

Using AI responsibly and effectively



Part of the AUSMASA Trainer and Assessor VET Career Framework

Purpose

Use this guide to support the safe, ethical and practical use of AI in planning, resource development and learner support. AI can assist professional practice, but it does not replace trainer judgement, workplace standards, assessment requirements or professional responsibility.

Part A: AI use guidelines for trainers and assessors

Use these principles whenever you use AI in your work:

Area	What good practice looks like	Examples
Ethical use	Use AI as a support tool. Keep responsibility for decisions, quality and final wording with the trainer or assessor.	Use AI to draft a toolbox activity, then review it against site rules and learner needs before delivery.
Privacy and confidentiality	Do not paste personal information, confidential site details, student records, assessment evidence or client-sensitive data into public AI tools unless your organisation has approved it.	Do not upload learner assessment responses, vehicle registration details, incident reports, or site-specific investigation notes into an open tool.
Verification of outputs	Check facts, terminology, units, procedures, legal references and technical accuracy before use. AI can be fluent and still be wrong.	If AI drafts a pre-start checklist or service sequence, verify it against current workplace procedure, OEM guidance and training package requirements.
Bias awareness	Watch for hidden assumptions, stereotypes, oversimplified examples or language that excludes some learners or work groups.	Review examples to ensure they reflect real mining and workshop roles and do not assume a single kind of learner, trade background, or experience level.
Appropriate use in planning	Use AI for brainstorming, structuring lesson plans, generating examples, rewording text into plain English, or creating draft scenarios.	Draft two versions of a hazard-spotting activity: one for a shift handover and one for an apprentice workshop session.

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Area	What good practice looks like	Examples
Appropriate use in resource development	Use AI to produce first drafts only. Final resources should be checked for language, layout, relevance, currency and alignment with standards.	Ask AI for a draft case study, then rewrite it with your site terminology, equipment types and workplace expectations.
Appropriate use in planning	Use AI for brainstorming, structuring lesson plans, generating examples, rewording text into plain English, or creating draft scenarios.	Draft two versions of a hazard-spotting activity: one for a shift handover and one for an apprentice workshop session.
Appropriate use in learner support	Use AI to explain concepts in simpler language, generate practice questions or suggest study prompts, while making it clear what is support and what is assessment.	Generate revision questions on lock-out or service documentation, but do not treat AI-generated answers as evidence of competence.

Practical reminders

- Be transparent with your team about how AI was used in any training resource you developed.
- Check all AI-supported content against current Australian requirements, workplace procedures and the learner group you are teaching.
- Use plain English, clear structure and examples that reflect real work, not generic internet language.
- Keep a copy of the original prompt and your review notes if the output informs an assessment-support resource or compliance-sensitive material.

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Part B: AI prompt and review template

Use this template to write stronger prompts, check AI outputs and adapt them for your learners and workplace context.

1. Prompt design

Item	Ask
Task	What do you want the AI to help you produce? Example: draft a 10-minute toolbox activity on pre-start inspection quality.
Audience	Who is it for? Example: mixed groups of experienced operators and new starters, or workshop technicians and apprentices.
Context	What industry, site or workshop context should shape the response?
Purpose	Is this for planning, resource drafting, learner support, revision or communication?
Constraints	Include tone, plain English, Australian terminology, safety focus, word limit, or document format.
Exclusions	State what not to include. Example: do not include legal advice, brand-specific claims or content beyond learner level.

2. Prompt formula

- **Try this structure:** Act as [role]. Create [resource type]. For [audience]. In the context of [industry/workplace]. Use [tone/style]. Include [specific elements]. Exclude [limits].

Example prompt:

- Act as an experienced trainer and assessor in the automotive industry.
- Draft a 1-page learner handout on accurate job card completion for workshop staff.
- Use plain Australian English, practical examples and a respectful tone.
- Include 5 common errors and 5 good-practice tips.
- Do not include references to US legislation or generic customer service theory.

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3. Output review checklist

Check	Confirm
<input type="checkbox"/>	Accuracy: Are the facts, procedures and technical details correct?
<input type="checkbox"/>	Currency: Does the content match current standards, site rules, training package requirements or manufacturer guidance?
<input type="checkbox"/>	Suitability: Is the language right for the learners, the workplace, and the delivery mode?
<input type="checkbox"/>	Safety: Could anything in the output encourage unsafe shortcuts, wrong assumptions or weak decision-making?
<input type="checkbox"/>	Bias and inclusion: Is the wording respectful, balanced and suitable for a mixed workforce?
<input type="checkbox"/>	Authenticity: Is the material specific enough to real mining or automotive work, or does it still sound generic?

4. Adaptation prompts for the trainer

- What needs to be localised to our workplace?
- What site terms, workshop processes or equipment references need changing?
- What needs simplifying for learner level, language or literacy support?
- What should be removed because it is not relevant, too broad or too risky?
- What practical example, photo, diagram or demonstration should be added to make this usable?

5. Record use

- Tool used:
- Date:
- Prompt used:
- What parts of the output were kept, changed or removed:
- How accuracy was checked:
- Final approval by:

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6. Quick review table

Area	Yes/No	Action needed
Is the output factually correct?		
Does it fit the learner group and workplace context?		
Does it use plain Australian English?		
Does it avoid unsafe or misleading advice?		
Have sensitive details been removed?		
Have you added your own professional judgement and local examples?		

Conclusion

Use AI to support good training practice, not to replace it. The trainer or assessor remains responsible for privacy, accuracy, fairness, relevance and final quality. Strong AI use is deliberate, transparent, and grounded in real-world practice.

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