

Glossary

Accreditation

The formal recognition of a course by the State or Territory course accrediting body, in accordance with the Standards for State and Territory Registering/Course Accrediting Bodies (ANTA 2001).

Achievement

The attainment of a specified standard of performance.

Advanced Diploma

A qualification in the vocational education and training and higher education sectors. See also Australian Qualifications Framework.

Apprentice

A person undertaking training under an apprenticeship. See also New Apprenticeships and Trainees.

Apprenticeship

A system of training regulated by law or custom that combines on-the-job training and work experience while in paid employment with formal off-the-job training. The apprentice enters into a contract of training or training agreement with an employer that imposes mutual obligations on both parties. Traditionally, apprenticeships were in trade occupations (declared vocations) and were of four years' duration. See also New Apprenticeships and Traineeships.

Assessment

The process of gathering and judging evidence in order to decide whether a standard or objective has been achieved. See also Competency-based assessment and Evidence guide.

Assessment guidelines

An endorsed component of a training package that underpins assessment and sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include information concerning: assessment system overview, assessor requirements, designing assessment resources, conducting assessment and sources of information on assessment.

Assessment materials

Optional component of training packages that complement endorsed industry assessment guidelines and could take the form of assessment exemplars or specific assessment tasks and instructions.

Assessor

A person qualified to carry out assessment.

Attainment

Reaching a particular level, accomplishing a goal. In vocational education and training, successful completion of the requirements of a module or course. See also Statement of Attainment.

Australian residency

Australian Citizenship, Australian Permanent Residency, and New Zealand Citizenship.

Australian Qualifications Framework

(AQF <http://www.aqf.edu.au/>) A comprehensive nationally consistent framework incorporating all qualifications recognised in post-compulsory education throughout Australia. The framework identifies six levels in the vocational education and training sector: Certificate I, Certificate II, Certificate III, Certificate IV, Diploma and Advanced Diploma.

Australian Skills Quality Authority (ASQA)

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

Basic skill

A fundamental skill that is the basis of later learning or is essential for employment.

Certificates I-IV

A set of qualifications awarded in the vocational education and training sector and recognised under the Australian Qualifications Framework (AQF). The four levels of certificate recognise increasing levels of skill.

Certification

The formal acknowledgement of successful achievement of a defined set of outcomes.

Competency

(Also: competence) The ability to perform tasks and duties to the standard expected in employment.

Competency-based assessment

(CBA) The gathering and judging of evidence in order to decide whether a person has achieved a standard of competence.

Competency standard

An industry-determined specification of performance that sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a training package.

Contract of Training

(Also called: Training Agreement) A legal agreement between an employer and an apprentice or trainee that defines the rights and responsibilities of each party. These include the employer guaranteeing to train the apprentice or trainee in the agreed occupation or training area, and to allow time off work to attend any required off-the-job training; and the apprentice or trainee agreeing to learn all aspects of the occupation or training area, and to work for the employer for a specified period. Contracts of Training supersede indentures.

Core competencies

Identifies units of competency within a competency standard that an industry has agreed is essential to be achieved if a person is to be accepted as competent at a particular level. All units may be core, but in many cases competency at a level will involve core units plus optional or specialisation units of competency. Core competencies are normally those central to work in a particular industry.

Course

A structured and integrated program of education or training, usually consisting of a number of modules (subjects) or shorter programs, and leading to the award of a qualification.

Credit

The acknowledgement that a person has satisfied the requirements of a module (subject) or unit of competency, either through previous study (credit transfer) or through work or life experience (recognition of prior learning). The granting of credit exempts the student from that part of the course.

Credit transfer

The granting of status or credit by an institution or training organisation to students for modules (subjects) or units of competency completed at the same, or through another institution or training organisation.

Declared vocation

A trade occupation specified in legislation, regulations, or an industrial award, for which the entrance requirement is successful completion of an apprenticeship. With the implementation of New Apprenticeships, declared vocations have been abolished in most States and Territories.

Degree

A qualification conferred in the higher education sector on successful completion of a course of study or as an honour. See also Australian Qualifications Framework.

Diploma

A qualification in the vocational education and training and higher education sectors. See also Australian Qualifications Framework.

Elective competency

Parts of a course which allow students to specialise by choosing those components which are most relevant to their present job or to their career plan. See also Module and compare with Core competency.

Endorsed component

The central part of a training package, endorsed by the National Training Quality Council, comprising competency standards, assessment guidelines and qualifications. Compare Non-endorsed component.

Entry-level training

(ELT) Training undertaken to gain entry into the workforce or further vocational education and training.

Entry requirements

The qualifications, knowledge, skills or experience required for entry to an education or training program.

Evidence guide

The part of a competency standard that provides a guide to the interpretation and assessment of the unit of competency, including the aspects that need to be emphasised in assessment, relationships to other units, and the required evidence of competency.

Gap Training

Additional training required when gaps in your skills or training level are identified.

Generic skill

A skill that is not specific to work in a particular occupation or industry, but is important for work, education and life generally, e.g. communication skills, mathematical skills, organisational skills, computer literacy, interpersonal competence, and analytical skills. See also Key competency.

Group training company

A company that employs apprentices and trainees, and places them with one or more host employers who are usually small to medium-sized businesses. The host employers provide on-the-job training and experience, while the group training company organises off-the-job training and handles recruitment, rotation and payroll. Also known as: Group training organisation.

Industry organisation

An organisation representing an industry, including peak business and employer organisations, as well as specific industry training advisory bodies (ITABs) or industry training councils (ITCs).

Key competency

Any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry. The Finn Report (1991) identified six key areas of competence which were subsequently developed by the Mayer committee (1992) into seven key competencies: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology.

Module

(Also called: subject) A unit of education or training that can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency.

Non-endorsed component

The parts of a training package not required to be endorsed by the National Training Framework Committee, including support materials for learning, training, assessment, and professional development. Also known as optional component, unendorsed component

Off-the-job training

Training that takes place away from a person's job, usually off the premises, e.g. at TAFE, but may be on the premises, e.g. in a special training area. Compare On-the-job training and see also Work experience.

On-the-job training

Training undertaken in the workplace as part of the productive work of the learner. Compare Off-the-job training and see also Work experience.

Outcome

In education or training, a result or consequence of participation in, or completion of, an education or training program, e.g. employment, promotion, higher salary, further study.

Performance criteria

The part of a competency standard specifying the required level of performance in terms of a set of outcomes that need to be achieved in order to be deemed competent.

Private provider

A non-government training organisation, including commercial providers (providing courses to industry and individuals for profit), community providers (non-profit organisations, funded by government or community sponsors), enterprise providers (companies or other organisations providing training mainly for their own employees), and industry providers (organisations providing training to enterprises across an industry). See also Vocational Education and Training Provider.

Qualification

Certification awarded to a person on successful completion of a course, in recognition of having achieved particular knowledge, skills or competencies. See also Australian Qualifications Framework.

Quality assurance

The systems and procedures designed and implemented by an organisation to ensure that its products and services are of a consistent standard and are being continuously improved

Range of variables

(Also called: range statement) The part of a competency standard that specifies the range of contexts and conditions to which the performance criteria apply.

Recognition of current competencies

(RCC) The acknowledgement of competencies currently held by a person, acquired through training, work or life experience. More commonly known as Recognition of prior learning.

Recognition of prior learning

(RPL) The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience that may be used to grant status or credit in a subject or module.

Registered Training Organisation

(RTO) An organisation registered by a State or Territory recognition authority to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework. Registered training organisations include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.

Skill set

Units of competency (one or more) grouped by industry as reflecting skills that meet a defined industry need or in some instances are required for a licence or regulatory requirement.

Small business

A business conducted on a small scale. The Australian Bureau of Statistics defines small businesses in the following way: In this publication small business refers to management units with less than 20 employees in all industries except manufacturing where they have less than 100 employees, and agriculture where they have an estimated value of agricultural operations of between \$22 500 and \$400 000. Source: ABS cat.no.1321.0, Small business in

Statement of Attainment

Certification issued to a student for partial completion of a qualification, including, where relevant, the units of competency achieved under nationally endorsed standards. Achievements recognised by statements of attainment can accumulate towards a qualification within the Australian Qualifications Framework.

TAFE (Technical And Further Education)

1. A publicly-funded post-secondary organisation that provides a range of technical and vocational education and training courses and other programs, e.g. entry and bridging courses, language and literacy courses, adult basic education courses, Senior Secondary Certificate of Education courses, personal enrichment courses, and small business courses. Each State and Territory has its own TAFE system.
2. An institution offering TAFE courses; a college or institute.

Trainee

A person receiving training or undertaking a traineeship. See also New Apprenticeships and Apprentice.

Training

The development of skills, knowledge, attitudes, competencies, etc. through instruction or practice.

Training package

An integrated set of nationally endorsed standards, guidelines and qualifications, for training, assessing and recognising people's skills. Developed by industry to meet the training needs of an industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support materials, such as learning strategies, assessment materials and professional development resources.

Unit of competency

A component of a competency standard. A unit of competency is a statement of a key function or role in a particular job or occupation. See also Element of competency, Performance criteria, Range of variables.

Vocational Education and Training

(VET) Post-compulsory education and training, excluding degree and higher level programs delivered by higher education institutions, that provides people with occupational or work-related knowledge and skills. VET also includes programs that provide the basis for subsequent vocational programs. Alternative terms used internationally include: Technical and Vocational Education and Training (TVET), Vocational and Technical Education and Training (VTET), Technical and Vocational Education (TVE), Vocational and Technical Education (VTE), and Further Education and Training (FET).

Vocational Education and Training Provider

(VET Provider) An organisation that delivers vocational education and training programs. In Australia, the providers of vocational education and training comprise the State and Territory TAFE systems, adult and community education providers, agricultural colleges, the VET operations of some universities, schools, private providers, community organisations, industry skill centres, and commercial and enterprise training providers. See also Registered Training Organisation (RTO).

Work experience

A period (usually one or two weeks) of unpaid work undertaken by secondary school students as part of their careers education, to provide some insight into the world of work. Compare Work placement.

Work placement

Also called: field placement, vocational placement and structured work placement) A period of unpaid work with an employer undertaken by vocational education and training students in order to satisfy the requirements of a course or module, with supervision provided by the employer, the training provider, or both.