

### History

Date	Amendments made
March 2024   V3.1	The following command verb and definition were added: <ul style="list-style-type: none"> <li>● Devise</li> <li>● Critically Examine</li> </ul>
July 2022   V3	The following command verbs and definitions were added: <ul style="list-style-type: none"> <li>● Articulate</li> <li>● Complete</li> <li>● Conceptualise</li> <li>● Construct</li> <li>● Deliver</li> <li>● Demonstrate</li> <li>● Explore</li> <li>● Present</li> <li>● Critically Appraise</li> <li>● Critically Assess</li> <li>● Critically Analyse</li> <li>● Critically Discuss</li> <li>● Critically Evaluate</li> <li>● Critically Reflect</li> <li>● Plan</li> </ul>

### Distribution

#### Distribution List

- CMI Quality Managers
- CMI Lead Moderators
- CMI Moderators, Markers, Mappers
- Partner Relationship Managers
- Customer Service Team
- CMI Centres
- This document will be published on the CMI website & MyCMI

### Purpose

The aim of this document is to give a definition of the command verbs used in the CMI qualifications, to guide both Learners and Centres. Some words can be used at different levels of our qualifications but as you move up the levels, the depth and breadth of answers/responses required increases.

## Command Verb Definition

Command Verb	Definition
<b>Analyse</b>	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
<b>Appraise</b>	Assess, and estimate the worth, value, quality, and performance. Consider carefully to form an opinion.
<b>Articulate</b>	Express or clearly state your understanding of the topic.
<b>Assess</b>	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
<b>Comment</b>	Identify and write about the main issues, express an opinion, giving a reaction to what has been read/observed.
<b>Compare</b>	Review the subject(s) in detail – looking at similarities and differences.
<b>Complete</b>	Ensure something is finished with all of its parts.
<b>Conceptualise</b>	Create a diagram, model, chart or graphic with annotations, providing a holistic overview of the process.
<b>Conduct</b>	Organise and perform a particular activity
<b>Construct</b>	To create or build something original
<b>Consider</b>	Take (something) into account (for example, different ideas, perspectives, theories, evidence) when making a judgement
<b>Create</b>	Originate or produce a solution to a problem.
<b>Critically Appraise</b>	As with appraise, a systematic process used to identify the strengths and weaknesses of information in order to assess the usefulness and validity.
<b>Critically Assess</b>	As with assess, but emphasising on judgments made about arguments by others, and about what is being assessed from a different perspective. Making a reasoned argument, based on judgments. Criticality requires the consideration of the validity of sources used.  Critical assessment not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
<b>Critically Analyse</b>	As with analyse, but questioning and testing the strength of a person and/or others' analyses from different perspectives. Using the process of analysis to make an objective and reasoned argument. Criticality requires the consideration of the validity of sources used.  Critical analysis not only considers the evidence above but also the strength of the

	evidence based on the validity of the method of evidence compilation.
<b>Critically Discuss</b>	As with discuss, but evaluating the pros and cons of the subject in hand critically. Discussing all the aspects and dimensions of the topic in hand. Discussing the effects and impacts of the topic.  Critical discussion not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
<b>Critically Evaluate</b>	As with evaluate, but considering the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.  Critical evaluation not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
<b>Critically Examine</b>	As with examine, but provides the opportunity to conduct a thorough examination involving carefully analysing and evaluating a subject/topic to understand its underlying assumptions, logic, and implications to clearly establish a need. It combines both analytical and creative thinking, allowing a deeper understanding and informed judgement and exploration of a process or alternatives. Critical examination aims to promote deeper understanding and informed judgement.  Critical examination not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
<b>Critically Reflect</b>	As with reflect, but identifying, questioning, and assessing deeply-held beliefs and assumptions about a topic, the way in which we perceive events and issues, beliefs, feelings, and actions.
<b>Critically</b>	Typically used to qualify verbs such as evaluate, assess, appraise, analyse and reflect. Give in-depth insight, opinion, debate, and verdict based on a wide variety of sources, theories, and research which may agree and contradict an argument.
<b>Critique</b>	A detailed analysis and assessment of something, especially a literary, philosophical, or political theory.
<b>Define</b>	Show or state clearly and accurately.
<b>Describe</b>	Provide an extended range of detailed factual information about the topic or item in a logical way.
<b>Deliver</b>	Ensure something is conveyed or done with stakeholders/clients.
<b>Demonstrate</b>	Complete a task or activity, showing an understanding of facts, procedures and ideas of a topic and competence through action or activity.
<b>Determine</b>	Settle/conclude an argument/question as a result of an investigation or by referring to an authority.
<b>Develop</b>	Elaborate, expand or progress an idea from a starting point, building upon given information.
<b>Devise</b>	Invent a system, solution or procedure from new/existing principles/ideas

<b>Differentiate</b>	Recognise or ascertain a difference to identify what makes something different.
<b>Discuss</b>	Give a detailed account including a range of views or opinions, which include contrasting perspectives.
<b>Distinguish</b>	Draw or make a distinction between
<b>Draw</b>	Present a conclusion or decision about what is likely to happen based on facts.
<b>Establish</b>	Discover, prove or show something to be true or valid by determining the facts.
<b>Evaluate</b>	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
<b>Examine</b>	Inspect (something) thoroughly in order to determine its nature or condition.
<b>Explain</b>	Make something clear to someone by describing or revealing relevant information in more detail.
<b>Explore</b>	Go through the topic/issue thoroughly looking at all areas that affect the topic/issue.
<b>Formulate</b>	To devise or develop an idea or concept in a concise and systematic way.
<b>Identify</b>	Ascertain the origin, nature or definitive characteristics of something.
<b>Interpet</b>	To clarify/explain the meaning of something
<b>Investigate</b>	Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc) so as to establish the truth.
<b>Justify</b>	Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
<b>Outline</b>	Provide a general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
<b>Plan</b>	Make a plan, for example, a change plan or a project plan, before starting activities to achieve an aim.
<b>Prepare</b>	To make or develop something ready which will happen in the future
<b>Present</b>	To make clear to an audience of stakeholders the outcomes of a learner's studies/findings
<b>Produce</b>	To make, create or form something. Put together, assemble. leads to an outcome/result.
<b>Profile</b>	An outline giving a description of a role or organisation
<b>Recommend</b>	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
<b>Reflect</b>	Consciously contemplate, appraise or give balanced consideration to an action or issue.

<b>Research</b>	A detailed study or investigation of a subject in order to establish facts and reach new conclusions.
<b>Review</b>	To examine, survey, or reconsider a subject, theory or item.
<b>Specify</b>	Identify or state a fact or requirement clearly and precisely in detail.
<b>Summarise</b>	Sum up or give a brief account of relevant information in your own words.
<b>Use</b>	The action of using something for a particular purpose.