



THE INSTITUTION OF FIRE ENGINEERS  
FOUNDED 1918 • INCORPORATED 1924

# **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.

## About 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 ie:

- Facilitate awareness of fire issues and developments through the communication of ideas, knowledge, 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 aims. 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

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# IFE Level 3 Certificate in Leadership and Management

## Introduction

The IFE Level 3 Certificate in Leadership and Management 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 the organisation overall. It encompasses organisation structure, planning and operation as well as people management. The qualification reflects the health and safety contexts within which organisations in the fire sector operate.

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 in the same way as unit 5 is used. 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 in large organisations. It is particularly suited for those who either hold, or are preparing for, roles involving the management of fire service operations such as Watch Managers/Incident Commanders and for those who hold roles with fire safety responsibility.

## Learning Outcomes

Candidates who achieve this unit 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

## 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 (ie the assessment objectives) and the scope/range/contexts in which they can be tested (Knowledge, Understanding and Skills).

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. The examination is closed-book and provides a summative assessment of the full range of learning specified in the content below.

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 40% of the 120 marks available to them via the six questions (ie 48 marks).

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. Where candidates answer more than six questions, candidates will not benefit as only the six best responses will be included in the final mark.

Past papers for the last three years are available on the IFE website - <https://www.ife.org.uk/Qualifications/Past-Papers-and-Exam-Reports> Please see the papers (and associated examiner reports) for March examinations for the L3D5 Leadership and Management in Fire and Rescue unit (in the section for the Level 3 Diploma in Fire Science and Fire Safety).

Examinations are provided in English only.

## Grading and 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 (ie 40% of the marks available) and 71 marks (59%).

Distinction - this is awarded where candidates achieve a mark of 72 or above (ie 60% or more of the marks available).

Fail - candidates who achieve 47 marks or fewer will receive a result showing Fail. Where candidates receive 24 marks (ie 20% of the marks available) or fewer, the result will show 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.

Note: The IFE reports results as described in the bands above. However, candidates who wish to know the specific mark awarded to them may email the IFE for this information.

## Entry Requirements

There are no formal entry requirements.

However, as the paper is provided in English only, candidates will need to be able to read English fluently in order to access the examination questions and the relevant recommended reading material.

## Qualification Level

This qualification has been designed to enable candidates to demonstrate that they have attained skills and knowledge at Level 3. Other types of qualifications that are set at Level 3 include A 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 individual.

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) ie 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 part 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 Leadership and Management is available from the IFE.

Candidates who wish to broaden their knowledge and understanding at Level 3 could consider working towards other fire-specific qualifications such as the IFE Level 3 Certificate in Fire Safety or the IFE Level 3 Certificate in Fire Service Operations and Incident Command.

## Reasonable Adjustments

The IFE permits reasonable adjustments to be made where candidates have disabilities (including medical conditions and learning disabilities such as Dyslexia). The IFE's policy on reasonable adjustments aims to enable candidates with disabilities and other difficulties to access the IFE qualifications without compromising the assessment process or the validity of the certificate.

The policy, which includes the types of arrangements that may be made (eg additional time, use of technology) and the procedure for applying for reasonable adjustments, is published on the IFE's website - <https://www.ife.org.uk/Qualification-FAQs>. The IFE will consider all requests for reasonable adjustments. All requests for reasonable adjustments must be submitted to the IFE as all decisions on reasonable adjustments rest with the IFE.

## Booking Examinations and Additional Information on Examination Arrangements

This examination is available in March each year.

Individuals who wish to sit examinations may book examinations either through their examination centre (eg employer, IFE Branch) or they may book through the IFE. Where appropriate, the IFE will direct individuals to approach their employer or branch contact.

Information on the examination timetable and other relevant dates (such as the last date for booking examinations) for March examinations, together with the booking form, the list of venues available to candidates, the terms and conditions for candidates and additional information on examination arrangements is provided on the IFE website on 1 September each year. A separate page for each March examination session is provided on the IFE website. Information on March 2021 examinations is available at: <https://www.ife.org.uk/March-2021-Examinations>

Detailed guidance for candidates on examination arrangements is provided in the Rules and Information for Candidates booklet. This booklet sets out the rules to be followed by candidates and also the dates for publication of results and the timetable for candidates to query examination results.

## Complaints and Appeals

Procedures for making a complaint or lodging an appeal are available on the IFE website - <https://www.ife.org.uk/Qualification-FAQs>

## Information for Examination Centres

Organisations that would like to provide a venue for IFE examinations, should contact the IFE to discuss the requirements for centres – please email [exams@ife.org.uk](mailto:exams@ife.org.uk) in the first instance.

Centres will need to comply with the Terms and Conditions for centres. Information for centres, including the Centre Handbook which contains detailed guidance on running a centre, is available on the IFE website. Please see - <https://www.ife.org.uk/Information-for-Examination-Centres>. Centres are required to re-confirm their compliance with the Terms and Conditions prior to each examination session and to provide an Examination Centre Invigilation Report following the completion of examinations.

The IFE operates a centre inspection programme based on unannounced visits. All centres should anticipate visits from centre inspectors.

## Recommended Reading

This qualification covers an extensive range of management and leadership areas and candidates are advised to reflect this in their examination preparation.

Candidates are also advised to review past examination papers. Past papers, together with the associated examiner reports on the papers, can be downloaded, free of charge, from the IFE website - <https://www.ife.org.uk/Qualifications/Past-Papers-and-Exam-Reports>.

The IFE has applied the following criteria in determining which resources should be included on this recommended reading list:

- the resource provides information which will be of benefit to the candidate in their professional life, providing depth and breadth of understanding;
- the resource contains some information that will be relevant to part of the syllabus;
- the resource is recognised by industry professionals as providing valuable information.

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

Armstrong's Handbook of Human Resource Management Practice	Michael Armstrong with Stephen Taylor Published by Kogan Page 2014
Management Theory and Practice (7 <sup>TH</sup> 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
IFE Leadership and Management Booklet (this document is free to download on the IFE website <a href="http://www.ife.org.uk/Preparing-for-Examinations">http://www.ife.org.uk/Preparing-for-Examinations</a> )	Members of the IFE Examinations Committee
Fire and Rescue Service National Framework 2018	Published by the Home Office
Delivering Safer Communities - A Guide to Effective Partnership Working	Published by the Department of Communities and Local Government
Fire and Rescue Service - Partnership Working Toolkit for Local Area Agreements.	Published by the Department of Communities and Local Government
HSG 65 Successful Health and Safety Management <a href="http://www.hse.gov.uk/pubns/priced/hsg65.pdf">http://www.hse.gov.uk/pubns/priced/hsg65.pdf</a>	UK Health and Safety Executive
Articles on Debriefs entitled 'Open Minded'	Dave Dowling Published in the FRM Journal December 2010/January 2011 edition Fire Prevention Association

## Further Information

Further information on examination conditions is available in the IFE booklet, *Rules and Information for Candidates Taking IFE Examinations*. This booklet can be downloaded from the IFE's website.

Candidates may also find the general guide for candidates which provides information on question times and levels helpful - [https://www.ife.org.uk/write/MediaUploads/Exams/Candidate\\_Guide.pdf](https://www.ife.org.uk/write/MediaUploads/Exams/Candidate_Guide.pdf)

Please address any queries to the IFE by emailing: [exams@ife.org.uk](mailto:exams@ife.org.uk)

# Content

## 1. Health and Safety

Assessment Objective	Knowledge, Understanding and Skills
1.1 Explain the importance of health and safety in the workplace	<ul style="list-style-type: none"> <li>• Importance of health and safety in the workplace</li> <li>• Importance of a written health and safety policy</li> <li>• The implications for organisations that do not manage health and safety in the workplace effectively including financial, operational and legal implications</li> </ul>
1.2 Explain the role of the manager in meeting health and safety requirements and review the contribution that managers can make	<ul style="list-style-type: none"> <li>• Responsibilities and liabilities of employers and employees</li> <li>• How to communicate the written health and safety policy statement to team members and to other relevant parties</li> <li>• Ways of developing a culture of health and safety in teams and across the workplace</li> <li>• Causes of workplace stress and the manager's role in preventing stress</li> <li>• The importance of setting a good example to others in relation to health and safety</li> <li>• How to work with others on health and safety issues including team members, stakeholders, trade unions</li> <li>• How to make and apply decisions based on the assessment of risk</li> </ul>
1.3 Identify and analyse the steps that organisations and individuals can take to enhance health and safety in the workplace	<ul style="list-style-type: none"> <li>• How to identify hazards and risks that may arise in the workplace affecting people and the environment</li> <li>• How to establish and use systems for identifying hazards and assessing risks</li> <li>• The actions that should be taken to control or eliminate hazards and risks</li> <li>• The ALARP, Safe Person Concept and Safety Precedence Procedure principles</li> <li>• The importance of keeping up with the legislative and other developments relating to health and safety</li> <li>• How and when to review the application of the written health and safety development</li> <li>• Sources of specialist expertise in relation to health and safety</li> <li>• How to establish systems for monitoring, measuring and reporting on health and safety performance</li> <li>• Why and how health and safety should inform planning and decision-making</li> <li>• The type of resources required to deal with health and safety issues</li> <li>• Benefits of undertaking Health and Safety Audits</li> </ul>

## 2. Human Resources

Assessment Objective	Knowledge, Understanding and Skills
2.1 Explain how Human Resources policies and procedures are implemented in the workplace and assess their contribution to organisation effectiveness	<ul style="list-style-type: none"> <li>• The role of Human Resource policies</li> <li>• The principles that should underpin Human Resource policies</li> <li>• The role, implementation, elements and importance of:               <ul style="list-style-type: none"> <li>○ A grievance procedure</li> <li>○ A discipline procedure</li> <li>○ Recruitment and selection procedures</li> </ul> </li> <li>• The importance of valuing the concepts of equality and diversity</li> <li>• The importance of work/life balance</li> <li>• The importance of good employee relations and the factors which influence employee relations</li> <li>• The role and purpose of a statement of particulars</li> <li>• The role of workforce planning in ensuring that an organisation has sufficient staff with the right skills</li> <li>• The role of job evaluation and the methods used to carry out job evaluation</li> </ul>
2.2 Explain how managers contribute to Human Resource policies	<ul style="list-style-type: none"> <li>• The manager's role in implementing policies and procedures</li> <li>• How managers contribute to the development and review of policies and procedures</li> </ul>

## 3. Learning and Development

Assessment Objective	Knowledge, Understanding and Skills
3.1 Explain how managers can promote learning and development in their team and assess how this contributes to organisation effectiveness	<ul style="list-style-type: none"> <li>• Ways in which managers can develop an environment in which learning is valued</li> <li>• The different roles carried out by managers in relation to training and development.</li> <li>• The difference between training and development and how this influences actions taken by managers</li> <li>• The benefits of using the systematic training cycle</li> <li>• Why it is important to encourage colleagues to take responsibility for their own learning and development</li> <li>• Ways in which managers can promote staff development</li> <li>• How to identify learning and development needs</li> <li>• How to prioritise the learning needs of team members taking into account the priorities and requirements of the organisation and the personal and career development needs of colleagues</li> </ul>

	<ul style="list-style-type: none"> <li>• The range of different learning styles and how knowledge of learning styles can assist a manager in training and developing team members</li> <li>• The different types of learning and development activities, their advantages and disadvantages and the resources they require, e.g. time, fees, substitute staff</li> <li>• How to provide fair, regular and useful feedback to colleagues on their work performance</li> <li>• The characteristics of a learning organisation</li> <li>• Ways in which the effectiveness of training and development activities can be assessed</li> <li>• Benefits of identifying and meeting training and development needs</li> </ul>
3.2 Explain how managers can support individuals in accessing and using learning opportunities	<ul style="list-style-type: none"> <li>• The range of different learning styles and how to support colleagues in identifying the learning styles that work best for them</li> <li>• How to identify and obtain information on different learning activities/opportunities</li> <li>• The type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face</li> <li>• The importance of regularly reviewing and updating written development plans in regard to workplace performance, the learning activities completed and any wider changes planned for the organisation</li> <li>• How to provide learning and development opportunities for colleagues while taking into account equality and diversity legislation, relevant codes of practice and organisational policies</li> </ul>
3.3 Explain how managers can use learning and development opportunities to improve team performance	<ul style="list-style-type: none"> <li>• The benefits of learning and development for individuals and organisations and how to promote these benefits to colleagues</li> <li>• How to set SMART learning objectives</li> <li>• Why it is important to have a written development plan, what it should contain and why it needs to be reviewed</li> <li>• How to evaluate whether or not a learning activity has achieved the desired learning outcomes</li> <li>• The reasons for, and benefits of, commitment to continuing professional development (CPD)</li> </ul>

<p>3.4 Explain how managers can use learning and development opportunities to improve their own performance</p>	<ul style="list-style-type: none"> <li>• The principles which underpin continuing professional development</li> <li>• The importance of reviewing own performance and evaluating how learning and development opportunities may improve workplace performance</li> <li>• How to evaluate the current skills, knowledge and ability required to fulfil a work role taking into account future workplace changes and developments</li> <li>• How to set SMART objectives</li> <li>• How to identify learning and development needs</li> <li>• What an effective development plan should contain including time-scales for achievement</li> <li>• The range of different learning styles and how to identify those most suited to personal needs</li> <li>• The types of training and developmental activities that may enable managers to address identified gaps in knowledge, understanding and skills</li> <li>• How to evaluate the extent to which learning and development activities have contributed to workplace performance</li> <li>• How to update workplace objectives and development plans in the light of performance and feedback received</li> </ul>
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#### 4. Communication

Assessment Objective	Knowledge, Understanding and Skills
<p>4.1 Explain the importance of communication within an organisation and assess the implications of different approaches</p>	<ul style="list-style-type: none"> <li>• The different types of organisation structures and lines of communication, eg, vertical and horizontal</li> <li>• The importance of having an effective organisational structure</li> <li>• The benefits of downwards, upwards and lateral communication</li> <li>• The different methods and skills of communication, reporting, and receiving feedback in the workplace</li> <li>• The importance of understanding roles, responsibilities and the limits of authority of different roles</li> <li>• The benefits of effective communication for the organisation and for external users of the organisation's services and products</li> <li>• How good methods of communication can contribute to the organisation's effectiveness</li> <li>• The problems which can result from lack of effective communications and the impact that poor methods of communication can have on an organisation</li> <li>• The ways in which organisations may overcome the barriers to effective communications</li> </ul>

<p>4.2 Explain the process of communication</p>	<ul style="list-style-type: none"> <li>• The skills, knowledge and methods of effective communication</li> <li>• The barriers to effective communication</li> <li>• How to identify and apply effective methods of communication - language, style, timing and pace</li> <li>• The characteristics of effective presentations</li> <li>• The importance of ensuring methods of communication enhance the listener's ability to understand and retain knowledge and information</li> <li>• The importance of understanding how verbal and non-verbal communication may enhance understanding</li> <li>• The importance of carefully explaining jargon, technical terms, acronyms and abbreviations</li> <li>• Importance of confirming that people have received and understood information and how to do this</li> </ul>
<p>4.3 Assess the manager's role in communicating information and knowledge</p>	<ul style="list-style-type: none"> <li>• How to evaluate the information needs of team members, colleagues and line managers</li> <li>• The benefits of effective team briefings</li> <li>• The importance of maintaining confidentiality when required</li> <li>• The importance of checking the currency, accuracy and validity of information and knowledge and how this could be achieved</li> <li>• The importance of identifying sources of information i.e. whether it is based on rigorously researched evidence, widely accepted facts or personal opinion</li> <li>• Ways in which good communication can aid the development of good relationships with partner organisations</li> </ul>

## 5. Leadership and Management

Assessment Objective	Knowledge, Understanding and Skills
5.1 Describe different types of leadership and assess their benefits in different situations	<ul style="list-style-type: none"> <li>• Different leadership styles and how to select and apply them to different situations and people and when not to apply a particular style</li> <li>• How different leadership styles may be applied to encourage, motivate and support team members, and to recognise achievement</li> <li>• The characteristics of effective leaders and how these contribute to the achievement of organisational objectives</li> </ul>
5.2 Explain the importance of effective management and leadership	<ul style="list-style-type: none"> <li>• Problems which can occur when there is an absence of effective leadership and management</li> <li>• The differences between management and leadership</li> <li>• Ways in which managers can motivate staff</li> <li>• The importance of planning, organising and coordinating skills</li> <li>• Role of leaders in ensuring that all aspects of the organisation work in harmony i.e. structure, systems, style, staff, skills and culture</li> <li>• Characteristics of a high performance culture</li> <li>• Ways in which creativity and innovation can be encouraged</li> <li>• The benefits of creating and maintaining a culture which encourages creativity and innovation</li> <li>• The importance of encouraging staff participation in decision making and how this can be achieved</li> <li>• The importance of encouraging others to take the lead and ways in which this can be achieved</li> <li>• The importance of achieving a balance between, task, team and individual</li> <li>• The value of the work of Mayo, Maslow, Herzberg and McGregor</li> </ul>
5.3 Explain how managers and leaders influence organisations and individuals	<ul style="list-style-type: none"> <li>• Organisational culture and its effects</li> <li>• How change to organisational culture can be managed</li> <li>• How to be a good role model</li> <li>• The factors which influence employee relations</li> <li>• The role of leaders and managers in the effective introduction of change</li> <li>• The responsibilities at different levels within an organisation i.e. top manager, department manager, team leader, team member</li> <li>• Ways in which managers can make best use of their time</li> </ul>

## 6. Managing Individual and Team Performance

Assessment Objective	Knowledge, Understanding and Skills
6.1 Explain the purpose of, and assess the impact of, performance management	<ul style="list-style-type: none"> <li>• The components of formal and informal staff appraisal systems</li> <li>• Ways in which managers can let staff know what is expected of them in the workplace</li> <li>• The importance of developing and agreeing the standard and level of workplace performance with individuals and/or teams</li> </ul>
6.2 Explain the importance of planning and review methods for developing and implementing plans	<ul style="list-style-type: none"> <li>• How to produce and agree a realistic and achievable work plan with team members</li> <li>• How to produce a work plan that identifies priorities, objectives, time-scales and/or critical activities, together with resources required for implementation</li> <li>• How to regularly review and amend work plans in accordance with progress</li> <li>• How to take due account of health and safety issues in the planning, allocation and monitoring of work</li> </ul>
6.3 Explain how managers should allocate work	<ul style="list-style-type: none"> <li>• How work may be fairly allocated and agreed with individuals and/or teams</li> <li>• How delegation of work can assist with the achievement of work plans</li> <li>• The principles and methods of delegating work including objectives, time-scales and methods of reporting/reviewing</li> <li>• The importance of showing individuals and/or teams how their work fits in with the vision and objectives of the team and organisation</li> <li>• Ways of encouraging individuals and teams to ask questions and to seek clarification on work allocated</li> </ul>
6.4 Explain how managers should monitor progress and quality	<ul style="list-style-type: none"> <li>• Effective ways of monitoring the progress and quality of the work of individuals/teams against the standards of expected performance</li> <li>• The characteristics of problem employees and how these can be dealt with</li> <li>• Why it is important to monitor, identify and promptly deal with causes of conflict</li> <li>• The identification of problems and unforeseen events and how to support individuals/teams in dealing with them</li> <li>• Ways of providing prompt and constructive feedback to individuals and teams</li> <li>• The additional support and resources that individuals and teams might require to complete their work</li> <li>• How to review and record individual/team performance/achievement for the purpose of formal performance appraisal meetings</li> </ul>

6.5 Explain how managers develop and retain effective engagement with their teams	<ul style="list-style-type: none"> <li>• The importance of trust between a manager and team member</li> <li>• Ways in which trust can be developed and maintained</li> <li>• How to encourage team members to approach managers with problems affecting their performance</li> <li>• How effective teams can be developed and the benefits of good teamwork</li> <li>• The importance of confidentiality and record keeping</li> <li>• The importance of managers in motivating their staff to achieve organisational goals</li> </ul>
6.6 Explain how to identify and address poor performance	<ul style="list-style-type: none"> <li>• The importance of identifying and analysing performance issues and promptly bringing these to the attention of team members</li> <li>• The causes of poor performance</li> <li>• How to gather and check information to analyse the causes of poor performance</li> <li>• The importance of discussing and agreeing with the team member a timely and effective way of dealing with a problem</li> <li>• Formal and informal systems for handling conflict</li> <li>• The types of difficulties and challenges that staff may present and ways of identifying and overcoming them</li> <li>• The range of alternative actions to deal with a problem</li> <li>• When to refer a team member to support services or specialists</li> <li>• The importance of ensuring that actions are in line with the organisation's policies for managing people and their performance</li> <li>• The factors which can lead to poor motivation and the negative effect these can have on an organisation</li> </ul>

## 7. Working with colleagues

<b>Assessment Objective</b>	<b>Knowledge, Understanding and Skills</b>
7.1 Explain how managers can develop productive relationships with internal and external colleagues	<ul style="list-style-type: none"> <li>• The importance of regarding colleagues as customers and suppliers</li> <li>• Ways in which successful partnerships can be developed</li> <li>• The benefits of developing productive working relationships with colleagues</li> <li>• How to identify disagreements with colleagues and the techniques for resolving them</li> <li>• How to identify conflicts of interest with colleagues and describe the measures that can be used to manage or remove them</li> </ul>

	<ul style="list-style-type: none"> <li>• How to take account of equality and diversity issues when developing working relationships with colleagues</li> <li>• Why it is important to exchange information and resources with colleagues</li> <li>• How to get and make use of feedback from colleagues on your own performance</li> <li>• How to provide colleagues with useful feedback</li> <li>• How to work effectively with a line manager</li> </ul>
7.2 Explain how meetings can contribute to the delivery of objectives	<ul style="list-style-type: none"> <li>• The purpose and structure of meetings and how they may be used to ensure the achievement of objectives</li> </ul>

## 8. Organisational Planning and Monitoring

Assessment Objective	Knowledge, Understanding and Skills
8.1 Explain the purpose of planning and targets and the factors that influence organisational plans and targets	<ul style="list-style-type: none"> <li>• The importance of strategic planning</li> <li>• Factors which can cause organisations to fail</li> <li>• The value of an organisation clearly identifying its purpose</li> <li>• The value of a mission/value statement</li> <li>• The factors that may influence the development of strategic plans, eg, political, economic, financial</li> <li>• The benefits of carrying out a SWOT analysis</li> <li>• The difference between strategic and operational plans</li> <li>• The role of corporate, departmental, team and individual plans</li> <li>• Influence of the type of organisation on plans. Product or service, public or private</li> <li>• The characteristics of effective plans and targets</li> <li>• The characteristics of effective decision making</li> <li>• The principles and methods of short-to-medium term planning</li> <li>• The importance of creativity and innovation in operational planning</li> <li>• The principles of effective project management</li> <li>• How to identify, analyse and manage organisational risk</li> <li>• How to develop and plan for contingencies</li> <li>• The importance of planning and control of budgets and resources</li> <li>• How to develop and assign objectives which are SMART</li> <li>• The role of effective human resource policies</li> <li>• The manager's role in planning, organising and controlling the use of staff and resources</li> </ul>

8.2 Explain how to implement plans and monitor outcomes	<ul style="list-style-type: none"> <li>• How to monitor and control operational plans</li> <li>• How to develop and use an evaluation framework</li> <li>• The importance of records and management information</li> <li>• Characteristics of effective records and management information systems</li> <li>• The importance of performance management</li> <li>• How to use resources effectively to achieve objectives</li> <li>• The role of quality management systems</li> <li>• The role of management information systems and the contribution they can make to the achievement of organisational objectives</li> </ul>
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## 9. Information and Investigation

<b>Assessment Objective</b>	<b>Knowledge, Understanding and Skills</b>
9.1 Explain how information can be managed and shared and analyse the impact of information management	<ul style="list-style-type: none"> <li>• The principles of knowledge management including the meaning of explicit and tacit knowledge</li> <li>• The importance of effective record systems</li> <li>• Types of record systems and their characteristics</li> <li>• The importance of effective knowledge management systems within an organisation</li> <li>• The importance of sharing management information</li> <li>• How to access, interpret and provide relevant information, including feedback</li> <li>• The different ways in which knowledge can be shared</li> <li>• The value of debriefing sessions</li> <li>• How to carry out an investigation requiring the collection and validation of information</li> <li>• The methods and principles of report writing</li> </ul>
9.2 Explain how to carry out investigations and how to use these to improve practices and procedures	<ul style="list-style-type: none"> <li>• Different types of investigation required within the organisation</li> <li>• The skills, knowledge and ability required to conduct an investigation</li> <li>• How to gather and present evidence</li> <li>• How to identify and preserve evidence</li> <li>• How to support the investigation of an event</li> <li>• The different types of evidence and their importance</li> </ul>