this qualification will vary depending upon the starting point (ie previous knowledge and experience) for each individual.

Research suggests that most candidates should spend around 60 hours preparing for each unit although some candidates may wish to allocate a higher proportion of their preparation time to one or more units depending on their pre-existing knowledge eg candidates often allocate more time to fire engineering science. For most candidates, learning and preparation will take the form of self-study.

Total qualification time is therefore 244 hours comprising:

- 240 hours (over 4 units) of learning eg self-study/course training
- 4 hours (over 4 separate examinations of one hour each) of assessment

## Recommended Reading

Candidates preparing for the examinations are advised to refer to the IFE's recommended reading list. This list can be found at: <http://www.ife.org.uk/Preparing-for-Examinations>

## Unit 1: Fire Engineering Science

Unit Reference Number: Y/505/5749

### Introduction

This unit provides candidates with the opportunity to develop and demonstrate their understanding of fire engineering science and fire behaviour.

The content of the unit has been designed to reflect the technical knowledge that fire professionals need in order to understand the behaviour of fire including the chemistry of fire and the mechanics of firefighting and rescue equipment.

### Learning Outcomes

Candidates who achieve this unit should be able to:

- carry out mathematical calculations accurately
- understand and apply the chemistry of fire
- understand and apply the principles of hydraulics
- understand and apply the principles of electricity
- understand how fire engineering science underpins activities in fire and rescue situations
- apply understanding of fire engineering science to solve problems and make decisions

### Unit Status

This is a mandatory unit.

### Content

#### 1. Mathematics

Assessment Objective	Knowledge, Understanding and Skills
1.1 Demonstrate an understanding of basic mathematical terms and solve simple problems relative to fire engineering	<ul style="list-style-type: none"> <li>• The four processes - addition, subtraction, multiplication and division in respect of fractions, decimals, percentages, ratios, proportions and statistics</li> <li>• Transposition of formulae</li> </ul>
1.2 Demonstrate an understanding of basic geometry	<ul style="list-style-type: none"> <li>• Two dimensional shapes - square, rectangle, quadrilateral, parallelogram, rhombus, trapezium, triangle, circle</li> <li>• Three dimensional objects - cube, cuboid, pyramid,</li> </ul>

	prism, cylinder, cone, sphere
1.3 Undertake calculations in respect of various geometrical shapes and objects	<ul style="list-style-type: none"> <li>• Area and perimeter of a regular and irregular shapes</li> <li>• Volume and capacity of rectangular and circular tanks</li> <li>• Volume and capacity of hose and pipeline</li> </ul>
1.4 Demonstrate an understanding of elementary trigonometry and undertake calculations	<ul style="list-style-type: none"> <li>• Pythagoras' theorem</li> <li>• The terms - opposite, adjacent, hypotenuse</li> <li>• Angles, including right, acute, obtuse, straight, reflex</li> </ul>

## 2. Mechanics

Assessment Objective	Knowledge, Understanding and Skills
2.1 Define and describe the physical properties of matter	<ul style="list-style-type: none"> <li>• Matter</li> <li>• Mass</li> <li>• Density</li> <li>• Relative density (specific gravity)</li> <li>• Vapour density</li> <li>• Liquids of different density</li> <li>• Gases of different density</li> <li>• Matter and energy</li> <li>• Melting, boiling and evaporation</li> </ul>
2.2 Demonstrate an understanding of basic mechanical terms and applications and undertake calculations involving them	<ul style="list-style-type: none"> <li>• Newton's Laws of Motion</li> <li>• Motion, including gravity, speed, velocity and acceleration</li> <li>• Distance/Time graphs</li> <li>• Momentum and Force, including Torque</li> <li>• Work, Power and Mechanical energy, including Potential energy and Kinetic energy</li> <li>• Friction and stopping distances</li> <li>• Simple machines eg. lever and pulley systems</li> <li>• Mechanical Advantage, Velocity Ratio and Efficiency</li> </ul>

## 3. Heat and Temperature

Assessment Objective	Knowledge, Understanding and Skills
3.1 Define and understand basic terms and their relationships	<ul style="list-style-type: none"> <li>• Heat</li> <li>• Temperature</li> <li>• Relationship between heat and temperature</li> <li>• Critical temperature</li> <li>• Critical pressure</li> </ul>
3.2 Demonstrate an understanding of how temperature is measured	<ul style="list-style-type: none"> <li>• Methods of measuring temperature including:                             <ul style="list-style-type: none"> <li>○ Liquid thermometers</li> <li>○ The air or gas thermometer</li> <li>○ Using solids to measure temperature</li> <li>○ Thermocouples</li> <li>○ Electrical resistance</li> <li>○ Thermistors</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Comparison by brightness</li> <li>○ Infra red</li> <li>● Thermometric scales: <ul style="list-style-type: none"> <li>○ The Celsius or Centigrade scale</li> <li>○ The Fahrenheit scale</li> <li>○ The Kelvin or Absolute scale</li> </ul> </li> </ul>
3.3 Define and use the units of heat	<ul style="list-style-type: none"> <li>● The Joule (J)</li> <li>● The calorie</li> <li>● The British thermal unit (Btu)</li> </ul>
3.4 Define and describe the terms used in the context of heat transfer	<ul style="list-style-type: none"> <li>● Specific heat</li> <li>● Change of state and latent heat</li> <li>● Latent heat of vaporisation</li> <li>● The effect of change of pressure on the boiling point and latent heat</li> <li>● Latent heat of fusion</li> <li>● Cooling by evaporation</li> </ul>
3.5 Describe and understand processes of heat transmission	<ul style="list-style-type: none"> <li>● Conduction</li> <li>● Convection</li> <li>● Radiation</li> </ul>
3.6 Understand and describe the principles of thermal expansion	<ul style="list-style-type: none"> <li>● Solids <ul style="list-style-type: none"> <li>○ The coefficient of linear expansion</li> <li>○ Nickel-iron alloy (Invar)</li> <li>○ Expansion in metal structures</li> <li>○ Thermostats</li> <li>○ The coefficient of superficial and cubical expansion of solids</li> </ul> </li> <li>● Liquids <ul style="list-style-type: none"> <li>○ Cubical expansion</li> <li>○ The effect of expansion on density</li> </ul> </li> <li>● Gases (Liquefaction) <ul style="list-style-type: none"> <li>○ Critical temperature and pressure</li> <li>○ Liquefied gases in cylinders</li> </ul> </li> <li>● Sublimation</li> </ul>
3.7 Define the Gas Laws and undertake calculations involving them	<ul style="list-style-type: none"> <li>● Boyle's Law</li> <li>● Charles's Law</li> <li>● Law of Pressures</li> <li>● The General Gas Law</li> </ul>

#### 4. Hydraulics

Assessment Objective	Knowledge, Understanding and Skills
4.1 Know the properties of water and demonstrate an understanding of its reaction to pressure and energy.	<ul style="list-style-type: none"> <li>● Properties of water</li> <li>● Principle characteristics of pressure</li> <li>● Relationship between pressure and head for water</li> <li>● Loss of pressure due to friction</li> <li>● Energy changes in water streams</li> <li>● Water power and efficiency</li> <li>● Jet reaction</li> </ul>

	<ul style="list-style-type: none"> <li>• Water hammer</li> <li>• Undertake calculations involving water power, efficiency and jet reaction</li> </ul>
4.2 Explain how pressure and flow is measured with instruments	<ul style="list-style-type: none"> <li>• Water gauges (Manometers)</li> <li>• Pressure and compound gauges</li> <li>• Flow gauges</li> </ul>
4.3 Describe the effect of atmospheric pressure on suction lift and the practical limitations and potential problems that can occur on the fireground	<ul style="list-style-type: none"> <li>• Atmospheric pressure</li> <li>• Suction lift</li> <li>• Siphons</li> </ul>
4.4 Describe how water flows through hose, pipelines and nozzles and undertake the relevant calculations	<ul style="list-style-type: none"> <li>• The conditions required to enable water to flow in hose or pipelines</li> <li>• Quantity of water flowing</li> <li>• Velocity of water</li> <li>• Discharge through nozzles</li> </ul>

## 5. Chemistry

Assessment Objective	Knowledge, Understanding and Skills
5.1 Define and use basic chemical terms and explain structures and reactions in different contexts.	<ul style="list-style-type: none"> <li>• Atom (protons, neutrons and electrons)</li> <li>• Molecules</li> <li>• Elements</li> <li>• Compounds</li> <li>• Mixture</li> <li>• Radicals</li> <li>• Atomic mass</li> <li>• Molecular mass</li> <li>• Valency</li> <li>• Reactivity</li> <li>• Metal</li> <li>• Non-metal</li> </ul>
5.2 Understanding the structure and composition of simple chemical equations	<ul style="list-style-type: none"> <li>• Use symbols to write formulae</li> <li>• Nomenclature</li> <li>• Interpret formulae</li> </ul>
5.3 Describe the chemistry of combustion	<ul style="list-style-type: none"> <li>• The components of the fire tetrahedron</li> <li>• Heat of reaction and calorific value</li> <li>• Types of flames and practical examples:                             <ul style="list-style-type: none"> <li>○ Premixed</li> <li>○ Diffusion</li> </ul> </li> <li>• Laminar and turbulent flow</li> <li>• Flashpoint</li> <li>• Fire point</li> <li>• Sustained fires</li> <li>• Ignition:                             <ul style="list-style-type: none"> <li>○ Spontaneous ignition temperature</li> <li>○ Self-heating and spontaneous combustion</li> </ul> </li> </ul>

	<p>Smouldering</p> <p>Classes of fire:</p> <ul style="list-style-type: none"> <li>○ Ordinary combustibles - paper, plastic, wood, fabric, etc.</li> <li>○ Flammable liquids - fuel, oil, kerosene</li> <li>○ Electrical equipment/Fires involving energised electrical equipment</li> <li>○ Flammable metals - magnesium, aluminium, etc.</li> <li>○ Cooking related e.g. grease, lard, etc.</li> </ul>
5.4 Understand and apply the principles of chemistry to the extinction of fire	<ul style="list-style-type: none"> <li>● Starvation</li> <li>● Smothering</li> <li>● Cooling</li> </ul>
5.5 Explain the chemistry and applications of the primary fire extinguishing media and methods	<ul style="list-style-type: none"> <li>● Water</li> <li>● Foam</li> <li>● Vaporising liquids</li> <li>● Carbon dioxide and inert gases</li> <li>● Dry chemical powders</li> <li>● Blanketing</li> <li>● Beating out</li> </ul>

## 6. Electricity

Assessment Objective	Knowledge, Understanding and Skills
6.1 Define and understand electrical terms, symbols and units and undertake calculations involving them	<ul style="list-style-type: none"> <li>● Ampères</li> <li>● Volts (Electromotive Force - EMF)</li> <li>● Ohms</li> <li>● Joule</li> <li>● Watts</li> </ul>
6.2 Define, understand and use Ohm's Law	<ul style="list-style-type: none"> <li>● Principles of Ohm's Law</li> <li>● Ohm's Law calculations</li> </ul>
6.3 Understand the types of electrical supply and current flow in a circuit	<ul style="list-style-type: none"> <li>● Direct Current (dc) and Alternating Current (ac)</li> <li>● Simple circuitry                             <ul style="list-style-type: none"> <li>○ Series</li> <li>○ Parallel</li> </ul> </li> <li>● Resistance in a circuit</li> </ul>
6.4 Understand the purpose of electrical transformers	<ul style="list-style-type: none"> <li>● Step up</li> <li>● Step down</li> </ul>
6.5 Understand the nature and dangers of static electricity	<ul style="list-style-type: none"> <li>● Causes of static electricity</li> <li>● Attraction and repulsion</li> <li>● Examples of dangerous conditions</li> </ul>
6.6 Explain the purpose and significance of conductors and insulators	<ul style="list-style-type: none"> <li>● Good and poor conductors</li> <li>● Insulators for different purposes</li> <li>● Types of insulating materials</li> </ul>
6.7 Explain the purpose and operation of protective devices to electrical circuits	<ul style="list-style-type: none"> <li>● Short circuits</li> <li>● Earthing devices</li> <li>● Fuses</li> <li>● Circuit Breakers                             <ul style="list-style-type: none"> <li>○ Miniature Circuit Breakers (MCB)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ Residual Current Circuit Breakers (RCCB)</li></ul>
6.8 Recognise potentially dangerous domestic electrical loading conditions and explain the measures that can be taken to prevent them.	<ul style="list-style-type: none"><li>● Electrical causes of fire</li><li>● Prevention of electrical causes of fire</li></ul>

## Unit 2: Fire Operations

Unit Reference Number: R/505/5751

### Introduction

This unit focuses on the strategies and activities required to successfully resolve diverse fire and rescue operational scenarios.

### Learning Outcomes

Candidates who achieve this unit should be able to:

- identify and explain the factors to be taken into account when pre-planning for incidents
- understand the issues and strategies to be employed when firefighting or carrying out rescues
- understand the operation and deployment of firefighting equipment

### Unit Status

This is a mandatory unit.

### Content

#### 1. Incident Command

Assessment Objective	Knowledge, Understanding and Skills
1.1 Understand the purpose and value of pre-planning for emergencies	<ul style="list-style-type: none"> <li>• Generic risk assessment plans</li> <li>• Site specific plans</li> <li>• Safe systems of work</li> <li>• The availability of trained personnel and resources</li> <li>• Risks to emergency and non-emergency service personnel, the community, environment, heritage and economy</li> <li>• Securing water supplies and other resources</li> <li>• The involvement of other agencies</li> <li>• Access</li> <li>• Key site personnel and responsible persons</li> </ul>
1.2 Understand and explain the key principles of Incident Command	<ul style="list-style-type: none"> <li>• Roles and responsibilities:                             <ul style="list-style-type: none"> <li>○ Command</li> <li>○ Communications</li> <li>○ Situational awareness</li> <li>○ Shared understanding and expectations</li> </ul> </li> <li>• Structuring an incident:                             <ul style="list-style-type: none"> <li>○ Span of control</li> <li>○ Sectorisation</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Cordons</li> <li>● Identification of hazards and risks</li> <li>● Risk assessments at an incident:             <ul style="list-style-type: none"> <li>○ The Firefighter Safety Maxim</li> <li>○ Risk concepts (Hazard and Risk)</li> <li>○ Dynamic risk assessment</li> <li>○ Analytical assessment</li> <li>○ Personal or individual assessment</li> </ul> </li> <li>● Risk reduction:             <ul style="list-style-type: none"> <li>○ Eliminate the risk</li> <li>○ Reduce the risk</li> <li>○ Isolate the risk</li> <li>○ Control the risk</li> <li>○ Personal Protective Equipment (PPE)</li> <li>○ Safety Officers</li> </ul> </li> <li>● Tactical control:             <ul style="list-style-type: none"> <li>○ Offensive</li> <li>○ Defensive</li> <li>○ No overall mode</li> <li>○ Emergency evacuation and tactical withdrawal</li> <li>○ Firefighter emergency</li> </ul> </li> <li>● Investigations</li> <li>● Closure and handover</li> <li>● Debriefing</li> <li>● Multi-agency incidents</li> </ul>
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## 2. Firefighting and Rescue Procedures

Assessment Objective	Knowledge, Understanding and Skills
2.1 Understand the phases of fire growth and potential hazards	<ul style="list-style-type: none"> <li>● Fire Load</li> <li>● Phases of fire growth:             <ul style="list-style-type: none"> <li>○ Incipient phase</li> <li>○ Growth phase</li> <li>○ Fully developed phase</li> <li>○ Decay phase</li> </ul> </li> <li>● Time/Temperature curve</li> <li>● Flashover – including signs and symptoms</li> <li>● Backdraft– including signs and symptoms</li> <li>● Fire gas explosion - – including signs and symptoms</li> <li>● Ways in which fire can spread detected and undetected both internally and externally</li> </ul>
2.2 Demonstrate an understanding of operational procedures when responding to an incident	<ul style="list-style-type: none"> <li>● Initial response to a fire</li> <li>● Assessing the incident</li> <li>● Safety considerations</li> <li>● Environmental considerations</li> <li>● Speed of intervention</li> <li>● Methods of entry</li> </ul>

	<ul style="list-style-type: none"> <li>• Locating the fire</li> <li>• Tactical ventilation</li> <li>• Uncontrolled ventilation phenomena (wind driven, Coandă, Piston, Trench, Stack)</li> <li>• Dust explosions</li> <li>• Principles and benefits of ventilation</li> <li>• Selecting the correct firefighting method</li> <li>• Application techniques</li> <li>• Cutting away</li> <li>• Damping down and turning over</li> <li>• Siting of bridgeheads</li> <li>• Assessing resource requirements</li> </ul>
<p>2.3 Understand and explain the general principles and methodologies used for search and rescue at certain types of incident</p>	<ul style="list-style-type: none"> <li>• Casualty and manual handling</li> <li>• Rescues involving individuals with particular issues eg disability, bariatric (obese), age</li> <li>• Rescues from the built environment, to include:             <ul style="list-style-type: none"> <li>○ Entry into and searching of buildings and collapsed structures</li> <li>○ Release of trapped persons from machinery, lifts, escalators</li> <li>○ Rescues from sub surface and confined spaces, to include:                 <ul style="list-style-type: none"> <li>○ Entry into and searching of tunnels and shafts</li> <li>○ Vat, silo, sewer, trench, pit, chimney</li> </ul> </li> </ul> </li> <li>• Rescues from transportation incidents, to include extrication of persons from vehicles, trains, aircraft, ships and boats</li> <li>• Rescues from height, to include working at height or with ropes</li> <li>• Rescues from water and unstable ground</li> <li>• Rescues from incidents involving hazardous materials</li> </ul>
<p>2.4 Understand and describe the appropriate method of attack and procedures for dealing with fires that occur in different contexts.</p>	<ul style="list-style-type: none"> <li>• Impact of fire on structures and signs of building collapse</li> <li>• Incidents in the built environment involving fires in:             <ul style="list-style-type: none"> <li>○ Buildings under construction and demolition or derelict</li> <li>○ High rise properties or buildings with atriums, basements and tunnels</li> <li>○ Roofs</li> <li>○ Leisure facilities, camp sites and temporary structures</li> <li>○ Commercial premises and industrial/petrochemical processes</li> <li>○ Hospitals, health care and educational establishments</li> <li>○ Prisons and places of lawful detention</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Places of research and laboratories.</li> <li>○ Historical buildings and premises containing valuable artefacts including Heritage buildings, museums and galleries</li> <li>○ Waste, recycling and renewable energy sites</li> <li>● Fires involving transportation by road, rail, air and waterways, to include:             <ul style="list-style-type: none"> <li>○ Modes of transportation, ie vehicles rolling stock, aircraft and vessels</li> <li>○ Infrastructure, such as roads, terminals, stations, docks, marinas, etc.</li> </ul> </li> <li>● Wildfires to include rural areas such as forests, heath land, wildland, crops, bush etc.</li> <li>● Farms, farm buildings, processes and equipment</li> </ul>
<p>2.5 Explain the operational responsibilities and procedures to be followed when using breathing apparatus (BA) at an incident</p>	<ul style="list-style-type: none"> <li>● Responsibilities and roles of personnel involved</li> <li>● Breathing apparatus entry control procedures</li> <li>● Procedural rules to be followed by breathing apparatus wearers</li> <li>● Search and rescue procedures in structures</li> <li>● Communications</li> <li>● Standby and relief arrangements</li> <li>● Emergency arrangements</li> <li>● Testing and maintenance procedures to be adopted</li> </ul>
<p>2.6 Describe the provision of water supply systems for firefighting purposes</p>	<ul style="list-style-type: none"> <li>● Water distribution systems</li> <li>● The purpose of a ring main</li> <li>● The causes of poor flow in mains</li> <li>● Hydrant installations</li> </ul>
<p>2.7 Understand the various methods of supplying water to the fireground and the practical considerations that need to be taken into account</p>	<ul style="list-style-type: none"> <li>● Water carrying</li> <li>● Water relay and water shuttle</li> <li>● Use of hose laying appliances</li> <li>● High Volume Pumping Units</li> </ul>
<p>2.8 Understand the potential damage fires and other types of emergency incidents can have on the environment</p>	<ul style="list-style-type: none"> <li>● Potential damage to lakes, water course, drainage systems, sensitive and fragile habitats</li> <li>● Pollution caused by fire run-off water, firefighting foam, smoke plumes, polluting materials</li> </ul>
<p>2.9 Understand the value and aims of salvage operations both pre, during and after firefighting operations</p>	<ul style="list-style-type: none"> <li>● Salvage procedures and considerations</li> <li>● Active prevention of avoidable damage</li> <li>● Mitigating the effects of fire and firefighting operations</li> <li>● Subsequent restoration and protection relevant to the premises</li> </ul>

### 3. Appliances and Equipment

Assessment Objective	Knowledge, Understanding and Skills
3.1 Describe the operation and use of pumps and primers and their respective advantages and disadvantages	<ul style="list-style-type: none"> <li>• The three categories of pumps:</li> <li>• Positive displacement,                             <ul style="list-style-type: none"> <li>○ Force</li> <li>○ Lift</li> <li>○ Bucket and Plunger</li> <li>○ Rotary</li> </ul> </li> <li>• Centrifugal                             <ul style="list-style-type: none"> <li>○ Single stage</li> <li>○ Multi stage</li> <li>○ Regenerative</li> </ul> </li> <li>• Ejector</li> <li>• The following primers:                             <ul style="list-style-type: none"> <li>○ Reciprocating</li> <li>○ Water ring</li> <li>○ Exhaust gas ejector</li> </ul> </li> <li>• Testing and maintenance procedures to be adopted</li> </ul>
3.2 Describe the purpose and operation of pump cooling systems	<ul style="list-style-type: none"> <li>• For vehicle mounted pumps (Closed circuit system)</li> <li>• For portable pumps (Indirect closed circuit system)</li> </ul>
3.3 Demonstrate good practice with pump operation and the distribution of water on the fire ground	<ul style="list-style-type: none"> <li>• General principles involved in siting pumping appliances at an incident</li> <li>• Working from:                             <ul style="list-style-type: none"> <li>○ a hydrant</li> <li>○ open water</li> </ul> </li> <li>• Identification and rectification of problems</li> <li>• Estimating required pump pressures</li> </ul>
3.4 Describe the various types of instrumentation (gauges) used in the pump bays of modern pumping appliances and demonstrate an understanding of their purpose	<ul style="list-style-type: none"> <li>• Water contents</li> <li>• Pressure</li> <li>• Compound</li> <li>• Flow</li> <li>• Tachometer</li> <li>• Engine coolant temperature</li> <li>• Oil pressure</li> </ul>
3.5 Describe the construction and main characteristics of good firefighting delivery and hard suction hose	<ul style="list-style-type: none"> <li>• Hose pressure and tests</li> <li>• Storage and care of hose</li> <li>• Deterioration of hose</li> <li>• Hard suction hose</li> <li>• Hose couplings and fittings</li> </ul>
3.6 Understand the various the types and uses of branches, nozzles, monitors and breechings	<ul style="list-style-type: none"> <li>• Branches without control facilities</li> <li>• Branches with control facilities</li> <li>• Hose reel branches</li> <li>• Ground monitors</li> <li>• Ultra high pressure systems</li> <li>• Dividing and collecting breechings</li> </ul>

<p>3.7 Describe the construction, use and maintenance of fire and rescue service ropes and lines</p>	<ul style="list-style-type: none"> <li>● Rope construction</li> <li>● Categories of rope and uses</li> <li>● Causes of deterioration</li> <li>● Storage and maintenance</li> </ul>
<p>3.8 Understand the components and operation and performance of the main types of portable fire extinguishers</p>	<ul style="list-style-type: none"> <li>● Water types</li> <li>● Foam types</li> <li>● Dry powder types</li> <li>● Carbon dioxide type (CO<sub>2</sub>)</li> <li>● Wet chemical</li> </ul>
<p>3.9 Know the properties of good finished foam and the concentrate groups</p>	<ul style="list-style-type: none"> <li>● The main properties of finished foam</li> <li>● Types of concentrate: <ul style="list-style-type: none"> <li>Protein based <ul style="list-style-type: none"> <li>○ Protein (P)</li> <li>○ Fluoroprotein (FP)</li> <li>○ Film-forming fluoroprotein (FFFP)</li> <li>○ Alcohol resistant (AR-FFFP)</li> </ul> </li> <li>Synthetic based <ul style="list-style-type: none"> <li>○ Synthetic detergent (SYNDET)</li> <li>○ Aqueous film forming foam (AFFF)</li> <li>○ Alcohol resistant (AR-AFFF)</li> <li>○ Fluorine free foam (FF &amp; AR-FF)</li> <li>○ Class A foam</li> <li>○ Training foam</li> </ul> </li> </ul> </li> </ul>
<p>3.10 Understand the purpose and use of basic foam making equipment</p>	<p>Foam making equipment;</p> <ul style="list-style-type: none"> <li>○ LX handheld foam making branches</li> <li>○ LX foam generators</li> <li>○ LX foam monitors</li> <li>○ Compressed Air Foam Systems (CAFS)</li> <li>○ MX handheld foam making branches</li> <li>○ MX foam pourers</li> <li>○ HX foam generators</li> <li>● Induction and injection equipment: <ul style="list-style-type: none"> <li>● In line inductors</li> <li>● Round the pump proportioners</li> </ul> </li> <li>○ Bulk supply systems</li> <li>○ Terms used in connection with foam</li> </ul>
<p>3.11 Understand the purpose and use of breathing apparatus ancilliary equipment</p>	<ul style="list-style-type: none"> <li>● Entry Control board</li> <li>● Entry Control tally</li> <li>● Personal line</li> <li>● Guide lines and identification tallies</li> <li>● Communications equipment</li> </ul>
<p>3.12 Describe the design and use of portable ladders and aerial appliances</p>	<ul style="list-style-type: none"> <li>● The principal parts of portable ladders</li> <li>● Turntable ladders</li> <li>● Hydraulic Platforms</li> <li>● Aerial ladder platforms</li> <li>● Working platforms</li> <li>● Testing and maintenance procedures to be adopted</li> </ul>
<p>3.13 Know the purpose and application of various types of equipment that may be used at</p>	<ul style="list-style-type: none"> <li>● Safety equipment: <ul style="list-style-type: none"> <li>● Personal Protective Equipment (PPE)</li> <li>● Hard protection</li> </ul> </li> </ul>

<p>Road Traffic Collisions (RTC's) or similar incidents</p>	<ul style="list-style-type: none"> <li>• Soft protection</li> <li>• Windscreen sheet</li> <li>• Ram supports</li> <li>• Airbag restraint</li> <li>• Vehicle stabilisation:             <ul style="list-style-type: none"> <li>• Step blocks</li> <li>• Cribbing blocks</li> <li>• Side stability systems</li> <li>• Jacks</li> <li>• Ropes/lines</li> <li>• Ratchet straps</li> </ul> </li> <li>• Extrication equipment:             <ul style="list-style-type: none"> <li>• Pneumatic equipment</li> <li>• Hydraulic tools</li> <li>• Electrical saws</li> <li>• Lifting and pulling equipment</li> <li>• Power tools</li> <li>• Hand tools</li> </ul> </li> <li>• Hazards and risk associated with use of equipment</li> </ul>
<p>3.14 Understand the purpose and use of portable fire extinguishers</p>	<ul style="list-style-type: none"> <li>• Performance requirements</li> <li>• Information display</li> <li>• Types of extinguishers:             <ul style="list-style-type: none"> <li>• Water</li> <li>• Foam</li> <li>• Dry powder</li> <li>• Carbon dioxide (CO<sub>2</sub>)</li> <li>• Wet chemical</li> </ul> </li> </ul>
<p>3.15 Describe the detection, identification and monitoring equipment used in relation to hazardous materials</p>	<p>Types of equipment to include:</p> <ul style="list-style-type: none"> <li>• Radiation measuring equipment</li> <li>• Personal protective equipment</li> <li>• Decontamination equipment</li> <li>• Principles of clothing design to give total environmental protection by being 'gas tight', or limited protection against splashing by harmful chemicals</li> <li>• Testing and maintenance procedures to be adopted</li> </ul>
<p>3.16 Describe the performance requirements and the construction of the various types of water and unstable rescue equipment and ancillaries</p>	<ul style="list-style-type: none"> <li>• PPE - drysuits, personal floatation devices, life jackets, helmets</li> <li>• Throwlines and safety lines</li> <li>• Inflatable Rescue Boats, outboard motor engines, fuel supplies and ancillary equipment</li> <li>• Mud paths and lances</li> <li>• Testing and maintenance procedures to be adopted</li> </ul>
<p>3.17 Describe the performance requirements and use of thermal imaging cameras</p>	<ul style="list-style-type: none"> <li>• Use of cameras</li> <li>• Advantages and limitations of thermal imaging cameras</li> </ul>

#### 4. Post-Incident Action

Assessment Objective	Knowledge , Understanding and Skills
4.1 Understand how to close down the operational phase of an incident	<ul style="list-style-type: none"> <li>• Measures to hand over control of an incident to the appropriate person, agency or authority</li> <li>• Actions to identify and mitigate hazards and associated risks within operational restraints</li> <li>• The principles and the value of debriefs and how to apply these principles in different contexts</li> </ul>
4.2 Describe the requirements for scene preservation when required for further investigations	<ul style="list-style-type: none"> <li>• How to identify and preserve potential evidence identified at the incident to support a subsequent investigation</li> <li>• Purpose of investigation</li> <li>• Scene control measures to:                             <ul style="list-style-type: none"> <li>○ ensure maximum preservation of evidence</li> <li>○ minimise the risk of scene contamination</li> </ul> </li> <li>• Contemporaneous notes</li> <li>• Principles that underpin the collation and analysis of evidence</li> <li>• Preparation of materials for handover to a specialist investigator</li> </ul>

## Unit 3: Fire Safety

Unit Reference Number: L/505/5750

### Introduction

This unit focuses on fire safety issues in relation to the built environment, covering methods of construction and methods for detecting and protecting buildings and people from fire.

### Learning Outcomes

Candidates who achieve this unit should be able to:

- understand the basic methods of building construction and the implications of different structures and materials in case of fire
- analyse fire resistance in relation to buildings and building materials
- understand and explain the operation of fire protection equipment
- explain and apply the principles of fire safety

### Unit Status

This is a mandatory unit.

### Content

#### 1. Building Construction

Assessment Objective	Knowledge, Understanding and Skills
1.1 Explain the principal types of building construction and explain how this affects behaviour in fire	<ul style="list-style-type: none"> <li>• Types of building construction and behaviour in fire:                             <ul style="list-style-type: none"> <li>○ Solid or traditional</li> <li>○ Structural steel frame</li> <li>○ Reinforced concrete</li> <li>○ Precast reinforced concrete</li> <li>○ Composite</li> <li>○ Modular</li> <li>○ Lift slab</li> <li>○ Portal frame</li> <li>○ Prefabricated methods eg. Structural Insulated Panels (SIPS) and Cross Laminated Timber (CLT)</li> <li>○ Sandwich panels</li> </ul> </li> </ul>
1.2 Understand basic building mechanics	<ul style="list-style-type: none"> <li>• Basic building mechanics:                             <ul style="list-style-type: none"> <li>○ Loads on buildings</li> <li>○ Stress</li> <li>○ Strain</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Elasticity</li> <li>○ Elastic limit</li> <li>○ Permanent set</li> <li>○ Effective span</li> <li>○ Factor of safety</li> </ul>
1.3 Describe the elements of structure within a building, their function and understand their fire resistance	<ul style="list-style-type: none"> <li>● Elements of structure: <ul style="list-style-type: none"> <li>○ Beams</li> <li>○ Columns</li> <li>○ Floors</li> <li>○ Roofs</li> <li>○ Rooflights</li> <li>○ Stairs and stairways</li> <li>○ Trusses</li> <li>○ Walls (load bearing and non load bearing)</li> <li>○ Demountable partitions</li> <li>○ Windows</li> <li>○ Doors and shutters</li> <li>○ Compartmentation</li> </ul> </li> </ul>
1.3 Understand the use to which building materials are put and their usual behaviour in fire	<ul style="list-style-type: none"> <li>● Building materials: <ul style="list-style-type: none"> <li>○ Timber</li> <li>○ Masonry</li> <li>○ Building blocks</li> <li>○ Building slabs</li> <li>○ Steel, aluminium and other metals</li> <li>○ Cement</li> <li>○ Concrete (reinforced and pre-stressed)</li> <li>○ Stone</li> <li>○ Building boards</li> <li>○ Glass</li> <li>○ Insulating boards and materials</li> <li>○ Paint</li> <li>○ Photovoltaic panels</li> <li>○ Plastics</li> </ul> </li> </ul>
1.4 Define the terms 'Fire Door' and 'Doorset' and explain their functions	<ul style="list-style-type: none"> <li>● Fire Door</li> <li>● Doorset</li> </ul>
1.5 Understand the basic types of services likely to be found in modern buildings	<ul style="list-style-type: none"> <li>● Services to include: <ul style="list-style-type: none"> <li>○ Natural ventilation</li> <li>○ Mechanical ventilation</li> <li>○ Air conditioning systems</li> <li>○ Fume extraction plants</li> <li>○ Mechanical conveyors and chutes</li> <li>○ Machinery drives</li> <li>○ Heating systems</li> </ul> </li> </ul>

## 2. Fixed installations

Assessment Objective	Knowledge, Understanding and Skills
2.1 Describe the function, water supplies and main components of various types of automatic sprinkler systems	<ul style="list-style-type: none"> <li>• Wet</li> <li>• Dry</li> <li>• Alternate</li> <li>• Pre-action</li> <li>• Domestic</li> </ul>
2.2 Describe the function of other fixed installations using water	<ul style="list-style-type: none"> <li>• Drenchers</li> <li>• Water spray projector systems</li> <li>• Water mist systems</li> <li>• Foam installations</li> <li>• Rising mains (Wet and Dry)</li> <li>• Hose reels</li> <li>• Private hydrants</li> </ul>
2.3 Describe the function of fixed installations <i>not</i> using water	<ul style="list-style-type: none"> <li>• Carbon Dioxide (CO<sub>2</sub>)</li> <li>• Powder systems</li> <li>• Inert gas</li> </ul>
2.4 Understand the basic principals underlying smoke control and ventilation systems	<ul style="list-style-type: none"> <li>• Smoke ventilation</li> <li>• Smoke and heat exhaust ventilation systems (SHEVS)</li> <li>• Smoke and heat control systems</li> <li>• Ventilation in multi storey buildings</li> <li>• Pressurisation</li> </ul>

## 3. Fire Warning and Detection Systems

Assessment Objective	Knowledge, Understanding and Skills
3.1 Describe the types of fire alarm systems	<ul style="list-style-type: none"> <li>• Manual systems (including types of call points)</li> <li>• Automatic systems</li> </ul>
3.2 Understand the basic principles of Automatic Fire Detection (AFD) and describe the types of detectors and systems	<ul style="list-style-type: none"> <li>• Definition of a detector</li> <li>• Smoke detectors: <ul style="list-style-type: none"> <li>○ Ionisation</li> <li>○ Optical</li> <li>○ Multi sensor or combined</li> </ul> </li> <li>• Heat detectors</li> <li>• Other types of detectors: <ul style="list-style-type: none"> <li>○ Video</li> <li>○ Linear beam</li> <li>○ Flame</li> <li>○ Aspirating</li> </ul> </li> </ul>

<p>3.3 Describe the operation and control of basic fire alarm systems</p>	<ul style="list-style-type: none"> <li>• Zones</li> <li>• Power supplies</li> <li>• Restricted alarms</li> <li>• Phased evacuation</li> <li>• Types of alarm signals</li> <li>• Control and indicating equipment</li> <li>• Faults</li> <li>• Silencing and resetting alarms</li> </ul>
<p>3.4 Describe the types and operation of alarms and their siting</p>	<ul style="list-style-type: none"> <li>• Battery operated</li> <li>• Mains operated</li> <li>• Wireless linked</li> <li>• Ionisation</li> <li>• Optical</li> <li>• Heat</li> <li>• Combined smoke and heat</li> <li>• Combined smoke and carbon monoxide</li> <li>• For the deaf</li> </ul>
<p>3.5 Describe how false alarms of fire can occur and their impact</p>	<ul style="list-style-type: none"> <li>• The impact of false alarms</li> <li>• Methods of reducing false alarms and unwanted fire signals</li> </ul>

#### 4. Fire Safety Practice

Assessment Objective	Knowledge, Understanding and Skills
<p>4.1 Understand the basic principles of means of escape in case of fire</p>	<p>Principles of the following in relation to the means of escape:</p> <ul style="list-style-type: none"> <li>○ Means of escape</li> <li>○ Occupancy</li> <li>○ Construction</li> <li>○ Evacuation time</li> <li>○ Travel distance</li> <li>○ Escape route</li> <li>○ Places of safety (Reasonable and Total)</li> <li>○ Management control</li> <li>○ Responsible person</li> <li>○ Compartmentation</li> </ul>
<p>4.2 Understand the special arrangements that may be needed for people who are especially at risk</p>	<ul style="list-style-type: none"> <li>• How the wellbeing of people can affect evacuation e.g. mobility, disability, health, age.</li> <li>• Pre-planning arrangements for ensuring the safety of people who are at special risk - personal emergency evacuation plan (PEEP)</li> <li>• Facilities including refuges</li> </ul>
<p>4.3 Understand the importance of a fire safety risk assessment and explain the principles underpinning the process</p>	<ul style="list-style-type: none"> <li>• The significance of a fire safety risk assessment</li> <li>• The terms 'hazard' and 'risk' in relation to fire safety</li> </ul> <p>The key elements of a good fire safety management system:</p> <ul style="list-style-type: none"> <li>○ Identify the risks</li> <li>○ Identify the people at risk</li> </ul>

	<ul style="list-style-type: none"><li>○ Evaluate, remove, reduce and protect from risk</li><li>○ Record, plan, inform, instruct and train</li><li>○ Review</li></ul>
4.4 Understand and describe how community fire safety strategies can contribute to reducing the incidence of fire	<ul style="list-style-type: none"><li>● Resources, planning and staff training</li><li>● Engagement with local communities and partners to provide fire safety advice and education</li><li>● Monitoring and reviewing outcomes</li></ul>

## Unit 4: Management and Administration in Fire and Rescue Services

Unit Reference Number: Y/505/5752

### Introduction

This unit focuses on the importance of effective management and administration skills in fire and rescue contexts. It covers organisation structure, leadership and management, performance management, organisation systems and administration and training and development.

### Learning Outcomes

Candidates who achieve this unit 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

### Unit Status

This is a mandatory unit.

### Content

#### 1. Elements of Organisation

Assessment Objective	Knowledge, Understanding and Skills
1.1 Understand and describe the principles of organisational structure and assess the implications for organisation performance	<ul style="list-style-type: none"> <li>• Organisational structure</li> <li>• Characteristics of an effective structure</li> <li>• Potential results of an inappropriate structure</li> <li>• Presentation of structures/organograms</li> <li>• Chain of command</li> <li>• Responsibilities and reporting relationships</li> <li>• Functional management/departments</li> </ul>
1.2 Describe roles and responsibilities within an organisation, explain relationships between roles and assess the implications for organisation performance	<ul style="list-style-type: none"> <li>• Responsibilities of top level managers, middle managers, first line supervisors and front line staff</li> <li>• Purpose and content of job descriptions and person specifications</li> <li>• Define and describe the relationship between task needs, group needs and individual needs</li> </ul>

	<ul style="list-style-type: none"> <li>• Importance of performance management at organisation and individual level</li> <li>• Importance of team work and team building</li> <li>• Managing relations with other teams and departments</li> </ul>
1.3 Understand the importance of planning and explain how organisations use different types of plan	<ul style="list-style-type: none"> <li>• Types of plans to include: <ul style="list-style-type: none"> <li>○ Strategic Plan</li> <li>○ Business Plan</li> <li>○ Project Plan</li> <li>○ Team/Department Plan</li> </ul> </li> <li>• SWOT and PESTLE analysis and use of these tools in the development and management of plans</li> <li>• Features of effective plans</li> <li>• Prioritising</li> <li>• Role of managers in developing plans and delivering outcomes</li> </ul>
1.4 Identify and explain the importance of the three Es	<p>Three Es:</p> <ul style="list-style-type: none"> <li>• Economy</li> <li>• Efficiency</li> <li>• Effectiveness</li> </ul>
1.5 Explain the importance of operational risk management and describe the ways in which organisations manage risk	<ul style="list-style-type: none"> <li>• Identifying risk</li> <li>• Managing risk</li> <li>• Risk Register</li> </ul>
1.6 Explain the importance of health and safety at work and explain how organisations manage health and safety issues	<ul style="list-style-type: none"> <li>• Duties of employers with regard to health and safety</li> <li>• Duties of employees with regard to health and safety</li> <li>• Risk assessment and safety statement</li> <li>• Safe Person Concept</li> <li>• Health and safety issues</li> </ul>

## 2. Leadership and Management

Assessment Objective	Knowledge, Understanding and Skills
2.1 Understand and assess the contribution of leadership and management to organisation success	<ul style="list-style-type: none"> <li>• Management skills</li> <li>• Leadership qualities and skills</li> <li>• Managing team and individual employee performance</li> </ul>
2.2 Describe different leadership styles and assess the advantages and disadvantages of different styles in different situations	<p>Leadership styles to include:</p> <ul style="list-style-type: none"> <li>• Autocratic</li> <li>• Bureaucratic</li> <li>• Charismatic</li> <li>• Democratic</li> <li>• Laissez-faire</li> <li>• People-oriented and task-oriented styles</li> <li>• Transactional</li> <li>• Transformational</li> <li>• Situational</li> </ul>

2.3 Understand and apply recognised management theories	<p>Management theories to include:</p> <ul style="list-style-type: none"> <li>• Scientific Management</li> <li>• Hierarchy of Needs</li> <li>• Hawthorne Studies</li> <li>• Theory of Motivation</li> <li>• Theory X and Theory Y</li> </ul>
2.4 Understand the importance of staff motivation in driving high performance and identify issues that influence motivation	<p>Issues affecting motivation and performance including:</p> <ul style="list-style-type: none"> <li>• Organisational design</li> <li>• Objectives and targets</li> <li>• Delegation</li> <li>• Communication</li> <li>• Excessive conflict</li> <li>• Management</li> <li>• Training</li> </ul>
2.5 Explain the principles that underpin effective allocation of work and delegation	<ul style="list-style-type: none"> <li>• Factors affecting decisions to delegate</li> <li>• Successful and unsuccessful delegation strategies</li> </ul>
2.6 Understand the principles that underpin an effective approach to counselling	<ul style="list-style-type: none"> <li>• Identification of when counselling may be appropriate</li> <li>• Features of a good counselling procedure</li> </ul>
2.7 Understand the principles that underpin an effective approach to discipline	<ul style="list-style-type: none"> <li>• Definition of “discipline”</li> <li>• Features of a good disciplinary procedure</li> <li>• Stages of a disciplinary procedure</li> </ul>
2.8 Understand the importance of valuing equality and diversity for an organisation and the principles that underpin equality and diversity	<ul style="list-style-type: none"> <li>• Definition of “equality”</li> <li>• Definition of “diversity”</li> <li>• Definition of “direct discrimination”</li> <li>• Definition of “indirect discrimination”</li> <li>• Equality and diversity policies</li> </ul>

### 3. Organisation Systems and Administration

Assessment Objective	Knowledge, Understanding and Skills
3.1 Explain the importance of good record keeping and identify methods of managing records	<ul style="list-style-type: none"> <li>• The need for record keeping in an organisation</li> <li>• Advantages of good record keeping</li> <li>• Types of record keeping systems</li> <li>• Reviewing systems of record keeping</li> <li>• Types of records maintained</li> </ul>
3.2 Explain the importance of budgets and budgetary control	<ul style="list-style-type: none"> <li>• Definition of the term “budget”</li> <li>• Revenue costs and capital expenditure</li> <li>• Features of a good budget</li> <li>• Advantages of budgetary control</li> <li>• Problems associated with budgetary control</li> </ul>
3.3 Explain the importance of meetings in contributing to the delivery of objectives	<ul style="list-style-type: none"> <li>• Types of meetings: one-to-one, team, cross-team, external</li> <li>• Planning for meetings</li> <li>• Managing meetings</li> <li>• Recording meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• Processing actions arising from meetings</li> </ul>
3.4 Explain the implementation and importance of quality assurance systems	<ul style="list-style-type: none"> <li>• Implementation</li> <li>• Contribution to organisation performance</li> </ul>

## 4. Training and Development

Assessment Objective	Knowledge, Understanding and Skills
4.1 Understand how managers can use learning and development opportunities to improve team performance and plan for the future	<ul style="list-style-type: none"> <li>• The benefits of training, development and learning for individuals and organisations</li> <li>• Evaluating the benefits of training</li> <li>• The role of the manager in training and development</li> <li>• Training needs analysis</li> </ul>
4.2 Identify and describe different types of training and explain the benefits of each	<ul style="list-style-type: none"> <li>• Types of training:                             <ul style="list-style-type: none"> <li>○ Induction</li> <li>○ On-the-job</li> <li>○ Continuing Professional Development</li> </ul> </li> </ul>
4.3 Assess the advantages and disadvantages of different methods of training	<ul style="list-style-type: none"> <li>• Methods of training – on and off the job to include:                             <ul style="list-style-type: none"> <li>○ Training course</li> <li>○ E-learning</li> <li>○ Self-study</li> <li>○ Discussion group</li> <li>○ Case study</li> <li>○ Secondment</li> <li>○ On-the job</li> </ul> </li> </ul>
4.4 Identify the features of a good training programme	<ul style="list-style-type: none"> <li>• Objectives</li> <li>• Plan/Schedule for training</li> <li>• Delivery options including on and off the job components</li> <li>• Training aids including IT resources</li> <li>• Assessment/Qualifications</li> <li>• Evaluation of learning</li> </ul>
4.5 Understand the purpose and value of exercises	<ul style="list-style-type: none"> <li>• Purpose of exercises</li> <li>• Types of exercise – discussion-based, table top, live and combinations of these</li> <li>• Developing exercise plans</li> </ul>