Canberra Institute of Technology
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Assessment Procedure

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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	Identify if there is an existing Training and Assessment Strategy (TAS) including: • TAS summary (TAS template) • Trainer Skills Matrices (TSM) • Assessment tools, instruments and learning materials developed for each unit of competency • CIT Timetable • CIT Subject Guide **YES – proceed to Step 2** **NO – complete a new TAS for approval by College Director and Academic Council (**refer: ***TAS Development Policy***, ***TAS Development Procedure*** and ***TAS Review and Approval Procedure*****)**	Head of Department
2	In consultation with a Program Services Education Advisor, review the appropriateness of the assessment methodology in the TAS by: • cross-referencing to all mandatory requirements for the nationally	Head of Department Educator with subject matter expertise (SME)

Step	Action	Responsibility
	accredited training product • reviewing current industry needs and workplace practices • selecting electives suitable for industry needs • clarifying the student cohort and their characteristics • analysing the outline of the nationally accredited training product and determining clustering options and the appropriate assessment instruments to be used.	
3	In consultation with a Program Services Education Advisor, design and write the assessments to cover all the requirements of the nationally accredited training product including: • elements and performance criteria • foundation skills • performance evidence • knowledge evidence and assessment conditions. Use consistent naming and numbering conventions throughout the full suite of assessment tools. Complete full suite of assessment tools using CIT approved templates including • mapping • Student instructions • educator/teacher guide • subject guides.	Head of Department Educator (SME)
4	Conduct a pre-delivery validation review for all assessments, whether written, purchased or obtained from other sources, prior to delivery to the first student cohort to ensure they meet: • all requirements of nationally accredited training • all regulatory requirements • the Principles of Assessment • the Rules of Evidence.	Head of Department Educator (SME) Education Advisor

Step	Action	Responsibility
	Attach all assessment tools to the quality review documentation. Refer: ***Assessment Validation Policy*** and ***Assessment Validation Procedure***	
5	Confirm with relevant educators the information for students addresses: • the context and purpose of the assessment • the conditions for assessment • pre-assessment information • the assessment process. Ensure course learning material is available before distribution at the commencement of a course.	Head of Department
4	Ensure all resources are available for assessment. This includes: • facilities • equipment, tools and materials • electronic and/or paper-based assessment documentation.	Head of Department
5	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.	Head of Department

3.2 Conduct and review assessment

Step	Action	Responsibility
1	Provide the students with a subject guide before or on commencement of training including: • the assessment requirements and assessment strategy • information if assessment is predominately conducted in the workplace • the process for making second or more attempts by re-sits or re-submissions • 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 • processes for making an application for special consideration or extension of time to complete an assessment • assessment appeals processes.	Educator (SME)

Step	Action	Responsibility
2	Advise eligible students to register with Disability Education Advisor or contact Student Support. 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. ***Student Support Policy*** and ***Student Support Procedure***	Educator (SME)
3	Ensure the assessment meets universal design principles.	Senior Educator (SME) and Education Advisor
4	Conduct assessment activity as per the TAS, information provided through any marketing material, subject guide, student instructions, educator/teacher guide and assessment method contained in the assessment tools. Assessment methods may include: • questioning • direct observation • structured activities • portfolio • third party reports.	Educator (SME)
5	Apply any reasonable adjustment strategies required to meet student needs and record this in the assessment tool.	Educator (SME)
6	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. Refer: ***Observation Practical Assessment Cover Sheet & Template*** ***Student Industry Placement Procedure***	Educator (SME)
7	Only accept submitted assessments that are accompanied by a Student Declaration using one of the following methods: • the form provided with the assessment • via a recognised email address • by acknowledgment through an online submission.	Educator (SME)

Step	Action	Responsibility
8	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 ***Academic Integrity and Misconduct Policy*** and ***Student Conduct Policy*.**	Educator (SME)
9	Review completed assessment evidence against assessment criteria in the Educator/teacher Guide to determine competency.	Educator (SME)
10	Determine competency, record assessment outcome and provide feedback to the student using appropriate method for paper-based and/or online and electronic submissions.	Educator (SME)
11	Record all final assessment results in Student Management System within two working days after the assessment outcome is finalised.	Educator (SME)
12	Retain all assessment evidence for use in validation and for audit purposes and where required by policy, legislation, or regulation (refer: ***Records Management Policy*.**)	Head of Department Educator (SME)
13	Participate in scheduled validation of assessment as per CIT policies and procedures where required. ***Assessment Validation Policy*** and ***Assessment Validation Procedure.***	Educator (SME) Head of Department - College Head of Department Education Quality

3.4 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 (SME)
2	Ensure the use of graded assessment is only available for qualifications at AQF level 5 or above where there is evidence that: • industry uses evidence of assessment performance in employment selection processes and requests CIT to provide such evidence	College Director

Step	Action	Responsibility
	• grading is important for a major piece or capstone assessment task • a graded result is required by a higher education qualification, an ELICOS course or a higher education articulation agreement that specifies a graded subject • grading was approved during course development and was implemented on the Student Management System (SMS) with the correct grading mode. Ensure where permission is granted to use the graded marking scheme, all appropriate units in the course are marked using that scheme. Refer: ***Resulting Policy***	

3.5 Conflict of interest

Step	Action	Responsibility
1	Ensure there is no real or perceived conflict of interest in assessment processes and performing their role with impartiality. Examples include: • assessing a family member, relative or close friend • 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 • assessing another staff member, particularly where a supervisor or subordinate relationship exists • assessing someone where there may be a conflict situation • assessing oneself.	Educator (SME)
2	If a real or perceived conflict of interest is identified, discuss the situation with the Head of Department as soon as possible.	Educator (SME)
3	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: • appoint a second assessor to validate the assessment judgement, or • appoint another assessor to independently assess the assessments, or	Head of Department

Step	Action	Responsibility
	• appoint a subject matter expert and a qualified assessor from Education Quality or Program Services to make the assessment judgment. • appoint an external assessor (this could attract an additional cost).	

3.6 Assessment appeals

Step	Action	Responsibility
1	If the student disagrees with the assessment outcome, consult the ***Assessment Appeals Policy*** 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 ***Academic Appeals Policy*** and ***Procedure*.**	Head of Department

4. Supporting Documents

4.1 Legislation/Regulation

- *Standards for RTOs 2015*
- *Standards for Registered Training Organisations Amendment (VET Workforce Support) Instrument 2024*
- *ACT Quality Framework*
- *Territory Records (Records Disposal Schedule - Student Management Records)*

4.2 Policy and Procedures

- *Assessment Procedure*
- *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*
- *Privacy Policy*
- *Recognition of Prior Learning Procedure*
- *Records Management Policy*
- *Resulting Policy*
- *TAS Development Policy*
- *TAS Development Procedure*
- *TAS 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 & Template
- Observation Practical Assessment Cover Sheet & Template
- Portfolio Assessment Cover Sheet & 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.

Assessment instrument	Documentation developed by an assessor to capture evidence of competence including questions, activities, observation checklists, templates and proformas.
Assessment tools	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.
Competency	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.

Pre-delivery Validation	All assessment resources for new and re-developed training products, whether purchased or designed internally, will be validated:
	• in the process of design
	• prior to first use
	• prior to development of the Training and Assessment Strategy (TAS).
	
	CIT will validate all assessment resources pre-delivery using **Pre-delivery Review Checklist** for:
	• new TAS documents, for the delivery of new courses, including additions to the Scope of Registration
	• new TAS documents where courses are transitioning to new qualifications and:
	  ○ all non-equivalent units will need to be redeveloped and then validated
	  ○ new courses including where courses are transitioning to new qualifications, and new units, while deemed equivalent, may have changes to assessment conditions
	• existing assessment tools modified through a review process
	• new assessment tools developed internally
	• assessment resources acquired or purchased from a third party including from other TAFE Institutes.
	
	See: **Assessment Validation Policy** and **Assessment Validation Procedure**

Assessment Quality Checks	Assessment quality checks are part of CIT's quality review process. Assessment quality checks are a review to identify assessment tools are fit for purpose, meet the unit of competency, reflect the TAS and have suitably trained educators delivering and assessing.
Validation	The quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s 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. This includes **Assessment Quality Checks** and **Pre-delivery Validation.**