



THE INSTITUTION OF FIRE ENGINEERS
FOUNDED 1918 • INCORPORATED 1924

IFE Level 4 Certificate in Leadership and Management

Qualification Specification

Qualification Number: 603/6617/5

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.

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IFE Level 4 Certificate in Leadership and Management

Introduction

The IFE Level 4 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 and safe performance of operational teams and to the performance of the organisation overall. It encompasses organisation structure, planning, performance management, resource management and engagement with employees and stakeholders. 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 4 Certificate 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 4 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 personnel such as Station Managers/Incident Commanders.

Learning Outcomes

Candidates who achieve this qualification should be able to:

- explain how to develop, implement and evaluate different types of organisational plans
- explain how to manage relationships with internal colleagues, external partners and stakeholders
- identify and explain good practice in relation to leadership and management
- explain how to manage performance in order to deliver organisational objectives
- explain how to assess and monitor resource requirements
- identify and evaluate factors affecting organisational performance and goals

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 total 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 L4C5 Leadership and Management unit (in the section for the Level 4 Certificate 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, candidates are advised that extensive knowledge and understanding of the subject is required and therefore previous study at level 3 will be of benefit and will provide a good foundation when commencing study towards this qualification.

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 knowledge and understanding at Level 4. Other types of qualifications that are set at Level 4 include Certificate of Higher Education (CertHE), Higher National Certificate (HNC) and Level 4 NVQs.

The qualifications regulator, Ofqual, has provided the following descriptors to illustrate the knowledge and understanding expected from those who hold qualifications at Level 4.

Level 4 Knowledge descriptor

The candidate:

- Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.
- Can analyse, interpret and evaluate relevant information and ideas.
- Is aware of the nature of approximate scope of the area of study or work.
- Has an informed awareness 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 presenting examination responses.

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 160 hours:

- 157 hours of learning/study. Study may be self-study (please see the section on recommended reading material below) and may include relevant fire and rescue service 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 parts of the syllabus have been covered. Guidance on reading materials are provided below.

Progression

Candidates who are successful in achieving this qualification may consider progression to a specialist degree or Foundation Degree programme.

Candidates who wish to broaden their knowledge and understanding at Level 4 could consider working towards other fire-specific qualifications such as the IFE Level 4 Certificate in Fire Engineering Science or the IFE Level 4 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 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 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 TH 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 http://www.ife.org.uk/Preparing-for-Examinations)	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 http://www.hse.gov.uk/pubns/priced/hsg65.pdf	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

Please address any queries to the IFE by emailing: exams@ife.org.uk

Content – Leadership and Management in Fire and Rescue

1. Planning

Assessment Objective	Knowledge, Understanding and Skills
1.1 Explain the importance of planning to an organisation	<ul style="list-style-type: none"> • The value of an organisation identifying its purpose • The value of an organisation developing a Vision/Mission Statement • The value of an organisation developing strategies • The value of an organisation undertaking a SWOT analysis. • The factors which can be Strengths, Weaknesses, Opportunities and Threats • The influence which the type of organisation will have on plans • Factors affection organisation structure • The role, development and importance of strategic, departmental, team and individual plans • The characteristics of effective plans • The characteristics of effective decision making • Principles and methods of short-to-medium term planning • The characteristics of failing/failed organisations
1.2 Explain the factors to be taken into consideration in developing corporate (or business) plans and targets and analyse the consequences of inadequate planning processes	<ul style="list-style-type: none"> • How to develop and assign objectives which are SMART (Specific, Measurable, Agreed, Realistic and Time-bound) • Characteristics of effective targets • How to analyse and manage risk and plan for contingencies • How to identify resource requirements and evaluate their availability and sustainability • Principles and methods of effective communication • The internal and external operating environment • The organisation's vision and objectives • Customer/client needs • Project planning and the role of a Project Manager • The importance of achieving synergy and the factors which contribute to synergy • The role of quality management systems • The role of knowledge management • The benefits of knowledge management systems and ways in which information can be shared • The characteristics of a high performance culture
1.3 Identify and evaluate ways to measure the effectiveness of plans and their implementation	<ul style="list-style-type: none"> • Indicators and methods for measuring progress against a plan and evaluating the implementation of plans

	<ul style="list-style-type: none"> • Procedures for reporting and making recommendations • Importance of records and information systems
1.4 Explain how to plan for change	<ul style="list-style-type: none"> • How to identify factors that need to be changed, and the associated priorities and reasons • Business critical activities and interdependencies • How to engage employees and stakeholders • The main models and methods for managing change effectively, and their strengths and weaknesses • How to assess the risks and benefits associated with strategies and plans • The importance of contingency planning • The obstacles to change, and the techniques that deal with these • Stakeholder expectations and how they influence the process • The principles and methods of effective communication

2. Leadership

Assessment Objective	Knowledge, Understanding and Skills
2.1 Explain the role and importance of leadership in an organisation	<ul style="list-style-type: none"> • The characteristics of effective leadership and management • The differences between management and leadership • The role of managers • The skills needed by an effective leader • The importance of organisational culture and vision and the leader's role in developing these • How to be a good role model
2.2 Analyse methods of leading and engaging staff	<ul style="list-style-type: none"> • Different leadership styles and how to select and apply these to different situations and people • How to select and apply methods for encouraging, motivating, supporting and communicating with people and recognising achievement • Problems which can occur when staff are not motivated • The lessons which can be learnt for the work of Mayo, Maslow, Herzberg and McGregor • Understand the concept of task, team and individual needs • Leadership styles used across the organisation • The importance of encouraging others to take the lead and ways in which this can be achieved • How to empower people effectively • How to encourage employment engagement • How to encourage creativity and innovation

	<ul style="list-style-type: none"> • How to develop effective teams and the benefits of good teamwork
2.3 Analyse and improve leadership performance	<ul style="list-style-type: none"> • How to obtain and make use of feedback on leadership performance • Individual strengths and limitations in the leadership role • Recognise own role, responsibilities and authority

3. Human Resources

Assessment Objective	Knowledge, Understanding and Skills
3.1 Review organisational objectives and targets and plan workforce to meet those objectives	<ul style="list-style-type: none"> • How to engage employees and other stakeholders in workforce planning • The content of an effective workforce plan • How to take account of equality, diversity and inclusion issues in workforce planning • Strategies and/or services which need to be in place for when people leave, including redundancy counselling • The different ways in which workforce requirements can be met, their advantages and disadvantages, costs and benefits • Patterns for employing, recruiting, and retaining people • Internal and external trends and development relevant to workforce planning
3.2 Understand how to select individuals for employment	<ul style="list-style-type: none"> • The importance of confidentiality and accurate record-keeping during the selection process • The methods of specifying personnel requirements and their relative advantages and disadvantages • How to specify job roles, competencies and attributes required to meet identified team needs • The relative advantages and disadvantages of the range of methods which may be used for the assessment and selection of staff • How to identify the additional development needs of successful candidates and how to plan for these
3.3 Explain the role of the manager in contributing to the effective operation of human resources policies	<ul style="list-style-type: none"> • The role of Human Resource Policies • The role, implementation and importance of Grievance procedures • The role, implementation and importance of Discipline procedures • The role, implementation and importance of recruitment and selection procedures • The importance of valuing equality and diversity • The importance of recognising the need for work/life balance

	<ul style="list-style-type: none"> • The purpose of job evaluation and the different methods • The purpose of health and safety policies and procedures and ways in which managers can encourage a positive attitude to Health and Safety • Recognising the contribution policies can make to the organisational culture • Recognising factors which influence employee relations
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4. Manage Budgets and Resources

Assessment Objective	Knowledge, Understanding and Skills
4.1 Explain the purpose of budgets and how to manage them	<ul style="list-style-type: none"> • The role of financial management in the achievement of strategic objectives • The different categories of expenditure • How to use a budget to actively monitor and control performance for a defined area or activity of work • The main causes of variances, how to identify them and types of corrective action • The importance of providing regular information on performance against the budget to other people • How to identify information and lessons for the preparation of future budgets • Factors, trends and developments that are likely to affect the setting of budgets • Features of participatory budgeting • Problems which can occur with budgets and budgeting
4.2 Explain how to determine the resources required and how to manage resources effectively	<ul style="list-style-type: none"> • The range of physical resources needed to carry out activities effectively • How to develop (and adjust if needed) short, medium and long-term plans for the use of resources • How to carry out cost-benefit analyses for the use of resources • Organisational objectives, policies and legal requirements relevant to resource usage • The impact of resource usage on the environment and how to minimise adverse effects • The types of trends and developments which might impact on the use of resources, how to analyse these and draw out the implications for planning • How to encourage and empower team members to take responsibility for the efficient use of resources • The importance of planning, organising and controlling to achieve the effective use of staff and resources • The responsibilities at different levels within an organisation i.e. top manager, department manager, team leader, team member

5. Manage Team and Individual Performance to Achieve Plans

Assessment Objective	Knowledge, Understanding and Skills
5.1 Explain how to develop and evaluate plans	<ul style="list-style-type: none"> • The current roles, responsibilities, competences and level of authority of self and others • How to set SMART objectives • Organisational goals and objectives and how work activities contribute to their achievement • The importance of defining and communicating team and individual responsibilities and how to do this • How to identify priorities and constraints • How to review plans on an on-going basis • How to take due account of health and safety issues in the planning, allocation and monitoring of work • The importance of management information • The characteristics of effective records • The value of Management Information Systems • Characteristics of effective Management Information Systems • The main features of a Performance Management Framework • The benefits of using a Performance Management Framework
5.2 Explain how to allocate work	<ul style="list-style-type: none"> • The range, type and level of information required by people to enable them to undertake the required work activities • The factors to be considered when allocating work to individuals within the team • How to prioritise and re-prioritise work allocations • How changes to work allocations and negotiations around them can impact on cost, time and convenience • Factors which influence the use of delegation and how successful delegation can be achieved
5.3 Explain how to provide support and guidance to staff and why this is important	<ul style="list-style-type: none"> • The range and type of support to be made available to enable achievement of objectives and how to implement this • How to communicate effectively to gain information, inform, advise, promote and gain commitment to action • How to provide both positive and negative feedback to team members on their performance • The types of issues on which team members may need advice and guidance • The ways in which trust can be developed • The importance of confidentiality and record keeping
5.4 Explain the importance of ongoing review of team outcomes	<ul style="list-style-type: none"> • Evaluation methods and measures at individual, departmental and organisational level and their interaction

	<ul style="list-style-type: none"> • Tools and techniques for analysis of data and evaluation of options for action
5.5 Explain how to review and manage performance	<ul style="list-style-type: none"> • Ways in which managers let staff know what is required of them • The role of formal and informal staff appraisal • Processes and requirements for performance review, including recording systems • Effective ways of monitoring the progress and quality of the work of individuals/teams against the standards of expected performance • Problems and unforeseen events that may occur and how to support individuals/teams in dealing with them • The importance of identifying performance issues and bringing these promptly to the attention of the team members concerned • How to gather and check information to identify the problem and its cause • The value of 360 degree appraisal and how it can be successfully introduced and problems which can occur
5.6 Explain how to address poor performance	<ul style="list-style-type: none"> • The types of difficulties and challenges that staff may present and ways of identifying and overcoming them • The causes of poor performance • The range of alternative actions to deal with a problem • Factors which can lead to conflict in the workplace and the manager's role in preventing or resolving conflict • When to refer a team member to support services or specialists • The importance of ensuring that actions are in line with the organisation's policies for managing people and their performance

6. Learning and Development

Assessment Objective	Knowledge, Understanding and Skills
6.1 Analyse the benefits of learning	<ul style="list-style-type: none"> • Understand the concept of the 'Learning Organisation' • Understand the benefits of the development to a 'Learning Organisation' • Importance of training and development for individual, team and organisation progression • The principles of good practice which underpin human resource development planning • The importance of commitment to continuing professional development (CPD)
6.2 Explain how to promote training and development	<ul style="list-style-type: none"> • How to identify development needs for teams and individuals and the information needed to do so

	<ul style="list-style-type: none"> • 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 • The different types of learning and development activities, their advantages and disadvantages and the resources they require, e.g. time, fees, substitute staff etc. • The effective planning of training sessions • Learning styles and how these can influence and the acquisition of knowledge and information • The importance of equality of opportunity in human resource development • The value of Personal Development Plans • The manager's roles in relation to training and development • The importance of agreeing developmental plans with those involved • The types of support and guidance which may be needed from specialists and how to get it • The range of obstacles to learning and development which individuals may encounter, how to identify these and strategies to use in response to them • How to present a positive role model to team members
6.3 Evaluate the outcomes of training and development activities	<ul style="list-style-type: none"> • How to ensure that development activities meet agreed objectives and plans • The importance of assessing team members against development activities • The principles of fair and objective assessment
6.4 Explain how and why managers should manage and review their own development	<ul style="list-style-type: none"> • How the work of managers influences successful organisational performance • How to evaluate performance against the current and future requirements of the work role • How to set SMART objectives for personal development • How managers can improve their own personal effectiveness • Expected and accepted systems and methods for performance review • How to obtain and make use of feedback on leadership performance • How to identify whether and how development activities have contributed to performance

7. Risk Management

Assessment Objective	Knowledge, Understanding and Skills
7.1 Explain the processes for managing risk, including community and corporate risk	<ul style="list-style-type: none"> • The importance of Risk Management • Key stages in the risk management process • Risk management tools, techniques and indicators • How to develop a written risk management policy • How to communicate the written risk management policy to people who work for the organisation and other relevant stakeholders • What risk criteria might cover and the importance of seeking and taking account of the views of relevant people across the organisation and stakeholders • The ways of identifying and clearly describing potential risks in relation to current and planned activities, the nature of the risks, the probability of occurrence and consequences • The type of decisions and actions that might be taken in relation to identified risks • Ways of developing an organisational culture in which people are risk aware but are prepared to take acceptable risks in undertaking activities • Systems in place for monitoring and reviewing the effectiveness of the risk management processes • Types of risk and the factors which drive different types of risk

8. Communication

Assessment Objective	Knowledge, Understanding and Skills
8.1 Evaluate the impact of communication within an organisation	<ul style="list-style-type: none"> • The benefits of good communication for the organisation and for external users of the organisation's services and products • How information can contribute to organisational effectiveness • The ways in which organisations can attempt to overcome the barriers to effective communications • The benefits of downwards, upwards and lateral communication • The advantages and disadvantages of different communication methods • The problems which can be caused by lack of effective communications • The types of organisational structures and lines of communication • The characteristics of effective presentations

8.2 Explain the process of internal and external communication	<ul style="list-style-type: none"> • The principles of effective communication • The barriers to effective communication • Methods of internal and external communication • The value of team briefings • The principles of report writing • How to assess the information needs of team members, colleagues, line managers and external organisations • The importance of communicating information and knowledge only to those who have a right to it • The importance of checking the currency, accuracy and completeness of information and knowledge to be communicated and how this could be achieved • The effective organising and chairing of meetings
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9. Working with Colleagues and Stakeholders

Assessment Objective	Knowledge, Understanding and Skills
9.1 Explain how managers can develop productive relationships with internal and external colleagues and how this contributes to organisational effectiveness	<ul style="list-style-type: none"> • The benefits of developing productive working relationships with colleagues • Factors which contribute to the development of effective partnerships • Problems which can arise and how these can be overcome • How to identify disagreements with colleagues and the techniques for resolving them • How to take account of diversity issues when developing working relationships with colleagues • Why it is important to exchange information and resources with colleagues
9.2 Explain how managers can develop productive relationships with stakeholders	<ul style="list-style-type: none"> • The benefits of developing productive working relationships with stakeholders • How to identify stakeholders, including background information and the nature of their interest • The principles of effective communication and how to apply them in order to communicate effectively • Why it is important to respect the interests, roles, responsibilities, and concerns of stakeholders • What information is appropriate to provide to stakeholders and the factors that need to be taken into consideration • The importance of taking account the views of stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks • How to manage the expectations of stakeholders • How to monitor and review the effectiveness of working relationships with stakeholders

