

CMI Qualification Assessment Guidance Policy

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History

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Date	Amendments made
September 2024	<ul style="list-style-type: none"> Complete revision of the document.
November 2019	<ul style="list-style-type: none"> Complete revision of the policy to add clarity. Updated word count guidance with regard to the new CMI management and leadership suite of qualifications at L3, 5, 6 and 7

Distribution

Distribution List

- All Quality Managers
- All CMI Markers & Moderators
- Partner Relationship Managers
- Partner Engagement Managers
- Awarding Body Support Team
- CMI Centres
- CMI Registered Learners

This policy will be published on the [CMI website](#).

Document Purpose

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The Chartered Management Institute (CMI) is committed to upholding the highest standards of professionalism and competence within assessment. In line with this commitment, this document provides comprehensive guidelines and procedures for structuring and completing CMI assessments. This document should be used in conjunction with the qualification syllabus and assessment documentation.

This document is designed to ensure consistency, fairness, and rigour in the assessment process, thereby maintaining the integrity and credibility of CMI qualifications. It provides a clear framework for learners, assessors, and internal quality assurers on assessment requirements.

Scope

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This policy applies to all CMI Awarding Body staff (including contractors), CMI Centres and CMI-registered Learners.

Preparation for the assessment

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Before you begin any CMI assessment please read the unit specifications which are found in the qualification syllabus thoroughly as only the content related to the achievement of the **Assessment Criteria (AC)** are being assessed. Learners should write their answers to the assessment criteria and not to the assessment task guidance that is specified within the assessment/assignment brief or pathway booklet. A learner will only be **Passed** for a CMI Unit when they have met all of the specified Assessment Criteria in full.

Research the topics being assessed. Suggested reading/web resources are provided on the unit specification. Your Centre may signpost you to relevant resources. Additionally, you may access excellent online resources at [ManagementDirect](#). Please note that if your Centre has a customised CMI ManagementDirect site the link will differ, please contact your Centre for clarification.

Completing the assessment

Completing the assessment

Understand the Assessment Criteria

Throughout the entire writing process, it is crucial to consider the **Assessment Criteria (AC)**. Your primary goal is to ensure that your assessment/report is not only informative but also meets the assessment criteria. Organise your content in a manner that allows for easy and accurate absorption of the information presented to the marker.

To produce an effective assessment/report, you must understand the requirements of the assessment criteria. Ensure the content you have presented in your assessment fully meets the prescribed assessment criteria.

Command Verbs

In the majority, CMI assessments will contain a [Command Verb](#) against each assessment criteria. A command verb is a verb which helps learners recognise how they need to answer each question/task within the assessment, This usually will be the first word of each assessment criteria, for example, **Analyse** the impact of internal and external factors on leadership practice. Command verbs are there to provide you with directions of how each assessment criteria needs to be answered and in how much detail. Answers read best when they are structured around the command verb.

Tailor the Language and Layout

Selecting the appropriate language and layout is essential for a well-structured assessment/report. Tailor your language to meet the assessment criteria, avoiding jargon or overly technical terms that the reader may not be familiar with. Ensure that your assessment/report's layout is clear and logical, with headings, subheadings, and bullet points to aid in comprehension. **It is often best practice to use each of the assessment criteria as headings.**

When utilising a spelling and grammar checker for educational purposes, it is crucial to retain the original version of any written work. This practice ensures that learners have a reference point to compare their initial attempts

with the corrected version, facilitating a deeper understanding of their mistakes and promoting learning. By keeping the original text, Centres and CMI can track the progression of a learner's assessment writing and provide more targeted feedback. Additionally, retaining the original version allows for verification if there are any disputes or questions regarding the changes suggested by the grammar checker.

Structure of the Assessment

Developing a well-structured framework of how you complete any written assessment is invaluable when writing your CMI assessment. A framework not only provides a cohesive approach but also enables you to meticulously present your assessment. Additionally, this structure greatly aids in effectively managing the layout and composition. Remember the information below only acts as a guide, for you to set out your assessment, it is advisable to contact your tutor or assessor for further guidance on how to lay out your CMI assessment.

- Title page
- Contents and appendices contents page
- Glossary of Terms and Abbreviations
- Introduction and background
- The main body of the assessment (Word Count Included)
- Appendices
- Bibliography

Number your pages consecutively in the bottom right-hand corner (Footer) and place your name and unit title in the header section of each page. If required by your Centre, place your learner number after your name (If known).

Remember all of the above is not included in your overall word count apart from the main body of the assessment.

Style

You are writing for the reader(s), not yourself. Always consider a style appropriate for the reader. Where a number of different readers are anticipated, it is suggested a more formal and general style is adopted as follows:

- Where possible try not to write in the first person; the third person is less emotive and more persuasive and easier to present information and arguments in a clear, logical, and persuasive manner. However, there are circumstances where the first person is not only acceptable but even advisable. These instances often involve personal experiences and opinions. The choice between the two should depend on the context, purpose, and level of personal involvement you wish to convey in your writing.
- Always check spelling, and do not rely solely on automatic spell-checkers. Be aware of American English spelling where often spell checkers do not pick up this.
- Check your punctuation and grammar; we all make errors, and it is advisable to ask a colleague to critically and constructively check your work before submission. **(Please note CMI assessments will not be returned for poor spelling, punctuation and grammar).**
- Stay clear of clichés, jargon and statements in inverted commas, unless these are quotations which are attributed. Occupationally used jargon and terminology is acceptable providing it is either explained in the main text or is shown in the Glossary of Terms and Abbreviations.
- Ensure the abbreviations are spelt out in full first within the text before abbreviating, For example, Corporate Social Responsibility (CSR).

Present Facts Clearly

Clarity is key when presenting facts and information. Use concise and straightforward language to communicate your points effectively. Avoid unnecessary complexity that might hinder comprehension.

Your work must be -

- Accurate, current and authentic
- Relevant in-depth and breadth

and must also show -

- A clear grasp of concepts
- Ability to link theory to practise
- Able to contextualise to workplace / organisational / or given scenario
- Ability to communicate clearly in the relevant discipline at the expected level for the qualification

Use Correct Referencing

When using external sources or citing references, adhere to the appropriate referencing style specified by your course or institution. Accurate referencing gives credibility to your work and acknowledges the contributions of others. Please see the following section for a guide on referencing.

Follow CMI Assessment Guidelines and Requirements

Always refer to the CMI assignment guidelines and requirements provided by your CMI Centre. Adhering to these guidelines demonstrates your ability to follow instructions and meet the necessary criteria for assessment.

Edit and Revise

Before submitting your assessment, thoroughly edit and revise your work. Check for spelling and grammatical errors, ensure coherence in your submission, and refine the overall structure of the assessment/report. Check your references in your bibliography or list of references. All URLs/website links must be accessible for verification.

Constructing written assessments/reports for CMI assessments requires careful consideration of the assessment criteria, reader, language, layout, and adherence to CMI assessment guidelines. By keeping these tips in mind and tailoring your approach accordingly, you can create reports that are informative, well-structured, and meet the specific requirements of your audience and the institute.

Attachments & Appendices

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Learner work should aim to minimise the number of unnecessary attachments or appendices unless specifically allowed for in the assignment brief. Information that is essential to the Learner's work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. This applies to all work, whether assessed by the Centre or externally assessed by CMI.

When work is externally assessed by CMI, appendices will **NOT** be marked. When marked work is submitted to CMI for Sampling, appendices will **NOT** be moderated or marked, unless it forms part of the work-based evidence requirements laid out within assessment criteria.

Word Count

Word Count

Learners must comply with the required total word count as stated on the assignment brief, within a margin of +/- 10%. This applies to all work whether it is assessed by the Centre or externally assessed by CMI.

Exceeding the word count in assessment is not grounds for a referral. However, CMI reserves the right to return work to the Centre for editing and resubmission by the Learner, if the word count is excessive. CMI has the right to apply individual word count concessions when an assessment has been referred, for example, if the marker or moderator requires additional elaboration to meet the assessment criteria, the original word count may be exceeded.

It is good practice for Learners to state the **total word count at the front of their assessment**.

There may be instances where Learners require reasonable adjustments for assessment that include approval of increased word count. In this instance, Learners should signpost their assessment to highlight where assessment criteria have been met. All applications for Reasonable Adjustments must be approved by CMI in advance of the learner undertaking any revised assessment. Applications for Reasonable Adjustments can be made through [MyCMI](#). For further information, please refer to the [CMI Reasonable Adjustments Procedure](#).

Tables, Graphs, Diagrams, Bullet Points

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All use of tables, graphs, diagrams, Gantt charts and flowcharts should be incorporated into the main text of the assessment, but not included in the word count. Any published secondary information such as annual reports and company literature should be referenced in the main text of the assessment but not included. Embedded documents within the main text do not count as part of the word count.

Excessive use of tables, excessive use of embedded pictures or excessive use of words in tables in the main text may be returned for editing.

The excessive use of bullet points should be deterred; if using bullet points then there should be a sufficient narrative around the bullet points to convey context and application of knowledge.

Confidentiality and Commercially Sensitive Evidence

Confidentiality and Commercially Sensitive Evidence

It is important that Learners are fully able to articulate their answers/responses when responding to assessment requirements. Often CMI Learners work in environments or organisations that require a certain amount of commercial confidentiality and/or deal with classified information or security matters, so this may often inhibit or show “vagueness” in the response to an assessment.

Dealing with commercial confidentiality or security issues of presenting work-based evidence should lie with the Learner and Centre in the first instance; however, CMI has a responsibility to maintain the confidentiality of sensitive information that is presented for marking or moderation purposes.

In order to reduce the risk of disclosure of confidential or sensitive information, Centres and Learners should where possible apply the following rules:

- Redesign the assessment so there is no breach or disclosure of confidential or sensitive information. (Fully Approved CMI Centres only)
- Where it is not possible to redesign the assessment or if the centre is a registered centre, and if the Learner wishes to include confidential or sensitive information then it should be sufficiently redacted. If the redacted information is pertinent to the evidence being put forward (for example, it provides evidence towards a competency) then a contextual statement detailing how the evidence meets the competency is acceptable. This contextual statement should be completed by the Learner and underpinned by a confirmation statement from the Employer or Centre.
- Witness testimony in support of the redacted evidence will also be accepted from peers, line managers and supervising clients.
- Centres may wish to contact CMI and discuss the possibility of a non-disclosure agreement (NDA), however, please note this will have to be explored by CMI's legal team.
- Clearly mark assessment materials which have been determined to be confidential or sensitive and inform CMI before submission for marking or moderation purposes.
- Restrict access to confidential material to people who need it.
- Offer training for Centre Staff with access to confidential or sensitive assessment material on how to maintain confidentiality.

- Monitor the content of the assessment to ensure that confidential or sensitive information shared during the assessment is then not further disclosed.

CMI does not require specific client/organisation names. Client/organisation names CAN be anonymised, replacing them with 'Client A', 'Client B', etc.

We can assure you that any confidential or commercially sensitive information that is shared with the CMI will remain secure within our systems for the purposes of assessment and quality assurance.

Referencing

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In the context of CMI qualification assessments, reading and research will help the learner to learn and add credibility to their work. The higher the level of qualification they undertake, the more expectation there is that learners will read, research and then reference their sources. In addition, referencing plays a pivotal role in acknowledging the invaluable contributions of other writers and researchers to the learner's CMI assessment. Beyond mere recognition, referencing is a key method of attributing credit to the authors whose words and ideas you have used in their assessment. References should always be accurate, allowing the marker/assessor/reader to trace the sources of information you have used. The best way to make sure the learner is referencing accurately is to keep a record of all the sources they have used when reading and researching for a CMI assessment.

Please ensure that Learners answer the assessment criteria in their own words and only underpin what they have said with a reference if necessary or appropriate. Learners should be aware of the overuse of referencing theories in their work and should balance their responses, theories and contextualisation to their own roles and experiences

The primary aim and objective of referencing and the use of citations are to provide sufficient bibliographic details to empower the marker/assessor/reader to accurately identify and, when needed, retrieve the original source. The completeness, accuracy, and uniformity of citations assume paramount significance. Your assessment may encompass a diverse array of resources, ranging from websites, printed books and electronic journal articles to checklists and online sources.

By incorporating citations and references, you explicitly acknowledge the contributions of others and underscore how their concepts may have enriched your own research and submission.

While the terms "reference list" and "bibliography" are frequently interchanged, it's worth noting that a bibliography signifies the entirety of your undertaken reading for the assessment, encompassing not only the sources directly cited in your composition. Similarly, "reference" and "citation" are often used interchangeably; however, a citation typically alludes to the segment within your assessment to which you attribute the source, whereas a reference commonly pertains to the comprehensive list of all sources that have been cited within your work. This distinction underscores the importance of accuracy and thoroughness in the writing, ensuring that all referenced materials are properly credited and accessible to the reader for further investigation.

A professional approach to work is expected and therefore Learners must clearly identify and acknowledge the use of all secondary sources, for example, quotations, models, theories and so forth from books, websites or any other source including work-based products in accordance with the [CMI Plagiarism and Collusion Statement](#).

There are many forms and styles of referencing available to learners; CMI does not require any one specific style of referencing but learners are free to use any recognised system and style they wish, as long as the referencing style chosen is clear and consistent.

The use of Harvard referencing is not prescribed but Learners should use an appropriate referencing system that ensures the original source(s) can be tracked. Referencing must be made directly under, or next to, the source within the body of the work. A bibliography cannot be relied on as showing the Learner has adequately referenced a source.

When you quote from, or refer to, another source of information in your assessment you must provide a citation to it, which then leads to a reference giving the full details of the resource. You will end up with:

- a citation within the text, often known as in-text referencing.
- a reference in the bibliography or reference list at or near the end of the assignment.

There are two main systems used in the United Kingdom: the Harvard system (sometimes referred to as the Author-Date system) and the British Standard (Numeric) system. Descriptions of these systems are provided below, together with examples of their use.

For example:

- Harvard system: (Smith, 2019) or Smith (2019) argued that...
- British Standard (Numeric) system: [1] or Reference [1] discussed...

There are two main rules for quotations, whichever system you use.

- If you are quoting something that is up to three lines in length then you can generally incorporate this directly into the body of your text; anything longer should be indented in its own paragraph.
- If you need to include any words of your own to help make sense of the quotation, make sure they appear in square brackets to make it clear that these are not part of the quote itself. For example:
- "That [moving] line established the efficiency of the method and we now use it everywhere."

File Format for Assessment Submissions to CMI

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Centres should ensure that any Learner submissions follow the requirements in the qualification syllabus and/or assessment brief. Learners must use either Microsoft Word (.docx), Google Docs (.docs), OpenDocument Text (.odt) or Rich Text Format (.rtf) in the completion and submission of their assessments. Centres should submit assessments to CMI's Marking or Moderation systems using these formats only. There is no requirement for Centres to PDF any Microsoft Word, Google Docs, OpenDocument Text or Rich Text Format documents before submission, they can be left in their original file format.

Where it is not possible to submit the learner's work in these formats, then only in exceptional cases can a PDF or other file format be submitted. Centres should contact their CMI Quality Manager prior to submission. Where a PDF document submission has been authorised by CMI for submission, then any comments/feedback that has been added by the Centre on these documents must be clearly visible in the document and the word count clearly labelled on each page.

CMI may request where the Centre has uploaded PDFs without prior authorisation, to convert them to (.docx), (.docs), (.odt) or (.rtf) format so they can be accessed.

Other forms of assessment submissions are permitted if a prior agreement with CMI has been authorised, for example, an agreed flexible assessment in the form of a presentation, or audio & video files.

Learner Collusion and Plagiarism

Learner Collusion and Plagiarism

Plagiarism and collusion are very serious offences and any Learner found to be copying another Learner's work or quoting work from another source without recognising and disclosing that source will be penalised.

Definitions

'**Plagiarism**' means presenting work, excerpts, ideas or passages of another author without acknowledging appropriate referencing and attribution.

'Collusion' occurs when two or more Learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence. It must be made clear to all Learners and Staff that whilst the discussion of ideas, working in groups (as directed by the CMI Approved Centre) and other forms of verbal discussion are acceptable, the sharing of a Learner's written response to an assessment is NOT acceptable. To do so, even with the best intention, leaves the Learner open to their work being used without their knowledge and could lead to allegations of collusion. Learners MUST NOT share, in any format, written thoughts, ideas or assessments which are being used for CMI qualifications.

The Use of Artificial Intelligence (AI) - CMI Assessments

The Use of Artificial Intelligence (AI) for CMI assessments

When is the use of AI permitted by CMI?

AI is permitted in assessments that explicitly allow the use of chatbots or similar AI composition software, as specified in the relevant assignment brief. **Currently, there are no CMI assessments that allow the use of chatbots or similar AI compositions.**

However, CMI recognises AI as a valuable learning tool that can be used in the following ways:

- To assist with grammar and spelling when writing.
- As a search tool to research assessment topics by mining publications in the area.
- To help structure an assessment.
- It is important to note that the use of AI should always be in accordance with the CMI assignment brief and should not be used to replace critical thinking or independent learning.

When is AI not permitted by CMI?

At CMI, we expect our Learners to produce original content that is attributed to their authorship in all assessments. While AI composition software can be a useful tool for tasks such as grammar and spelling checks or conducting research on assessment topics, **it should not be used to generate original content.** This includes CMI assessments that require reflection, analysis, evaluation, work-based projects, and presentations, and includes all Centre-devised assessments. Assessments conducted by professional discussion either in person or virtually do not allow the use of AI by the Learner. At CMI, we encourage our Learners to develop their own thinking and demonstrate their knowledge and skills through their own work by evidencing their own experience and relating theory to experience when required. This is an important aspect of the learning process.

Learner Guidelines for the use of AI software

One of the fundamental principles of assessment integrity is appropriate acknowledgement and referencing. Learners must be aware of the importance of referencing the sources they have used when producing work for a CMI assessment, and they must know how to do this accurately and consistently. This is essential for maintaining the integrity of CMI assessments and avoiding plagiarism.

Learners should not use an AI tool to generate content for a CMI assessment, however, where a learner has used sources to explore theories and/or quotes and then used these within an assessment they must be **rewritten or directly quoted within the assessment**, learners must take care to verify the sources used by the AI tool and reference them in their work. If the AI tool provides details of the sources used, these must be checked and verified by the Learner, and then referenced in the normal way, in line with CMI's Assessment Guidance Policy. If the AI tool does not provide such details, the Learner must ensure that they independently verify the AI-generated content, and then reference the sources they have used in the normal way.

Learners should be aware that failure to reference sources properly can have **serious consequences**, including accusations of plagiarism. Therefore, it is essential that CMI learners take the time to learn and apply appropriate referencing conventions, and that they seek help and guidance if they are unsure from the CMI Centre.

When Learners use AI tools as a source of information for an assessment, it is important that they acknowledge and reference the AI source appropriately. The acknowledgement/referencing should indicate the name of the AI source used and the date the content was generated. For example, if a learner uses ChatGPT 4 to explore theories

and/or quotes for a CMI assessment, they should acknowledge and reference the source as follows: *ChatGPT 4* (<https://chat.openai.com/>), accessed on 26/08/2024.

Important - The Learner must retain a copy of the question(s) that it has inputted into the AI software/website and the response that the AI system has produced for reference and authentication purposes. This should be inserted into the bibliography at the end of the assessment submission and should be in a non-editable format (such as a screenshot).

This must be submitted with the work so the Centre/CMI can review the work, the AI-generated content and how it has been used. Where this is not submitted and/or AI has not been referenced within the assessment, and the Centre/CMI suspects that the learner has used AI software, then the Centre will need to refer to its own malpractice policy for the appropriate next steps.

CMI encourages Learners to seek guidance and support on appropriate referencing conventions, both when using AI tools and when conducting independent research. This can help them to develop their skills and knowledge in this area and enhance their assessment submission. For example, it would be unacceptable to simply reference 'AI' or 'ChatGPT' without providing additional details. Similarly, when referencing web sources, learners should provide specific details of the website and webpages consulted, rather than simply stating 'Google'.

You should ensure that you are accountable for the output of your assessment and how it was produced. This means that you should be able to distinguish which ideas are your own and which are derived from other sources such as ChatGPT, and that you are not attempting to gain an unfair advantage by presenting AI-generated content as your own. When you submit assessments you will be asked to sign an authenticity form or click a button in your Learner Management System to say that the work is your own. For CMI Registered Centres using the CMI Marking Service, it is mandatory to declare that the work submitted on behalf of the Learner has been completed by the Learner and can be verified as such. Ultimately, you are responsible for the content of your assessment and how it was constructed, so it is crucial that you can confidently answer yes to these questions.

Warnings of issues when using AI

When using AI such as ChatGPT, it's important to be aware of its limitations. ChatGPT has been known to produce false or misleading information, which is also known as 'hallucination'. This means that it may generate data or references that are inaccurate or non-existent. Therefore, it is not recommended to rely solely on the information provided by ChatGPT. Instead, cross-check and verify any information with reputable sources. Additionally, when using ChatGPT to create references or citations, it is important to double-check the accuracy and legitimacy of the sources provided, to ensure that they are valid and reliable.

Using ChatGPT as a tool to assist with writing requires effort beyond simply generating content. While it can be a helpful tool, low effort may lead to low-quality output. It is important to refine the generated content, provide proper references, and fact-check any data provided by ChatGPT. This process requires diligence and attention to detail but ultimately leads to higher quality work and adherence to academic integrity standards set by CMI.

Assessment Referrals by CMI and Centres

Assessment Referrals by CMI and Centres

CMI allows Learners to submit the **original and two further submissions** should they receive a refer grade (in other words, a total of 3 submissions is permitted).

If a Learner is required to resubmit an assignment, they should **only amend those assessment criteria that have been referred**. Under no circumstances should a Learner amend the answer to an assessment criteria that has been passed as this may affect the original grade awarded.

If a Learner is resubmitting a referred assignment then the word count guidance in this policy still applies.

It is acknowledged that if a Learner is asked to enhance an answer this may result in some increase in word count. CMI and Approved Centre Assessors will make a professional judgement as to whether the increase in word count is reasonable and therefore Learners are encouraged to be concise in their response. As a guide, it is

expected that an enhanced answer would not increase the word count of the original answer for that assessment criteria by more than 50%. Where Learners enhance an answer they should use a different colour font to indicate this enhancement.

If a Learner wishes to rewrite the entire answer then the original answer should be retained within the assignment but crossed through using either a highlighting tool or the track changes facility within Microsoft Word – the new answer must adhere to the word count stated in the assignment brief and must be produced using a different colour font, BLUE for the first resubmission and RED for the second and final resubmission.

Any resubmitted work where the Learner has not used a different colour font or exceeds the word count may be returned for editing.

A 4th submission is permitted only in exceptional circumstances. Normally, if an assignment has been referred 3 times, the Learner is considered to have failed the unit and there is no opportunity to retake it. For guidance, please refer to the allocated CMI Quality Manager.

Please ensure that internal planning and learner tracking systems at the Centre allow for the possibility of referrals (for example, where work is sent back for correction and needs to be resubmitted.)

- There is a colour-coded system of feedback which is used by CMI markers. The same system is encouraged for use in all Centres that undertake their own marking to adopt:
 - The **First** submission Learner submission is in **BLACK** – CMI feedback is in **BLACK**.
 - The **Second** submission is in **BLUE** – CMI feedback is in **BLUE**.
 - The **Third** submission is in **RED** – CMI feedback is in **RED**.
- Learners are required to submit entire assessments, **not just the bits they have altered**. Partial submissions will be returned if submitted to CMI for remarking.
- Please ensure work is submitted within CMI word count guidelines. Check the word count before you mark the work. Work that is over the word count should be returned for editing to the Learner.
- If Centres identify any quality issues or suspect malpractice of any kind, contact the Centres Programme Director and the allocated CMI Quality Manager immediately to discuss.

Monitoring and Review

Monitoring and Review

This policy will be reviewed annually to ensure the appropriateness and approach are fit for purpose.