



## CMI Development of Assessment Policy – Ref: AB/POL/0022/Jul18/V02

### **Purpose**

The purpose of this policy is to set out CMI's approach to the development of assessments for its own qualifications.

### **Introduction**

Regulations requires CMI:

E4.1 - In designing an assessment for a qualification which it makes available, or proposes to make available, an awarding organisation must ensure that it has or obtains adequate resources to enable the assessment to be delivered effectively and efficiently.

E4.2 - In designing such an assessment, an awarding organisation must in addition ensure that the assessment:

- (a) is fit for purpose
- (b) can be delivered efficiently
- (c) allows Centres to develop cost effective arrangements for its delivery, using only the resources which would be reasonably expected to be required or which are provided by the awarding organisation
- (d) permits reasonable adjustments to be made, while minimising the need for them
- (e) allows each Learner to generate evidence which can be authenticated
- (f) allows each specified level of attainment detailed in the specification to be reached by a Learner who has attained the required level of knowledge, skills and understanding
- (g) allows Assessors to be able to differentiate accurately and consistently between a range of attainments by Learners.

### **Definitions**

See Assessment principles.

### **Scope**

This policy applies to developers of assessment tools and CMI staff whose role involves the development and maintenance of assessments.

### **Responsibility**

Head of Awarding Body and Compliance has overall responsibility for ensuring that this policy is implemented.

### **Policy and Implementation**

#### **Development of assessment tools**

The development of all assessment tools will be led by CMI staff in liaison with Development Consultants who possess the relevant technical and assessment expertise. Those contracted to undertake any work on behalf of CMI must

agree to provide services in accordance with the Contract issued by CMI that will detail roles, responsibilities and expected outcomes and timescales.

### **Assessment principles**

CMI has identified the following principles which underpin all assessments and which are considered during the development and delivery of assessment tools:

- Validity ensures assessment measures what it claims to measure, the evidence match the competences, the skills, knowledge and expertise that are being demonstrated by the Learner at the appropriate level
- Reliability refers to the accuracy with which an assessment is measured. A reliable assessment consistently gives the same results under similar conditions ensuring different assessors place a similar value and make similar judgments when confronted with the same evidence
- A fair assessment, in addition to being valid and reliable, provides equal opportunity for trainees in line with equality legislation
- Quality is a key principle in ensuring the credibility and status of CMI accreditation
- Sufficiency is the amount of evidence to cover the required criteria
- Authenticity refers to the ownership of the evidence. Assessors need to be confident that the work submitted really is the result of individual Learners' own effort and expertise
- Currency refers to the date of the evidence. Assessors must be sure that the evidence submitted by the Learner is recent enough to be considered a measure of the current levels of competence
- Security of assessment must be adhered to at all times.

All assessment tools will be judged against these principles and feedback gathered through their implementation.

- **Assessment and supporting Learners - See current Centre Handbook**
- **Internal verification of CMI qualifications - See current Centre Handbook**
- **CMI standardisation - See current Centre Handbook**
- **CMI moderation - See current Centre Handbook**
- **External assessment/marking (by CMI) - See current Centre Handbook**