

Examples of Chartered Management Institute command verbs in level 5 qualifications

Your level 5 qualification assignments are marked using chartered Management Institute standards. These are the learning outcome and assessment criterion.

All the learning outcomes and assessment criterion must be met in full and at the right level.

It is important that you check your answers to your assignment questions against the assessment criterion to check that you have answered the question fully.

In particular, you must pay attention to the command word in each assessment criteria as this indicates the depth and breadth that must be included in your answer.

They indicate what approach should be taken to the subject matter and information studied for example description versus evaluation.

Command verbs appear in assessment tasks and can also be called instructional, operational or task words.

They will normally be the 1st word that appears in the assessment criterion.

For example

learning outcome	assessment criteria	command word
Be able to identify stakeholders and their requirements	1.1 Determine organisational stakeholders and their expectations	Determine
	1.2 Discuss methods of meeting stakeholder expectations or requirements	Discuss
	1.3 Evaluate methods of communicating stakeholders' requirements with team members	Evaluate
	1.4 Explain processes for updating information on stakeholder requirements	Explain

Examples of command words meanings are as follows:

Command verb	Explanation and expectations
Analyse	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 should support the analysis.
Assess	provide a reasoned judgement or rationale of the standard, quality, value or importance of something informed by relevant facts.
Compare	Review the subjects in detail – looking at similarities and differences
Define	Show or state clearly and accurately
Describe	Provide an extended range of detailed factual information about the topic or item in a logical way
Determine	Find out, decide, eg what is relevant. To find a solution by following a set of procedures or to obtain a numerical value by carrying out a series of calculations
Discuss	Give a detailed account including a range of views or opinions which includes contrasting perspectives/points of view
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences and then judge the evidence from different perspectives/points of view and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation.
Examine	Inspect/scrutinise thoroughly in order to determine its nature or condition. Investigate closely.
Identify	Ascertain the origin, nature or definitive characteristics of the subject under study.
Justify	Provide a rationale for actions and or decisions. The rationale should be underpinned by research, academic theory, data analysis or experience
Explain	Make it clear to somebody by describing or revealing relevant information in more detail. Give an account of purpose or reasons
Review	Study information, methods, outcomes, conclusions, after the event, deciding what was effective or not