

Assessment evidence guide



Part of the AUSMASA Trainer and Assessor VET Career Framework

This guide supports trainers and assessors in mining and automotive settings to collect evidence that is fair, practical and defensible. It explains common evidence types, when fairness is at risk, and how to record evidence so assessment decisions are easier to justify in practice and during audit.

ASQA anchor points

The 2025 Standards for RTOs require assessment to be fair, flexible, valid and reliable. Assessment evidence must meet the rules of evidence: validity, sufficiency, authenticity and currency. ASQA's Assessment Practice Guide also states that validity includes practical application components, and that assessors make justified judgements based on enough relevant evidence.

Why fairness matters

Fairness matters because learners must have a genuine chance to demonstrate competence without the assessment method creating unnecessary barriers. In real-world environments, fairness is not about making assessments easier. It is about ensuring the evidence collected reflects the learner's actual skills and knowledge, allowing reasonable adjustments where appropriate, and protecting the integrity of the training product.

This involves:

- supporting accurate assessment decisions
- reducing the risk of bias, inconsistency or avoidable disadvantage
- helping learners understand what is expected and how evidence will be judged
- strengthening confidence in outcomes for workplaces, learners and auditors.

Common fairness risks in mining and automotive

Use these principles whenever you use AI in your work:

Fairness risk	What it can look like	How to avoid it
Shift and production pressure	A learner is rushed because the plant, workshop or crew is under time pressure.	Plan observation windows, allow reassessment where needed, and do not treat rushed performance as the only evidence.
Different access to work tasks	One learner gets exposure to faults, shutdown tasks or complex jobs while another only sees routine work.	Use multiple evidence sources, targeted questioning and realistic scenarios to cover gaps.

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Fairness risk	What it can look like	How to avoid it
Noise, PPE and site conditions	The learner cannot hear instructions clearly in a pit, workshop or maintenance area.	Brief clearly before the task, use plain language, confirm understanding and position yourself safely for observation.
Assessor familiarity or assumptions	An assessor assumes a long-term worker is competent because they seem confident or experienced.	Base the judgement of observable evidence and the training product, not reputation or years on the job.
Over-reliance on paperwork	The workbook, checklist, or third-party report appears complete but does not reflect actual performance.	Use direct observation and practical questioning as core evidence, with documents used to support, not replace, workplace evidence.

Acceptable evidence types and audit-friendly recording tips

Evidence type	What it is	Why is it useful	Audit-friendly recording tip
Direct observation	Watching the learner perform a task or part-task in the workplace or a realistic practical setting.	Best source for practical competence. Let the assessor see sequence, safety, judgement, communication and completion.	Record what was observed, where it happened, the task standard used, conditions of the task, and any support or prompt given.
Questioning	Oral or written questions used before, during or after the task.	Checks the underpinning knowledge, decision-making and why the learner took a particular action.	Write down the questions asked, key responses, and how the responses are linked to the unit requirements or workplace standard.
Third-party reports	Structured reports from supervisors, leading hands, workplace coaches or subject matter experts.	Useful when the assessor cannot see every task or when performance must be confirmed over time.	Use a structured form, identify who provided the evidence, confirm their role and competence to comment, and make sure the assessor still judges the evidence.

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Evidence type	What it is	Why is it useful	Audit-friendly recording tip
Work samples	Completed documents, job cards, maintenance records, inspection sheets, permits, photos of finished work or other outputs.	Shows what the learner produces in real work and can support accuracy, quality and completeness.	Mark what sample was reviewed, who completed it, when it was created, and what parts show competence against the training product.
Photos or video	Images or recordings of the learner, the task steps or the completed work outcome.	Helpful as supporting evidence where access is restricted, or the task cannot be repeated easily.	Identify the date, location, task, learner, and what the image or video shows. Do not rely on photos or videos alone for full practical competence.

Why fairness is often risked in real work conditions

In mining, fairness is often risked when access to tasks depends on roster, shutdown timing, permit status or the type of equipment available on shift. A learner on night shift may not get the same observation opportunities as a learner on day shift. A worker in a live production area may also be observed differently from a worker in a quieter maintenance window.

In automotive settings, fairness is often compromised when job flow is uneven, customers are waiting, or one learner is assigned straightforward servicing while another receives repeated diagnostic work. The risk increases when assessors compare learners against each other rather than against the training product.

Fairness is also at risk when a reasonable adjustment is treated as a shortcut rather than a considered support. Adjustments should remove unnecessary barriers, but they must not weaken the evidence required to show competence.

Why fairness is often risked in real work conditions

- Start with the training product and map the evidence to what must be demonstrated.
- Use direct observation wherever the task involves practical performance or safety-critical work.
- Collect evidence across time where one observation does not show consistency.
- Use questioning to confirm judgement and understanding, not just recall.
- Treat third-party reports as supporting evidence, not as a substitute for assessor judgement.
- Record the context of the assessment, including conditions, equipment, resources and any reasonable adjustment used.
- Note any prompt or support provided so the record reflects the learner's true level of independence.
- Use plain language instructions and explain the evidence requirements before the assessment starts.

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- Plan opportunities fairly across rosters, shifts and job allocations where workplace access varies.
- Review assessment tools before use to check that the method, instructions and evidence requirements align with the principles of assessment and the rules of evidence.

Quick recording prompts

- What did I see the learner do?
- What standard or requirement was I judging against?
- What questions did I ask, and what did the learner say?
- What work samples or third-party evidence supported the decision?
- What conditions applied, including site constraints, equipment, PPE or reasonable adjustment?
- Would another assessor understand why this judgement was made?

Learn more about the Trainer and Assessor VET Career Framework

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