



# Assessment Procedure

---

## Contents

1. Associated Policy.....	2
2. Scope.....	2
3. Procedures .....	2
3.1 Design and plan assessments.....	2
3.2 Conduct and review assessment.....	4
3.3 Graded assessment.....	6
3.4 Conflict of interest .....	7
3.5 Assessment appeals .....	8
4. Supporting Documents .....	8
4.1 Legislation/Regulation .....	8
4.2 Policy and Procedures .....	9
4.3 Documents .....	9
5. Definitions.....	9

## 1. Associated Policy

This Assessment Procedure has been developed in conjunction with the [Assessment Policy](#) and **RPL Procedure**.

## 2. Scope

Where this procedure refers to CIT, it includes CIT Solutions.

This procedure applies to:

- all nationally accredited training products listed on the CIT scope of registration
- all assessments conducted by CIT or on behalf of CIT by a third party except for non-VET delivery
- all assessment tools and instruments
- assessment conducted as part of recognition of prior learning (RPL).

## 3. Procedures

Competency-based assessment is the process of collecting evidence and making judgements about whether a person can demonstrate the consistent application of knowledge and skills to the standard of performance required in the workplace.

### 3.1 Design and plan assessments

Step	Action	Responsibility
1	<p>Identify if there is an existing Training and Assessment Strategy (TAS) including:</p> <ul style="list-style-type: none"> <li>• TAS summary (TAS template)</li> <li>• Trainer Skills Matrices (TSM)</li> <li>• assessment tools, instruments and learning materials developed for each unit of competency</li> <li>• CIT Timetable</li> <li>• CIT Subject Guide</li> </ul> <p><b>YES – proceed to Step 2</b></p> <p><b>NO – complete a new TAS for approval by College Director and Academic Council (refer: <i>TAS Development Policy</i>, <i>TAS Development Procedure</i> and <i>TAS Review and Approval Procedure</i>)</b></p>	Head of Department
2	<p>In consultation with a Program Services Education Advisor, review the appropriateness of the assessment methodology in the TAS by:</p> <ul style="list-style-type: none"> <li>• cross-referencing to all mandatory requirements for the nationally accredited training product</li> <li>• reviewing current industry needs and workplace practices</li> <li>• selecting electives suitable for industry needs</li> <li>• clarifying the student cohort and their characteristics</li> </ul>	Head of Department Educator with subject matter expertise (SME)



Step	Action	Responsibility
	<ul style="list-style-type: none"> <li>analysing the outline of the nationally accredited training product and determining clustering options and the appropriate assessment instruments to be used.</li> </ul>	
3	<p>In consultation with a Program Services Education Advisor, design and write the assessments to cover all requirements of the nationally accredited training product including:</p> <ul style="list-style-type: none"> <li>elements and performance criteria</li> <li>foundation skills</li> <li>performance evidence</li> <li>knowledge evidence and assessment conditions.</li> </ul> <p>Use consistent naming and numbering conventions throughout the full suite of assessment tools.</p> <p>Assessments must also comply with the Principles of Assessment and Rules of Evidence.</p> <p>Use plain English, free of jargon and ensure the assessment meets universal design principles.</p> <p>Complete full suite of assessment tools using CIT approved templates including:</p> <ul style="list-style-type: none"> <li>mapping</li> <li>student instructions</li> <li>educator/teacher guide</li> <li>subject guides.</li> </ul>	Head of Department SME
4	<p>Conduct a pre-delivery assessment review for all assessments, whether written, purchased or obtained from other sources, prior to delivery to the first student cohort to ensure they meet:</p> <ul style="list-style-type: none"> <li>all requirements of nationally accredited training</li> <li>all regulatory requirements</li> <li>the Principles of Assessment</li> <li>the Rules of Evidence</li> <li>the dimensions of competency.</li> </ul> <p>Attach all assessment tools to the pre-delivery assessment review documentation. Include pre-delivery assessment review form with the scope package to Education Quality.</p> <p>Refer: <b>Assessment Validation Policy</b> and <b>Assessment Validation Procedure</b></p>	Head of Department SME Educator Education Advisor

Step	Action	Responsibility
5	<p>Confirm with relevant educators the information for students addresses:</p> <ul style="list-style-type: none"> <li>the context and purpose of the assessment</li> <li>the conditions for assessment</li> <li>pre-assessment information</li> <li>the assessment process.</li> </ul> <p>Ensure course learning material is available for distribution at the commencement of a course.</p>	Head of Department
6	<p>Ensure all resources are available for assessment. This includes:</p> <ul style="list-style-type: none"> <li>facilities</li> <li>equipment, tools and materials</li> <li>electronic and/or paper-based assessment documentation.</li> </ul>	Head of Department
7	<p>Ensure no changes to assessments in an eLearn class (CRN) or once the assessment has been distributed to the student in another format. Changes and/or updates are only to be made in the eLearn master course after approval.</p> <p>Refer: <b>Assessment Validation Policy</b> and <b>Assessment Validation Procedure</b></p>	Head of Department

### 3.2 Conduct and review assessment

Step	Action	Responsibility
1	<p>Provide the students with a subject guide before or on commencement of training including:</p> <ul style="list-style-type: none"> <li>the assessment requirements and assessment strategy</li> <li>information if assessment is predominately conducted in the workplace</li> <li>the process for making second or more attempts by re-sits or re-submissions</li> <li>assessment processes where extenuating circumstances (health, family, work, police, counsellor's advice, etc) lead to the student missing an assessment event or assessment due date</li> <li>processes for making an application for special consideration or extension of time to complete an assessment</li> <li>assessment appeals processes</li> <li>academic integrity and misconduct.</li> </ul>	Educator with subject matter expertise (SME)
2	<p>Advise eligible students to register with Disability Education Advisor or contact Student Support.</p>	Educator

Step	Action	Responsibility
	<p>Ensure that the reasonable adjustment outlined in the educator/teacher guide meets the needs of the students without changing the inherent requirements of the unit.</p> <p>Refer: <b><i>Student Support Policy</i></b> and <b><i>Student Support Procedure</i></b></p>	
3	<p>Conduct assessment activity as per the TAS, information provided through any marketing material, subject guide, student instructions, teacher guide and assessment method contained in the assessment tools. Assessment methods may include:</p> <ul style="list-style-type: none"> <li>• questioning</li> <li>• direct observation</li> <li>• structured activities</li> <li>• portfolio</li> <li>• third party reports.</li> </ul>	Educator
4	<p>Apply any reasonable adjustment strategies required to meet student needs and record this in the assessment tool.</p>	Educator
5	<p>For assessments requiring direct observation, including where assessment is part of student industry placement or approved workplace assessment, provide sufficient detail in the observation checklist, using descriptors of observable behaviours) to support the competency judgement.</p> <p>Refer: <b><i>Observation Practical Assessment Cover Sheet &amp; Template</i></b> <b><i>Student Industry Placement Procedure</i></b></p>	Educator
6	<p>Only accept submitted assessments that are accompanied by a Student Declaration using one of the following methods:</p> <ul style="list-style-type: none"> <li>• the form provided with the assessment</li> <li>• via a recognised email address</li> <li>• by acknowledgment through an online submission.</li> </ul>	Educator
7	<p>Review written assessments for any evidence of cheating, plagiarism or misuse of generative artificial intelligence (AI), not identified in the student assessment instructions tools. Manage any suspected cheating, plagiarism or use of AI using the <b><i>Academic Integrity and Misconduct Policy</i></b> and <b><i>Student Conduct Policy</i></b>.</p>	Educator
8	<p>Review completed assessment evidence against assessment criteria in the Educator/Teacher Guide to determine competency.</p>	Educator

Step	Action	Responsibility
9	<p>Assess competency, conduct a quality review with a peer if necessary, record the assessment outcome, and provide feedback to the student through the appropriate method for paper-based and/or online submissions within ten (10) working days of the assessment due date.</p> <p><i>Note: all written feedback provided to the student must be done through formal CIT communication tools, preferably through eLearn.</i></p>	Educator
10	<p>Record the final unit result for each student in the Student Management System (SMS) within two (2) working days after the assessment outcome has been finalised and quality reviewed.</p> <p>Final unit results should be entered into the SMS within fifteen (15) working days of the unit's completion date to ensure they are accessible to students. This timeline includes ten (10) working days for assessment, three (3) working days for quality review and two (2) working days for entering the final results into the SMS.</p> <p>For international students, result entries must align with graduation dates.</p> <p>If the final quality assessment review shows evidence of academic misconduct after the fact, the student is to be contacted and offered academic advice. The satisfactory result can be removed until further investigating (refer: <b>Academic Integrity and Misconduct Policy and Procedure</b>)</p>	Educator
11	Retain all assessment evidence for use in validation and for audit purposes and where required by policy, legislation, or regulation (refer: <b>Records Management Policy</b> .)	Head of Department Educator
12	<p>Participate in scheduled validation of assessment as per CIT policies and procedures where required.</p> <p>Refer: <b>Assessment Validation Policy</b> and <b>Assessment Validation Procedure</b></p>	Educator Head of Department - College Head of Department Education Quality

### 3.3 Graded assessment

Step	Action	Responsibility
1	Where the Academic Council approves the use of graded assessment, ensure that evidence of competency is gathered and determined before the grade is allocated.	Educator with subject matter expertise (SME)

Step	Action	Responsibility
2	<p>Ensure the use of graded assessment is only available for qualifications at AQF level 5 or above where there is evidence that:</p> <ul style="list-style-type: none"> <li>industry uses evidence of assessment performance in employment selection processes and requests CIT to provide such evidence</li> <li>grading is important for a major piece or capstone assessment task</li> <li>a graded result is required by a higher education qualification, an ELICOS course or a higher education articulation agreement that specifies a graded subject</li> <li>grading was approved during course development and was implemented on the SMS with the correct grading mode.</li> </ul> <p>Ensure where permission is granted to use the graded marking scheme, all appropriate units in the course are marked using that scheme.</p> <p>Refer: <b>Resulting Policy</b></p>	College Director
3	During the development of the training product ensure there is an assessment rubric established for graded subjects to cover all the unit of competency requirements.	Head of Department
4	<p>Assess the students work, using the following:</p> <ul style="list-style-type: none"> <li>determine the grade using the assessment rubric against criteria and descriptors</li> <li>competency will be established at the pass grade</li> <li>a higher grade may be awarded where the students has achieved a level of skill and knowledge that exceeds the competence in all the criteria on the first submission</li> <li>where a student has been given the opportunity to resubmit, they can only receive a pass grade.</li> </ul>	Educator

### 3.4 Conflict of interest

Step	Action	Responsibility
1	<p>Ensure there is no actual, perceived or potential conflict of interest in assessment processes and performing their role with impartiality.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>assessing a family member, relative or close friend</li> </ul>	Educator with subject matter expertise (SME)

Step	Action	Responsibility
	<ul style="list-style-type: none"> <li>assessing a colleague or business associate, particularly if the outcome of the assessment can be used to gain employment, promotion, pay increases or other benefits</li> <li>assessing another staff member, particularly where a supervisor or subordinate relationship exists</li> <li>assessing someone where there may be a conflict situation</li> <li>assessing oneself.</li> </ul>	
2	If any conflict of interest is identified, discuss the situation with the Head of Department as soon as possible.	Educator
3	<p>If it is determined there is a conflict of interest, adopt one of the following strategies to ensure the assessment is marked fairly and without bias:</p> <ul style="list-style-type: none"> <li>appoint a second assessor to validate the assessment judgement</li> <li>appoint another assessor to independently assess the assessments</li> <li>appoint a subject matter expert and a qualified assessor from Education Quality or Program Services to make the assessment judgment</li> <li>appoint an external assessor (this could attract an additional cost).</li> </ul>	Head of Department

### 3.5 Assessment appeals

Step	Action	Responsibility
1	If the student disagrees with the assessment outcome, consult the <b>Assessment Appeals Policy</b> for conditions available for reassessment and determine whether to provide a reassessment of the outcome by another assessor.	Head of Department
2	If agreement is reached to conduct reassessment, have the reassessment completed, record the outcome and provide feedback to the student.	Alternative Assessor
3	Where a student appeals against an official assessment result, refer the student to the <b>Academic Appeals Policy</b> and <b>Procedure</b> .	Head of Department

## 4. Supporting Documents

### 4.1 Legislation/Regulation

- Standards for RTOs





- [ACT Quality Framework](#)
- [Territory Records \(Records Disposal Schedule - Student Management Records\)](#)

## 4.2 Policy and Procedures

- [Assessment Procedure](#)
- [Academic Advice and Issuance Certification Policy](#)
- [Academic Integrity and Misconduct Policy](#)
- [Assessment Validation Policy](#)
- [Student and Community Members Complaint Policy](#)
- [Student and Community Members Complaint Procedure](#)
- [Educator Currency and Competency Policy](#)
- [Industry and Community Engagement \(Training and Assessment\) Procedure](#)
- [Privacy Policy](#)
- [Recognition of Prior Learning Procedure](#)
- [Records Management Policy](#)
- [Student Industry Placement Procedure](#)
- [Training and Assessment Strategies Development Policy](#)
- [Training and Assessment Strategies Development Procedure](#)
- [Training and Assessment Strategies Review and Approval Procedure](#)
- [Training and Assessment Policy](#)

## 4.3 Documents

- CIT Course Validation Schedule
- [ASQA Guide to assessment tools](#)
- Assessment Quality Review Template
- [Student Information Guide](#)
- Interview Assessment Cover Sheet and Template
- Observation Practical Assessment Cover Sheet and Template
- Portfolio Assessment Cover Sheet and Template
- Third Party Evidence Report Template
- Written Assessment Cover Sheet and Template

## 5. Definitions

All terminology used in this procedure is consistent with definitions in the [CIT Policy Glossary](#). The following additional definitions apply to this policy.

<b>Assessment instrument</b>	Documentation developed by an assessor to capture evidence of competence including questions, activities, observation checklists, templates and proformas.
<b>Assessment quality review</b>	Assessment quality reviews are part of CIT's quality evaluation process. Assessment quality reviews examine assessment tools to ensure they are fit for purpose, meet the unit of competency, reflect the TAS and have suitably trained educators delivering and assessing.

<b>Assessment tools</b>	Combine the assessment instrument with the instructions for students and assessors and will include context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered and the evidence criteria used to judge the quality of performance.
<b>Competency</b>	The consistent application of knowledge and skills to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
<b>Pre-delivery assessment review</b>	<p>Also known as pre-delivery validation.</p> <p>Assessment tools are reviewed prior to use to ensure assessments can be conducted consistent with the principles of assessment and rules of evidence, including</p> <ul style="list-style-type: none"> <li>• the Training Product and</li> <li>• legislative, regulatory and licensing obligations.</li> </ul> <p>The outcome of the review informs changes to the assessment tools.</p> <p>CIT will review all assessment resources including new and re-developed training products, whether purchased or designed internally, pre-delivery using <b>Pre-delivery assessment review form</b> for:</p> <ul style="list-style-type: none"> <li>• new TAS documents, for the delivery of new courses, including additions to the Scope of Registration</li> <li>• new TAS documents where courses are transitioning to new qualifications and: <ul style="list-style-type: none"> <li>○ all non-equivalent units will need to be redeveloped and then validated</li> <li>○ new courses including where courses are transitioning to new qualifications, and new units, while deemed equivalent, may have changes to assessment conditions</li> </ul> </li> <li>• existing assessment tools modified through a review process</li> <li>• new assessment tools developed internally</li> <li>• assessment resources acquired or purchased from a third party including from other TAFE institutes.</li> </ul> <p>Refer: <b><i>Assessment Validation Policy and Assessment Validation Procedure</i></b></p>
<b>Validation</b>	Validation is a quality review process for completed assessments that confirms the assessment system can consistently produce valid assessment judgements. Validation involves reviewing that the assessment tools produce valid, reliable, sufficient, current, and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met.