

| Approval Procedure Form  **CMI Assessment Brief & Marking Sheet Approval Procedure Form**  This form should be completed by the IV/IQA for EVERY non-standard assessment to ensure all relevant information is included before it is sent with the assessment brief and marking sheet to CMI for approval.  Prior to writing assignments and completing this form, CMI recommends that you review the support guidance provided in the Introduction section of this Procedure and carefully consider the existing standard assignment briefs and marking sheets. This will then support the Centre in designing and developing alternative assessment approaches that are fit for purpose, appropriate and consistent with the specification for the qualification .       | Centre Name: |  | | --- | --- | | Centre Number: |  | | Title of Programme: |  | | Unit Title: |  | | Assessment Writer: |  | | IQA Name: |  |  | **Included in Assessment Brief** | **Yes / No or N/A** | **IQA Comments** | **CMI Agree / Disagree** | | --- | --- | --- | --- | | Is the title of the qualification and unit(s) stated? |  |  |  | | Has the correct word count, time limit (for discussion and presentation) been specified? |  |  |  | | Are there clear issue and submission deadline dates for Learners within the assessment brief? |  |  |  | | If the assessment brief covers Assessment Criteria (ACs) within more than one unit, is there a flexible assessment mapping document provided to show overall coverage across the qualification? |  |  |  | | Is the assessment methodology clearly and unambiguously stated, for example,. written assignment/professional discussion? |  |  |  | | Is it clear and unambiguous what evidence the Centre needs to generate, for example, a professional discussion: time-stamped recording, bibliography, Learner notes, Assessor feedback with mapping to the recording? |  |  |  | | Does each task state in a clear and structured way which CMI assessment criteria (rather than Learning Outcome) it aims to meet and do the tasks allow the Learner to produce sufficient evidence to appropriately (to the required level ) meet the CMI assessment criteria including the command verb?  (Please note that Higher Education assignments at level 5 and above need to meet Learning Outcomes only) |  |  |  | | Are the relevant assessment criteria written in full (follow correct CMI assessment criteria wording and numbering) within the assessment brief or included within an appendix, so that there is complete transparency and no unambiguity as to the intended assessment criteria coverage for the Learners? |  |  |  | | If the assessment brief combines more than one assessment criteria within the same question, is it clear and unambiguous to the Learner that all of the command verbs need to be met? |  |  |  | | Are the assessment criteria for each method clearly listed using the correct command verb and is the selected method valid and appropriate for assessing those assessment criteria? |  |  |  | | Where a professional discussion is proposed, does the brief contain a clear and unambiguous pre-prepared questionnaire that:   * Will allow the Learner to meet the assessment criteria and command verbs with a timing plan? * Ensures consistency with the level of demand allowing the specified level of attainment set out in the specification to be reached by a Learner? * Avoid unnecessary burden on the Learner? |  |  |  | | Where an exam method is proposed, do the compulsory questions address all CMI assessment criteria for mapped programmes?  (Please note that Higher Education assignments at level 5 and above need to meet Learning Outcomes only) |  |  |  | | Where group work is proposed can all Learners demonstrate that they individually meet the assessment criteria for each unit?  Is separate evidence proposed to confirm individual achievement against the relevant assessment criteria? |  |  |  | | If the assignment brief and tasks have been rewritten to contextualise a particular sector or company, do all the command verbs and assessment criteria remain the same? |  |  |  | | Is the language, terminology and level clear, unambiguous, free from bias and at the appropriate level for the unit(s)?  If evidence is to be presented in another language, is there written approval from the CMI SQM or CMI HABC and is the assessment brief in another language? |  |  |  | | **Included in the marking sheet -** |  |  |  | | Does the marking sheet reflect the assessment criteria exactly and provide the opportunity for both grade decisions and feedback comments to the Learner for each assessment criteria? |  |  |  | | Where an assessment brief is covering assessment criteria in more than one unit does the marking sheet clearly and unambiguously reflect this? |  |  |  | | Where multiple pieces of evidence are to be submitted, is there a clear and structured mapping approach and can the Assessor show on the feedback sheet which evidence item has been used to meet each? |  |  |  | | Are there signature, name and date boxes for the Assessor and IV/IQA to sign? |  |  |  | | **Additional guidance requirements for flexible assessment or moderation** | **IQA comments** | | **CMI checked Yes/No** | | If a professional discussion is proposed, the Centre needs to provide an additional document to:   * Identify the audio/video arrangements. * Notes on how Learners will be identified during the discussion. * State the time stamping the recording plan to identify where/when each assessment criteria is covered. * Notes on how the professional discussion recordings will be made available for CMI moderation. |  | |  | | Where assessment evidence will be presented on the Centre’s e-portfolio/Virtual Learning Environment system, has separate guidance been provided for CMI Moderators around:   * Instructions on how a CMI moderator will access this system and how to use it? * Where the Learner evidence will be located in relation to this assessment brief? * Where Assessor feedback for this assessment brief be located? * Where IV/IQA records for this assessment brief will be located? |  | |  | | **Overall review of assessment brief, marking sheet and any additional guidance** | **IQA comments** | | **CMI checked Yes/No** | | Is the overall assessment brief, marking sheet and any additional guidance fit for purpose, appropriate and consistent with the specification for the qualification? |  | |  |   If 'No' is stated for any of the above, the IQA needs to state any remedial action needed by the Assessor  before the assessment is sent to CMI for approval.   | Feedback to the assessment writer from IQA, and any remedial action needed: | | --- |   Once remedial action has been completed, the Assessor and IQA must sign to confirm that the assessment  is 'fit for purpose' , appropriate and consistent with the specification for the qualification and is ready for approval by CMI.   | Centre Assessment Writer Signature: | Date: | | --- | --- | | Centre IQA Signature: | Date: |  | CMI Assessment Checking Specialist  Where disagreed comment below: | Agreed / Disagreed: | | --- | --- | | CMI Assessment Checking Specialist Signature: | Date: |   Once this brief and marking sheet has been agreed by a CMI Assessment Checking Specialist, the  Centre must:   * Upload this completed and approved form to section 7.1 of the HUB. * Include this completed and approved form in each moderation batch upload in the Assessment   Brief upload area.  Once this brief and marking sheet is approved by CMI, it is valid for the lifespan for the CMI unit(s).  If the unit is changed, or the brief and/or marking sheet is altered by the Centre then it will need to be  re-submitted for checking.  **Remember that a Statement of Authenticity is required for each Learner submission for every unit.** |
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