

History

Date	Amendments made
September 2021 V03	SQA principles update
July 2018 V02	Additional assessment guidance added.

Distribution

Distribution List

- All Quality Managers
- All Lead Moderators
- New Partner Relationship Manager
- Customer Service team
- Assessment and Support Coordinator
- HE Partnership Support Executive
- Digital Delivery
- Quality Auditor
- CMI Centres
- This policy will be published on the CMI website

Purpose

Document Purpose

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

Introduction

Document 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.

The policy also meets the requirements of the SQA Accreditation Regulatory Principles (2021):

Principle 10. The awarding body must ensure that its systems and processes for the identification, design, development, implementation and review of qualifications and assessments are fit for purpose

The awarding body is responsible for demonstrating:

- the need or demand for a qualification
- the methodology by which the qualification is assessed
- how the qualification is quality assured
- how consistently the assessment performs over time In addition to the above, and more specifically, where the awarding body has designed its own qualifications and assessments, the awarding body is responsible for demonstrating:

- who the qualification or assessment is designed for
- the intended purpose and use of the qualification
- what the assessment needs to measure
- how the assessment will be measured
- how well the assessment measures what it is intended to measure
- evidence of the assessment's validity, reliability and comparability
- that the assessment does not measure unintended attributes
- that the assessment is inclusive, free from bias and discrimination
- the expertise of staff involved in qualification and assessment design

Principle 12. The awarding body and its providers must ensure that they have the necessary arrangements and resources required to manage and administer qualification delivery and assessment

The awarding body is responsible for:

- the currency of centre agreements and how these are embedded within the organisation
- use of remote systems and online platforms that support delivery and assessment, including third party systems
- the locations of assessments and how effectively both delivery and assessment are managed across locations
- resources (including the roles, responsibilities and requirements of the staff involved in administration, delivery and assessment)
- the type, amount and standard of assessment evidence to be produced
- how assessment strategies and methodologies will be implemented, managed and reviewed over time setting and reviewing assessment items/examinations
- how effectively and consistently standards/assessments perform over time
- arrangements for providers to deal with recognition of prior learning and achievement (if applicable)
- aspects of delivery devolved to providers, such as reasonable adjustments, special considerations and direct claims status (if applicable)

Definition

Definitions

Please see Assessment principles.

Scope

Scope

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

Responsibility

Responsibility

The 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/markings (by CMI) - See current Centre Handbook**

