

Digital capability team assessment tool



A tool for trainers and assessors in automotive and mining Vocational Education and Training (VET) contexts

Part of the AUSMASA Trainer and Assessor VET Career Framework

About this assessment tool

Digital capability gaps can arise at any stage of a career, not just for those starting or entering the sector. New systems, upgraded platforms, artificial intelligence (AI) tools and original equipment manufacturer (OEM) software updates can affect experienced trainers and assessors just as much as new starters. This team-assessment tool helps identify current confidence levels across your team and highlights where targeted support or development may be most needed.

Use this assessment at induction for new staff and revisit it whenever new tools, systems or technologies are introduced across your organisation.

How to use this tool

Use the team-assessment tool below to reflect on and rate your team's or delivery area's current digital capability.

- Select a confidence rating between 1 (not confident) and 4 (very confident).
- Set a priority (high, medium or low) and record what support or development you plan to put in place.
- Use the notes section to capture additional context, planned actions or role-specific considerations.
- If an item is not relevant to your team, leave it blank or mark it as not applicable
- If something important is missing, you can add it in the space provided at the end of each section.

Remember, not every item will apply to all roles in your team, and there may be tools or systems specific to your organisation or delivery context that are not listed.

Once completed, share the assessment outcomes with your team. Being transparent about where gaps exist and what support is planned builds trust. It helps trainers and assessors understand that digital capability development is an organisational responsibility, not an individual shortcoming.

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Manager name:

Team/delivery area:

Date:

Review date:

Complete the self-assessment below based on your current role and experience.

| Capability area | Team member(s) affected | Current level 1-4 | Priority H/M/L | Support planned/notes |
|---|-------------------------|-------------------|----------------|-----------------------|
| Administrative and compliance systems | | | | |
| Using your organisation's student management system (SMS) to record attendance, participation, and results | | | | |
| Managing version control when training product updates in digital systems | | | | |
| Using digital document management systems for compliance records and evidence storage | | | | |
| Using Microsoft Excel to track, record and view data | | | | |
| Learning management systems (LMS) | | | | |
| Navigating and using your organisation's learning management system (LMS) as a trainer (e.g. uploading content, setting up activities, managing student access) | | | | |

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|--|-------------------------|-------------------|----------------|-----------------------|
| Communicating with students through the LMS (e.g. announcements, feedback, messaging) | | | | |
| Tracking student progress and completion within the LMS | | | | |
| Building or adapting online learning content within the LMS | | | | |
| Teaching and delivery tools | | | | |
| Preparing and delivering presentations using digital tools (e.g. PowerPoint, Canva or equivalent) | | | | |
| Using video conferencing platforms for blended or remote delivery (e.g. Teams, Zoom or equivalent) | | | | |
| Using screen sharing and digital whiteboard tools during delivery | | | | |
| Using interactive online tools to facilitate delivery, such as Kahoot, Menti meter, polls, etc.) | | | | |
| Using screen sharing and digital whiteboard tools during delivery | | | | |
| Recording instructional video or audio content for student use | | | | |

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|--|-------------------------|-------------------|----------------|-----------------------|
| Digital assessment tools | | | | |
| Administering digital assessments and quizzes through your LMS or assessment platform | | | | |
| Managing digital evidence portfolios submitted by students | | | | |
| Providing written feedback digitally through assessment platforms or shared documents | | | | |
| Using video-based tools for assessment or providing feedback where applicable | | | | |
| Communication platforms | | | | |
| Using email and its functions effectively for students, employers, and colleagues (e.g., using Cc and Bcc, inserting attachments, signatures, flagging timeframes, etc.) | | | | |
| Using Teams, Slack or similar platforms for team and student communication | | | | |
| Managing digital communication with employers and workplace supervisors for apprenticeship or traineeship delivery | | | | |

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| Capability area | Team member(s) affected | Current level 1-4 | Priority H/M/L | Support planned/notes |
|---|-------------------------|-------------------|----------------|-----------------------|
| Industry-specific digital tools | | | | |
| Using OEM diagnostic software or manufacturer digital platforms relevant to your delivery area | | | | |
| Accessing and navigating OEM training portals and online manufacturer academies | | | | |
| Using simulation tools or digital equipment interfaces relevant to automotive or mining delivery. | | | | |
| Staying current with upgrades and new releases in industry-specific digital tools | | | | |
| Emerging and evolving technologies | | | | |
| Using AI tools (such as Microsoft Copilot or similar) to support lesson planning, resource development or administrative tasks | | | | |
| Adapting to new Microsoft 365 features and updates as they are introduced | | | | |
| Staying informed about how emerging digital technologies are changing delivery and assessment practice in vocational education and training (VET) | | | | |

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Planning prompts

- Which capability gaps are affecting delivery quality or compliance right now?
- Which gaps are likely to become more significant as new tools or systems are introduced?
- Are there team members with strong digital capabilities who could support others informally? How can this occur sustainably?
- What development options are available, for example, internal training, peer support, external professional development and/or vendor training?
- Have you accounted for digital capability development in workload planning? Noting that additional study or training requires time.
- When will you review progress against the support planned in this assessment?

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Team digital capability action plan

Use the table below to record priority development areas and the support planned for your team. Focus on gaps affecting delivery quality or likely to grow as new tools and systems are introduced.

| Capability areas to address | Who needs support | Development approach | By when |
|-----------------------------|-------------------|----------------------|---------|
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Share the outcomes of this assessment with your team. Where gaps are significant or widespread, consider whether they warrant escalation to a broader workforce planning conversation.

A note on emerging technologies

AI tools, updated Microsoft products, and new organisational systems can create capability gaps for experienced trainers and assessors as well as new entrants. It is worth revisiting this assessment whenever a significant new tool or system is introduced, not only at the start of employment.

Learn more about the Trainer and Assessor VET Career Framework

Explore more practical tools, guides and resources supporting VET capability, wellbeing, industry engagement and career development