

# EMLS Evidence Collection Guide

Customer-facing guide for safe, appropriate collection of learning evidence and artefacts

## EMLS

Evaluation and Reporting

### Purpose

This guide explains how EMLS partners and facilitators can collect evidence of learning in ways that are useful, safe and proportionate. It supports completion records, reporting, quality improvement and grant evidence while protecting learner privacy.

## 1. What counts as evidence?

Evidence type	Examples	Use
Participation evidence	Attendance, module access, group participation, supported completion.	Shows reach and engagement.
Learning artefacts	Worksheets, drafts, storyboards, checklists, plans, reflections, project outputs.	Shows learning activity and progress.
Confidence evidence	Baseline and follow-up survey responses; short reflections.	Shows self-reported change.
Facilitator verification	Facilitator checklist, observation notes, completion confirmation.	Supports completion records and reporting.
Partner evidence	Partner satisfaction survey, review meeting summary, implementation notes.	Supports institutional reporting and improvement.

## 2. Evidence collection principles

- Collect only what is needed for learning, support, reporting or improvement.

- Explain why evidence is being collected and how it may be used.
- Use de-identified or aggregated evidence wherever possible.
- Do not collect highly sensitive personal information unless it is necessary and consented.
- Separate learning completion evidence from public showcase, promotion or online sharing consent.
- Allow alternative evidence formats, including spoken reflection, visual work, assisted completion or low-text responses.

### 3. Evidence that should be avoided unless specifically required

- Medical records, diagnosis reports or therapy notes.
- NDIS plan documents or full funding details.
- Identity documents, full addresses or passwords.
- Unconsented photos, videos or recordings of learners.
- Private case notes from schools, services or support workers.
- Sensitive family, legal, health or safeguarding information not needed for the learning activity.

### 4. Suggested evidence workflow

1. Before delivery: confirm what evidence is needed and what consent is required.
2. During delivery: collect simple participation and completion evidence.
3. At completion: confirm learning artefacts, reflection or facilitator verification.
4. Before reporting: de-identify learner information where possible.
5. Before sharing publicly: obtain specific consent for any public use of names, images, quotes, videos or learner work.
6. After reporting: store, archive or delete evidence according to the partner agreement and privacy requirements.

### 5. Evidence collection checklist

Check	Yes / No / Notes
Learners know what evidence is being collected	
Evidence collected is proportionate to the activity	

Access needs are considered in evidence collection	
Alternative formats are available	
Sensitive documents are not collected unnecessarily	
Public sharing consent is separate from completion evidence	
Evidence is de-identified where possible for reporting	
Storage and retention expectations are clear	

## 6. Safe reporting examples

Instead of saying	Use safer wording
EMLS improved mental health.	Participants reported increased confidence or engagement during the pilot.
All learners became digitally confident.	Learners who completed the follow-up survey reported changes in digital confidence.
The program guaranteed employment outcomes.	The program supported practical skills and participation pathways.
The showcase proved community impact.	The showcase provided an optional opportunity for recognition and community participation.

### Consent note

Creating, completing or verifying a learning activity does not automatically give permission for public sharing. Public use of learner work, images, names, stories or quotes requires separate consent and review.

## 7. Contact

For evidence collection questions, contact EduLinked at [founder@edulinked.com.au](mailto:founder@edulinked.com.au).