

Examples of Chartered Management Institute command verbs in level 7 qualifications

Your level 7 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 words
Be able to monitor and review management information	4.1 Critically review methods of evaluating management information within an organisation	Critically Review
	4.2 Evaluate methods of developing information capture to inform and support strategic decision making	Evaluate
	4.3 Discuss processes for analysing impact of information on strategic decisions made	Discuss

Examples of command words meanings are as follows:

Command Verb	Explanation
<p>Analyse</p> <p>Critique</p>	<p>Break the subject or complex situations 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.</p> <p>Separate information into components and identify their characteristics.</p> <p>Identify separate factors, say how they are related and how each one contributes to the topic.</p>
<p>Apply</p>	<p>To make use of in a relevant, suitable, or pertinent manner</p> <p>To demonstrate potential application of a tool/technique etc., with clear justification as to suitability and relevance.</p>
<p>Assess</p>	<p>Give careful consideration to all the factors or events that apply and identify which are the most important or relevant.</p> <p>Offer a reasoned judgement of the standard/quality of situation/subject informed by relevant facts.</p>
<p>Consider</p>	<p>Ponder, contemplate or study in order to make a decision</p>
<p>Conduct</p>	<p>Undertake an activity in a relevant suitable manner or direct activities of others in a suitable of relevant manner.</p>
<p>Demonstrate</p>	<p>Prove both knowledge and understanding through practical application either by producing artefacts or clear scenarios/examples demonstrating application in practice.</p> <p>Provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills/application.</p>
<p>Determine</p>	<p>Find out, decide, e.g. what is relevant/correct/appropriate</p> <p>Decide, come to a decision as a result of investigation or reasoning</p> <p>To find a solution by following a set of procedures or to obtain a numerical value by carrying out a series of calculations</p> <p>Ascertain or establish exactly by research or calculation</p>

<p>Develop</p> <p>Create</p> <p>Devise</p> <p>Produce</p>	<p>Create something such as a plan, proposal, outline, system, procedure etc explaining how or why or describe what it should look like.</p> <p>Create a plan, proposal or outline to illustrate a straightforward concept or idea</p> <p>To bring into existence: make out of nothing and for the first time</p> <p>Plan and presentation of ideas to show the layout/function/workings/object/system/process</p> <p>To originate, eg to produce a solution to a problem</p>
<p>Discuss</p>	<p>Give a detailed account including a range of views or opinions which includes contrasting perspectives.</p> <p>Give an account that addresses a range of ideas and arguments</p>
<p>Evaluate</p>	<p>Make a qualitative judgement taking into account different factors and using available knowledge, experience, and/or evidence.</p> <p>Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment. Apply models or theories to support the evaluation where possible.</p> <p>Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements</p>
<p>Examine</p> <p>Critique</p>	<p>Inspect (something) thoroughly in order to determine its nature or condition</p> <p>Examine is about exploring a topic in some detail (identifying positive and negative features of the topic) without necessarily drawing conclusions and making judgements. An examination could be used to inform decision making; in itself it will probably not be conclusive. The degree of detail and the context in which the examination takes place will determine level.</p>
<p>Explain</p>	<p>Make plain, interpret or account for, enlighten, give reasons and examples for</p> <p>Present complex, possibly contradictory information evidencing comprehension and knowledge and application of relevant principles and communicate this effectively</p>
<p>Identify</p>	<p>Involves some selection of subject matter from a larger set or context.</p>

	Selectively identify valid and relevant information from a range of sources
Justify	Support recommendation, arguments, conclusions etc., with valid reasons for and against Support complex lines of arguments with relevant information and sources
Relate	To establish or demonstrate a connection between two or more items e.g. process, models, concepts, facts, events etc. To identify links or logical associations detailing features, effectiveness, outcomes etc
Review Critically Review Critique	Revisit and consider the merit of something analysing the positive and negative aspects. Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not. Revisit, judge the merit of and make recommendations for change.

