

| Request Information                                                                                                                                                                 |                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Job Title (the Job you are advertising for, not your Job Title)                                                                                                                     | AI Lead                                                                                                                 |
| Hiring Manager                                                                                                                                                                      |                                                                                                                         |
| Timesheet Approver                                                                                                                                                                  |                                                                                                                         |
| Cost Centre                                                                                                                                                                         |                                                                                                                         |
| Business Unit                                                                                                                                                                       | Data and Digitalisation                                                                                                 |
| Location/Address                                                                                                                                                                    | CTT Bruce                                                                                                               |
| Number of positions to be filled                                                                                                                                                    | 1                                                                                                                       |
| Start Date                                                                                                                                                                          | asap                                                                                                                    |
| End Date/or Duration                                                                                                                                                                | 3 months                                                                                                                |
| Number of hours per week                                                                                                                                                            | 40                                                                                                                      |
| Job Description                                                                                                                                                                     | AI Lead                                                                                                                 |
| Pay Rate per Hour(S) (to the candidate, NOT the total bill rate)                                                                                                                    |                                                                                                                         |
| Flexible Working Arrangement (YES/NO - onsite or combination, if combination how many days WFH and onsite?)                                                                         | YES                                                                                                                     |
| Will remote candidates be considered?                                                                                                                                               | YES                                                                                                                     |
| Reason for Request (please select one option from the drop down selection)                                                                                                          | A) New Position                                                                                                         |
| Entity Code                                                                                                                                                                         | 300                                                                                                                     |
| Position Number                                                                                                                                                                     | NA                                                                                                                      |
| Working With Vulnerable People Registration Required?                                                                                                                               | No                                                                                                                      |
| Is this a budgeted position?                                                                                                                                                        | Yes                                                                                                                     |
| Is this a market test?                                                                                                                                                              | No                                                                                                                      |
| If this is a market test, who is the Contractor?                                                                                                                                    | No                                                                                                                      |
| Have you considered ACT Government permanent or temporary recruitment to this role?                                                                                                 | Yes                                                                                                                     |
| What is the likelihood of the activity/project being renewed? (please select one option from the drop down selection)                                                               | B) Likely                                                                                                               |
| What is the main reason for utilizing contractor central over permanent/temporary ACT Government employment? Please provide up to 4 main reasons, but a minimum of one is required: | A) Fixed funding of project/activity?<br>B) Previous attempts to recruit temporary ACT Government employee unsuccessful |
| What steps if any have been taken to transfer these skills/knowledge inhouse? (please select one option from the drop down selection)                                               | A) None                                                                                                                 |
| Other details:                                                                                                                                                                      |                                                                                                                         |
| Have you included WHS descriptors for the position? (please select one option from the drop down selection)                                                                         | No                                                                                                                      |
| Finance Approver                                                                                                                                                                    | Craig Neiberding                                                                                                        |
| Preferred Agencies                                                                                                                                                                  |                                                                                                                         |

Highlighted cells represent drop down selection

## Canberra Institute of Technology Position Description

|                              |                                             |
|------------------------------|---------------------------------------------|
| <b>POSITION NUMBER:</b>      | <b>Px</b>                                   |
| <b>CLASSIFICATION:</b>       | <b>TBD</b>                                  |
| <b>POSITION TITLE:</b>       | <b>AI Adoption Lead</b>                     |
| <b>COLLEGE/DIVISION:</b>     | <b>CIT Corporate Services</b>               |
| <b>SECTION:</b>              | <b>Data and Digitalisation Branch</b>       |
| <b>IMMEDIATE SUPERVISOR:</b> | <b>Senior Director, Strategy and Change</b> |
| <b>RESTRICTION:</b>          | <b>Nil</b>                                  |

### ABOUT US

Canberra Institute of Technology (CIT) is a dynamic, modern, and diverse vocational education and training (VET) institute of learning - and plays a key role in the development of the ACT's future workforce and building its skill base. Our core business is the delivery of high-quality vocational training and education programs and services to meet the needs of a diverse customer base – locally, nationally, and internationally.

CIT trains over 20,000 students each year, touching more lives post-secondary school than any other tertiary education institution in the ACT. As a major contributor to the economic growth of the ACT, CIT plays a significant role in ensuring a qualified and skilled workforce, attracting school-leavers and international students, increasing skill levels for those self-employed, contributing to the ACT innovation ecosystem, and driving life-long learning for the future economic and social of the ACT. The CIT Board has articulated CITs key priorities and directions within CIT's *Strategic Plan*. These directions are articulated within four themes:

- Leading change - raising our ambitions to meet new expectations
- Growing our region's economy - supporting jobs, economic resilience, and future prosperity
- Advancing Canberra's workforce – adapting our courses and means of delivery to provide skills for the future
- Transforming our business - investing in our business for viability and value

A key driver of CIT's strategy is the new flagship CIT Woden campus, opening in mid-2025.

### CORPORATE SERVICES DIVISION

The Corporate Services Division is responsible for a comprehensive range of support services across CIT in the areas of human resources, industrial relations, corporate government, audit and risk, information technology, records management, work health and safety, student administration system, strategic communications, and corporate compliance. Corporate Services also ensures CIT obligations, as a Territory Authority, to the ACT and Australian Governments are met.

### DATA AND DIGITALISATION BRANCH

The Data and Digitalisation branch, led by the Chief Information Officer (CIO), supports the CIT Executive and Board in realising CIT's digital ambition by:

- Continuously increasing our technological capabilities to provide seamless transitions between social, work and student digital environments.

- Delivering contemporary online student experience throughout the student journey,
- Enabling effortless collaboration, innovation and skill development while nurturing the development of digital literacy for all stakeholders.
- Driving the use of data to inform evidence-based decision making, leading to delivery of better services for internal/external users, and building a sustainable data capability in CIT.

## Position Overview

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The AI Enablement Lead is responsible for driving the activation of Artificial Intelligence (AI) initiatives across the Canberra Institute of Technology (CIT), aligned with Strategic Transformation priorities.

The role establishes a clear, practical pathway for AI adoption, including development of an AI enablement framework, capability uplift, and identification of high-impact use cases to deliver measurable improvements in workforce capability, operational efficiency, and innovation readiness.

## Position Responsibilities (What You Will Do)

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The primary responsibilities of the ICT Engagement and Operations position are to:

1. Lead the activation of AI initiatives across CIT aligned to Strategic Transformation priorities.
2. Establish an AI vision and roadmap focused on practical outcomes for staff and students.
3. Design an AI enablement framework tailored to CIT's operational and educational context.
4. Identify and activate AI use cases that enhance services, processes, and decision-making.
5. Act as a visible champion for AI across CIT.
6. Drive engagement through workshops, showcases, and internal communications.
7. Establish guiding principles for ethical and responsible AI use.
8. Develop governance and risk management approaches aligned with CIT values.
9. Ensure alignment with emerging AI policy and compliance requirements.
10. Report progress, challenges, and outcomes to Strategic Transformation governance and EMC.

## Selection Criteria (What You Require)

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### Professional / Technical Skills and Knowledge

1. Demonstrated experience in digital transformation and capability uplift initiatives.
2. Strong understanding of AI technologies and their application in organisational and educational contexts.
3. Experience in developing frameworks, roadmaps, and strategic enablement programs.
4. Knowledge of AI governance, risk management, and ethical use considerations.
5. Ability to identify and implement practical use cases that deliver measurable business value.
6. Understanding of workforce capability development and training delivery approaches.

### Behavioural Capabilities

1. Ability to translate vision into practical outcomes.
2. Ability to build alignment across executive, business, and technical stakeholders.
3. Drive adoption and embeds new capabilities into organisational practice.
4. Operates effectively across multidisciplinary teams.
5. Clearly articulates complex concepts to diverse audiences.
6. Promotes experimentation while managing risk responsibly.

**QUALIFICATIONS AND EXPERIENCE:**

***MANDATORY QUALIFICATIONS AND/OR REGISTRATIONS/LICENCING***

1. Relevant tertiary qualifications in Information Technology, Digital Transformation, Data & AI, or a related discipline, or equivalent professional experience.
2. Proven experience delivering enterprise-level transformation or capability uplift initiatives.
3. Demonstrated knowledge of AI governance, ethics, and risk considerations.



**From:** McNeill, Margot (CIT)  
**Sent:** 15 September 2025 17:15  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** RE: AI Enablement - Messaging, Scope Alignment Confirmation

**OFFICIAL**

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This looks great thanks [REDACTED] We are so grateful for your expertise. Just a few comments from me in blue text below.

Let's establish the principles early to galvanise the teams

**From:** [REDACTED]  
**Sent:** Monday, 15 September 2025 5:06 PM  
**To:** McNeill, Margot (CIT)  
**Cc:** [REDACTED]  
**Subject:** AI Enablement - Messaging, Scope Alignment Confirmation

Hi Margot,

Just a quick email to validate with you that I'm leading with the right messaging as I expand my engagement with more stakeholders this week. I wanted to check that my use of the terminology is on point.

After our Tuesday meeting, I've been introducing myself as working on CIT AI Enablement reporting to the CEO in pursuit of the CIT Graduate AI golden thread, bringing back an implementation plan and working up some practical examples as part of this process which the EMC will direct priorities.

**Key Message**

Goal: Graduates leave CIT with AI fluency --> Teachers are confident and capable enabling students to attain AI fluency --> CIT provide the necessary enablers for the above

As part of focusing on this thread, I'll draw on stakeholders across the organisation and undertake:

- Facilitate initial AI Working Group meetings to align on priorities, roles, and expectations
- Establish guiding principles for ethical AI use
- Identify 3-5 high-risk AI use cases (e.g., summative assessment tasks such as online quizzes)
- Conduct a rapid capability and readiness assessment across CIT
- Identify priority areas for AI literacy and skill development, [drawing on champions and existing good practice](#)
- Identify 3-5 high-impact, low-risk AI use cases (e.g., student support, admin automation, curriculum enhancement)
- Launch an internal AI awareness campaign, [including the staff competition](#)
- Draft initial governance structure and risk management approach

I've asked [REDACTED] if I can get 10 mins with you tomorrow arvo in case there are changes or tweaks to the above.

Regards,  
[REDACTED]



# Conflict of Interest Disclosure Form

## Instructions

1. Complete this form in accordance with the ACT Public Service Conflict of Interest Policy and associated documents.
2. Once completed by the employee and their supervisor/manager, the form should be kept as a record within the business unit. A copy of the form should also be sent to your directorate HR area (or as required by your directorate/agency policy/guidelines).
3. At the time of review (if applicable) a new Conflict of Interest Disclosure form should be completed and attached to the original form.

| Part 1: Employee Details                                                                                                                                                                           |                                        |                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------|
| Name: [REDACTED]                                                                                                                                                                                   | Date: 28 Jan 2026                      |                                    |
| Position: AI Lead                                                                                                                                                                                  | Classification: Casual Contractor      |                                    |
| Directorate: CIT                                                                                                                                                                                   | Supervisor name: [REDACTED]            |                                    |
| Branch: Data and Digitalisation                                                                                                                                                                    | Subunit: Strategy & Change             |                                    |
| Conflict of Interest / Circumstances                                                                                                                                                               |                                        |                                    |
| 1. [REDACTED] is currently engaged by CIT on a Casual Contract to lead the enablement of Artificial Intelligence (AI).<br>2. [REDACTED]<br>[REDACTED]<br>[REDACTED]<br>3. [REDACTED]<br>[REDACTED] |                                        |                                    |
| Duties affected by the Conflict / Circumstances                                                                                                                                                    |                                        |                                    |
| 1. Nil, [REDACTED]<br>2.                                                                                                                                                                           |                                        |                                    |
| Conflict of Interest was last reviewed on (if applicable)                                                                                                                                          |                                        | Date:                              |
| Part 2: Manager to complete the following section:                                                                                                                                                 |                                        |                                    |
| The conflict of interest has been identified as (please tick the appropriate box)                                                                                                                  |                                        |                                    |
| Actual <input type="checkbox"/>                                                                                                                                                                    | Perceived <input type="checkbox"/>     | Potential <input type="checkbox"/> |
| Pecuniary/financial <input type="checkbox"/>                                                                                                                                                       | Non-pecuniary <input type="checkbox"/> |                                    |
| The risk of the conflict of interest has been identified as (please tick the appropriate box)                                                                                                      |                                        |                                    |
| High <input type="checkbox"/>                                                                                                                                                                      | Medium <input type="checkbox"/>        | Low <input type="checkbox"/>       |
| Management Strategy (please tick the appropriate box)                                                                                                                                              |                                        |                                    |
| Register <input type="checkbox"/>                                                                                                                                                                  | Restrict <input type="checkbox"/>      | Recruit <input type="checkbox"/>   |

|                                                                                                                                                                                                                                                                                                                                 |                                     |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------|
| Remove <input type="checkbox"/>                                                                                                                                                                                                                                                                                                 | Relinquish <input type="checkbox"/> | Resign <input type="checkbox"/> |
| <b>Details of restrictions and strategies implemented</b>                                                                                                                                                                                                                                                                       |                                     |                                 |
| 1.<br>2.                                                                                                                                                                                                                                                                                                                        |                                     |                                 |
| Conflict of Interest to be reviewed on this date (if required):                                                                                                                                                                                                                                                                 |                                     |                                 |
| <b>Review Complete (New form to be completed and attached)</b>                                                                                                                                                                                                                                                                  |                                     |                                 |
| Date Review was completed:                                                                                                                                                                                                                                                                                                      |                                     |                                 |
| <b>Employee Acknowledgement</b>                                                                                                                                                                                                                                                                                                 |                                     |                                 |
| I, [REDACTED], declare that the above details are correct to the best of my knowledge and I make the conflict of interest declaration in good faith. <b>The agreed management strategy will, to the best of my knowledge, address the disclosure made.</b>                                                                      | <b>Signature:</b><br>_____          | <b>Date:</b><br>_____           |
| <b>Supervisor/Manager Acknowledgement</b>                                                                                                                                                                                                                                                                                       |                                     |                                 |
| I, [supervisor/manager name], declare that the above details are correct to the best of my knowledge and acknowledge my role in overseeing the management strategy of the conflict of interest as declared. As part of this, I will monitor the effective implementation and management of the agreed strategy (if applicable). | <b>Signature:</b><br>_____          | <b>Date:</b><br>_____           |

**CIT Executive Management Committee Meeting No. 15/2025**
**7 August 2025**
**CIT Executive Management Committee Paper**


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**Agenda Item:** 3.1

**Title:** CIT AI Position Statement and Establishment of an AI Working Group

**Outcome:** For Discussion

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**Recommendation/s:** (if there is only one recommendation no need to number)

**The CIT Executive Management Committee:**

1. **Discuss** the CIT AI Position Statement (Attachment A) as a strategic framework guiding the adoption and responsible use of AI technologies within CIT, and
2. **Discuss** the establishment of an AI Working Group, jointly led by representatives from Education Futures and Data & Digitalisation, tasked with operationalising AI adoption across teaching, learning, and administrative functions at CIT.

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Focus</b> | <ul style="list-style-type: none"> <li>Enhancement of student engagement and personalisation of learning experiences.</li> <li>Streamlining administrative processes through AI-driven efficiencies.</li> <li>Alignment with CIT's Digital Transformation Strategy and broader transformation agenda.</li> <li>Responsible governance of AI technologies to ensure compliance, ethical use, and risk mitigation.</li> </ul>                                                                                                                                                                                                                                    |
| <b>Issues Summary</b>  | <ul style="list-style-type: none"> <li>The absence of structured governance for AI poses operational, educational, and reputational risks.</li> <li>Stakeholders require clarity on the strategic intent of the AI Position Statement (vision, policy, strategic framework).</li> <li>There is a need for coordinated capability uplift to ensure educators and staff can effectively leverage AI tools.</li> <li>Capability gaps among staff require targeted professional learning initiatives.</li> <li>A formalised AI Working Group is necessary to avoid duplication, misalignment, and unmanaged risks associated with informal AI adoption.</li> </ul> |
| <b>Key Risks</b>       | <ul style="list-style-type: none"> <li><b>Governance and Accountability:</b> Without clearly defined structures, AI initiatives risk misalignment, duplication, or operational inefficiencies.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <ul style="list-style-type: none"> <li>• <b>Data Privacy and Ethical Use:</b> Potential compromise of student and staff privacy and ethical standards without robust oversight.</li> <li>• <b>Capability Gaps:</b> Insufficient skills among staff could hinder effective adoption or lead to misuse of AI technologies.</li> <li>• <b>Resistance to Change:</b> Staff concerns around job security and lack of clarity regarding benefits may slow adoption rates.</li> <li>• <b>Cost Management:</b> Unplanned expenditures on technology infrastructure and capability programs could lead to financial overruns.</li> </ul>                                                                                  |
| <b>Financial Implications</b> | <p>This paper does not request additional funding, but it is important to acknowledge that all activities incur costs; estimated efforts and associated expenses have been highlighted accordingly.</p> <ul style="list-style-type: none"> <li>• <b>Working Group Operations:</b> For meeting coordination, secretariat support, and reporting.</li> <li>• <b>Capability Uplift Programs:</b> Cover training, workshops, and external facilitation.</li> <li>• <b>Technology Infrastructure:</b> Initial investment AI tools, integration platforms, and data governance.</li> <li>• <b>Compliance and Risk Management:</b> Ongoing annual costs for legal reviews, audits, and assurance activities.</li> </ul> |
| <b>Consultation</b>           | <ul style="list-style-type: none"> <li>• Extensive consultation conducted with Enterprise Architect, ICT Steering Group, Academic Council, Student Experience, Finance, Audit, Risk and Corporate Governance, Educator Capability, DDTS, and Data and Security.</li> <li>• Feedback integrated from all stakeholders, ensuring comprehensive representation and alignment with institutional objectives.</li> </ul>                                                                                                                                                                                                                                                                                              |
| <b>Executive Sponsor</b>      | <b>Chief Information Officer, Craig Neiberding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Background

1. In early 2024, CIT identified the growing importance and necessity of integrating Artificial Intelligence technologies to enhance educational outcomes, streamline administrative functions, and maintain vocational sector competitiveness.
2. Between February and March 2025, the Data and Digitalisation team began drafting an AI Position Statement to outline CIT's strategic intent regarding responsible AI adoption and alignment with broader institutional goals.
3. In April 2025, the draft AI Position Statement was presented to the ICT Steering Group, where detailed feedback prompted structural refinements, particularly in clarifying goals and ensuring alignment with CIT's Digital Transformation Strategy.

4. In May 2025, extensive consultation occurred with the Academic Council and various stakeholder groups including representatives from Student Experience, Finance, Audit, Risk and Corporate Governance, Educator Capability, DDTS, and Data and Security, resulting in additional feedback and subsequent revisions.
5. By June 2025, CIT commenced a Microsoft 365 CoPilot trial involving 50 participants across teaching, administrative, and executive teams, reinforcing the immediate practical need for structured and governed AI integration.
6. Feedback gathered by mid-2025 from diverse stakeholders highlighted the necessity for clearer articulation of the Position Statement's purpose, leading to its final iteration as an enabling document, empowering staff to leverage AI technologies effectively and responsibly.
7. By July 2025, the final AI Position Statement underscored CIT's strategic commitment to enhancing student engagement, personalising learning experiences, and equipping students with job-ready digital skills through structured and responsible AI integration.
8. Concurrently in July 2025, increasing informal and unmanaged adoption of AI tools by students, educators, and staff highlighted risks, reinforcing the urgency for formal governance mechanisms to ensure ethical compliance and data security.
9. In response, this paper proposes a discussion on the CIT AI Position Statement and the establishment of a dedicated AI Working Group, jointly led by Education Futures and Data & Digitalisation, alongside the development of an AI Implementation Readiness Framework. These actions are critical to enabling structured, responsible AI adoption across CIT and to managing associated risks through a coordinated and governed approach.
10. The AI Working Group should include representatives from Education Futures, Data & Digitalisation, Educator Capability, Student Experience, Corporate Governance, and the ICT Steering Group. The group is proposed to be chaired jointly by senior leaders from Education Futures and Data & Digitalisation, with secretariat support from the Office of the CIO.
11. The AI Working Group responsibilities include:
  - a. Operationalising the AI Position Statement
    - i. Translate strategic goals into actionable initiatives for students, educators, and staff.
    - ii. Develop implementation roadmaps aligned with CIT's Digital Transformation Strategy
  - b. Capability Uplift
    - i. Design and deliver targeted professional learning programs to build AI literacy and confidence.
    - ii. Support educators in integrating AI into curriculum and assessment
  - c. Pilot Programs and Innovation

- i. Launch AI-enabled pilots in teaching, student services, and back-office operations.
    - ii. Evaluate outcomes and scale successful initiatives
  - d. Governance and Risk Management
    - i. Establish ethical guardrails, privacy protocols, and compliance frameworks.
    - ii. Monitor risks and ensure alignment with ACT Government standards
  - e. Stakeholder Engagement
    - i. Act as a central coordination point for internal and external stakeholders.
    - ii. Report quarterly to EMC and other governance bodies if required.
  - f. Data and Infrastructure Readiness
    - i. Collaborate with ICT and Enterprise Architecture teams to ensure platforms are AI-ready.
    - ii. Leverage CIT's ICT infrastructure for scalable AI deployment
12. The AI Working Group will accelerate AI adoption through:
- a. **Agile Delivery:** Using CIT's operating model to rapidly prototype and iterate AI solutions
  - b. **Integrated Planning:** Aligning AI initiatives with the Cloud Campus roadmap and Target Operating Model
  - c. **Cross-Functional Collaboration:** Breaking silos between education, technology, and governance teams to drive unified outcomes
  - d. **Strategic Resourcing:** Prioritising funding and staffing based on high-impact use cases and value-driven investment
  - e. **Community of Practice:** Creating a forum for educators and staff to share learnings, challenges, and innovations

## Issues

- 13. Despite the strategic recognition of AI's value, CIT currently lacks a formalised governance structure for managing the adoption, integration, and enhancement of AI technologies, posing significant operational, educational, and reputational risks.
- 14. Informal and unregulated use of AI tools by students, educators, and administrative staff has commenced independently across CIT, creating immediate vulnerabilities related to data privacy, security breaches, ethical compliance, and educational integrity.
- 15. The response from the Digital Canberra (DCBR) team has been insufficient to manage the accelerating pace of AI adoption, resulting in fragmented implementation, missed opportunities for innovation, and heightened risk exposure.
- 16. Stakeholder feedback identified a need for clearer definition and communication of the AI Position Statement's role. Specifically, whether it functions as a vision document, strategic framework, or policy directive, complicating effective organisational alignment and adoption.



17. There is a notable capability gap among CIT staff and educators, underscoring the requirement for structured professional learning programs and resources to facilitate responsible and effective AI use, which currently remain inadequate or inconsistently available.
18. Potential staff resistance due to perceived threats to job security, lack of understanding of AI benefits, and general resistance to change presents challenges for swift and effective AI adoption, requiring targeted change management strategies.
19. Financial implications arising from structured AI governance and capability programs have been identified, necessitating clear budget allocations and proactive management to avoid unexpected financial burdens:

| Item                                  | Notes and Description                                                                                                                                      |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Working Group Operations</b>       | Includes administrative support, secretariat, meeting coordination, reporting, and governance oversight.                                                   |
| <b>Capability Uplift Programs</b>     | Funding for targeted training modules, workshops, external facilitation, and educator/staff upskilling initiatives.                                        |
| <b>Technology Infrastructure</b>      | Investment required for procurement and integration of AI tools, software platforms, and data governance systems.                                          |
| <b>Compliance and Risk Management</b> | Costs associated with ongoing legal reviews, ethical assessments, data audits, and assurance activities ensuring compliance with ACT AI policy frameworks. |

20. Clear financial planning and allocation for these areas will be essential to effectively manage risks, achieve organisational alignment, and ensure sustainable, responsible AI adoption at CIT.



## Risks and Mitigations

21. The absence of a clearly defined governance structure risks duplication, misalignment with institutional objectives, and inefficient use of resources across AI initiatives. Establishing an AI Working Group with explicit Terms of Reference, structured reporting lines to the Executive Management Committee, and clear integration with existing governance bodies such as the ICT Steering Group will mitigate this risk.
22. Informal and unmanaged AI adoption presents significant risks to data privacy, ethical compliance, and the security of sensitive student and staff information. Adopting the ACT Government's AI Policy and Assurance Framework, embedding privacy-by-design principles, and enforcing ethical standards into all AI activities will reduce these vulnerabilities.
23. Capability gaps among educators and administrative staff pose risks to effective adoption and utilisation of AI technologies, potentially leading to misuse or underutilisation. Structured capability uplift programs and targeted professional learning activities that integrate AI literacy into existing professional development frameworks will mitigate this issue.
24. Staff resistance due to perceived threats to job security or discomfort with technological changes can hinder successful AI adoption. Proactive change management strategies, clear and ongoing communication, early stakeholder engagement, union consultations, and demonstrations of AI benefits through pilot programs will address and reduce this resistance.
25. Potential financial risks and cost overruns associated with AI infrastructure, capability uplift programs, and ongoing compliance efforts require structured budgeting and management. Conducting phased rollouts beginning with pilot initiatives, supported by quarterly financial oversight and progress reporting to the EMC, will ensure financial sustainability and mitigate unexpected cost pressures.
26. Unmanaged and informal AI integration could lead to educational integrity concerns, misinformation, poor-quality educational outcomes, and subsequent reputational damage to CIT. Implementing AI validation and quality assurance processes within the remit of the AI Working Group, along with proactive internal and external communications, will safeguard CIT's reputation and educational standards.

## Next Steps

27. Pending EMC endorsement:
  - a. The AI Position Statement will be published internally and socialised across CIT.
  - b. The AI Working Group will be formally convened, with Terms of Reference drafted and circulated.
  - c. A roadmap for AI adoption will be developed, including pilot initiatives and capability programs.

**Attachments**

| <b>Attachment</b> | <b>Title</b>                                             |
|-------------------|----------------------------------------------------------|
| Attachment A      | Canberra Institute of Technology - AI Position Statement |
| Attachment B      | CIT - AI Position Statement                              |

# Canberra Institute of Technology

## Artificial Intelligence (AI) Position Statement

## Document Control

| Version | Author | Summary of Changes                                   | Date       |
|---------|--------|------------------------------------------------------|------------|
| 0.1     |        | Initial Draft                                        | 22/01/2025 |
| 0.2     |        | Updated to incorporate Enterprise Architect feedback | 10/03/2025 |
| 0.3     |        | Updated to incorporate ICT Steering Group feedback   | 15/04/2025 |
| 0.4     |        | Updated to incorporate Academic Council Feedback     | 21/05/2025 |

## Document Review

| Version | Stakeholder Group                    | Reviewer          | Date       |
|---------|--------------------------------------|-------------------|------------|
| 0.1     | Strategy and Change                  |                   | 31/01/2025 |
| 0.1     | Strategy and Change                  |                   | 07/03/2025 |
| 0.2     | Student Experience                   | Scott Nichols     | 11/04/2025 |
| 0.2     | CIT Finance                          | Erica Wark        | 11/04/2025 |
| 0.2     | Audit, Risk and Corporate Governance | Daniel Riley      | 11/04/2025 |
| 0.2     | People and Culture                   | Sarah Chandra     | 11/04/2025 |
| 0.2     | CIT Educator Capability              |                   | 11/04/2025 |
| 0.3     | Academic Council                     | Committee Members | 16/05/2025 |

## Contents

|                                                           |    |
|-----------------------------------------------------------|----|
| 1. Introduction .....                                     | 5  |
| 1.1. Purpose .....                                        | 5  |
| 1.2. Glossary.....                                        | 5  |
| 1.3. Background .....                                     | 5  |
| 2. Vision and Goals.....                                  | 6  |
| 2.1. Vision.....                                          | 6  |
| 2.2. Goals .....                                          | 6  |
| 2.2.1. Enhancing Student Engagement .....                 | 6  |
| 2.2.2. Personalising Learning .....                       | 6  |
| 2.2.3. Improving Administrative Efficiency.....           | 6  |
| 2.3. Impact on Teaching and Learning .....                | 6  |
| 2.4. Examples of AI Functions for Education.....          | 6  |
| 2.5. AI Integration Strategy .....                        | 7  |
| 2.6. Customer Analysis.....                               | 7  |
| 2.7. Engaging Stakeholders .....                          | 7  |
| 3. ACT Government AI Policy Alignment.....                | 8  |
| 4. AI Governance .....                                    | 8  |
| 4.1. Ethical Considerations.....                          | 8  |
| 4.2. Best Practices for Data Protection and Privacy ..... | 9  |
| 4.3. Potential Risks of AI in Education .....             | 9  |
| 4.4. CIT Risk Spectrum.....                               | 9  |
| 4.5. Challenges and Mitigation.....                       | 10 |

LIST OF FIGURES

Figure 1 – CIT Risk Spectrum..... 10

LIST OF TABLES

Table 1: Glossary of Acronyms and Terms..... 5

Table 2: Customer Analysis ..... 7

# 1. Introduction

## 1.1. Purpose

The Canberra Institute of Technology (CIT) is dedicated to pioneering the integration of artificial intelligence (AI) in vocational education. As we undergo a significant transformation in our educational delivery, this AI Position Statement outlines our commitment to leveraging AI to enhance student engagement, personalise learning experiences, and streamline administrative processes.

## 1.2. Glossary

The Glossary of Acronyms and Terms are outlined in *Table 1*.

*Table 1: Glossary of Acronyms and Terms*

| Term | Description                      |
|------|----------------------------------|
| CIT  | Canberra Institute of Technology |
| AI   | Artificial Intelligence          |
| ACT  | Australian Capital Territory     |

## 1.3. Background

The rapid advancement of AI technologies is transforming various sectors, including education. As AI reshapes industries worldwide, the classroom presents a unique opportunity to enhance the capabilities of educators and students. According to the World Economic Forum, AI tools are essential for students' success in college and at work, with 71% of educators and 65% of students recognising their importance [1]. AI in education should be a collaboration between educators and technology, freeing educators to deliver engaging lessons and crucial mentoring [1].

The global AI in education market is expected to grow significantly, from \$5.18 billion in 2024 to \$112.3 billion by 2034 [1]. This growth underscores the need for educational institutions like the CIT to invest in AI infrastructure and educator training, ensuring that AI technologies are accessible to all students. By integrating AI, CIT aims to enhance educational delivery, improve administrative efficiency, and prepare students for a future where AI skills are increasingly vital [1].

[1] [How AI and human teachers can collaborate to transform education](#)

## 2. Vision and Goals

### 2.1. Vision

Our vision is to create an innovative, AI-enhanced learning environment that equips students with the skills and knowledge required for the future workforce.

### 2.2. Goals

#### 2.2.1. Enhancing Student Engagement

Utilising AI to create interactive and engaging learning experiences along with improved student attraction, conversion and engagement.

#### 2.2.2. Personalising Learning

Implementing AI-driven tools to provide tailored learning paths and support for each student, ensuring accessibility and inclusivity for all learning needs.

#### 2.2.3. Improving Administrative Efficiency

Streamlining administrative tasks through AI to allow staff to focus more on student support and educational quality.

### 2.3. Impact on Teaching and Learning

AI will revolutionise the way we teach and learn at CIT:

- **Student Engagement:** AI-powered tools will create more interactive and immersive learning experiences, keeping students engaged and motivated.
- **Personalised Learning:** AI will enable the creation of customised learning paths, ensuring that each student receives the support they need to succeed.
- **Faculty Support:** AI will assist faculty in developing and delivering curriculum, providing insights into student performance and areas for improvement.

### 2.4. Examples of AI Functions for Education

- **AI-Powered Content Assistance:** Tools that provide instant explanations, summarisation, and content generation to support learning.
- **AI-Driven Productivity Tools:** Systems that enhance writing, research, and creative tasks through automation and smart recommendations.
- **AI-Generated Visual and Multimedia Resources:** Platforms that assist in creating presentations, graphics, and learning materials.
- **AI-Based Language and Grammar Support:** Technology that refines written communication by checking grammar, punctuation, and style.
- **AI-Enhanced Learning Management Systems:** Intelligent systems that personalise student learning paths, track progress, and provide adaptive feedback.
- **AI Chatbots and Virtual Assistants:** Automated tools that offer real-time academic support and guidance to students and staff.



- **AI Simulation Products:** Advanced tools such as AI manikins used in human services to create realistic simulated learning environments, enhancing practical training and skill development.

## 2.5. AI Integration Strategy

To achieve our vision, CIT will adopt a phased approach to AI integration

- **Assessment of Current State:** Evaluate the existing use of AI and identify areas for improvement.
- **Implementation Plan:** Develop a detailed plan outlining the steps, timelines, and resources required for AI integration.
- **Technology Adoption:** Introduce AI technologies such as machine learning, natural language processing, and AI-driven analytics to support teaching, learning, and administration.

## 2.6. Customer Analysis

The following *Table 2* outlines the customer group with a brief description of AI impact on them.

*Table 2: Customer Analysis*

| ID | Stakeholder                     | Description                                                                                                                                                                                                                                                   |
|----|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Student                         | Provide students with personalised learning experiences, helping them achieve their full potential. It will also prepare them for a future workforce where AI skills are increasingly in demand.                                                              |
| 2  | Educators                       | Support educators by providing insights into student performance, enabling them to tailor their teaching methods and improve learning outcomes. It will also reduce administrative burdens, allowing educators to focus more on teaching.                     |
| 3  | Staff                           | Streamline administrative processes to enhance operational efficiency, allowing staff to focus on more meaningful work that directly supports students and educators.                                                                                         |
| 4  | Industry partner and Regulators | CIT will produce graduates with cutting-edge skills that meet the needs of industry partners while adhering to regulatory requirements. This alignment with industry demands will enhance employability and foster stronger industry-academic collaborations. |
| 5  | ACT Community                   | The broader community will benefit from CIT's AI initiatives through the development of a skilled workforce, increased innovation, and the promotion of lifelong learning opportunities.                                                                      |

## 2.7. Engaging Stakeholders

Engaging stakeholders is crucial for the successful design and adoption of AI at CIT:

- **Inclusive Design Process:** Involve students, faculty, staff, and industry partners in the design and implementation of AI initiatives.
- **Regular Communication:** Maintain open lines of communication with all stakeholders to gather feedback and address concerns.
- **Workshops and Training:** Conduct workshops and training sessions to educate stakeholders about the benefits and uses of AI.
- **Feedback Mechanisms:** Establish mechanisms for continuous feedback and improvement based on stakeholder input.

### 3. ACT Government AI Policy Alignment

The CIT AI Position Statement aligns with the Australian Capital Territory (ACT) AI Policy by adhering to the principles of responsible AI. Key alignments include:

1. **Transparency:** CIT commits to maintaining transparency in AI applications and decision-making processes, in line with the ACT's emphasis on clear and consistent transparency statements.
2. **Ethical Use:** CIT's focus on data privacy, bias and fairness, and ethical considerations aligns with the ACT's policy for responsible AI use, which aims to build public trust and ensure safe AI adoption.
3. **Stakeholder Engagement:** CIT's approach to engaging stakeholders through inclusive design processes, regular communication, and feedback mechanisms reflects the ACT's commitment to involving the public and other stakeholders in AI initiatives.
4. **Continuous Improvement:** CIT's strategy for continuous monitoring, evaluation, and improvement of AI initiatives aligns with the ACT's policy to adapt and evolve AI practices over time.

### 4. AI Governance and Security

CIT is committed to maintaining a robust cyber security posture while integrating AI technologies into its educational framework. This involves adhering to the ACT Government Protective Security Framework (PSF), which sets out guidelines for protecting people, information, and assets. Additionally, CIT Data and Security team is also implementing the Essential Eight strategies to mitigate cyber security risks, ensuring that AI systems are secure, reliable, and ethically used.

#### 4.1. Ethical Considerations

CIT is committed to the ethical use of AI, ensuring that our AI initiatives are guided by the following principles:

- **Data Privacy:** Implementing robust data security measures to protect student and staff information.

- **Bias and Fairness:** Regularly reviewing AI systems to ensure they are free from bias and promote fairness.
- **Transparency:** Maintaining transparency in AI applications and decision-making processes to build trust among stakeholders.

## 4.2. Best Practices for Data Protection and Privacy

To safeguard student and staff data, CIT will adhere to the following best practices:

1. **Conduct Regular Audits:** Perform regular data privacy audits to identify and address potential vulnerabilities.
2. **Limit Access:** Restrict access to sensitive data to authorised personnel only.
3. **Secure Data Storage:** Use secure data storage solutions and encryption to protect data.
4. **Implement Two-Factor Authentication:** Enhance security by requiring two-factor authentication for accessing sensitive information.
5. **Provide Training:** Offer data security training for all staff and students to ensure they understand best practices and compliance requirements.
6. **Obtain Consent:** Ensure that parental or student consent is obtained before collecting or using personal data.
7. **Follow Data Retention Policies:** Adhere to data retention policies to ensure data is not kept longer than necessary.

## 4.3. Potential Risks of AI in Education

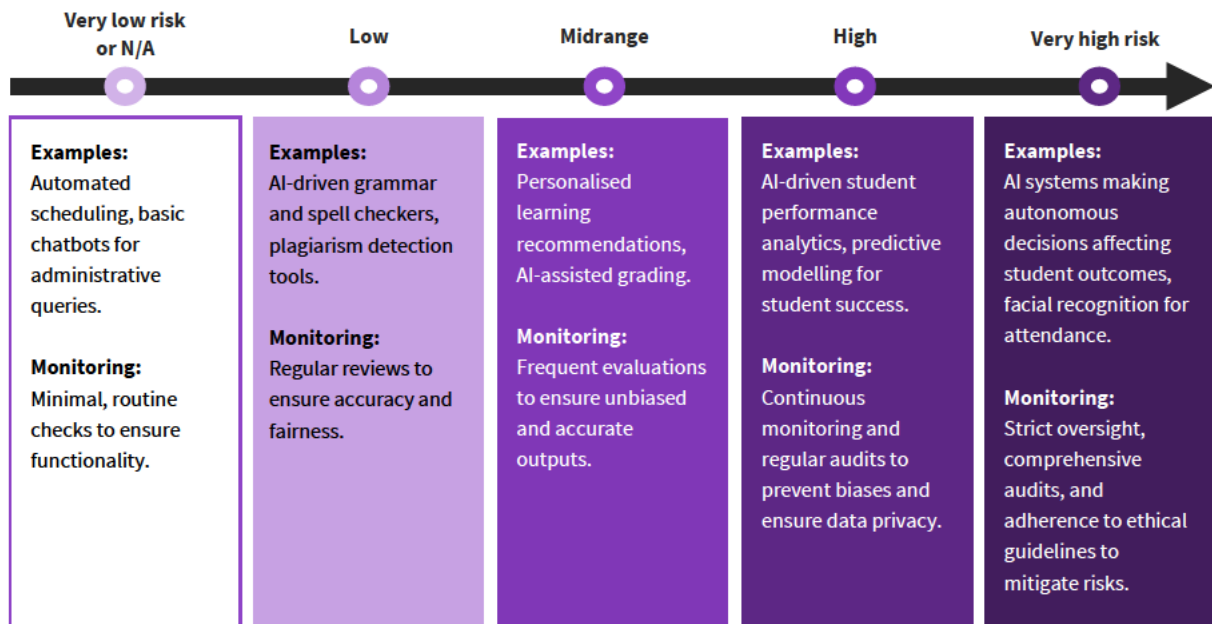
Some of the risks to consider are:

- **Data Privacy:** Concerns about how personal data is processed and protected.
- **Bias and Fairness:** Risks of AI systems perpetuating biases if not properly monitored.
- **Misinformation and AI-Generated Content:** The potential for AI-generated misinformation affecting learning outcomes.
- **Cybersecurity:** Potential vulnerabilities in AI systems that could be exploited.
- **Human Interaction:** Reduced human interaction in the educational process, impacting the development of social skills.

## 4.4. CIT Risk Spectrum

Figure 1 describes the AI risk spectrum. The key factor that determines risk is how the AI system is used, including whether it has an operational impact, or is not transparent, explainable, and traceable.

Figure 1 – CIT Risk Spectrum



## 4.5. Challenges and Mitigation

We recognise that integrating AI into our educational framework presents several challenges, including:

- **Resource Limitations:** Successful implementation requires investment in infrastructure and staff capability
- **Copyright and IP Compliance:** AI-generated content must be vetted to avoid infringement
- **Innovation vs Governance:** Governance must support safe experimentation without stifling creativity
- **Faculty Resistance:** Addressing concerns and resistance from faculty through training and support.

To mitigate these challenges, we will:

- **Provide Training:** Offer comprehensive training programs, including workshops, for faculty and staff to ensure they are equipped to use AI effectively.
- **Secure Resources:** Allocate sufficient resources and seek external funding to support AI initiatives.

**CIT Executive Management Committee Meeting No. 16/2025**
**28 August 2025**
**CIT Executive Management Committee Paper**


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**Agenda Item:** 3.1

**Title:** CIT AI Position Statement and Establishment of an AI Working Group

**Outcome:** For Discussion

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**Recommendation/s:** (if there is only one recommendation no need to number)

**The CIT Executive Management Committee:**

1. **Discuss** the CIT AI Position Statement (Attachment A) as a strategic framework guiding the adoption and responsible use of AI technologies within CIT, and
2. **Discuss** the establishment of an AI Working Group, jointly led by representatives from Education Futures and Data & Digitalisation, tasked with operationalising AI adoption across teaching, learning, and administrative functions at CIT.

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Focus</b> | <ul style="list-style-type: none"> <li>Enhancement of student engagement and personalisation of learning experiences.</li> <li>Streamlining administrative processes through AI-driven efficiencies.</li> <li>Alignment with CIT's Digital Transformation Strategy and broader transformation agenda.</li> <li>Responsible governance of AI technologies to ensure compliance, ethical use, and risk mitigation.</li> </ul>                                                                                                                                                                                                                                    |
| <b>Issues Summary</b>  | <ul style="list-style-type: none"> <li>The absence of structured governance for AI poses operational, educational, and reputational risks.</li> <li>Stakeholders require clarity on the strategic intent of the AI Position Statement (vision, policy, strategic framework).</li> <li>There is a need for coordinated capability uplift to ensure educators and staff can effectively leverage AI tools.</li> <li>Capability gaps among staff require targeted professional learning initiatives.</li> <li>A formalised AI Working Group is necessary to avoid duplication, misalignment, and unmanaged risks associated with informal AI adoption.</li> </ul> |
| <b>Key Risks</b>       | <ul style="list-style-type: none"> <li><b>Governance and Accountability:</b> Without clearly defined structures, AI initiatives risk misalignment, duplication, or operational inefficiencies.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <ul style="list-style-type: none"> <li>• Data Privacy and Ethical Use: Potential compromise of student and staff privacy and ethical standards without robust oversight.</li> <li>• Capability Gaps: Insufficient skills among staff could hinder effective adoption or lead to misuse of AI technologies.</li> <li>• Resistance to Change: Staff concerns around job security and lack of clarity regarding benefits may slow adoption rates.</li> <li>• Cost Management: Unplanned expenditures on technology infrastructure and capability programs could lead to financial overruns.</li> </ul>                                                                                  |
| <b>Financial Implications</b> | <p>This paper does not request additional funding, but it is important to acknowledge that all activities incur costs; estimated efforts and associated expenses have been highlighted accordingly.</p> <ul style="list-style-type: none"> <li>• Working Group Operations: For meeting coordination, secretariat support, and reporting.</li> <li>• Capability Uplift Programs: Cover training, workshops, and external facilitation.</li> <li>• Technology Infrastructure: Initial investment AI tools, integration platforms, and data governance.</li> <li>• Compliance and Risk Management: Ongoing annual costs for legal reviews, audits, and assurance activities.</li> </ul> |
| <b>Consultation</b>           | <ul style="list-style-type: none"> <li>• Extensive consultation conducted with Enterprise Architect, ICT Steering Group, Academic Council, Student Experience, Finance, Audit, Risk and Corporate Governance, Educator Capability, DDTS, and Data and Security.</li> <li>• Feedback integrated from all stakeholders, ensuring comprehensive representation and alignment with institutional objectives.</li> </ul>                                                                                                                                                                                                                                                                  |
| <b>Executive Sponsor</b>      | <b>Chief Information Officer, Craig Neiberding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Background

1. In early 2024, CIT identified the growing importance and necessity of integrating Artificial Intelligence technologies to enhance educational outcomes, streamline administrative functions, and maintain vocational sector competitiveness.
2. Between February and March 2025, the Data and Digitalisation team began drafting an AI Position Statement to outline CIT's strategic intent regarding responsible AI adoption and alignment with broader institutional goals.
3. In April 2025, the draft AI Position Statement was presented to the ICT Steering Group, where detailed feedback prompted structural refinements, particularly in clarifying goals and ensuring alignment with CIT's Digital Transformation Strategy.

4. In May 2025, extensive consultation occurred with the Academic Council and various stakeholder groups including representatives from Student Experience, Finance, Audit, Risk and Corporate Governance, Educator Capability, DDTS, and Data and Security, resulting in additional feedback and subsequent revisions.
5. By June 2025, CIT commenced a Microsoft 365 CoPilot trial involving 50 participants across teaching, administrative, and executive teams, reinforcing the immediate practical need for structured and governed AI integration.
6. Feedback gathered by mid-2025 from diverse stakeholders highlighted the necessity for clearer articulation of the Position Statement's purpose, leading to its final iteration as an enabling document, empowering staff to leverage AI technologies effectively and responsibly.
7. By July 2025, the final AI Position Statement underscored CIT's strategic commitment to enhancing student engagement, personalising learning experiences, and equipping students with job-ready digital skills through structured and responsible AI integration.
8. Concurrently in July 2025, increasing informal and unmanaged adoption of AI tools by students, educators, and staff highlighted risks, reinforcing the urgency for formal governance mechanisms to ensure ethical compliance and data security.
9. In response, this paper proposes a discussion on the CIT AI Position Statement and the establishment of a dedicated AI Working Group, jointly led by Education Futures and Data & Digitalisation, alongside the development of an AI Implementation Readiness Framework. These actions are critical to enabling structured, responsible AI adoption across CIT and to managing associated risks through a coordinated and governed approach.
10. The AI Working Group should include representatives from Education Futures, Data & Digitalisation, Educator Capability, Student Experience, Corporate Governance, and the ICT Steering Group. The group is proposed to be chaired jointly by senior leaders from Education Futures and Data & Digitalisation, with secretariat support from the Office of the CIO.
11. The AI Working Group responsibilities include:
  - a. Operationalising the AI Position Statement
    - i. Translate strategic goals into actionable initiatives for students, educators, and staff.
    - ii. Develop implementation roadmaps aligned with CIT's Digital Transformation Strategy
  - b. Capability Uplift
    - i. Design and deliver targeted professional learning programs to build AI literacy and confidence.
    - ii. Support educators in integrating AI into curriculum and assessment
  - c. Pilot Programs and Innovation



- i. Launch AI-enabled pilots in teaching, student services, and back-office operations.
    - ii. Evaluate outcomes and scale successful initiatives
  - d. Governance and Risk Management
    - i. Establish ethical guardrails, privacy protocols, and compliance frameworks.
    - ii. Monitor risks and ensure alignment with ACT Government standards
  - e. Stakeholder Engagement
    - i. Act as a central coordination point for internal and external stakeholders.
    - ii. Report quarterly to EMC and other governance bodies if required.
  - f. Data and Infrastructure Readiness
    - i. Collaborate with ICT and Enterprise Architecture teams to ensure platforms are AI-ready.
    - ii. Leverage CIT's ICT infrastructure for scalable AI deployment
12. The AI Working Group will accelerate AI adoption through:
- a. **Agile Delivery:** Using CIT's operating model to rapidly prototype and iterate AI solutions
  - b. **Integrated Planning:** Aligning AI initiatives with the Cloud Campus roadmap and Target Operating Model
  - c. **Cross-Functional Collaboration:** Breaking silos between education, technology, and governance teams to drive unified outcomes
  - d. **Strategic Resourcing:** Prioritising funding and staffing based on high-impact use cases and value-driven investment
  - e. **Community of Practice:** Creating a forum for educators and staff to share learnings, challenges, and innovations

## Issues

- 13. Despite the strategic recognition of AI's value, CIT currently lacks a formalised governance structure for managing the adoption, integration, and enhancement of AI technologies, posing significant operational, educational, and reputational risks.
- 14. Informal and unregulated use of AI tools by students, educators, and administrative staff has commenced independently across CIT, creating immediate vulnerabilities related to data privacy, security breaches, ethical compliance, and educational integrity.
- 15. The response from the Digital Canberra (DCBR) team has been insufficient to manage the accelerating pace of AI adoption, resulting in fragmented implementation, missed opportunities for innovation, and heightened risk exposure.
- 16. Stakeholder feedback identified a need for clearer definition and communication of the AI Position Statement's role. Specifically, whether it functions as a vision document, strategic framework, or policy directive, complicating effective organisational alignment and adoption.



17. There is a notable capability gap among CIT staff and educators, underscoring the requirement for structured professional learning programs and resources to facilitate responsible and effective AI use, which currently remain inadequate or inconsistently available.
18. Potential staff resistance due to perceived threats to job security, lack of understanding of AI benefits, and general resistance to change presents challenges for swift and effective AI adoption, requiring targeted change management strategies.
19. Financial implications arising from structured AI governance and capability programs have been identified, necessitating clear budget allocations and proactive management to avoid unexpected financial burdens:

| Item                                  | Notes and Description                                                                                                                                      |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Working Group Operations</b>       | Includes administrative support, secretariat, meeting coordination, reporting, and governance oversight.                                                   |
| <b>Capability Uplift Programs</b>     | Funding for targeted training modules, workshops, external facilitation, and educator/staff upskilling initiatives.                                        |
| <b>Technology Infrastructure</b>      | Investment required for procurement and integration of AI tools, software platforms, and data governance systems.                                          |
| <b>Compliance and Risk Management</b> | Costs associated with ongoing legal reviews, ethical assessments, data audits, and assurance activities ensuring compliance with ACT AI policy frameworks. |

20. Clear financial planning and allocation for these areas will be essential to effectively manage risks, achieve organisational alignment, and ensure sustainable, responsible AI adoption at CIT.

## Risks and Mitigations

21. The absence of a clearly defined governance structure risks duplication, misalignment with institutional objectives, and inefficient use of resources across AI initiatives. Establishing an AI Working Group with explicit Terms of Reference, structured reporting lines to the Executive Management Committee, and clear integration with existing governance bodies such as the ICT Steering Group will mitigate this risk.
22. Informal and unmanaged AI adoption presents significant risks to data privacy, ethical compliance, and the security of sensitive student and staff information. Adopting the ACT Government's AI Policy and Assurance Framework, embedding privacy-by-design principles, and enforcing ethical standards into all AI activities will reduce these vulnerabilities.
23. Capability gaps among educators and administrative staff pose risks to effective adoption and utilisation of AI technologies, potentially leading to misuse or underutilisation. Structured capability uplift programs and targeted professional learning activities that integrate AI literacy into existing professional development frameworks will mitigate this issue.
24. Staff resistance due to perceived threats to job security or discomfort with technological changes can hinder successful AI adoption. Proactive change management strategies, clear and ongoing communication, early stakeholder engagement, union consultations, and demonstrations of AI benefits through pilot programs will address and reduce this resistance.
25. Potential financial risks and cost overruns associated with AI infrastructure, capability uplift programs, and ongoing compliance efforts require structured budgeting and management. Conducting phased rollouts beginning with pilot initiatives, supported by quarterly financial oversight and progress reporting to the EMC, will ensure financial sustainability and mitigate unexpected cost pressures.
26. Unmanaged and informal AI integration could lead to educational integrity concerns, misinformation, poor-quality educational outcomes, and subsequent reputational damage to CIT. Implementing AI validation and quality assurance processes within the remit of the AI Working Group, along with proactive internal and external communications, will safeguard CIT's reputation and educational standards.

## Next Steps

27. Pending EMC endorsement:
  - a. The AI Position Statement will be published internally and socialised across CIT.
  - b. The AI Working Group will be formally convened, with Terms of Reference drafted and circulated.
  - c. A roadmap for AI adoption will be developed, including pilot initiatives and capability programs.

LIST OF FIGURES

Figure 1 – CIT Risk Spectrum ..... 10

LIST OF TABLES

Table 1: Glossary of Acronyms and Terms..... 5

Table 2: Customer Analysis ..... 7

**Executive Management Committee Paper**


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|                     |                                                                                       |
|---------------------|---------------------------------------------------------------------------------------|
| <b>Agenda Item:</b> | <b>2.3</b>                                                                            |
| <b>Title:</b>       | <b>AI Enablement – AI Policy on a Page and AI Working Group<br/>Nomination Advice</b> |
| <b>Outcome:</b>     | <b>For Approval</b>                                                                   |

---

**Recommendations:**

The CIT Executive Management Committee:

- Notes the AI Enablement Plan (Attachment A).
- Approves the AI Policy on a Page (Attachment B), which:
  - Provides scope and definitional certainty of AI within CIT
  - Reflects the CIT values in the AI principles
  - Provides a risk framework for decision makers, and
  - Clarity on how to engage and where to go next for AI guidance ([cit.edu.au/ai](http://cit.edu.au/ai))
- Reviews AI Working Group nomination list (Attachment C) from TLQC for gen ai in August to recommend participants and reduce the number of participants if possible

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Focus</b>        | <ul style="list-style-type: none"> <li>• AI enablement is linked to all of CIT's strategic objectives.</li> <li>• AI has the hallmarks of a 'wicked problem' (changing landscape, no right answer, where context is everything).</li> <li>• As a 'wicked problem' engaging with AI will be a work in progress – this Plan includes the AI Policy on a Page a foundational step to build organisational confidence to engage with AI safely in a risk aware approach.</li> </ul> |
| <b>Issues Summary</b>         | <ul style="list-style-type: none"> <li>• CIT divisions are being held back without a foundational enabler Policy to help contextualise their risk appetites.</li> <li>• AI engagement is currently fragmented and requires a wholistic approach at the organisation level, this serves the first step.</li> </ul>                                                                                                                                                               |
| <b>Key Risks</b>              | <ul style="list-style-type: none"> <li>• AI adoption will either be slow, non-existent, or unsafe without adequate guardrails.</li> </ul>                                                                                                                                                                                                                                                                                                                                       |
| <b>Financial Implications</b> | Nil – the policy provides risk-based guidance to help decision makers in their planning of AI.                                                                                                                                                                                                                                                                                                                                                                                  |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | Nil – the plan is harnessing existing skills and capabilities within existing operational allocations.                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Consultation</b>      | <p>Extensive consultation conducted with Enterprise Architect, ICT Steering Group, Academic Council, Student Experience, Finance, Audit, Risk and Corporate Governance, Educator Capability, DCBR, and Data and Security.</p> <p>AI Position Statement presented to the Executive Management Committee for consultation on 28 August 2025, feedback was captured as an action and resulted in the development of AI Enablement Plan (Attachment A) and Policy on a Page (Attachment B) now presented.</p> |
| <b>Executive Sponsor</b> | <p>Deepak Poria</p> <p>A/g Chief Information Officer, Enabling Services and Partnerships</p>                                                                                                                                                                                                                                                                                                                                                                                                              |

## Background

- 1 Policy is required to enable AI safeguards to help CIT in defining its AI adoption and enablement posture.
- 2 This policy provides a first step foundational piece based on clear risk assessment guidance to help divisions in their AI planning.
- 3 A more substantive AI Policy was presented previously, where the advice was to provide a single page AI policy that can serve as the enabling policy position.
- 4 This Plan includes the clarity to progress with AI enablement activities.

## Issues

- 5 The AI Policy on a Page is provided for EMC approval at Attachment B.
- 6 A summary of the proposed AI Policy on a Page follows.
  - a Scope** – a clear statement on applicability of the policy in relation to AI engagement by the organisation (all contexts)
  - b Principles**
    - Reflecting CIT core values, clear principles that underpin the risk approach
  - c Definition of AI** - removes ambiguity on what an AI system is

- d **Risk Spectrum** – provides ready reckoner on requirements for monitoring AI adoptions



- e **Audience focus** – provides clarity on steps, including a 'where to go next' link to planned [cit.edu.au/ai](https://cit.edu.au/ai) intranet advisory area
- 7 For the AI Working Group to be effective in shaping the AI Enablement it should adequately represent the organisation as a whole.

# AI Enablement Planning

As at 23 Sept 2025

# Current State

(as of 23 Sept 2025)

1. **Large problem space, wicked problem.** CIT is grappling with the wicked problem of AI across the teaching context and enabling services and partnerships – ‘no right answer’, ‘shifting problem space’, need to commercialise opportunity, and AI is ubiquitous to all functions.
2. **Holding back the tide on policy.** The TLQC is waiting on an overarching AI policy and empowerment CIT position and has assembled a list of people to form an AI working group (later, [AI Policy on a Page](#)).
3. **AI incorporation into assessment framework requires help enacting.** The proposed Assessment Framework introduces additional responsibilities for academics which will require enactment.
4. **Corporate AI underway.** Corporate Services has initiated Copolit trials, focused on staff, and work to illuminate teaching side needs a means of expression.
5. **Focus on Student AI Skills as coalescing force.** The CEO has provided a clear thread – CIT Graduates leave with AI fluency - to align the organisation’s AI efforts.



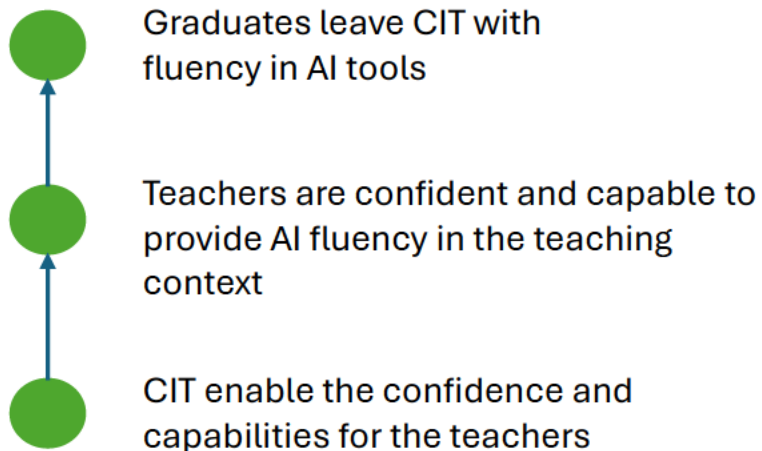
## Scope for AI Enablement

Deliver an  
Implementation  
Plan for ..

### STREAM 1

#### The CIT Graduate AI Golden Thread

*Margot's Brief: return an implementation plan*



And, along the journey,  
do these ...

### Actions

*Scope Items*

### STREAM 2

- **Establish guiding principles for ethical AI use (AI Policy on a Page)**
- Facilitate initial AI **Enablement** Working Group meetings to align on priorities, roles, and expectations
- Identify 3–5 high-risk AI use cases (e.g., summative assessment tasks such as online quizzes)
- Conduct a rapid capability and readiness assessment across CIT
- Identify priority areas for AI literacy and skill development, drawing on champions and existing good practice
- Identify 3–5 high-impact, low-risk AI use cases (e.g., student support, admin automation, curriculum enhancement)
- Launch an internal AI awareness campaign, including the staff competition
- Draft initial governance structure and risk management approach

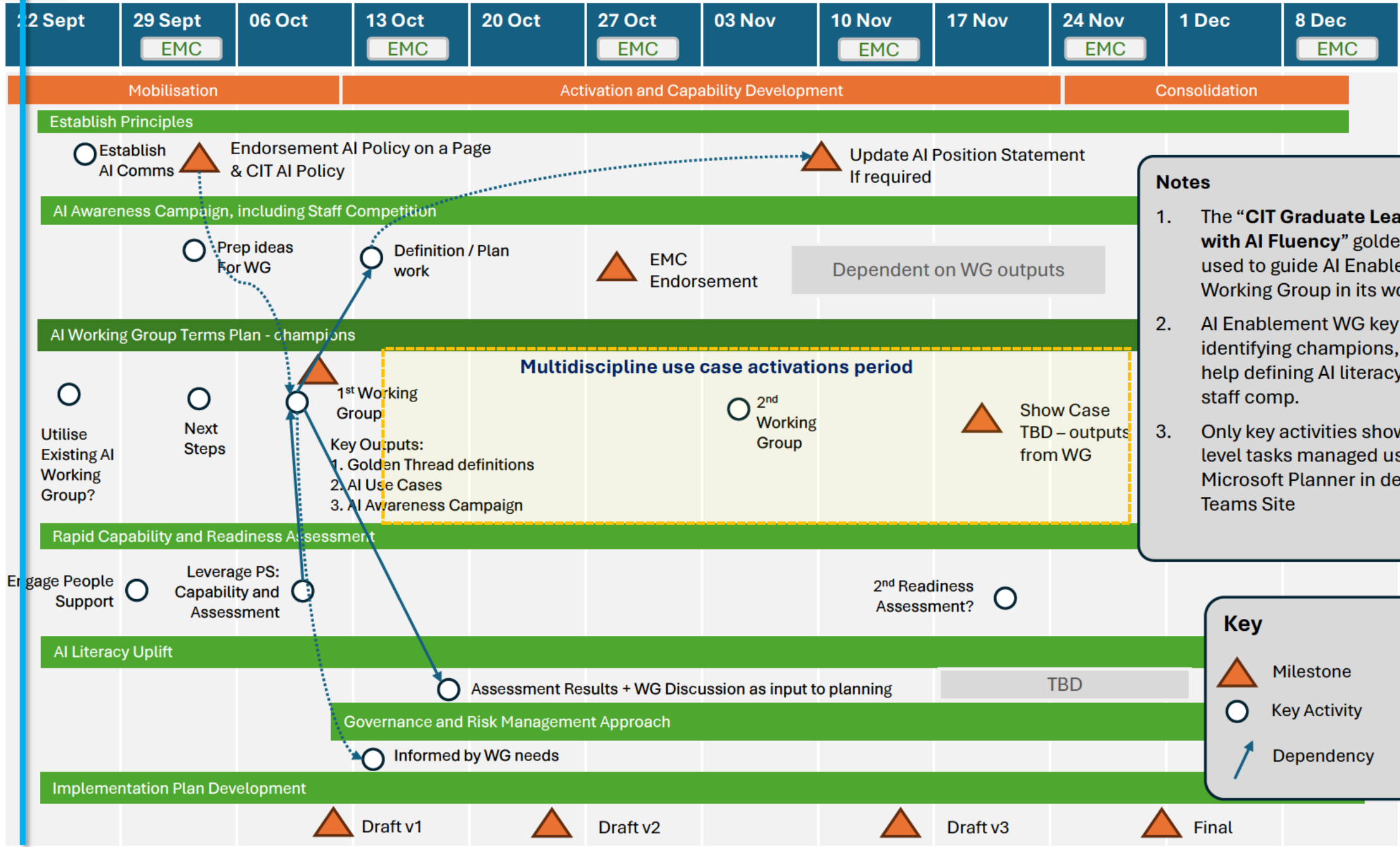
# Building the Implementation Plan: **CIT Graduates leave with AI fluency**

*Using a business-led approach*

| Layers                                                                           | Lead / Decision Maker              | Goal                                                                               | Approach / Details / Outputs                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CIT Graduates leave with AI fluency                                              | Education Futures and Students     | Obtain a workable definition to get started, narrow focus to early wins            | <ul style="list-style-type: none"> <li>• Utilise the TQLC AI Working Group for definition work</li> <li>• Route to Academic Council</li> </ul>                                                                                                                                                                                  |
| Teachers are confident and capable to provide AI fluency in the teaching context | Education Futures and Students     | ‘Confidence’ and ‘capabilities’ are articulated as a workable end state            | <b>With AI Fluency defined:</b> <ul style="list-style-type: none"> <li>• Workshop(s) with nominated staff to co-design environment</li> <li>• Assessment integrity incorporated</li> <li>• Workload is considered</li> <li>• Principles used and adhered to</li> <li>• Focus on monitoring / self-assurance enablers</li> </ul> |
| CIT enable the confidence and capabilities for the teachers                      | Enabling Services and Partnerships | Implementation Plan, including target operating state, pillars, investment pathway | <b>With the two layers above defined:</b> <ul style="list-style-type: none"> <li>- Workshop to map out enabling components required</li> <li>- Include short, medium and long term planning needs</li> </ul>                                                                                                                    |

TODAY

OFFICIAL



**Notes**

1. The “**CIT Graduate Leaves CIT with AI Fluency**” golden thread is used to guide AI Enablement Working Group in its work
2. AI Enablement WG key mobiliser, identifying champions, used for help defining AI literacy approach, staff comp.
3. Only key activities shown – lower-level tasks managed using CIT Microsoft Planner in dedicated Teams Site

**Key**

- Milestone
- Key Activity
- Dependency

All CIT staff, students, contractors, and affiliates involved with AI-enabled systems or tools used in teaching, learning, research, or administration, whether developed in-house, purchased, or embedded in products.

- Innovation with Integrity**  
Encourage responsible innovation in teaching, learning, and administration while maintaining strong governance oversight.
- Assessment Integrity**  
AI must never replace formal student assessment or academic decision-making but may be used as a supportive tool.
- Transparency and Accountability**  
Staff and students must be informed when AI is in use, and clear accountability must remain with human decision-makers.
- Fairness and Inclusion**  
AI must promote inclusivity, accessibility, and avoid discrimination or bias in its design and application.
- Privacy and Security**  
AI systems must comply with the Information Privacy Act 2014, the ACT Cyber Security Policy, and CIT Data Governance requirements.
- Ethical Use**  
AI must be deployed in alignment with Australia’s AI Ethics Principles, ensuring human-centred values, contestability, and protection of human rights.
- Continuous Improvement**  
AI systems must be monitored, evaluated, and updated to ensure safety, reliability, and alignment with community expectations.

Artificial Intelligence (AI): The capability of computer systems to perform tasks that typically require human expertise, including reasoning, planning, natural language processing, computer vision, and generative AI outputs.

Engage opportunity by managing the Risk using this guide

| RISK LEVEL     | EXAMPLES                                                                                                                                     | MONITORING REQUIREMENTS                                                      |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Very Low Risk  | Routine applications such as automated scheduling or basic administrative chatbots.                                                          | Minimal, routine checks.                                                     |
| Low Risk       | Tools like grammar/spell checkers or plagiarism detection.                                                                                   | Regular reviews to ensure accuracy and fairness.                             |
| Midrange Risk  | Personalised learning recommendations or AI-assisted grading.                                                                                | Frequent evaluations to ensure unbiased and accurate outputs.                |
| High Risk      | Predictive modelling or analytics influencing student outcomes.                                                                              | Continuous review to safeguard accuracy and privacy.                         |
| Very High Risk | AI systems replacing student work or making autonomous decisions that directly affect student outcomes, or tools such as facial recognition. | Strict oversight, comprehensive audits, and adherence to ethical guidelines. |

How can I use AI at CIT?

- 1 Know the scope and Principles
- 2 Manage risk, more tools at [cit.edu.au/ai](https://cit.edu.au/ai)
- 3 Engage with confidence

| Name                                      | Role | Nominator | Relevant info                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------|------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal Information - section 2.2(a)(ii) |      |           | <p>can provide advice on how we can be using AI in a copyright compliant manner, which will be an important aspect to mitigating risk as we move forward rolling out AI tools across CIT.</p> <p>██████████ has thoroughly research and worked with other training providers recently on AI and how these relate to her field of expertise.</p> <p>██████████ has also completed additional PD relating to AI and future technologies so can provide further insight on how these may relate or</p> <p>██████████ will lead and coordinate the functional configuration of any AI implementations or integrations with eLearn, and keeps her professional reading up to date on recent developments in Generative AI. ██████████ is a super user of Generative AI at work and outside of work to create AI and learning design for accessibility</p> <p>AI for development of learning artifacts</p> <p>AI and member of TDA's TAFE GenAI Network</p> <p>Super user within the department, created a number of resources to support emerging industry topics</p> <p>Frequent utilisation and engagement for themselves and students – would like to contribute and learn more</p> <p>Frequent utilisation and engagement for themselves and students – would like to contribute and learn more</p> <p>Frequent utilisation and engagement, strong interest to learn more to support practices</p> <p>AI administration and teaching activities</p> <p>AI Adminstration</p> <p>AI administration and teaching activities</p> <p>Super user within the department and college, created a number of resources to support department and college</p> <p>Learning designer, developing learning resources</p> <p>Branch is responsible for data governance, experts in Information/Cyber security for AI</p> <p>Responsible for Gen AI position statement</p> |

| <b>DIVISION / ORG</b>                | <b>Count of Role</b> |
|--------------------------------------|----------------------|
| CIT Educator Capability              | 1                    |
| COULD NOT FIND IN TEAMS ORG EXPLORER | 1                    |
| Data and Digitalisation              | 2                    |
| Education Design and Delivery        | 6                    |
| Education futures and Students       | 3                    |
| Educator                             | 1                    |
| Student Experience                   | 1                    |
| (blank)                              | 2                    |
| <b>Grand Total</b>                   | <b>17</b>            |



Executive Management Committee Meeting No. 20/2025

16 October 2025

Executive Management Committee Paper

**Agenda Item:** 2.2  
**Title:** Revised Assessment Policy  
**Outcome:** Endorsement

**Recommendations:**

Executive Management Committee endorses the revised Assessment Policy, which:

- incorporates responsible use of Artificial Intelligence in assessment design and delivery

Out of Scope

|                        |                                                                                                                                                                                                                                                                                                                                                   |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Focus</b> | <ul style="list-style-type: none"> <li>Our teaching is leading edge and enhances student outcomes.</li> <li>Our foundations support the delivery of our strategy and enable future growth.</li> </ul>                                                                                                                                             |
| <b>Issues Summary</b>  | <ul style="list-style-type: none"> <li>The rise of AI in education presents both opportunities and risks, requiring clear policy guidance to support innovation while maintaining academic integrity.</li> <li>Regulatory expectations now emphasise ethical use of AI and robust academic integrity frameworks.</li> <li>Out of Scope</li> </ul> |
| <b>Key Risks</b>       | <ul style="list-style-type: none"> <li>Academic integrity risk if AI use is not clearly guided or monitored.</li> <li>Out of Scope</li> <li>Reputational risk if CIT is perceived as lagging in its response to emerging technologies.</li> </ul>                                                                                                 |

|                               |                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Financial Implications</b> | Nil – policy changes do not introduce new costs, except where assessment tools may require revision or replacement to ensure academic integrity.                                                                                                                                                                                                               |
| <b>Consultation</b>           | <ul style="list-style-type: none"> <li>• College Directors</li> <li>• Program Lead, Centres of Excellence</li> <li>• Senior Manager, Future Learning Projects</li> <li>• Senior Manager, Educator Capability</li> <li>• Head of Department, Program Services</li> <li>• Senior Manager, Data and Security</li> <li>• Executive Management Committee</li> </ul> |
| <b>Executive Sponsor</b>      | Josephine Andersen<br>Executive Director, Education Futures and Students                                                                                                                                                                                                                                                                                       |

## Background

- 1 Artificial Intelligence (AI) presents significant opportunities to enhance learning and assessment, including:
  - a. personalised learning experiences
  - b. workplace-equivalent assessment tasks
  - c. targeted support and early identification of students requiring intervention
  - d. increased engagement during learning.
- 2 Future Learning Projects, Education Design and Delivery teams, Education Capability, and Library and Learning are already supporting Departments to use AI in assessment and ensure academic integrity, demonstrating CIT's proactive approach to implementation.

## Issues

- 3 Policy updates are required to incorporate references to AI, with the dual purpose of encouraging its responsible use and safeguarding academic integrity.
- 4 The revised Assessment Policy is provided for EMC's endorsement at Attachment A (tracked changes shown in Attachment B). Pending EMC endorsement, the revised policy will be provided to the Chief Executive Officer for approval. The proposed changes:
  - a. respond to the emerging capabilities of AI and align with regulatory expectations, which emphasise the importance of academic integrity and the ethical use of AI in education and training
  - b. encourage educators to use AI tools to support student outcomes, where appropriate



- c. align explicitly with the 2025 Standards for RTOs
- d. remove outdated reference to CIT Solutions.

5 A summary of proposed amendments follows.

*a Additions relating to AI:*

- Purpose:
  - emphasises responsible integration of AI tools (including Generative AI) while maintaining academic integrity.
- Scope:
  - expanded to include assessments involving AI use by students or educators.
- Principles:
  - support for online and technology-enhanced assessment, including appropriate use of AI
  - encouragement of AI use in assessment design and delivery, provided students still demonstrate their own learning
  - clear expectations for ethical use of AI and acknowledgement in submissions.
- Responsibilities:
  - Academic Council: monitoring educational use of AI
  - Teaching and Learning Quality Committee: supporting AI optimisation for learning and assessment
  - College Directors: facilitating and encouraging AI-related innovation
  - Heads of Department: promoting AI-related innovation, professional development and industry currency
  - Educators: ensuring students understand ethical AI use and incorporating AI into authentic assessment tasks where appropriate.

Out of Scope

6 Staff will be informed of approved changes through a multi-channel communication plan. These updates are not expected to impact workloads, except where assessment tools require revision or replacement to maintain academic integrity.

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## Proposed Assessment Policy

Previous: [Assessment Policy : Canberra Institute of Technology](#)

### Assessment Policy

#### 1. Purpose

The purpose of this policy is to ensure assessment practices at Canberra Institute of Technology (CIT) are valid, reliable, fair and compliant with national standards. Assessment is a critical component of teaching and learning, and this policy provides a framework to guide educators, support learners and uphold the integrity of CIT qualifications.

This policy supports CIT's commitment to:

- high-quality vocational education and training
- learner success and equity
- industry relevance and workforce readiness
- continuous improvement and innovation.

This policy describes mandatory requirements for assessment practices at CIT, to ensure compliance with the 2025 Standards for RTOs. It supports high-quality, fair and consistent assessment practices, including responsible integration of Artificial Intelligence tools (including Generative AI and other AI options), while giving educators confidence that academic integrity is maintained and each student has independently demonstrated achievement of learning and assessment outcomes.

#### 2. Scope

This policy applies to:

- all accredited training products delivered by CIT, including qualifications, skill sets and microcredentials
- all staff involved in the design, delivery and validation of assessment
- all learners enrolled in CIT programs
- all assessment conducted in workplace, simulated, online or classroom settings.

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This policy complements CIT's Academic Governance Framework and aligns with:

- Standards for RTOs 2025
- ACT Government education and training policies
- ASQA guidelines and regulatory requirements.

This policy applies to:

- all vocational education and training products
- all assessment tools and instruments
- assessment conducted as part of recognition of prior learning (RPL)
- assessments involving the use of AI tools by students or educators.

This policy is to be read in conjunction with the **Assessment Procedure** and **RPL Procedure**. Other legislative, regulatory and internal policies and procedures are listed below.

### 3. Principles

CIT is committed to high standards of assessment to ensure the best possible student outcomes, including a student-focused, flexible and supportive assessment environment.

CIT assessment practices must ensure all assessments, including RPL, are designed and conducted in accordance with the Training and Assessment Strategy (TAS), Principles of Assessment (fairness, flexibility, validity and reliability) and the Rules of Evidence (validity, sufficiency, authenticity and currency), as required by the 2025 Standards.

CIT assessment practices are part of an overall assessment system that:

- follows the principles of natural justice and procedural fairness
- maintains CIT's academic standards and integrity throughout the assessment process and in line with the **Academic Integrity and Misconduct Policy**
- provides a right to appeal an assessment result ([Academic Appeals Policy](#))
- supports online and technology-enhanced assessment, including AI tools when used appropriately and transparently

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- encourages responsible use of AI tools as part of the assessment process, while ensuring students demonstrate their own learning and understanding (academic integrity)
- meets the individual needs and characteristics of students, using reasonable adjustment in a way that does not compromise academic integrity (see also ***Student Support Policy***)
- ensures only appropriately qualified educators plan, conduct and validate assessments and determine assessment outcomes (see also ***Assessment Validation Policy and Assessment Validation Procedure*** and ***Educator Competency and Currency Policy***)
- enables industry experts to assist in the assessment judgement where specialised expertise is required, working alongside the assessor to conduct the assessment providing:
  - experts have industry competencies and specialised knowledge relevant to the training product
  - experts work under the direction of a credentialed trainer or assessor and conduct assessment alongside them
  - all expert involvement in assessment is subject to oversight by CIT to ensure compliance with the Standards and integrity of assessment judgements
- identifies and manages any actual, perceived or real conflict of interest in assessment processes.

### 3.1 Assessment system

CIT's assessment system is a coordinated set of practices, policies and procedures. It ensures student assessments meet the Principles of Assessment and Rules of Evidence, and are quality reviewed to meet industry needs and unit of competency requirements.

The assessment system includes:

- governance through Academic Council and the Teaching and Learning Quality Committee (TLQC)
- qualified assessors

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- simulated facilities and industry (off-campus) assessment activities
- assessment tools
- pre-delivery assessment reviews
- assessment validation
- assessment quality reviews
- student and industry feedback
- program review and improvement (PRI).

### 3.2 Assessment planning and design

Assessment tools must:

- be contextualised to each student cohort
- reflect industry requirements
- meet all the assessment requirements of the unit of competency
- be consistent with the relevant Training and Assessment Strategy (TAS).

Assessment tools, including purchased assessment resources, must be mapped against the unit requirements. Additionally, a quality review prior to delivery ensures unit of competency learning outcomes and requirements are addressed, and the tools comply with the Principles of Assessment, Rules of Evidence, training package requirements, and related regulatory and licensing requirements (refer: **Assessment Validation Policy**).

Assessment tools must be reviewed by staff external to the College as arranged by the Executive Director, Education Futures and Students, or the Education Design and Delivery Lead, prior to use to ensure they meet quality standards and align with the principles of assessment and rules of evidence. This includes confirming that tools are valid, sufficient, authentic and current, and that they support fair, flexible, valid and reliable assessment practices. Reviewed assessment tools cannot be amended without consultation as designated by the Executive Director, Education Futures and Students, or the Education Design and Delivery Lead.

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Assessment tools for courses in the Training and Education Training Package (TAE), specified in the 2025 Standards for RTOs (Credential Policy), must be approved by ASQA prior to implementation, and must not be changed or amended without pre-delivery approval from the Academic Council.

Educators are encouraged to use AI tools to support assessment design, where appropriate. These tools may enhance quality, efficiency and innovation, provided their use aligns with CIT's standards for academic integrity and assessment quality. Educators need to be aware that AI-generated material is not subject to copyright so AI-generated assessments cannot be copyrighted to CIT.

Assessment processes will ensure students have sufficient time to learn, practice and consolidate the skills and knowledge (meeting volume of learning requirements) before being assessed.

Assessment tasks must:

- clearly link to the learning outcomes of the unit of competency
- be relevant to the teaching content and learning activities
- be designed to assess the knowledge and skills relevant to the unit
- enable students to consistently demonstrate competence in multiple situations and over time
- include a marking guide for educators to judge the quality of performance.

Assessment improvements, identified through validation, industry consultation, course review or audit, must be implemented in the next delivery cycle of the course.

Assessment tools are saved in or linked to specified network drive locations with standardised naming conventions.

Assessment practices must support students to demonstrate their own learning and capability. This includes the use of AI tools, which may enhance learning and assessment when used transparently and appropriately.

Assessment planning must ensure tasks are designed so that students clearly demonstrate what they know and can do, regardless of the tools they use.

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### 3.3 Conducting assessment

Students are fully informed of the assessment process, and CIT's relevant policies and procedures prior to undertaking assessment, including:

- reasonable adjustment
- special consideration/deferred assessment
- how to reference the ethical use of AI tools in assessment submissions, where applicable (teachers and library staff can assist)
- assessment re-marking and re-appraisal and/or examination re-sit
- assessment appeal.

Recognition of prior learning is made available to all students at enrolment, or prior to commencing training.

Students are provided with reasonable adjustment to assessments to enable them to demonstrate the abilities, skills and knowledge requirements of the course.

While reasonable adjustments are provided to students, the evidence criteria must not be altered in any way to ensure consistency and fairness in assessment decisions. The performance standards must be the same, irrespective of the individual student being assessed.

Students who have compelling or compassionate grounds with valid evidence may apply for special consideration or deferred assessment within the required timeframe, as specified in the ***Assessment Procedure***.

Assessment re-marking/re-appraisal is conducted independently by a qualified assessor, without reference to the original result, mark or the assessor's comments.

Students have the right to appeal an assessment decision in accordance with the ***Academic Appeals Policy***.

Students will be notified through a CIT communication channel, preferably the Learning Management System (LMS), when an educator extends an assessment or re-assessment due date for all students.

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Students have support in assessment: CIT ensures that students have access to trainers, assessors, and relevant support staff throughout their training.

- Support services are determined based on student needs and training product requirements, and are made available through CIT's student support channels.
- Students are informed about how and when they can access trainers, assessors and other staff to support their progress.
- Queries related to assessment are responded to in a timely and respectful manner.
- Reasonable adjustment provisions apply to all assessments.

### 3.4 Assessment submission

Assessment dates and times must be clearly documented in the subject guides and assessment tasks.

Assessment tasks, whether submitted in hardcopy, physical assessment items, or via the LMS, may be subject to authentication.

Completed assessment items are retained for two years after students have completed training product (as required by 2025 Standards) and in accordance with the **Records Management Policy**, for validation and audit purposes.

### 3.5 Assessment attempts

Students will be provided with the opportunity for two attempts at each assessment task, with additional attempts at the discretion of the Head of Department.

Students who miss a scheduled assessment or due date with a valid reason or extenuating circumstances, are allowed two attempts at each assessment task.

Students who miss a scheduled assessment or due date without an extension, or valid reason or extenuating circumstances, are allowed one other opportunity to complete the assessment.

### 3.6 Determining competence

A student is assessed as 'satisfactory' in an assessment task when they have successfully met the specified standard against each of the criteria being assessed.



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Where the nationally accredited training product requires that a unit of competency be assessed in the workplace (whether in full or in part), a CIT educator, with qualifications described in the Standards for RTOs: Credential Policy, must make the final assessment judgement. Workplace supervisors may assist the student to assemble evidence for workplace assessment.

A student is granted a 'competent' result for the whole unit of competency when they have met all assessment criteria of the unit (i.e., achieved 'satisfactory' in each assessment task of the unit).

A student is granted a 'fail/not yet competent' result when they have attempted all assessment tasks for the unit and have been assessed as 'not satisfactory' in one or more tasks, following resubmission attempts.

The determination of competency must be completed by an appropriately qualified CIT educator and cannot be outsourced to a third party.

Educators must declare any conflicts of interest to the Head of Department, who will organise an alternative process of assessment for the affected student.

Educators must provide specific, timely, supportive, regular and constructive feedback to students to support their learning progress. Feedback must be communicated through formal CIT communication channels, for example CIT email or the Learning Management System (eLearn) (if the department does not have generic department email, CC [infoline@cit.edu.au](mailto:infoline@cit.edu.au) to ensure the communication is added to the Customer Relationship Management system).

Failure to achieve a 'satisfactory' result within an enrolment period will result in a 'competency not achieved/fail' outcome for that unit. A student may be required to re-enrol in the next enrolment period to repeat the unit.

Through a quality review, where there is evidence of academic misconduct after the fact, and a satisfactory result has been recorded, CIT reserves the right to review the determination of competency. The student will be contacted and be offered academic advice, and the satisfactory result will be removed pending further investigation (refer: [Academic Integrity and Misconduct policy and procedure](#)).

### 3.7 Assessment judgements

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Educators must make criterion-referenced assessment judgements; marking with percentages is not acceptable.

Students will receive timely and detailed written feedback on their assessment submissions within ten (10) working days of the due date, indicating whether they are competent, not yet competent, or need to resubmit. Where possible and appropriate, assessment feedback will be provided through eLearn in the first instance.

Students may be awarded a modified grade on the recommendation of the Disability Education Advisor.

Students will be provided with the opportunity to request an assessment or re-assessment extension. Extensions are granted at the discretion of the Head of Department. When granting an extension, consideration will be given to the student's individual circumstance including any feedback from the Student Support team (where relevant). Extension due dates that extend past the end of a semester must be finalised within the first two weeks of the following semester (refer: **Resulting Policy**).

### 3.8 Graded assessment

CIT will make available graded assessment 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 provide such evidence
- 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 development of a course of study and was implemented on the Student Management System with the correct grading mode.

CIT assessors will establish competency before a grade is applied in eLearn.

### 3.9 Post-assessment validation

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A reliable sample of assessment judgements will be validated against the requirements of the unit of competency selected for validation, including the Principles of Assessment and Rules of Evidence, to confirm assessment judgements are being made correctly and consistently.

Assessment validation is undertaken by appropriately qualified people, and a validation report is completed for each training product at least once every five years (refer: **Assessment Validation Policy** and **Procedure**).

### 3.10 Business Practices

CIT assessment practices will:

- meet business requirements to enter final results in the Student Management System
- issue certification documents (qualifications and statements of attainment) only to students who are assessed as meeting the requirements of the nationally recognised training product
- securely retain all completed student assessment items, assessment tools, evidence of reasonable adjustment and evidence of the assessment judgements in accordance with relevant legislation and CIT policies. If the assessment task cannot be retained (e.g., perishable item/workplace materials), evidence retained must be sufficiently detailed to explain the circumstances leading to the assessor's judgement of the student's performance against the required competency. Retention requirements will vary.

### 3.11 Responsibilities

#### 3.11.1 Academic Council

Academic Council is responsible for:

- ensuring courses and programs are designed and delivered in accordance with CIT's academic policies and relevant legislation and standards
- overseeing the Program Review and Improvement (PRI) cycle and assessment validation program
- monitoring the Continuous Improvement Register (CIR)
- evaluating the effectiveness of the five-year PRI and validation cycle

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- regularly monitoring the education application of AI at CIT via regular College and Division reports to Academic Council on the use and issues of AI within education at CIT.

### 3.11.2 Teaching and Learning Quality Committee

Teaching and Learning Quality Committee is responsible for:

- overseeing program quality management, teaching and learning, quality assurance and compliance management practices, and making recommendations to Academic Council
- reviewing and endorsing Teaching and Assessment Strategies (TAS)
- overseeing the design and development of the new course development
- facilitating the optimisation of AI within learning content, supporting student outcomes and assessment enhancements.

### 3.11.3 Executive Director, Education Futures and Students

The Executive Director, Education Futures and Students is responsible for:

- chairing the Academic Council, which is responsible for oversight of academic delivery, assessment and quality assurance
- ensuring the assessment system aligns with requirements in the Standards for RTOs
- reporting relevant matters to the Executive Management Committee (EMC)
- overseeing the monitoring of AI from advice and reports from Academic Council, Colleges and Division Leads.

### 3.11.4 Education Design and Delivery Lead

The Education Design and Delivery Lead (EDD Lead) is responsible for:

- ensuring assessment practices are aligned to the Standards for RTOs, training package requirements, legislative requirements, and CIT policies and procedures
- ensuring CIT training and assessment strategies are responsive to industry and student needs

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- reporting to Academic Council and other CIT governance committees.

### 3.11.5 College Directors

College Directors are responsible for:

- ensuring assessment practices are aligned to the Standards for RTOs, training package requirements, legislative requirements, and CIT policies and procedures
- systematically validating assessment practices and assessment tools and continuous improvement
- fostering positive relationships with industry and stakeholders through organising and leading Industry Advisory Groups (IAGs)
- providing sufficient, accurate and accessible information to ensure selection of the most suitable training and assessment pathways across the college portfolio
- ensuring assessment is designed and developed:
  - in accordance with the Principles of Assessment and the Rules of Evidence
  - to include reasonable adjustment to minimise disadvantage to individuals or groups, without compromising the integrity of the competency standard
  - leading quality assessment based on the principles of universal design for learning, inclusivity and equity
- facilitating and encouraging educator innovation in assessment, including the effective use of technology-enhanced approaches, such as AI tools
- identification of opportunities for collaboration across departments, colleges and divisions in the implementation of continuous improvement plans
- overseeing the quality, efficiency and effectiveness of program and project delivery
- ensuring the storage of student assessments in accordance with legislative, regulatory and CIT policy requirements.

### 3.11.3 Heads of Department

Heads of Department are responsible for:

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- leading the planning and designing of assessment including:
  - completing an annual review of all Training and Assessment Strategies (TAS)
  - quality reviews of all assessments, whether written, purchased or obtained from other sources, prior to first delivery
  - ensuring assessment meets the Principles of Assessment and the Rules of Evidence
  - ensuring quality assessment is based on the principles of universal design for learning, inclusivity and equity
  - leading educators to compile information for students on the context and purpose of the assessment and the assessment process, including pre-assessment information, through course materials distributed at the commencement of a course
  - ensuring all resources are available for assessment
  - writing an assessment rubric where the subject is approved for graded assessment
- ensuring all marketing material includes information about mandatory student industry placement requirements for assessment
- ensuring all assessors meet the requirements of the nationally accredited training product and the Standards for RTOs: Credential Policy (refer: ***Educator Currency and Competency Policy***)
- ensuring all assessment evidence is retained in accordance with other policies, legislation or regulations (refer: ***Records Management Policy***)
- participating in scheduled validation of assessment and continuous improvement (refer: ***Assessment Validation Policy***)
- supporting educator innovation in assessment, including the effective use of technology-enhanced approaches, such as AI tools

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- ensuring educators maintain industry currency in emerging technologies, including AI, and incorporate relevant learning opportunities into courses as allowed by unit and Training Package guidelines
- promoting AI-related professional development and training opportunities, and in SMD discussions
- where a student disagrees with the assessment outcome, consulting the policy for conditions available for reassessment and determine whether to provide a reassessment of the outcome by another assessor (refer: ***Academic Appeals Policy***).

#### 3.11.7 Head of Department Program Services

The Head of Department Program Services is responsible for:

- reviewing all assessments prior to delivery of the first session to ensure all requirements of the nationally accredited training product, and other regulatory and licensing requirements are met
- co-designing assessment strategies and assessment tools with Heads of Department and educators
- providing advice to Heads of Department and educators about high quality teaching and assessment practices.

#### 3.11.8 Head of Department Education Quality

The Head of Department Education Quality is responsible for:

- providing support for assessment validation
- managing the CIT Validation Schedule
- managing CIT Scope of Registration training product quality reviews
- managing CIT assessment quality reviews identified on the academic risk register using a risk analysis approach.

#### 3.11.9 Educators

Educators are responsible for:

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- planning, designing and developing assessments
- participating in quality reviewing all assessment prior to delivery of the first session to ensure all requirements of the nationally accredited training product, and other regulatory and licensing requirements are met
- conducting and reviewing assessment including:
  - that assessments reflect the requirements of the nationally accredited training products and industry
  - informing students, at or prior to the commencement of delivery, of the assessment approach and requirements for the nationally accredited training product
  - informing students prior to enrolment of any mandatory industry student placement requirements for assessment
  - applying any reasonable adjustment strategies required to meet student needs and record this in the assessment tool
  - ensuring students understand the ethical use of AI tools and are aware of the consequences of misuse, including academic misconduct (refer: ***Academic Integrity and Misconduct Policy***)
  - maintaining industry currency in emerging technologies, including AI, and incorporate relevant learning opportunities into courses and assessment practices—where allowed by unit and Training Package guidelines—such as using AI to replicate authentic workplace tasks
  - providing sufficient detail in the observation checklist (in the comments section) to support the competency judgement
  - reviewing written assessments for any evidence of cheating or plagiarism and managing any suspected academic misconduct
  - reviewing completed assessment evidence against assessment criteria in the Teacher Guide to determine competency



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- determining competency, recording assessment outcomes and providing relevant feedback to the student within ten (10) days of the assessment due date
- recording final assessment results in the LMS within fifteen (15) days of the end of unit date
- participating in assessment validation
- declaring any conflict of assessment in the assessment process
- entering all assessment results in a timely manner and entering the final result in the SMS (refer: **Resulting Policy**).

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#### 4. Documentation

##### 4.1 Related Legislation/Regulation

- [2025 Standards for RTOs](#)
- [ACT Quality Framework](#)
- [Student Information Guide](#)
- [Territory Records \(Records Disposal Schedule - Student Management Records\)](#)

##### 4.2 Related Policy and Procedures

- [Assessment Procedure](#)
- [Academic Advice and Issuance of Certification Procedure](#)
- [Academic Integrity and Misconduct Policy](#)
- [Assessment Validation Policy](#)
- [Student and Community Members Complaint Policy](#)
- [Educator Currency and Competency Policy](#)
- [Industry and Community Engagement \(Training and Assessment\) Procedure](#)

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- [Privacy Policy](#)
- [Recognition of Prior Learning Procedure](#)
- [Records Management Policy](#)
- [Resulting Policy](#)
- [Training and Assessment Strategy \(TAS\) Development Policy](#)
- [Training and Assessment Policy](#)

#### 4.3 Related Documents

- CIT Course Validation Schedule
- ASQA Guide to Assessment Tools
- 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

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#### 5. Definitions

All terminology used in this policy is consistent with definitions in the [CIT Definitions of Terms](#).

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#### 6. Policy Contact Officer

Executive Director, Education Futures and Students.

Contact CIT Student Services on (02) 6207 3188 or email [info@cit.edu.au](mailto:info@cit.edu.au) for further information.

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#### 7. Procedures

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This policy is implemented through the associated procedures. Authority to make changes to the procedures rests with the policy owner.



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## Proposed Assessment Policy

Previous: [Assessment Policy : Canberra Institute of Technology](#)

### Assessment Policy

#### 1. Purpose

The purpose of this policy is to ensure ~~that~~ assessment practices at [Canberra Institute of Technology \(CIT\)](#) are valid, reliable, fair, and compliant with national standards. ~~Assessment is a critical component of teaching and learning, and this policy provides a framework to guide educators, support learners, and uphold the integrity of CIT qualifications.~~

This policy supports CIT's commitment to:

- hHigh-quality vocational education and training
- lLearner success and equity
- iIndustry relevance and workforce readiness
- cContinuous improvement and innovation.

This policy describes mandatory requirements for assessment practices at ~~Canberra Institute of Technology (CIT)~~, to ensure compliance with the [2025](#) Standards for RTOs. ~~It supports high-quality, fair and consistent assessment practices, including the responsible integration of Artificial Intelligence tools (including Generative AI and other AI options), while giving educators confidence that academic integrity is maintained and each student has independently demonstrated achievement of the learning and assessment outcomes.~~

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#### 2. Scope

~~Where this policy refers to CIT, this includes CIT Solutions.~~

This policy applies to:

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- All accredited training products delivered by CIT, including nationally recognised qualifications, skill sets, and microcredentials
- All staff involved in the design, delivery, and validation of assessment
- All learners enrolled in CIT programs
- All assessment conducted in workplace, simulated, online, or classroom settings.

This policy complements CIT's Academic Governance Framework and aligns with:

- Standards for RTOs 2025 (and future revisions)
- ACT Government education and training policies
- ASQA guidelines and regulatory requirements.

•

This policy applies to:

- all nationally recognised vocational education and training products
- all assessment tools and instruments
- assessment conducted as part of recognition of prior learning (RPL)
- assessments involving the use of AI tools by students or educators.

This policy is to be read in conjunction with the **Assessment Procedure** and **RPL Procedure**. Other legislative, regulatory and internal policies and procedures are listed below.

### 3. Principles

CIT is committed to high standards of assessment to ensure the best possible student outcomes, including a student-focused, flexible and supportive assessment environment.

CIT assessment practices must ensure all assessments, including RPL, are designed and conducted in accordance with the Training and Assessment Strategy (TAS), Principles of Assessment (fairness, flexibility, validity and reliability) and the Rules of Evidence (validity, sufficiency, authenticity and currency), as required by the 2025 Standards for RTOs.

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CIT assessment practices are part of an overall assessment system that, which:

- follows s the principles of natural justice and procedural fairness
- maintains s CIT's academic standards and integrity throughout the assessment process and in line with the **Academic Integrity and Misconduct Policy**
- provides s a right to appeal an assessment result (**Academic Appeals Policy**)
- supports online and technology-enhanced assessment, including AI tools when used appropriately and transparently
- encourages responsible the use of AI tools as part of the assessment process, while ensuring students demonstrate their own learning and understanding (academic integrity)
- provides opportunities to undertake assessment online, where possible and appropriate
- meets s the individual needs and characteristics of students, using reasonable adjustment in a way that does not compromise academic integrity (see also **Student Support Policy**)
- ensures s only appropriately qualified educators plan, conduct and validate assessments and determine assessment outcomes (see also **Assessment Validation Policy and Assessment Validation Procedure and Educator Competency and Currency Policy**)
- enables s industry experts to assist in the assessment judgement where specialised expertise is required, working alongside the assessor to conduct the assessment providing:
  - o experts have industry competencies and specialised knowledge relevant to the training product
  - o experts work under the direction of a credentialed trainer or assessor and conduct assessment alongside them
  - o all expert involvement in assessment is subject to oversight by CIT to ensure compliance with the Standards and integrity of assessment judgements

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- identifies and manages any actual, perceived or real conflict of interest in assessment processes.

### 3.1 Assessment system

CIT's assessment system is a coordinated set of practices, policies and procedures. It ensures student assessments meet the Principles of Assessment and Rules of Evidence, and are quality reviewed to meet industry needs and unit of competency requirements.

The assessment system includes:

- governance through Academic Council and the Teaching and Learning Quality Committee (TLQC)
- qualified assessors
- simulated facilities and industry (off-campus) assessment activities
- assessment tools
- pre-delivery assessment reviews
- assessment validation
- assessment quality reviews
- student and industry feedback
- program review and improvement (PRI).

### 3.2 Assessment planning and design

Assessment tools must:

- be contextualised to each student cohort
- reflect industry requirements
- meet all the assessment requirements of the unit of competency
- be consistent with the relevant Training and Assessment Strategy (TAS).

Assessment tools, including purchased assessment resources, must be mapped against the unit requirements. Additionally, a quality review prior to delivery ensures unit of competency

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learning outcomes and requirements are addressed, and the tools comply with the Principles of Assessment, Rules of Evidence, training package requirements, and related regulatory and licensing requirements (refer: **Assessment Validation Policy**).

Assessment tools must be reviewed by staff external to the College as arranged by the Executive Director, Education Futures and Students, or the Education Design and Delivery Lead, prior to use to ensure they meet quality standards and align with the principles of assessment and rules of evidence. This includes confirming that tools are valid, sufficient, authentic, and current, and that they support fair, flexible, valid, and reliable assessment practices. Reviewed assessment tools cannot be amended without consultation as designated by the Executive Director, Education Futures and Students, or the Education Design and Delivery Lead.

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Assessment tools for courses in the Training and Education Training Package (TAE), specified in the 2025 Standards for RTOs (Credential Policy), must be approved by ASQA prior to implementation, and must not be changed or amended without pre-delivery approval from the Academic Council.

Educators are encouraged to use AI tools to support assessment design and delivery, where appropriate. These tools can may enhance quality, efficiency and innovation, provided their use aligns with CIT's standards for academic integrity and assessment quality. Educators need to be aware that AI-generated material is not subject to copyright so AI-generated assessments cannot be copyrighted to CIT.

Assessment processes will ensure students have sufficient time to learn, practice and consolidate the skills and knowledge (meeting volume of learning requirements) before being assessed.

Assessment tasks must:

- clearly link to the learning outcomes of the unit of competency
- be relevant to the teaching content and learning activities
- be designed to assess the knowledge and skills relevant to the unit
- enable students to consistently demonstrate competence in multiple situations and over time



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- include a marking guide for educators to judge the quality of performance.

Assessment improvements, identified through validation, industry consultation, course review or audit, must be implemented in the next delivery cycle of the course.

Assessment tools are saved in or linked to specified network drive locations with standardised naming conventions.

Assessment practices must support students to demonstrate their own learning and capability. This includes the use of AI tools, which may enhance learning and assessment when used transparently and appropriately.

Assessment planning must ensure tasks are designed so that students clearly demonstrate what they know and can do, regardless of the tools they use.

### 3.3 Conducting assessment

Students are fully informed of the assessment process, and CIT's relevant policies and procedures prior to undertaking assessment, including:

- reasonable adjustment
- special consideration/deferred assessment
- how to acknowledge/reference the ethical use of AI tools in assessment submissions, where applicable (teachers and library staff can assist)
- assessment re-marking and re-appraisal and/or examination re-sit
- assessment appeal.

Recognition of prior learning is made available to all students at enrolment, or prior to commencing training.

Students are provided with reasonable adjustment to assessments to enable them to demonstrate the abilities, skills and knowledge requirements of the course.

While reasonable adjustments are provided to students, the evidence criteria must not be altered in any way to ensure consistency and fairness in assessment decisions. The performance standards must be the same, irrespective of the individual student being assessed.



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Students who have compelling or compassionate grounds with valid evidence may apply for special consideration or deferred assessment within the required timeframe, as specified in the **Assessment Procedure**.

Assessment re-marking/re-appraisal is conducted independently by a qualified assessor, without reference to the original result, mark or the assessor's comments.

Students have the right to appeal an assessment decision in accordance with the **Academic Appeals Policy**.

Students will be notified through a CIT communication channel, preferably the Learning Management System (LMS), when an educator extends an assessment or re-assessment due date for all students.

Student have support in assessment: CIT ensures that students have access to trainers, assessors, and relevant support staff throughout their training.

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- Support services are determined based on student needs and training product requirements, and are made available through CIT's student support channels.
- Students are informed about how and when they can access trainers, assessors, and other staff to support their progress.
- Queries related to assessment are responded to in a timely and respectful manner.
- Reasonable adjustment provisions apply to all assessments.
- 

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### 3.4 Assessment submission

Assessment dates and times must be clearly documented in the subject guides and assessment tasks.

Assessment tasks, whether submitted in hardcopy, physical assessment items, or via the LMS, may be subject to authentication.

Completed assessment items are retained, for two years after students have completed training product (as required by 2025 Standards) and in accordance with the **Records Management Policy**, for validation and audit purposes.

### 3.5 Assessment attempts

Students will be provided with the opportunity for two attempts at each assessment task, with additional attempts at the discretion of the Head of Department.

Students who miss a scheduled assessment or due date with a valid reason or extenuating circumstances, are allowed two attempts at each assessment task.

Students who miss a scheduled assessment or due date without an extension, or valid reason or extenuating circumstances, are allowed one other opportunity to complete the assessment.

### 3.6 Determining competence

A student is assessed as 'satisfactory' in an assessment task when they have successfully met the specified standard against each of the criteria being assessed.

Where the nationally accredited training product requires that a unit of competency be assessed in the workplace (whether in full or in part), a CIT educator, with qualifications described in the Standards for RTOs: Credential Policy, must make the final assessment judgement. Workplace supervisors may assist the student to assemble evidence for workplace assessment.

A student is granted a 'competent' result for the whole unit of competency when they have met all assessment criteria of the unit (i.e., achieved 'satisfactory' in each assessment task of the unit).

A student is granted a 'fail/not yet competent' result when they have attempted all assessment tasks for the unit and have been assessed as 'not satisfactory' in one or more tasks, following resubmission attempts.

The determination of competency must be completed by an appropriately qualified CIT educator and cannot be outsourced to a third party.

Educators must declare any conflicts of interest to the Head of Department, who will organise an alternative process of assessment for the affected student.

Educators must provide specific, timely, supportive, regular and constructive feedback to students to support their learning progress. Feedback must be communicated through formal CIT communication channels, for example CIT email or the Learning Management System

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(eLearn) (if the department does not have generic department email, CC [infoline@cit.edu.au](mailto:infoline@cit.edu.au) to ensure the communication is added to the Customer Relationship Management system).

Failure to achieve a 'satisfactory' result within an enrolment period will result in a 'competency not achieved/fail' outcome for that unit. A student may be required to re-enrol in the next enrolment period to repeat the unit.

Through a quality review, where there is evidence of academic misconduct after the fact, and a satisfactory result has been recorded, CIT reserves the right to review the determination of competency. The student will be contacted and be offered academic advice, and the satisfactory result will be removed pending further investigation (refer: [Academic Integrity and Misconduct policy and procedure](#)).

### 3.7 Assessment judgements

Educators must make criterion-referenced assessment judgements; marking with percentages is not acceptable.

Students will receive timely and detailed written feedback on their assessment submissions within ten (10) working days of the due date, indicating whether they are competent, not yet competent, or need to resubmit. Where possible and appropriate, assessment feedback will be provided through eLearn in the first instance.

Students may be awarded a modified grade on the recommendation of the Disability Education Advisor.

Students will be provided with the opportunity to request an assessment or re-assessment extension. Extensions are granted at the discretion of the Head of Department. When granting an extension, consideration will be given to the student's individual circumstance including any feedback from the Student Support team (where relevant). Extension due dates that extend past the end of a semester must be finalised within the first two weeks of the following semester (refer: **Resulting Policy**).

### 3.8 Graded assessment

CIT will make available graded assessment for qualifications at AQF level 5 or above, where there is evidence that:

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- industry uses evidence of assessment performance in employment selection processes and requests CIT provide such evidence
- 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 development of a course of study and was implemented on the Student Management System with the correct grading mode.

CIT assessors will establish competency before a grade is applied in eLearn.

### 3.9 Post-assessment validation

A reliable sample of assessment judgements will be validated against the requirements of the unit of competency selected for validation, including the Principles of Assessment and Rules of Evidence, to confirm assessment judgements are being made correctly and consistently.

Assessment validation is undertaken by appropriately qualified people, and a validation report is completed for each training product at least once every five years (refer: **Assessment Validation Policy** and **Procedure**).

### 3.10 Business Practices

CIT assessment practices will:

- meet business requirements to enter final results in the Student Management System
- issue certification documents (qualifications and statements of attainment) only to students who are assessed as meeting the requirements of the nationally recognised training product
- securely retain all completed student assessment items, assessment tools, evidence of reasonable adjustment and evidence of the assessment judgements in accordance with relevant legislation and CIT policies. If the assessment task cannot be retained (e.g., perishable item/workplace materials), evidence retained must be sufficiently detailed to explain the circumstances leading to the assessor's judgement of the student's performance against the required competency. Retention requirements will vary.

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### 3.11 Responsibilities

#### 3.11.1 Academic Council

Academic Council is responsible for:

- ensuring courses and programs are designed and delivered in accordance with CIT's academic policies and relevant legislation and standards
- overseeing the Program Review and Improvement (PRI) cycle and assessment validation program
- monitoring the Continuous Improvement Register (CIR)
- evaluating the effectiveness of the five-year PRI and validation cycle
- regularly monitoring the education application of AI at CIT via regular College and Division reports to Academic Council on the use and issues of AI within education at CIT.

#### 3.11.2 Teaching and Learning Quality Committee

Teaching and Learning Quality Committee is responsible for:

- overseeing program quality management, teaching and learning, quality assurance and compliance management practices, and making recommendations to Academic Council
- reviewing and endorsing Teaching and Assessment Strategies (TAS)
- overseeing the design and development of the new course development
- facilitating the optimisation of AI within learning content, supporting student outcomes and assessment enhancements.

#### 3.11.3 Executive Director, Education Futures and Students

The Executive Director, Education Futures and Students is responsible for:

- chairing the Academic Council, which is responsible for oversight of academic delivery, assessment and quality assurance
- ensuring the assessment system aligns with requirements in the Standards for RTOs

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- reporting relevant matters to the Executive Management Committee (EMC)
- overseeing the monitoring of AI from advice and reports from Academic Council, Colleges and Division Leads.

#### 3.11.4 Education Design and Delivery Lead

The Education Design and Delivery Lead (EDD Lead) is responsible for:

- ensuring assessment practices are aligned to the Standards for RTOs, training package requirements, legislative requirements, and CIT policies and procedures
- ensuring CIT training and assessment strategies are responsive to industry and student needs
- reporting to Academic Council and other CIT governance committees.

#### 3.11.5 College Directors

College Directors are responsible for:

- ensuring assessment practices are aligned to the Standards for RTOs, training package requirements, legislative requirements, and CIT policies and procedures
- systematically validating assessment practices and assessment tools and continuous improvement
- fostering positive relationships with industry and stakeholders through organising and leading Industry Advisory Groups (IAGs)
- providing sufficient, accurate and accessible information to ensure selection of the most suitable training and assessment pathways across the college portfolio
- ensuring assessment is designed and developed:
  - in accordance with the Principles of Assessment and the Rules of Evidence
  - to include reasonable adjustment to minimise disadvantage to individuals or groups, without compromising the integrity of the competency standard
  - leading quality assessment based on the principles of universal design for learning, inclusivity and equity



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- facilitating and encouraging educator innovation in assessment, including the effective use of technology-enhanced approaches, such as AI tools

- identification of opportunities for collaboration across departments, colleges and divisions in the implementation of continuous improvement plans
- overseeing the quality, efficiency and effectiveness of program and project delivery
- ensuring the storage of student assessments in accordance with legislative, regulatory and CIT policy requirements.

### 3.11.3 Heads of Department

Heads of Department are responsible for:

- leading the planning and designing of assessment including:
  - completing an annual review of all Training and Assessment Strategies (TAS)
  - quality reviews of all assessments, whether written, purchased or obtained from other sources, prior to first delivery
  - ensuring assessment meets the Principles of Assessment and the Rules of Evidence
  - ensuring quality assessment is based on the principles of universal design for learning, inclusivity and equity
  - leading educators to compile information for students on the context and purpose of the assessment and the assessment process, including pre-assessment information, through course materials distributed at the commencement of a course
  - ensuring all resources are available for assessment
  - writing an assessment rubric where the subject is approved for graded assessment
- ensuring all marketing material includes information about mandatory student industry placement requirements for assessment





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- ensuring all assessors meet the requirements of the nationally accredited training product and the Standards for RTOs: Credential Policy (refer: **Educator Currency and Competency Policy**)
- ensuring all assessment evidence is retained in accordance with other policies, legislation or regulations (refer: **Records Management Policy**)
- participating in scheduled validation of assessment and continuous improvement (refer: **Assessment Validation Policy**)
- supporting educator innovation in assessment, including the effective use of technology-enhanced approaches, such as AI tools
- ensuring educators maintain industry currency in emerging technologies, including AI, and incorporate relevant learning opportunities into courses as allowed by unit and Training Package guidelines
- promoting AI-related professional development and training opportunities, and in SMD discussions

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- where a student disagrees with the assessment outcome, consulting the policy for conditions available for reassessment and determine whether to provide a reassessment of the outcome by another assessor (refer: **Academic Appeals Policy**).

#### 3.11.7 Head of Department Program Services

The Head of Department Program Services is responsible for:

- reviewing all assessments prior to delivery of the first session to ensure all requirements of the nationally accredited training product, and other regulatory and licensing requirements are met
- co-designing assessment strategies and assessment tools with Heads of Department and educators
- providing advice to Heads of Department and educators about high quality teaching and assessment practices.

#### 3.11.8 Head of Department Education Quality



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The Head of Department Education Quality is responsible for:

- providing support for assessment validation
- managing the CIT Validation Schedule
- managing CIT Scope of Registration training product quality reviews
- managing CIT assessment quality reviews identified on the academic risk register using a risk analysis approach.

#### 3.11.9 Educators

Educators are responsible for:

- planning, designing and developing assessments
- participating in quality reviewing all assessment prior to delivery of the first session to ensure all requirements of the nationally accredited training product, and other regulatory and licensing requirements are met
- conducting and reviewing assessment including:
  - that assessments reflect the requirements of the nationally accredited training products and industry
  - informing students, at or prior to the commencement of delivery, of the assessment approach and requirements for the nationally accredited training product
  - informing students prior to enrolment of any mandatory industry student placement requirements for assessment
  - applying any reasonable adjustment strategies required to meet student needs and record this in the assessment tool
  - ensuring students understand the ethical use of AI tools and are aware of the consequences of misuse, including academic misconduct (refer: ***Academic Integrity and Misconduct Policy***)
  - maintaining industry currency in emerging technologies, including AI, and incorporate relevant learning opportunities into courses and assessment

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practices—where allowed by unit and Training Package guidelines—such as using AI to replicate authentic workplace tasks

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- providing sufficient detail in the observation checklist (in the comments section) to support the competency judgement
- reviewing written assessments for any evidence of cheating or plagiarism and managing any suspected academic misconduct
- reviewing completed assessment evidence against assessment criteria in the Teacher Guide to determine competency
- determining competency, recording assessment outcomes and providing relevant feedback to the student within ten (10) days of the assessment due date
- recording final assessment results in the LMS within fifteen (15) days of the end of unit date
- participating in assessment validation
- declaring any conflict of assessment in the assessment process
- entering all assessment results in a timely manner and entering the final result in the SMS (refer: **Resulting Policy**).

#### 4. Documentation

##### 4.1 Related Legislation/Regulation

- 2025 Standards for RTOs
- ~~Standards for RTOs~~
- ~~Standards for Registered Training Organisations Amendment (VET Workforce Support) Instrument 2024~~
- ACT Quality Framework
- Student Information Guide



- [\*Territory Records \(Records Disposal Schedule - Student Management Records\)\*](#)

#### 4.2 Related Policy and Procedures

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

#### 4.3 Related Documents

- CIT Course Validation Schedule
- ASQA Guide to Assessment Tools
- 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

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## 5. Definitions

All terminology used in this policy is consistent with definitions in the [CIT Definitions of Terms](#).

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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>          | Combination of the assessment instruments 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>Assessment authentication</b> | <p>The assessor is assured that the evidence presented for assessment is the student's own work. The authentication strategies may include:</p> <ul style="list-style-type: none"> <li>• Ensure that evidence gathered 'belongs' to the student being assessed and provides evidence of that person's skills and knowledge.</li> <li>• An assessment coversheet is completed by the student and attached to the actual assessment work to confirm the authenticity of their work. Where submission occurs via eLearn, the assessment coversheet is integrated as part of the submission process.</li> </ul> |



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|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <p>Where portions of the evidence submitted are gathered through independent study (e.g., assignments or projects) rather than through direct observation, use Turnitin (or other online systems) to review work submissions for plagiarism and identical content in other submissions.</p>                                                                                                                                         |
| <b>Competency</b>                     | <p>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.</p>                                                                                                                                                                                                          |
| <b>Conflict of Interest</b>           | <p>In this Policy means an educator who has or has had a significant personal or other relationship with the student being assessed, which could improperly influence the assessment decision.</p>                                                                                                                                                                                                                                  |
| <b>Industry Experts</b>               | <p>Industry expert means an individual who has relevant specialised industry or subject matter expertise who is engaged by the RTO on the basis of that expertise. Industry experts must have relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided.</p>                                                                                                |
| <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 are 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> |



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~~CIT will validate review all assessment resources including new and re-developed training products, whether purchased or designed internally, pre-delivery using Pre-delivery assessment review form 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.~~

~~Refer: Assessment Validation Policy and Procedure~~

#### **~~Principles of natural justice and procedural fairness~~**

~~Natural justice also called procedural fairness, applies to any decision (action or inaction) that can affect the rights, interests or expectations of an individual in a direct or immediate way. It requires that:~~

- ~~• individuals are given an opportunity to be heard~~
- ~~• decision makers act without bias or self-interest~~
- ~~• decision makers base their decisions on evidence that is relevant to the facts in issue.~~



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|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualified Educator</b>     | <p>Educators who:</p> <ul style="list-style-type: none"> <li>hold the required credentials specified in the Standards for RTOs Credential Policy</li> <li>have the relevant vocational competencies at least to the level being delivered and/or assessed</li> <li>have current industry skills directly relevant to the training and assessment being provided</li> <li>have current knowledge and skills in vocational training and learning that informs their training and assessment.</li> </ul> |
| <b>Risk analysis approach</b> | <p>Is a review to identify academic risk to courses through a number processes including but not limited to:</p> <ul style="list-style-type: none"> <li>Referring to the ASQA risk priorities</li> <li>Environmental scans</li> <li>Internal and external audits</li> <li>Student cohorts, i.e., number of international students in a course</li> <li>Industries with high Work Health and Safety (WHS) risk</li> <li>Student and industry feedback</li> </ul>                                       |
| <b>Validation</b>             | <p>Validation is a quality review process for completed assessments that confirms the assessment system can consistently produce valid assessment judgements. Validation involves reviewing the assessment tool produces 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.</p>                                                                        |





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#### 6. Policy Contact Officer

Executive Director, Education Futures and StudentsServices.

Contact CIT Student Services on (02) 6207 3188 or email [info@cit.edu.au](mailto:info@cit.edu.au) for further information.

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#### 7. Procedures

This policy is implemented through the associated procedures. Authority to make changes to the procedures rests with the policy owner.

## CIT Executive Management Committee Meeting No. 23/2025

27 November 2025

## CIT Executive Management Committee Paper

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|                     |                                                                                                                                       |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Agenda Item:</b> | <b>2.1</b>                                                                                                                            |
| <b>Title:</b>       | <b>Proposal to Create a CIT-Specific Educators' AI Toolkit</b>                                                                        |
| <b>Outcome:</b>     | <b>Request for approval to proceed with the development and implementation of a CIT-branded AI enablement resource for educators.</b> |

---

## That the CIT Executive Management Committee:

- Approves the development of a CIT-specific Educators AI Toolkit, modelled on the UK Department for Education's video series and transcript, to support educators in understanding and safely leveraging AI in their work.

|                               |                                                                                                                                                                                                                                                                                            |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Focus</b>        | Enabling educators to utilise AI within CIT by using by consolidating essential AI knowledge for Educators into a single curated space.                                                                                                                                                    |
| <b>Issues Summary</b>         | Educators at CIT have expressed uncertainty about what, when, and how they can use Artificial Intelligence (AI) in their roles during consultations in the working groups. There is a clear need for authoritative, accessible guidance that is tailored to CIT's context and policies.    |
| <b>Key Risks</b>              | <ol style="list-style-type: none"><li>1. Not all information on AI is available for content production; mitigation: identify SMEs in analysis stage.</li><li>2. Synchronising advice for Microsoft Copilot 365 to the procurement and rollout. Mitigation: CIO advise and steer.</li></ol> |
| <b>Financial Implications</b> | No direct costs anticipated, though impact on relevant Subject Matter Experts for content population, time from Educator Capability to help coordinate, and Executives for video production and oversight                                                                                  |
| <b>Consultation</b>           | Originated from the cross-organisation Working Group on AI Use Cases and further supported by Educator Capability, building on their AI work to date over 2024-2025 with Educators.                                                                                                        |
| <b>Executive Sponsor</b>      | CEO, CIT                                                                                                                                                                                                                                                                                   |

**Background**

1. The UK Department for Education has published a series of short videos (with transcripts) that consolidate essential AI knowledge for educators. This resource covers topics such as AI safety, limitations, data and intellectual property, safeguarding, selecting tools, enterprise tools, curriculum and skills, opportunities, digital strategy, and planning for implementation. The structure and content provide a strong foundation for a CIT-specific adaptation. It is published at [Leadership Toolkit - Transcript](#).

**Issues**

2. The Educators' AI Toolkit Project Approach is provided for the Committee's approval at Attachment A.

# Educators' AI Toolkit Initiative

Continue to engage and leverage the Working Groups' input plus additional resources.

## 1. Review and Adaptation

- Leverage and expand the 2023–2025 Generative AI educator professional development work led by Educator Capability, with a snapshot of initiatives. See Table C.
- Analyse the UK Department for Education's AI Toolkit structure and content ([Leadership Toolkit - Transcript](#)).
- Identify CIT-specific requirements, policies, and context that must be reflected in the adaptation.

**Who: *Lead, AI Enablement, Educator Capability, Working Groups* established**

## 2. Content Development

- Draft CIT-specific scripts and guidance for each topic area, ensuring alignment with CIT's policies and educator needs.
- Topics will be arranged in a way best serving the Educator's journey:
  - Introduction to AI in education
  - Current state audit for CIT educators
  - AI safety (limitations, data/IP, safeguarding, tool selection)
  - Enterprise tools at CIT
  - Assessment Policy, Curriculum and skills development
  - Opportunities for digital technology use
  - Embedding AI in CIT's digital strategy
  - Student use of AI
  - Effective practices and professional development

**Who: *Lead, AI Enablement* will facilitate, engage content production through Working Group established for AI Use Cases, Educator Capability, and People & Culture.**

### 3. Production

- Produce a series of short, accessible videos (and transcripts) using CIT branding and voice.
- The decision on who would provide the video delivery will be determined once the content has been developed, and may include an introduction from the CEO, sound bites from particular Executives, and education staff as needed.
- Engage educators and subject matter experts in content review and validation.

**Who:** Educator Capability will lead, working with videographers to organise the short, scripted videos, and will schedule staff for video production.

### 4. Communication and Rollout

- An intentional launch will be developed that will include Newsletter, Webinar from Educator Capability directly to HoDs, the January All Staff Conference, and through Community of Practice channels.
- Provide supporting materials and opportunities for feedback.

**Who:** *Lead, AI Enablement*, with support from Strategic Comms and Educator Capability. Launch at January town hall.

### 5. Evaluation

- Collect feedback from educators and stakeholders.
- Refine and update the toolkit as needed.

**Who:** *Lead, AI Enablement with support from Strategic Comms, People and Culture, Educator Capability*

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#### Timeline

- Project initiation: Upon EMC approval
- Content adaptation and scriptwriting: 2-3 weeks
- Video production and review: 4 weeks
- Launch and feedback: 2 weeks

#### Next Steps

- EMC approval to proceed

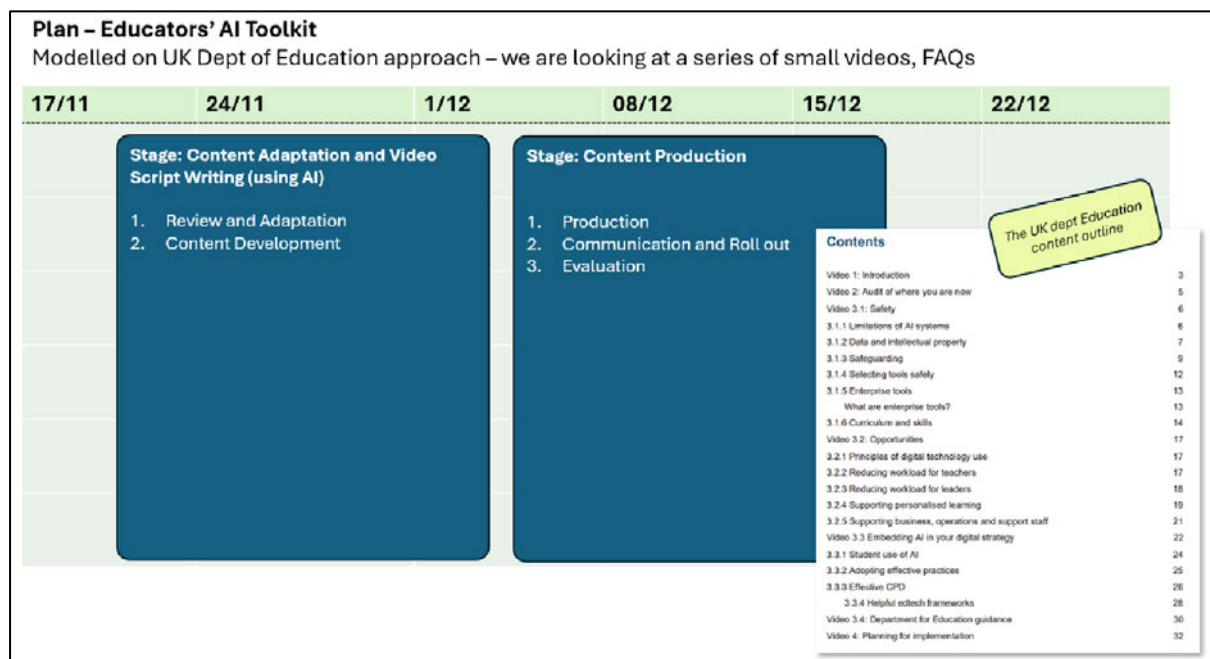
- Formation of a smaller working group (including Educator Capability, IT, and Communications)
- Initial project planning meeting

## Table A – Effort to Deliver

The working group will bring back more detailed SME engagement and effort heatmap if the initiative.

| Area                | Content Development | Production | Communication and Roll Out |
|---------------------|---------------------|------------|----------------------------|
| Executives          |                     |            |                            |
| Educator Capability |                     |            |                            |
| Educators           |                     |            |                            |
|                     |                     |            |                            |

## Table B – Indicative Timeline



**Table C – Educator Capability’s Previous Work to build on**

| Event / Artefact                                                                                                                                        | Provider                                                                                                                                                              | Timeline        | Overview                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">CIT’s Approach</a> to Generative AI Academic Integrity Policy Update                                                                        | Library and Learning Services & Educator Capability                                                                                                                   | October 2023    | CIT guidance on what is Gen AI, risks & opportunities, academic integrity, other approaches, recommendations for CIT and actions                                             |
| Two sessions delivered (one CIT Reid campus; one webinar)                                                                                               |  GenAI expert from the ACT Education Directorate, System Policy and Reform Division. | 21 June 2024    | Sessions explored generative AI issues including ethics, bias, academic integrity, and teaching practice.                                                                    |
| Six-Part Interactive Webinar Series on Generative AI                                                                                                    |                                                                                     | 20–23 Sept 2024 | Series covered: orientation to generative AI, creating teaching and learning materials, using AI as an assistant, and advanced applications of AI in education.              |
| EFS Division Forum – <i>Empowering Education with Adobe: Enhancing Digital Pedagogy and Foundation Skills</i>                                           | Adobe                                                                                                                                                                 | 18 Sept 2024    | Explored the use of Adobe tools—including Adobe Express and Firefly (Adobe’s GenAI tool)—to strengthen digital pedagogy and support CIT learning and development priorities. |
| VDC Webinars<br>Interactive Virtual Masterclass X 3<br>Harnessing AI for Authentic Assessment<br>Polishing AI Gems<br>The use of AI in learning content | VDC                                                                                                                                                                   | Various 2025    | Ongoing professional learning webinars on using Gen AI for teaching, learning, and creative assessment design.                                                               |

| Event / Artefact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Provider                             | Timeline               | Overview                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>TAFETalks:</i><br/> <i>Build the future of education with humans and GenAI</i><br/> <i>Seizing the Moment: The Power of TAFE to Lead Australia's Digital and AI Opportunity</i><br/> <i>Navigating assessment and integrity in the age of GenAI</i><br/> <i>GenAI for ethical content and strategy at scale</i><br/> <i>Empowering the Future: Digital Fluency in Vocational Education</i><br/> <i>GenAI in TAFE Learning and Teaching</i><br/> <i>The impact of AI on TAFE compliance and operations</i><br/> <i>Creativity and digital fluency in the GenAI era</i></p> | TDA                                  | Various<br>2023 - 2025 | Webinars focused on the application of generative AI in TAFE learning, teaching, and educational strategy.                                       |
| Senior Educator Community of Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Educator Capability                  | Ongoing<br>27 Nov 2025 | Collaborative space for senior educators to share practice, explore innovations, and develop collective capability focussing on Gen AI practice. |
| Learning and Teaching Showcase                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Future Learn and Educator Capability | 21 November 2025       | Quarterly showcase of innovative teaching practice and learning design focussing on Generative AI.                                               |



**CIT Executive Management Committee Meeting No. 1/2026****29 January 2026****CIT Executive Management Committee Paper**

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**Agenda Item:** AI Management System (policy, procedures, practices)**Title:** CIT's AI Management System**Outcome:** Consultation

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**That the CIT Executive Management Committee:**

1. Provide feedback on the conceptual AI Management System approach (Attachment A)
2. This includes feedback on the first two components:
  - AI Policy
    - the AI Policy on a Page transformed to CIT Template
    - includes an amended definition to bring into line with the National AI Centre's definition of AI from the OECD)
  - Transparency Statement, first draft

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Focus</b> | Bring all essential AI information into a cohesive system (policy, procedures and practices) to empower all CIT Staff and Students to engage responsibly, effectively, and productively with AI technologies.                                                                                                                                                                                                   |
| <b>Issues Summary</b>  | <p>Educators and Staff need clarity to build confidence in the inevitable adoption of AI across CIT, supported holistically with the right tools at the right time and clear paths for engaging with AI.</p> <p>A holistic organisational response to AI is required as this tech touches all aspects of CIT's operations, as recommended by the best practice industry advice from the National AI Centre.</p> |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Risks</b>              | <p>Looking at the Risk Appetite Statement, AI will augment and assist across all domains in varying ways; an AI Management System will mitigate risks by:</p> <ul style="list-style-type: none"> <li>• Establishing clear governance, roles, and accountability</li> <li>• Implement ethical principles and compliance checks</li> <li>• Mandating transparency, contestability, and public reporting</li> <li>• Require lifecycle management for all AI tools</li> <li>• Ensure human oversight for critical decisions</li> <li>• Protect data privacy and security</li> <li>• Monitor system reliability and safety</li> <li>• Engage stakeholders and build trust</li> </ul> |
| <b>Financial Implications</b> | Nil – other than time for existing staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Consultation</b>           | <p>EBM, Policy and Governance</p> <p>CIO, Data and Digitalisation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Executive Sponsor</b>      | CIO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Background

1. A whole of CIT response to Artificial Intelligence (AI) is required to bring clarity for staff, students and stakeholders to confidently and responsibly engage with AI, as the technology affects every aspect of industry and every day lives.
2. This proposed “AI Management System (AIMS)” is a light-weight CIT-specific compendium of artifacts taken from the National AI Centre’s Guidance for AI Adoption, as well as components taken from the Australian Government’s National AI Plan and agency directions from the Digital Transformation Agency.
3. By basing on the NAIC’s guidance, an amendment to the definition of AI is required on the AI Policy on a Page document (OECD definition).

## Issues

4. The proposed AI Management System is a light-weight collection of updates to existing governance, delivered incrementally, and described visually at [Attachment A](#),

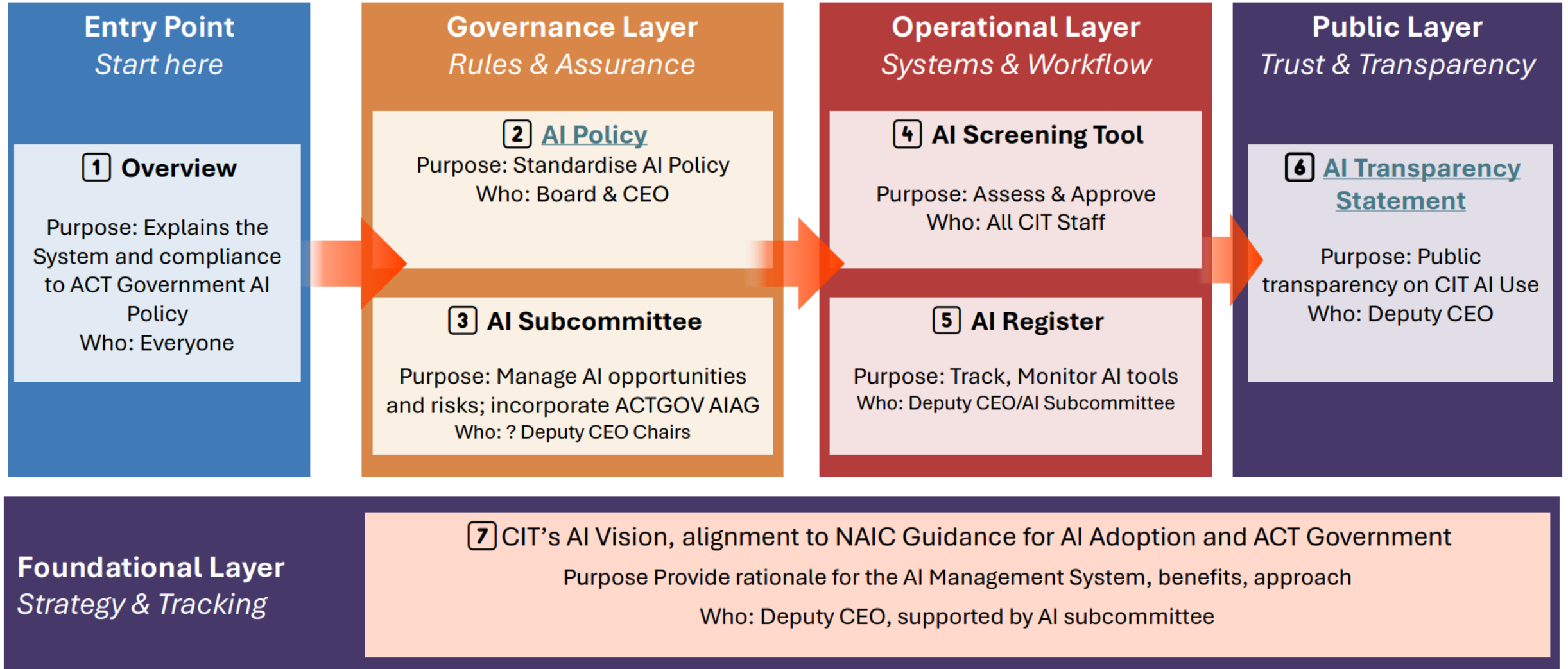
5. The first two components are attached:
- a. AI Policy is at Attachment B (with amended AI Policy on a Page with OECD AI Definition at Attachment C)
  - b. Transparency Statement (draft) at Attachment D
6. Papers covering the remaining items will be brought to the committee separately; this paper is seeking feedback of the concept to proceed with the other components and undertake further consultation across CIT.

**List of Attachments**

- Attachment A – Visual of AI Management System components
- Attachment B – AI Policy, an expanded transposition of the AI Policy on a Page and an updated definition of AI system in line with National AI Centre’s definition (OECD)
- Attachment C – AI Policy on a Page, updated to the National AI Centre’s definition (OECD)
- Attachment D – AI Transparency Statement

# CIT's AI Management System

Essential artifacts to manage AI at CIT and hosted at [cit.edu.au/ai](https://cit.edu.au/ai)



## Essential AI knowledge for CIT Staff

Who owns, how do we manage, and what tools do we have

“Who owns AI and what rules we follow”

One owner, simple rules

Single Accountability;  
AI Subcommittee, as to be  
determined by Executive

The AI Policy sets out  
governance

Adherence to ACT Government AI Framework – updated  
responsibilities, bi-annual summaries

“How we manage AI from idea  
to retirement”

Integrating into CIT’s processes

Business Engagement and  
Change Committee process  
accepts AI-related ideas

Dependent on AI classification,  
the AI subcommittee may be  
required to approve use

“What tools and support do we  
get”

Corporate tools and training

Use the AI screening tool to  
decide on your AI use case

If approved, AI Register is  
updated

Educators’ AI Toolkit is a starting  
resource

# AI Policy

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## 1. Purpose

The purpose of this policy is to guide the responsible enablement and use of Artificial Intelligence (AI) at CIT, ensuring that graduates leave with AI fluency, staff are empowered to innovate ethically, and all AI activities align with CIT's values and regulatory requirements. This policy addresses the opportunities and risks associated with AI in teaching, learning, and administration.

This CIT-specific AI Policy is aligned with the broader [ACT Government AI Policy](#) and provides contextual guidance tailored to CIT's operational and educational environment.

## 2. Scope

This policy applies to all CIT staff, students, contractors, and affiliates involved with AI-enabled systems or tools, whether developed in-house, purchased, or embedded in products. It covers AI use in teaching, learning, research, and administration and falls within the broader ACT Government's AI Policy.

## 3. Principles

Using AI in learning and teaching at CIT balances the opportunities for innovation with the mitigation of risks, guided by the following principles.

- 3.1 Innovation with Integrity. CIT uses AI to support innovation in teaching, learning and administration, while ensuring appropriate governance, oversight and responsible use.
- 3.2
- 3.3 Transparency and Accountability. CIT is transparent about when and how AI is used, ensuring staff and students are informed and that accountability remains with human decision-makers. Decisions relating to enrolment, progression, completion, disciplinary action and staff employment are supported by AI where appropriate, and remain subject to meaningful human review and accountability.
- 3.4
- 3.5 Assessment Integrity. AI is used to support learning and assessment design, while formal student assessment and academic decision-making remain the responsibility of educators.
- 3.6
- 3.7 Fairness and Inclusion.. CIT uses AI in ways that support inclusivity and accessibility, and actively seeks to minimise the risk of discrimination or bias in its design and application.
- 3.8
- 3.9 Privacy and Security. AI systems at CIT are implemented in ways that protect privacy and security, in accordance with the Information Privacy Act 2014, the ACT Cyber Security Policy and CIT Data Governance requirements.
- 3.10
- 3.11 Ethical Use. CIT deploys AI in alignment with Australia's AI Ethics Principles, supporting human-centred values, contestability and the protection of human rights.

#### 4. Corporate AI tools

CIT staff shall use the corporate approved generative AI tool, Microsoft Copilot, in accordance with the above principles and direction from the CIO. Staff are encouraged to explore and develop their capability with generative AI in low-risk settings, using approved tools available to them, to support learning, teaching and administrative innovation.

Use of the corporate approved AI tool does not need to be registered as an AI use in the AI Register.

#### 5. AI Screening

CIT shall provide a screening tool for all staff to help them determine appropriate pathways for using AI and obligations for reporting its use, if applicable.

#### 6. AI Register

CIT shall maintain a register of significant and approved AI systems in use across the organisation, as part of CIT's obligation to report to ACT Government, capturing the purpose and scope of each system, the responsible owner or team, relevant risk considerations, and key decisions and updates across the lifecycle of the AI system.

#### 7. AI Transparency Statement

CIT shall maintain a transparency statement on the use of AI at CIT, published on CIT's publicly available website, which must accurately reflect how CIT is using AI and be alignment – where appropriate – to the AI Register.

#### 8. Documentation

This Policy should be read in conjunction with the Information Privacy Act 2014, the ACT Cyber Security Policy, and Data Governance requirements.

## 9. Definitions

The OECD definition of AI is used at CIT:

*An AI system is a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. Different AI systems vary in their levels of autonomy and adaptiveness after deployment.*

Users may wish to refer to further [explanatory material on the OECD website](#).

All other terminology used in this policy is consistent with definitions in the CIT Definition of Terms.

## 10. Policy Contact Officer

For more information about this policy contact the CIO on [cio@cit.edu.au](mailto:cio@cit.edu.au).

Alternatively, contact CIT Student Services on (02) 6207 3188 or email [info@cit.edu.au](mailto:info@cit.edu.au) for general information.

## 11. Procedures

This policy is implemented through the associated procedures. Authority to make changes to the procedures rests with the policy owner.



|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DEFINITION | An AI system is a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. Different AI systems vary in their levels of autonomy and adaptiveness after deployment. (Source: OECD)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| PRINCIPLES | <p><b>Innovation with Integrity</b><br/>Encourage responsible innovation in teaching, learning, and administration while maintaining strong governance oversight.</p> <p><b>Assessment Integrity</b><br/>AI must never replace formal student assessment or academic decision-making but may be used as a supportive tool.</p> <p><b>Transparency and Accountability</b><br/>Staff and students must be informed when AI is in use, and clear accountability must remain with human decision-makers.</p> <p><b>Fairness and Inclusion</b><br/>AI must promote inclusivity, accessibility, and avoid discrimination or bias in its design and application.</p> <p><b>Privacy and Security</b><br/>AI systems must comply with the Information Privacy Act 2014, the ACT Cyber Security Policy, and CIT Data Governance requirements.</p> <p><b>Ethical Use</b><br/>AI must be deployed in alignment with Australia’s AI Ethics Principles, ensuring human-centred values, contestability, and protection of human rights.</p> <p><b>Continuous Improvement</b><br/>AI systems must be monitored, evaluated, and updated to ensure safety, reliability, and alignment with community expectations.</p> |
| SCOPE      | All CIT staff, students, contractors, and affiliates involved with AI-enabled systems or tools used in teaching, learning, research, or administration, whether developed in-house, purchased, or embedded in products.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

CIT’s AI Policy on a Page

Engage AI opportunity by managing the Risk using this guide

| RISK LEVEL<br>USE JUDGEMENT | EXAMPLES<br>NOT EXHAUSTIVE                                                                                                                   | ENABLEMENT PATH<br>ALIGN TO PRINCIPLES                                       |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Very Low Risk               | Routine applications such as automated scheduling or basic administrative chatbots.                                                          | Minimal, routine checks.                                                     |
| Low Risk                    | Tools like grammar/spell checkers or plagiarism detection.                                                                                   | Regular reviews to ensure accuracy and fairness.                             |
| Midrange Risk               | Personalised learning recommendations.                                                                                                       | Frequent evaluations to ensure unbiased and accurate outputs.                |
| High Risk                   | AI-assisted grading, Predictive modelling or analytics influencing student outcomes.                                                         | Continuous review to safeguard accuracy and privacy.                         |
| Very High Risk              | AI systems replacing student work or making autonomous decisions that directly affect student outcomes, or tools such as facial recognition. | Strict oversight, comprehensive audits, and adherence to ethical guidelines. |

How can I use AI at CIT?

1

Know the scope and Principles

2

Manage risk, more tools at [cit.edu.au/ai](https://cit.edu.au/ai)

3

Engage with confidence

## Public AI Transparency Statement

The Canberra Institute of Technology (CIT) is committed to the safe, ethical and transparent use of artificial intelligence (AI) to enhance learning, teaching, student support, and institutional operations in line with Australian Government AI policy and ethics principles and exemplify leadership in adopting best practice AI governance.

CIT uses AI to improve the quality, accessibility and efficiency of its services while maintaining human accountability, protecting student and staff rights, and sustaining trust with the ACT community.

### Why CIT uses AI

CIT uses AI to:

- Support staff effectiveness and efficiency (for example, in administration, analytics and content development) so that educators can focus more time on teaching and student engagement.
- Enhance student experiences

### Types of AI use at CIT

CIT will progressively classify its AI use into:

- Teaching and learning (e.g. generative AI for learning resources, tutoring aids, accessibility tools), student experience (e.g. chatbots, early-alert systems) and corporate services (e.g. HR, finance, facilities).[digital+1](#)
- Risk categories that distinguish back-office support tools from AI systems that make or inform decisions significantly affecting students or staff, consistent with government AI impact and transparency guidance.[digital+2](#)

### Human oversight and accountability

All decisions about enrolment, progression, completion, disciplinary action or staff employment remain subject to meaningful human review and accountability. CIT has designated a senior accountable officer for AI (Deputy CEO) and uses structured AI impact assessment processes for higher-risk use cases, consistent with evolving national and local Government practice.

## Ethics, safety and inclusion

CIT aligns its AI use with Australian AI ethics principles, focusing on fairness, privacy, security, contestability and transparency, and ensures AI-enabled services are inclusive for Aboriginal and Torres Strait Islander peoples, people with disability and other equity groups. Data used to develop or operate AI systems will be managed under CIT's privacy, cyber security and academic integrity policies, and AI tools must not be used in ways that undermine learning outcomes or academic standards.

## Monitoring, reporting and continuous improvement

CIT will monitor the performance and impacts of AI systems, retire or remediate tools that present unacceptable risk, and publish periodic updates on material AI use within this accessible, public-facing transparency statement. This document will be reviewed annually, or sooner when there are significant changes to CIT's AI use or relevant Australian Government policies, to ensure it remains current and fit for purpose.

## Public Interaction with AI Without Human Review

At present, CIT does not deploy any AI systems where students, staff, or members of the public interact with or are significantly impacted by AI outputs without meaningful human review. All decisions—such as those affecting enrolment, progression, completion, disciplinary action, or staff employment—remain subject to human oversight and accountability. Should this change, CIT will update this statement and provide clear information about such uses, including the safeguards in place to protect individuals.

## Monitoring and Public Protection

CIT monitors the performance and impacts of corporate approved AI systems through regular audits, user feedback channels, and risk assessments. Any AI tool presenting unacceptable risk will be retired or remediated. CIT encourages students, staff, and the public to report concerns or adverse impacts via the contact details below, which will be handled as per CIT's Student and Community Members Complaints Policy.

## Compliance to Legislation and AI Policy

CIT ensures that all AI systems comply with applicable Australian laws and regulations, including the Information Privacy Act 2014, relevant cyber security standards, and CIT's own privacy, academic integrity, and cyber security policies. Data used in AI systems is managed in accordance with these requirements to protect the rights and interests of students, staff, and the community.

All AI deployments undergo structured impact assessments, and higher-risk use cases are subject to additional review and assurance processes. CIT regularly reviews its AI practices to ensure ongoing compliance with relevant policies and standards.

## Contact

For questions, feedback, or concerns about CIT's use of AI, please contact:

**Email:** [ai.transparency@cit.edu.au](mailto:ai.transparency@cit.edu.au)

## Publication and Accessibility

This statement is published on CIT's public website and is accessible via the main menu under "Policies" and "Digital Transformation." The statement is written in clear, plain language to ensure it is accessible to all members of the community.

## Date of Last Update

This statement was last updated on: **[Insert Date]**

**EMC – Group + College Directors.**

**CIT Board Paper**

**Agenda Item:** 2.4  
**Title:** CIT AI Policy  
**Outcome:** For Noting

**Recommendation that the CIT Board:**

- 1. Notes the CIT AI Policy, which establishes CIT-specific governance and guardrails for the responsible use of artificial intelligence, aligned with ACT Government policy; and**
- 2. Notes that consultation with staff and unions is underway and then the policy will be approved by the CEO.**

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Focus</b> | Our foundations support the delivery of our strategy and enable future growth, Our training meets the skills needs of today, tomorrow and beyond, Our teaching and learning is leading edge and enhances student outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Issues Summary</b>  | <p>AI use across CIT is accelerating, spanning teaching, assessment, student services and corporate functions, creating both strategic opportunity and material risk. Without clear, CIT-specific governance, AI use risks becoming fragmented, inconsistently applied, and misaligned with CIT's objectives and regulatory obligations.</p> <p>While CIT is subject to the ACT Government AI Policy, that policy does not provide sufficient guidance for CIT's educational, operational and industry-facing context. A CIT-specific AI Policy is required to translate whole-of-government principles into practical guardrails, accountability expectations and risk thresholds relevant to vocational education and training.</p> <p>The AI Policy establishes a human-centred, industry-aligned governance framework, reinforcing human oversight, accountability and public trust, while enabling responsible innovation. The Policy has been reviewed by the Governance Subcommittee and endorsed by the Chief Executive Officer, providing assurance that key governance and workforce considerations have been addressed.</p> <p>Consultation with staff and unions is underway in accordance with</p> |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <p>policy requirements. The Policy is presented to the Board for noting at this stage, with the final to be approved by the CEO under her policy making delegation.</p> <p>The AI Policy operates as the foundational policy instrument within CIT's broader AI governance framework, with supporting operational systems, processes and assurance activities implemented by management under existing delegations – <u>Attachment B</u> includes a schema for the framework.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Key Risks</b>              | <ol style="list-style-type: none"> <li>1. <b>Governance clarity risk</b> – Without a CIT-specific AI Policy, expectations for acceptable AI use, decision-making authority and accountability may remain unclear, limiting CIT's ability to enable responsible, innovative AI use that is aligned with its objectives and ACT Government policy.</li> <li>2. <b>Strategic and operational risk</b> – Unmanaged or ad-hoc AI adoption across teaching, assessment, student services and corporate functions may result in fragmented practices, inefficiencies and uneven risk exposure, constraining CIT's ability to realise productivity and educational benefits from AI.</li> <li>3. <b>Assurance and compliance risk</b> – Failure to translate whole-of-government AI principles into CIT-specific guardrails, risk thresholds and decision pathways may weaken assurance arrangements and expose CIT to compliance, audit and reputational risk, while slowing confident decision-making.</li> <li>4. <b>Trust and workforce confidence risk</b> – If AI use is not clearly positioned as human-centred, accountable and industry-aligned, staff confidence, student trust and public confidence may be undermined, reducing willingness to engage with AI in ways that improve learning and operational outcomes.</li> </ol> |
| <b>Financial Implications</b> | No immediate financial implications. Any future AI-related costs will be considered through existing budget and business case processes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Consultation</b>           | <p>The Policy has been reviewed by the Governance Subcommittee, with amendments incorporated to ensure alignment with the CIT People Plan and workforce capability objectives, and subsequently approved by the CEO.</p> <p>Consultation with staff and unions (CPSU and AEU) is underway in accordance with CIT policy requirements. Any feedback received will be assessed, and if material or controversial issues arise, these will be escalated to the Board. Otherwise, the Policy will be finalised under delegated authority.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                          |                       |
|--------------------------|-----------------------|
| <b>Executive Sponsor</b> | Craig Nieberding, CIO |
|--------------------------|-----------------------|

### Background/Issues

1. Artificial Intelligence (AI) is increasingly being adopted across the education and public sectors, including within vocational education and training. At CIT, AI is already intersecting with teaching and learning, assessment, student services and corporate functions, creating both strategic opportunity and governance considerations.
2. CIT has a policy intent that all students leave CIT with an ability to engage with AI.
3. CIT is subject to the ACT Government's AI Policy, which establishes whole-of-government principles for ethical and responsible AI use. While this provides an important foundation, it does not on its own provide clear, unambiguous alignment to CIT's specific objectives, operating context and industry engagement role.
4. In the absence of a CIT-scoped AI Policy, AI use risks becoming fragmented and inconsistently governed across the organisation. This creates uncertainty for staff and students, increases compliance and reputational risk, and makes it more difficult to ensure consistency with existing academic, corporate and student policy frameworks.
5. A CIT-specific AI Policy is required to translate ACT Government principles into practical, contextualised guidance, including clear guardrails, accountability and risk thresholds appropriate to CIT's regulatory and operational environment.
6. The AI Policy establishes a human-centred, industry-aligned approach to AI use, ensuring AI supports and augments human judgement, capability and educational quality, while maintaining public trust and workforce confidence. The Policy has been endorsed by the Chief Executive Officer and reviewed by the Governance Subcommittee, providing assurance that key risks have been appropriately considered.
7. The draft Policy and AI framework are attached for the Board's information.



**CIT Executive Management Committee Paper**


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**Agenda Item:** 3.3

**Title:** CIT Data and Intelligence Strategy (2026 – 2030)

**Outcome:** Noting

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**Recommendation/s:** the Executive Management Committee (EMC) note the information contained within this paper and associated attachments.

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategic Focus</b> | <p>Our training meets the skills needs of today, tomorrow and beyond, positioning CIT as a leader in responsive, future-focused education.</p> <p>Data-informed decision making.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Issues Summary</b>  | <ul style="list-style-type: none"> <li>• <b>Enterprise foundations:</b><br/>The Data Strategy (<u>Attachment A</u>) establishes enterprise-wide foundations for data governance, quality, security and assurance, enabling reliable business intelligence, analytics and AI across CIT.</li> <li>• <b>Shift from data to business intelligence:</b><br/>CIT holds significant data but lacks consistent, trusted business intelligence. The strategy formalises the shift from data as a system by-product to business intelligence as a core capability for informed decision-making.</li> <li>• <b>Limited operational visibility:</b><br/>The absence of a consolidated Educational Delivery Operational Dashboard results in fragmented, retrospective reporting, limiting oversight of student outcomes, delivery risk and workforce impacts.</li> <li>• <b>Strengthened assurance:</b><br/>Together, the Data Strategy and operational dashboard enable evidence-based oversight, supporting increased self-assurance, improved program monitoring and proactive management.</li> </ul> |
| <b>Key Risks</b>       | <ol style="list-style-type: none"> <li>1. Weaker decision-making due to lack of Business Intelligence<br/>Without a cohesive data strategy, CIT lacks consistent, trusted business intelligence, resulting in fragmented, retrospective reporting that weakens executive and operational decision-making.</li> <li>2. Heightened compliance, privacy and audit risk<br/>Inadequate data governance blurs accountability for data quality, privacy, security and reporting integrity, increasing exposure to regulatory non-compliance and audit findings (including AVETMISS 8.0 and VET Information Standard / STARS transition).</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <p>3. Failure of Analytics and AI investment<br/>Business intelligence, analytics and AI rely on reliable, well-governed data. Without a data strategy, these investments are unlikely to deliver decision-grade insights, forecasting capability or measurable value.</p> <p>4. Risk blind spots and exclusion from sector initiatives<br/>Siloed data and inconsistent reporting reduce enterprise visibility and undermine self-assurance requirements (including 2025 RTO Standards), while limiting CIT's ability to participate in tertiary harmonisation and national data initiatives.</p> |
| <b>Financial Implications</b> | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Consultation</b>           | The Data Strategy is an initial draft that will now progress for consultation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Executive Sponsor</b>      | Craig Neiberding, Chief Information Officer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Background

1. CIT is operating in an increasingly constrained environment characterised by funding pressure, heightened regulatory and self-assurance expectations, workforce volatility, and rapid technological change. Sector workforce reform expectations reflected in the VET Workforce Blueprint, further increase the need for reliable workforce and delivery intelligence.
2. In this context, retrospective reporting is no longer sufficient. There is an amplified need for timely, trusted, decision-grade information to safeguard student outcomes, protect institutional reputation, and support long-term financial sustainability.
3. Historically, CIT did not have a dedicated data capability. Reporting relied on Excel extracts and flat files, with ongoing manual curation required to assemble and validate information. While CIT has since established a Power BI tenancy to enable dashboard-based visualisation and analytics, our operating model has not yet fully shifted to proactive, fit-for-purpose business intelligence.
4. Initial reporting was delivered through separate dashboards (for example, trend analysis, market share, financial performance and workforce metrics). These views have now been consolidated into a single “cockpit” view through the Education Delivery Operational Dashboard ([Attachment A](#)). This represents a shift from an analytics-led approach to an intelligence-led approach, providing earlier warning signals and supporting proactive decision-making.

## Issues

5. Existing data and reporting arrangements, which are largely retrospective and fragmented, are no longer sufficient to support the level of responsiveness, assurance and decision-making now required.
6. The draft Data Strategy (Attachment B) responds to these pressures by positioning data as a high value strategic asset and establishing clear direction for governance, quality, security and

assurance. This provides the foundation needed to enable business intelligence, analytics and AI to be used safely, consistently and effectively across the Institute.

7. In parallel, the absence of a consolidated Educational Delivery Operational Dashboard limits visibility of student load, progression, completions, delivery risk and workforce impacts. Decision-makers and Heads of Department currently rely on multiple, non-authoritative reports, reducing consistency and slowing intervention. This supports consistent interpretation, strengthens local accountability, improves enterprise oversight, and operationalises the strategic shift from data collection to data-informed intelligence decision-making.

8. Next Steps

- a. Take the Strategy through Academic Council for consultation and bring it back to EMC for final approval in Q2.
- b. Share the Educational Delivery Operational Dashboard with Heads of Department to enable a single, authoritative business intelligence view of educational delivery.

Important Note: The dashboard is intended for internal analysis, strategic planning and operational insights. For external briefings or publication, consult the Data and Security team to ensure appropriate business rules and context are applied.

**Attachments**

| Attachments | Title                                                   |
|-------------|---------------------------------------------------------|
| A           | Draft CIT Data and Intelligence Strategy                |
| B           | Image of the Educational Delivery Operational Dashboard |

# CIT Data Strategy 2026 - 2030

Senior Director Data and Security

March 2026

## Contents

|    |                                                     |                              |
|----|-----------------------------------------------------|------------------------------|
| 1  | Acknowledgement of Country.....                     | 3                            |
| 2  | Forewords – CEO.....                                | 3                            |
| 3  | Our Data and Intelligence Strategy .....            | 3                            |
| 4  | Vision.....                                         | 4                            |
| 5  | Strategic Context .....                             | 4                            |
| 6  | Our Objectives.....                                 | Error! Bookmark not defined. |
| 7  | Our principles .....                                | 5                            |
| 8  | Appendix 1 - Our Data Architecture Principles ..... | 6                            |
| 9  | Appendix 2- Implementing the Data Strategy .....    | 7                            |
| 10 | Appendix 3 .....                                    | 9                            |

# 1 Acknowledgement of Country

## 2 Forewords – CEO

## 3 Our Data and Intelligence Strategy

The CIT Data Strategy positions data as strategic enablers of business intelligence, AI, proactive assurance, and timely intervention across the Institute.

Its purpose is to ensure CIT can make better decisions sooner, respond confidently to emerging risks, and continuously improve student outcomes by treating data as a core institutional asset rather than a by-product of systems.

The Strategy enables:

- High-quality, evidence-based decision-making
- Institutional agility in response to sector change
- Improved financial sustainability and resource allocation
- A strong, explicit focus on student centricity and outcomes

It responds to both:

Internal drivers – operational efficiency, compliance, performance monitoring, assurance, and investment decisions; and

External pressures – skills shortages, funding constraints, regulatory expectations, and a rapidly changing vocational education environment.

By establishing clear principles, shared definitions, and outcome-focused measures, the Strategy embeds Data as foundational capability that support business intelligence, proactive assurance, and student success. In doing so, it equips CIT to anticipate issues, intervene early, and adapt with confidence in an increasingly complex environment.

*For the purposes of the Strategy,*

*Data is defined as: any information in a form capable of being communicated, analysed or processed (whether by an individual or by computer or other automated means).<sup>1</sup>*

*And*

*Artificial Intelligence (AI) is defined as: AI is a branch of computer science that creates systems and software capable of tasks once thought to be uniquely human. It enables machines to learn from experience, adapt to new information, and uses data, algorithms and computational power to interpret complex situations and make decisions with minimal human input.<sup>2</sup>*

<sup>1</sup> [DATA AVAILABILITY AND TRANSPARENCY ACT 2022 - SECT 9 Definitions](#)

<sup>2</sup> <https://www.iso.org/artificial-intelligence/what-is-ai#toc5>

## 4 Vision

***CIT is an intelligence-driven institution that uses trusted data to anticipate risk, intervene earlier, and make better decisions.***

## 5 Strategic Context

CIT is operating in an increasingly constrained and complex environment characterised by funding pressure, heightened regulatory scrutiny, workforce volatility, and accelerating technological change.

In this context, a critical shift to timely intelligence not retrospective reporting is essential. CIT must be able to anticipate risk, intervene early, and adjust settings quickly to protect student outcomes, institutional reputation, and financial sustainability.

This Strategy responds to that need by repositioning data, analytics and AI from support functions to core institutional capability. It underpins CIT's ability to operate with greater agility, strengthen assurance, and make informed decisions that place students at the centre.

CIT also faces broader sector-wide pressures, including skills shortages, expanding compliance and self-assurance expectations, and increasing demand for transparency and accountability. Together, these pressures demand a more intelligence-driven approach enabling CIT to move faster, improve forecasting and decision quality, and respond proactively to regulatory, workforce, and market change. This represents a foundational shift in how data, including AI, is used to support institutional resilience, operational excellence, and student success.

The Strategy is a critical enabler of CIT's alignment with major reforms and strategic imperatives as listed below:

| Strategic Context                                            | CIT Data Strategy Role                                                                                                                                                                                   |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CIT Strategic Plan 2025 - 2035                               | Delivers the Enabling Horizon data and intelligence foundations; supports Growth and Realisation horizons through analytics and self-assurance capability                                                |
| CIT Digital Transformation Strategy                          | Provides the intelligence layer that enables digital investments to deliver enterprise-wide analytics value                                                                                              |
| ACT Skills Action Plan (National Skills Plan)                | Align each Jurisdictional Action Plan to deliver National Skills Plan and National Skills Agreement (NSA) priorities and outcomes. This is linked to the National Skills Foundation Strategy 2025-2025). |
| Australian Universities Accord 2024 / Tertiary Harmonisation | Positions CIT as a data-ready, API-first contributor to cross-sector pathway reporting, credit transfer data, and the Tertiary Education National Data Asset                                             |
| ATEC (operational from July 2025)                            | Supports CIT's accountability to ATEC system-level reporting, equity data expectations, and harmonisation coordination                                                                                   |
| JSA Harmonisation Roadmap (March 2025)                       | Aligns data architecture to NST mapping, national navigation tools, and the Tertiary Education National Data Asset                                                                                       |
| VET Data Streamlining Program                                | Embeds VDS/STARS compliance as a Phase 1 - 2 deliverable. This is mandatory by 31 December 2028.                                                                                                         |
| 2025 RTO Standards Self-Assurance                            | Provides the data foundations required for CIT's Assurance Engine Blueprint and ASQA's continuous self-assurance model                                                                                   |

|                                           |                                                                                                                              |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Canberra 2030 / National Skills Agreement | Enables transparent reporting on ACT priority sectors, equity outcomes, and National Skills Agreement funding accountability |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|

## 6 Our principles

CIT's data strategy is guided by seven principles that together define how the institute collects, manages, and uses data and AI to deliver on vision. These principles are not aspirational statements they are design commitments that shape how CIT builds systems, develops capability, and engages with partners. Taken together, they establish the foundation for CIT to become a genuinely intelligence-driven institution.

**Business intelligence as a Discipline:** Position data as a high-value strategic asset that empowers CIT to deliver high-quality, timely, and trusted decisions, proactive assurance, and measurable organisational outcomes in support of government, industry, and community priorities.

**Assurance by Design:** Embed security, privacy, and proactive risk management into all data and AI systems from the outset, ensuring CIT's intelligence and business processes deliver trusted, timely, and reliable outcomes by design rather than by afterthought.

**Student-Centric by Design** - Prioritise data and the ethical use of AI that directly improves student experience, outcomes and wellbeing.

**Data and AI Literacy for All** - Equip staff and students with the skills and confidence to access, interpret and act on data insights and AI.

**AI-Enabled Innovation** - Embrace safe and ethical AI to unlock new insights, automate routine tasks, and enhance learning, teaching and operations.

**Security, Privacy and Sovereignty** - Safeguard data and ethical use of AI through robust governance, respect privacy and uphold Indigenous data sovereignty and cultural integrity.

**Open Collaboration and Trusted Sharing** - Foster secure, ethical data sharing to strengthen partnerships with government, industry and the community.



## 7 Appendix 1 - Our Data Architecture Principles

CIT's data architecture is designed to enable business intelligence, proactive assurance and responsible use of AI at scale. These principles guide how people, process and technology are designed, governed and implemented across CIT.

- **Business-Driven Architecture:** Design data architecture to serve business intelligence, assurance, and decision-making outcomes not technology optimisation.
- **Common Enterprise Data Model First (HERM):** Adopt the Higher Education Reference Model (HERM) Data Reference Model as the authoritative conceptual and logical framework for institutional data, providing a common language, agreed concepts and consistent meaning across CIT. Where TAFE or VET-specific regulatory, funding or operational requirements are not fully represented within HERM, CIT will implement explicit, governed extensions that:
  - preserve alignment to HERM concepts
  - are documented and approved through data governance
  - are traceable to their regulatory or operational drivers.
- **Unified Intelligence Layer (Not Fragmented Data Copies)**  
Design architecture so trusted, curated data is unified and accessed at the intelligence and semantic layer, rather than scattered across extracts, duplicates or manually reconciled datasets.
- **AI-Ready by Design:** Architect data assets so they are fit for safe, ethical, and scalable AI consumption by default.
- **Open, Modular and Interoperable Design:** Bias architecture toward open standards, APIs, and modular design to support interoperability across platforms, partners, and national data assets.
- **Timely and Comprehensive Insights:** Provide capabilities for compliance, operational and comprehensive historical analytics, empowering timely and deep understanding of student journeys and institutional performance including AI-enabled insights.
- **Secure and Private by Design:** Embed robust security and privacy controls at every layer of the data architecture, ensuring the protection of sensitive information and compliance with ACT Information Privacy Act 2014 and the Territory Privacy Principles (TPPs).
- **Transparent Data Lineage and Governance:** Implement robust metadata management and lineage tracking to ensure data traceability, transparency, and accountability for data quality and use throughout its lifecycle including AI ready data (synthetic data).
- **Self-Service Data Access:** Provide intuitive tools and governed processes that empower users across CIT to securely access, analyse, and derive insights from data independently.



## 8 Appendix 2- Implementing the Data Strategy

The Data Reform Program outlines the detailed work required to implement the CIT’s Data Strategy to include AI and/or ML underpinned by student centricity. The key focus areas will be:

- Foundational – Strategic and Governance focus
- People - Culture and Capability
- Data Governance (including AI Governance)
  - Data Architecture and Infrastructure (including Agentic AI and AI read data)
  - Reporting, Analytics and Insights
  - Privacy, Security and Ethics
- Government, Industry and Community Partnerships

| Phases                     | Key focus areas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Outcomes                                                                                                                                                                                                    |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Discovery and Foundational | <p>Establish Data as a high value Strategic Asset: Lay the groundwork for data to be recognised and managed as a valuable institutional resource.</p> <p>Establish Data Governance (including AI Governance)</p> <p>Establish Data Architecture and Core Capabilities - Begin modernisation of core data infrastructure and AI enablement</p> <p>Ensure Data Quality, Integrity and Security - Implement foundational measures for data trustworthiness and protection. Audit systems, privacy and AI readiness.</p> <p>Audit Reports and Dashboards for compliance reporting (internal and external)</p> <p>Launch staff Data and AI Capability and Literacy Program</p> | <p>Enabling data-informed decisions that are student-centric.</p> <p>Clear ownership and trusted data</p> <p>Clear security and privacy baseline</p> <p>Staff confident using Data and understanding AI</p> |

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                             |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enabling                                        | <p>Leveraging the Data Lake capability</p> <p>Enhanced Data Analytics and Technology Platforms to leverage Artificial Intelligence (AI) and Machine Learning (ML) for Reporting and Analytics</p> <p>Enhance Data Capability and Literacy</p> <p>Embed data-driven insights into planning, curriculum design and teaching</p> <p>Formalise secure, trusted data-sharing with industry, government and/or community</p> | <p>Faster, evidence-based course and skills updates</p> <p>Reduced administration burden, freeing time for students</p> <p>Stronger collaboration with trusted partners</p> |
| Continuous Improvement / Optimisation (Ongoing) | <p>Monitor data quality, privacy and AI ethics</p> <p>Expand advanced analytics use for skills demand forecasting and student pathways</p> <p>Refresh tools, dashboards and training to keep CIT agile and future-ready</p>                                                                                                                                                                                            | <p>High trust in Data and AI</p> <p>CIT stays ahead of changing workforce needs</p> <p>Staff and systems remain agile, secure and student-focused</p>                       |

## 9 Appendix 3

### Measures of Success (will be mapped to KPIs)

| Objective                                             | Description                                                                                                                                                                   | Strategic Alignment                                                                                                                                             | Outcome-based Success Measure                                                                                                                                                                                                                                                  |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Enable business intelligence as the true north</b> | Position data including AI to drive high-quality, timely, and trusted decisions, proactive assurance, and measurable organisational outcomes across CIT.                      | Aligns with CIT's commitment to integrity, accountability, and strategic excellence; supports the Enabling Horizon of the CIT Strategic Plan 2025–2035.         | <ul style="list-style-type: none"> <li>- % integration across platforms</li> <li>- % of staff actively using dashboards for decision-making</li> <li>- % improvement in decision quality (audit/feedback)</li> <li>- % of strategic KPIs informed by data analytics</li> </ul> |
| <b>Ensure a Safe and Secure Data Ecosystem</b>        | Embed security and ethical use of data and AI at all levels, ensuring compliance with privacy legislation and CIT's values.                                                   | Supports CIT's values of integrity, wellbeing, and respect for privacy; aligns with ACT Protective Security Policy Framework and VET Data Streamlining Program. | <ul style="list-style-type: none"> <li>- % of systems with current security plans</li> <li>- % compliance with privacy and security audits</li> <li>- % increase in staff confidence and competence (survey)</li> <li>- % reduction in data incidents</li> </ul>               |
| <b>Support Student Success and Wellbeing</b>          | Gather and use data and AI tools, including near real-time insights to personalise teaching, learning, wraparound supports, and wellbeing services for diverse student needs. | Directly supports CIT's strategic focus on student experience, inclusion, and wellbeing; aligns with Canberra 2030, NSA, and RTO Standards.                     | <ul style="list-style-type: none"> <li>- % increase in student completion rates</li> <li>- % increase in student satisfaction</li> <li>- % use of analytics for early intervention</li> <li>- % improvement in equity outcomes</li> </ul>                                      |

|                                                                 |                                                                                                                                                                                   |                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Empower Staff and Build Data and AI Literacy</b>             | Equip staff with the skills and confidence to interpret, analyse, and apply data insights and AI products and platforms to improve teaching, training, and operational decisions. | Supports CIT's strategic focus on capability building and excellence in teaching                                                     | <p>% of staff completing data and AI literacy training</p> <p>% increase in self-service data usage</p> <p>Staff feedback score on data training and support.</p> <p>% of staff engaging in peer learning, workshops, or Communities of Practice on data including AI.</p>                                                             |
| <b>Enhance Partnerships and Collaboration</b>                   | Use trusted data and AI enabled insights to collaborate securely and effectively with industry, government, and community, thereby strengthening demand-driven training pathways. | Aligns with CIT's strategic objective to connect with community and industry; supports Tertiary Harmonisation, JSA Roadmap, and NSA. | <p>% increase in industry engagement</p> <p>% increase in apprentices</p> <p>% of communications with industry partners/ apprenticeship hosts contain automated reports</p> <p>% increase in time dedicated to communities of practice collaborative activities</p> <p>% increase in co-designed courses, subjects and/or programs</p> |
| <b>Support Indigenous Data Sovereignty and Cultural Respect</b> | Ensure respectful, appropriate data practices for First Nations learners and communities, guided by Indigenous Data Sovereignty (IDS) principles.                                 | Supports CIT's values of belonging, inclusion, and cultural respect; aligns with national and ACT frameworks.                        | <p>% of data artefacts updated to align with Indigenous Data Sovereignty (IDS) principles.</p> <p>% of staff Indigenous data sovereignty awareness training.</p>                                                                                                                                                                       |

