

# IFE Level 3 Diploma in Fire Safety and Fire Science

## Unit 5 – Leadership and Management (Zone 2)

### Examiner Report – March 2019

#### Introduction

70% of candidates achieved a Pass. Almost half of the candidates that achieved a pass attained a C, B or A grade.

Candidates generally performed best on questions 1, 2 and 5 with particularly good marks being attained for the responses to question 5. Candidates performed least well on questions 3 and 6.

#### Question 1

*Effective health and safety arrangements are an important aspect of the duty of care that fire and rescue services have with regard to their staff.*

- a) Explain why a written policy on health and safety in the workplace is important. (6 marks)*
- b) With reference to implementing the policy, describe what you would expect the duties of employers to be. (9 marks)*
- c) With reference to following the policy, describe what you would expect the duties of employees to be. (5 marks)*

#### **Examiner Feedback**

This question was a most popular option for candidates with all but five of the candidates that sat the examination attempting this question. Candidates often performed well when they responded to the question and the average mark attained for this question was 10.

In response to part a), successful candidates were able to identify why the policy was important citing points such as setting the direction for the organisation, demonstrating a commitment to health and safety and championing the minimisation of risk.

In response to part b), candidates were usually able to identify the duties of employers such as having a clear policy, identifying risks and hazard, and providing safe equipment and systems of work.

Part c) was the least well answered part of the question. Some candidates were able to identify the duties of employees such as protecting themselves and others and reporting

defective equipment but others did not appear to have an understanding how employees should behave.

Candidates who scored fewer than eight marks were usually on the right lines in the points that they made but failed to provide sufficient points in their responses to take advantage of the marks available.

## **Question 2**

a)

i) *Explain the purpose of job analysis in the recruitment process. (2 marks)*

ii) *Explain how job analysis is used in the recruitment process. (4 marks)*

b) *Describe five advantages and five disadvantages of 'internal' recruitment. (10 marks)*

c) *Describe two advantages and two disadvantages of 'external' recruitment. (4 marks)*

## **Examiner Feedback**

Part a) was usually answered well although candidates often provided only minimal information in response to sub-section ii). Candidates should be aware that job analysis can be used to assist in the development of job descriptions as well as enabling considerations in respect to rates of pay, identifying health and safety issues and experience required in relation to types of equipment/resources.

In responding to part b), most candidates were able to provide some advantages and disadvantages. However, the lack of detail and/or limited number of points provided often limited the number of marks that could be awarded.

In responding to part c), candidates often identified the benefits of external recruitment (ie the opportunity to draw on a wider pool of talent and the opportunity to bring in new ideas and experience) but few were able to identify disadvantages such as the costs of external recruitment and the challenges in terms of disruption and further cost if the wrong person is appointed.

## **Question 3**

a) *As a first line supervisor you are preparing for a formal appraisal meeting with your line manager. Describe the information and issues that would help you to identify your training and development needs. (10 marks)*

b) *Explain why some organisations find it useful to use 360 degree appraisal for managerial staff. (10 marks)*

## **Examiner Feedback**

This question was not a popular option for candidates. In order to score high marks for the question, candidates needed an in-depth understanding of appraisal issues; unfortunately, few candidates appeared to be familiar with the detail of this area.

Responses to part a) were generally better than responses to part b) with some candidates able to identify information which could help them identify their training and development needs such as any changes which had occurred to their job role, relevant occupational standards, feedback from colleagues, informal guidance from the line manager and benchmarking against similar roles. Some candidates wrote from the angle of the appraiser rather than from the perspective of the person being appraised.

Responses to part b) were often limited with few candidates demonstrating understanding of the purpose and implementation of 360 degree feedback.

## **Question 4**

*Describe the main features of the following leadership styles and, for each style, give two examples of situations in which managers would find the style appropriate:*

- a) Autocratic (5 marks)*
- b) Transactional (5 marks)*
- c) Democratic (5 marks)*
- d) Transformational (5 marks)*

## **Examiner Feedback**

In order to score a high mark for this question, candidates needed to have specific understanding of each of the styles. Unfortunately, few candidates appeared to have this understanding.

A number of candidates confused transactional leadership with situational leadership. Others saw transactional as being concerned with selling. Some candidates saw democratic as being the manager making decisions based on team members voting on the particular issue.

Where candidates did provide some information about a particular style, they often failed to provide all of the information required in the question; candidates were often unable to provide more than a basic statement about a particular style and often failed to provide examples of two situations where the style might be appropriate.

## **Question 5**

*Managers are responsible for ensuring that employees perform effectively.*

- a) *Describe the possible causes of poor performance on the part of an employee. (8 marks)*
- b) *Describe in detail the actions a manager can take to overcome poor performance by employees prior to taking disciplinary action. (8 marks)*
- c) *Identify four circumstances where employees could benefit from specialist counselling. (4 marks)*

### **Examiner Feedback**

This was the most popular option on the examination paper with all but one of the candidates that sat the examination choosing to answer this question. It was also the best-answered question with the average mark scored for this question being 11.

All parts of the question were answered well. However, some candidates provided only brief responses and, although the points they made were usually correct, the lack of information meant that insufficient points were provided to secure the marks available. Candidates should be aware that the number of marks shown on the examination paper are an indication of the number of points required to score full marks.

## **Question 6**

*The achievement of objectives requires that managers work in co-operation with each other and in harmony with staff in other organisations.*

- a) *Describe the symptoms which could indicate poor working relationships. (8 marks)*
- b) *Explain how problems in working relationships can be prevented. (12 marks)*

### **Examiner Feedback**

Part a) was generally answered better than part b). Candidates were often able to identify relevant symptoms of poor working relationships such as: failure to achieve objectives, failure to share information, rivalry and rows between departments, teams being unwilling to help each other, references to inequalities between the teams and the existence of silo mentalities.

In responding to part b), candidates often referenced meetings but few went beyond this. The lack of points provided in responses meant that few marks could be awarded. Examples of the type of points that would have secured additional marks include: managers setting an example and working cooperatively with other managers/teams, ensuring that everyone is clear about their role, cross-department team building events to build relationships and trust, job rotation to provide hands-on experience of other teams, transparent policies and

procedures, treating colleague with respect and discussion of issues to find solutions before relationship problems arise.

### **Question 7**

- a) *Define the term 'project' and give two examples of situations where the use of project management may be appropriate. (5 marks)*
- b) *Describe the work carried out by a project manager to achieve the successful completion of a project. (15 marks)*

### **Examiner Feedback**

This question was the least popular option for candidates. However, many of the candidates who responded to the question clearly had experience of participating in/managing projects and were able to use this understanding to score high marks. The average mark attained for responses to this question was 8.

In responding to part a), candidates were usually able to define the term project and to provide appropriate examples.

Responses to part b) varied with some candidates scoring high marks whilst others, who appeared to be less familiar with project management, scored few, if any marks. Marks were available for points covering aspects of project management such as planning, governance and reporting mechanisms, resource management, monitoring progress against the plan, managing risk, cross-team working, testing outcomes, keeping colleagues informed and ensuring arrangements were in place for handover to the appropriate person/department at the end of the project.

### **Question 8**

*You have carried out an evaluation of a new piece of kit/equipment and have to provide information to your manager in a written report.*

- a) *Explain the purpose of a report. (2 marks)*
- b) *Describe the factors that you would take into account when producing a report that will be made available to the senior management team. (14 marks)*
- c) *Describe the final checks on the written report that you would make. (4 marks)*

### **Examiner Feedback**

Part a) was usually answered well as many candidates correctly identified that a report both provides information and aids decision-making.

There were many good responses to part b) with candidates taking into consideration the target audience for the report and their needs, including accessibility of the document. Points which secured marks included the need for: a clear introduction, a logical structure, avoidance of jargon, an explanation of the methodology, summary of outcomes of research, explanation of recommendations.

Part c) was generally answered well with candidates referencing checks such as: spelling checks, ensuring that information was referenced where relevant, ensuring that headings were correct, ensuring that presentation was fit for purpose (eg tables) and ensuring that all of the required information had been included.

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