

VET Terminology

Access and equity means policies and approaches aimed at ensuring that vocational education and training are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Accredited course means a structured sequence of vocational education and training that has been accredited by a state or territory course accrediting body and leads to an Australian Qualifications Framework (AQF) qualification or statement of attainment.

Accuracy of evidence the extent to which the evidence is free from error. If error is present, the assessor needs to determine whether the amount is tolerable.

Act means the National Vocational Education and Training Regulator Act 2011.

Analytical Rubric an analytical rubric looks at specific aspects of the performance assessment. Each critical aspect of the performance is judged independently and separate judgements are obtained for each aspect in addition to an overall judgement.

Appeal is where a client of an RTO, or other interested party, may dispute a decision made by the RTO. The decision made by the RTO may be an assessment decision or may be about any other aspect of the RTO's operations.

Appeal process is a process whereby a client of an RTO, or other interested party, may dispute a decision made by the RTO. The decision made by the RTO may be an assessment decision or may be about any other aspect of the RTO's operations.

Apprenticeship/traineeship is a structured training arrangement for a person employed under an apprenticeship/traineeship training contract. It usually involves the person receiving training and being assessed both on-and off-the job.

Apprenticeship/traineeship training contract is the contract governing the terms of an apprenticeship or traineeship that is made between an employer and a person employed by them as an apprentice or trainee. The contract must be registered with the relevant state or territory's government department or agency in accordance with that state's or territory's legislation. The training provided under the contract must be delivered by an RTO approved by that state's or territory's department or agency and a Training Plan developed by the RTO must form the basis of the person's training and assessment.

AQF certification documentation is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

AQTF Essential Conditions and Standards for Initial Registration the requirements an organisation must meet in order to become a registered training organisation (RTO). The AQTF Essential Conditions and Standards for Initial Registration comprise:

a) Conditions of Registration

- b) Standards and underpinning elements
- c) Quality Indicators.

AQTF Essential Conditions and Standards for Continuing Registration the requirements an RTO must meet in order to maintain its registration. The AQTF Essential Conditions and Standards for Continuing Registration comprise:

- a) Conditions of Registration
- b) Standards and underpinning elements
- c) Quality Indicators.

Articulation means the arrangements that facilitate the movement or progression of learners from one qualification or course to another, or from one education and training sector to another.

ASQA is the acronym for The Australian Skills Quality Authority (ASQA) and 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.

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment context means the environment in which the assessment will be carried out. This will include physical and operational factors, the assessment system within which assessment is carried out, opportunities for gathering evidence in a number of situations, the purpose of the assessment, who carries out the assessment and the period of time during which it takes place.

Assessment guidelines are an endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include the assessment system overview, assessor requirements, designing assessment resources, conducting assessment and sources of information on assessment.

Assessment judgement involves the assessor evaluating whether the evidence gathered is valid, sufficient, current and authentic in order to make the assessment decision. The assessment decision is made at the unit of competency. It will require using professional judgement in evaluating the evidence available about:

- the quality of evidence gathered using the assessment methods/tools
- whether competence has been achieved based upon that evidence.

Assessment materials are any resources that assist in any part of the assessment process. They may include information for the candidate or assessor, assessment tools or resources for the quality assurance arrangements of the assessment system.

Assessment method(s) means the particular techniques used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, evidence compiled by the candidate and review of products.

Assessment plan is the overall planning document for the assessment process and includes a range of information to guide assessors which may include purpose, context, personnel, competency standards/assessment benchmarks, assessment methods and tools, the evidence plan, organisational arrangements including physical and material resources and equipment and other relevant information.

Assessment process is the agreed series of steps that the candidate undertakes within the enrolment, assessment, recording and reporting cycle. The process must best suit the needs of all stakeholders and be both efficient and cost-effective.

Assessment requirements are the endorsed component of a Training Package. Assessment requirements set out the industry's approach to valid, reliable, flexible and fair assessment.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensures assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

Assessment tool an assessment tool includes the following components: the context and conditions for the assessment, the tasks to be administered to the candidate, an outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). It also includes the administration, recording and reporting requirements.

Assessor an assessor means an individual or organisation responsible for the assessment of Units of Competency in accordance with the Standards for RTOs 2015.

Attainment is the successful completion of a unit/module or course.

Audit a planned, systematic and documented process used to assess an applicant's or an RTO's compliance with the Standards for RTOs 2015 or the VET Quality Framework. Registering bodies conduct audits as a condition of registration. RTOs can conduct internal audits to assess their compliance with the Standards and their own policies and procedures as part of their continuous improvement process.

Australian Core Skills Framework (ACSF) is a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.

Australian Industry and Skills Committee was established on 8 May 2015 to deliver on the commitment made by Commonwealth and state and territory skills ministers to streamline governance arrangements and put industry at the centre of the vocational education and training (VET) system. It will take on some of the work of the dissolved National Skills Standards Council and provide advice to governments on VET policy. Additionally, the Committee will give industry a stronger voice in the vocational education and training system, to help ensure it is efficient and effective in delivering the job-ready workers that industry needs. The AISC replaces a plethora of committees that had led to confusion in the management of the nation's VET system.

Australian Qualifications Framework (AQF) the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.

Australian Quality Training Framework (AQTF) is a set of nationally agreed quality assurance arrangements for training and assessment services delivered by training organisations. The first version of AQTF was implemented in 2002, and revised in 2002 and 2007. The latest version of the AQTF was implemented 1 July 2010. The AQTF comprises:

- a) AQTF Essential Conditions and Standards for Initial Registration
- b) AQTF Essential Conditions and Standards for Continuing Registration

- c) AQTF 2007 Standards for State and Territory Registering Bodies
- d) AQTF 2007 Excellence Criteria
- e) AQTF 2007 Standards for Accredited Courses
- f) AQTF 2007 Standards for State and Territory Course Accrediting Bodies.

In September 2014, the COAG Industry Skills Council endorsed new national standards for RTOs (*Standards for RTO's 2015*) and VET regulators (*Standards for VET Regulators 2015*) for implementation in 2015. However, in Victoria, a number of legislative amendments are necessary prior to the VRQA implementing these standards. As such, in the interim there is no change to regulatory processes for those RTOs that are regulated by the VRQA.

Authenticated VET transcript has the meaning given in the Student Identifiers Act 2014:

authenticated VET transcript of an individual means a document prepared by the Registrar that sets out information:

- a. *that relates to the VET undertaken by the individual, and*
- b. *that is prescribed by the regulations.*

Authenticity is one of the rules of evidence. To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

AVETMISS is a national data standard that ensures the consistent and accurate capture of VET information about students, their courses, units of activity, and qualifications completed. It provides the mechanism for national reporting of the VET system.

Award of a qualification occurs when a student has met the requirements of the qualification and the qualification is certified through the provision of a testamur. The term 'conferral' may also be used to describe this process.

Benchmark means a point of reference used to clarify standards in assessment. They are agreed good examples of particular levels of achievement which arise from the moderation process. Benchmarks help clarify the standards expected within the qualification, and illustrate how they can be demonstrated and assessed. They can also identify new ways of demonstrating the competency.

Block credit is credit granted towards whole stages or components of a program of learning leading to a qualification.

Certification Documentation is the set of official documents that confirms that a qualification has been completed and awarded to an individual.

Chief executive is the most senior executive of an RTO.

Client means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

Client services are the services provided by an RTO to clients in order to assist and support the successful achievement of learning outcomes.

Clustering is the process of grouping competencies into combinations which have meaning and purpose related to work functions in an industry or enterprise.

Code means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.

Comparability of standards are a point of reference used to clarify standards in assessment. They are agreed good examples of particular levels of achievement which arise from the moderation process. Benchmarks help clarify the standards expected within the qualification, and illustrate how they can be demonstrated and assessed. They can also identify new ways of demonstrating the competency.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating to stakeholders, information on candidate performance against industry competency standards and/or learning outcomes.

Complaint is any expression of dissatisfaction with an action product or service of an education and training provider (or of the registering body) made to the registering body.

Compliance means that the requirements of the relevant standards and/or legislative instruments (i.e. AQTF Essential Conditions and Standards for Initial Registration; AQTF Essential Conditions and Standards for Continuing Registration; VET Quality Framework) have been met, based on the evidence reviewed.

Concurrent validity is form of criterion validity which is concerned with comparability and consistency of a candidate's assessment outcomes with other related measures of competency. For example, evidence of high levels of performance on one task should be consistent with high levels of performance on a related task. This is the transfer of learning.

Consensus meetings involve assessors reviewing their own and their colleagues' assessment tools and outcomes as part of a group. It can occur within and/or across organisations. It is typically based on agreement within a group on the appropriateness of the assessment tools and assessor judgements for a particular unit(s) of competency.

Consequential validity concerned with the social and moral implications of the value-laden assumptions that are inherent in the use of a specific task, and its interpretation in a specific, local context.

Construct validity the extent to which certain explanatory concepts or constructs account for the performance on a task. It is concerned with the degree to which the evidence collected can be used to infer competence in the intended area, without being influenced by other non-related factors (e.g. literacy levels).

Content validity the match between the required knowledge and skills specified in the competency standards and the assessment tool's capacity to collect such evidence.

Contextualisation refers to the addition of industry specific information to a unit of competency to reflect the immediate operating context and thereby increase its relevance. Contextualisation must be guided by the Training Package Development Handbook and relevant Training Package contextualisation guidelines.

Continuous improvement means a planned and ongoing process that enables an RTO to systematically review and improve its policies, procedures, products and services in order to generate better outcomes for clients and to meet changing needs. It allows an RTO to constantly review its performance against the VET Quality Framework/AQTF and to plan ongoing improvements to its performance. Continuous improvement involves collecting, analysing and acting on relevant information collected from clients and other interested parties, including the RTO's staff.

Contractors are individuals who are engaged by an RTO through a contractual arrangement to undertake training and assessment. Contractors are included in the group 'staff' for the purposes of the relevant standards (i.e. AQTF Essential Conditions and Standards for Initial Registration, AQTF Essential Conditions and Standards for Continuing Registration or the VET Quality Framework).

Co-assessment means if a person does not have the assessment competencies determined by the NSSC and the relevant vocational competencies at least to the level being assessed, one person with all the assessment competencies as determined by the NSSC and one or more persons who have the relevant vocational competencies at least to the level being assessed may work together to conduct the assessments.

Co-requisites are a unit of competency that must be undertaken as part of the same program of training delivery and/or assessment as another unit, unless it has already been completed.

Core Skills for Work Developmental Framework (CSfW) describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work. These skills are often referred to as employability or generic skills. They include skills such as problem solving, collaboration, self-management, communication and information technology skills.

Course accrediting body is the authority responsible, under the VET legislation and decision-making framework for accrediting courses for delivery both inside and outside Australia.

Credit transfer assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the client's initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF.

Currency is one of the rules of evidence. In assessment, currency relates to the age of the evidence presented by the candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

Current industry skills are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.

Current industry skills may be informed by consultations with industry and may include, but is not limited to:

- a. having knowledge of and/or experience using the latest techniques and processes
- b. possessing a high level of product knowledge
- c. understanding and knowledge of legislation relevant to the industry and to employment and workplaces
- d. being customer/client-oriented
- e. possessing formal industry and training qualifications and
- f. training content that reflects current industry practice.

Data means the information collected about aspects of an RTO's operations and performance.

Data Provision Requirements are the requirements for data provision as agreed by the Industry and Skills Council and implemented by the VET Regulator as required by its governing legislation.

Decision making rules the rules to be used to make judgements as to whether competency has been achieved (note that if grades or scores are also to be reported, the scoring rules should outline how performance is to be

scored). Such rules should be specified for each assessment tool. There should also be rules for synthesising multiple sources of evidence to make overall judgements of performance.

Department of Education, Employment and Workplace Relations - On 18 September 2013 the Department of Education and the Department of Employment were created out of the former Department of Education, Employment and Workplace Relations.

Desk audit is where an applicant seeking registration or an RTO submits documents or information to the registering body to be assessed as evidence for compliance with the AQTF Essential Conditions and Standards for Initial Registration or the AQTF Essential Conditions and Standards for Continuing Registration or the VET Quality Framework.

Dimensions of competency dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills.

Direct supervision means that a person conducting training who does not hold the training competencies determined by the National Skills Standards Council (NSSC) receives regular guidance, support and direction from a person designated by the RTO who does hold those training competencies determined by the NSSC. It is not necessary for the supervising person to be present during all training delivery.

Director the director of an RTO is a person who controls or governs the affairs of the RTO. A director may be appointed to the position of director or an alternate director and is acting in that capacity, regardless of the name that is given to their position. It also includes those who may not have been validly appointed as a director but act in the position of a director.

Documented means recorded in written form.

Educational and support services may include, but are not limited to:

- a. pre-enrolment materials
- b. study support and study skills programs
- c. language, literacy and numeracy (LLN) programs or referrals to these programs
- d. equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity
- e. learning resource centres
- f. mediation services or referrals to these services
- g. flexible scheduling and delivery of training and assessment
- h. counselling services or referrals to these services
- i. information and communications technology (ICT) support
- j. learning materials in alternative formats, for example, in large print
- k. learning and assessment programs contextualised to the workplace, and
- l. any other services that the RTO considers necessary to support learners to achieve competency. Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Element is a basic building block of units of competency. Elements describe the tasks that make up the broader function or job, described by the unit. They specify the critical outcomes to be achieved in demonstrating competence.

Employability Skills Framework identifies those attributes required for satisfactory performance of a task or activity in the workplace. The nationally endorsed list of employability skills in the framework is:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

Entry requirements specified prior knowledge, skill, and experience, expressed in terms of competency, and may include licensing or industry recognised standards. Where entry requirements are identified, these are mandatory. Entry requirements:

- Do not form part of a qualification for training and assessment purposes
- Must be completed prior to enrolling in a qualification
- Must be specific to the knowledge, skills or experience required to enter a qualification.

Evidence guide the evidence guide is part of a unit of competency. Its purpose is to guide assessment of the unit of competency in the workplace and/or a training environment. The evidence guide specifies the context of assessment, the critical aspects of evidence and the required or underpinning knowledge and skills. The evidence guide relates directly to the performance criteria and range of variables defined in the unit of competency.

Evidence plan forms part of the documented Assessment Plan. The evidence plan documents the evidence requirements of the assessment, information regarding who will collect the evidence and the time period involved.

Excellence criteria is a set of criteria in the AQTF against which an RTO may self-evaluate for quality improvement, or be formally evaluated on a voluntary basis in order to seek recognition as either 'quality committed' or 'outstanding'.

Executive officer means:

- a. a person, by whatever name called and whether or not a director of the organisation, who is concerned in or takes part in the management of the RTO or
- b. an administrator, receiver and manager, or liquidator of the organisation (other than a receiver and manager, or liquidator, appointed by a court) or
- c. if the RTO is a body corporate:
 - i. a person who, at any time during a period for which the organisation is registered, owns 15 per cent or more of the organisation or

- ii. a person who, at any time during a period for which the organisation is registered, is entitled to receive 15 per cent or more of dividends paid by the organisation or
- iii. the administrator of a deed of company arrangement executed by an organisation or
- iv. a trustee or other person administering a compromise or arrangement made between the organisation and another person or other persons.

Face validity the extent to which the assessment tasks reflect real work-based activities.

Fairness is one of the principles of assessment. Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Financial viability risk is an assessment of the current and probable future financial health of an applicant or RTO which indicates the likelihood that it will be unable to operate in the future. This requires an assessment of financial projections at initial registration, and an assessment of the liquidity, financing and other financial risk indicators at continuing registration.

Fit and proper person requirements means individual characteristics or past behaviour standards that must be met by individuals who are in a position to influence the management of an RTO. Failure to meet the requirements may impact on the suitability of the individual to contribute to the delivery of education and training. A test of whether an individual satisfies fit and proper person requirements may consider past criminal convictions, any record of registration cancellations or conditions on registration, a history of personal bankruptcy or insolvency, disqualifications under the Corporations Act 2001 and other relevant matters.

Flexibility is one of the principles of assessment. To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Flexible scheduling and delivery of training and assessment means an approach to VET that allows a range of learning and assessment strategies to be adopted in a variety of learning environments, in order to cater for differences in individual learning interests, needs, styles, and opportunities.

Formal learning is the learning that takes place through a structured program of learning that leads to the full or partial achievement of an officially accredited qualification.

Foundation Skills include English language, literacy and numeracy skills as well as employability skills and is based on the theoretical underpinnings of the Australian Core Skills Framework (language, literacy and numeracy) and the Core Skills for Work Developmental Framework (employability skills).

Foundation Skills assessment tools will be used to assist learners, job seekers, trainers, educators and employment services practitioners to assess their own or a client's foundation skill levels, identifying individuals requiring additional support by identifying any gaps in skills and knowledge. Additionally, it will also enable the consistent reporting of results.

Graduate is a person who has been awarded a qualification by an authorised issuing organisation.

Group training organisation is 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.

High managerial agent means an employee or agent of the organisation with duties of such responsibility that his or her conduct may fairly be assumed to represent the organisation in relation to the business of providing courses.

Higher education institution is a body that is established or recognised by the Commonwealth or state or territory government to issue qualifications in the higher education sector. It may be a university, self-accrediting institution or non-self-accrediting institution.

Independent validation means, for the purposes of Clause 1.25 of the *Standards for RTOs 2015*, that the validation is carried out by a validator or validators who:

- a. are not employed or subcontracted by the RTO to provide training and assessment, and
- b. have no other involvement or interest in the operations of the RTO.

Industry means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:

- a. enterprise/industry clients, e.g. employers
- b. group training organisations
- c. industry organisations
- d. industry regulators
- e. industry skills councils or similar bodies
- f. industry training advisory bodies, and
- g. unions.

Industry engagement for the purposes of Clauses 1.5 & 1.6 of the *Standards for RTOs 2015*, may include, but is not limited to, strategies such as:

- a. partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs
- b. involving employer nominees in industry advisory committees and/or reference groups
- c. embedding staff within enterprises
- d. networking in an ongoing way with industry networks, peak bodies and/or employers
- e. developing networks of relevant employers and industry representatives to participate in assessment validation, and
- f. exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.

Industry regulator means a body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation.

Industry Reference Committees are the agent for industry intelligence into training policy and practice and to guide the development of industry-based training products (including training packages and support materials). IRCs will be convened as required in response to industry identified needs and government priority.

Industry Skills Council are national bodies recognised and funded by the Australian Government to develop and maintain Training Packages specific to the industry area(s) for which they have coverage.

Internal consistency is a type of reliability which is concerned with how well the items of tasks act together to elicit a consistent type of response, usually on a test.

Intra-rater reliability is a type of reliability which is concerned with determining the consistency of assessment judgements made by the same assessor. That is, the consistency of judgements across time and location, and using the same assessment task administered by the same assessor.

Learner means a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.

Learning means the process followed by a learner. There are three types:

- (a) Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification or award (for example, a certificate, diploma or university degree);
- (b) Non-formal learning refers to learning that takes place through a structured program of instructions, but does not lead to the attainment of a formal qualification or award (for example, in-house professional development programs conducted by a business); and
- (c) Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Licensed or regulated outcome means compliance with an eligibility requirement for an occupational licence or a legislative requirement to hold a particular training product in order to carry out an activity.

Lifelong learning is the term used to describe any learning activities that are undertaken throughout life to acquire knowledge, skills and the application of knowledge and skills within personal, civic, social and/or employment-related contexts.

Management system means the framework of structures, policies and processes used to ensure that the organisation can achieve its objectives.

Moderation is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.

Mode of delivery means the method adopted to deliver training and assessment, including online, distance, or blended methods.

Moderator means a person responsible for carrying out moderation processes. A moderator may be external or internal to the organisation.

Module is a group of learning outcomes in an accredited course where the copyright owner can establish that it is not possible to develop an appropriate unit of competency.

Multi-site deliver is an arrangement in which an RTO manages delivery and assessment from a site or sites other than its head office. This definition includes inter-jurisdiction delivery as well as transnational/offshore delivery.

National Recognition means recognition by an RTO of the AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person.

National Register means the register maintained by the Commonwealth Department responsible for VET and referred to in section 216 of the National Vocational Education and Training Regulator Act 2011.

National Skills Framework (NSF) is the system of VET that sets out the system's requirements for quality and national consistency in terms of qualifications and the delivery of training. The NSF applies nationally, and has been endorsed by the Ministerial Council for Tertiary Education and Employment (MCTEE).

National VET Regulator has been established through [Section 155](#) of the NVR Regulator Act 2011. This Act describes the range of functions of the National VET Regulator.

Nationally Recognised Training (NRT) logo means the logo used nationally to signify training packages and VET accredited courses.

Non-compliance means the requirements of the AQTF Essential Conditions and Standards for Initial Registration, the AQTF Essential Conditions and Standards for Continuing Registration or the VET Quality Framework have not been met, based on the evidence reviewed. There are three categories of non-compliance, each explained below.

Minor non-compliance

The requirements of the relevant standards have not been met, based on the evidence reviewed, but there is no, or minor, adverse impact on learners and/or other consumers of goods and services produced in the training environment or the current (or future) workplace.

Significant non-compliance

The requirements of the relevant standards have not been met, based on the evidence reviewed, and there are indications of a significant adverse impact on learners and/or other consumers of goods and services produced in the training environment or the current (or future) workplace.

Critical non-compliance

The requirements of the relevant standards have not been met, based on the evidence reviewed, and there is a critical adverse impact on learners and/or consumers of goods and services produced in the training environment or the current (or future) workplace.

NVR registered training organisation has the meaning given by [section 3 of the Act](#).

Operations means an RTO's operations includes training, assessment and support services related to its scope of registration, including those delivered across jurisdictions and offshore.

Outcomes are the consequences of actions implemented by an RTO to achieve high-quality training, assessment and client services.

Outcomes-focussed auditing is a audit approach in which the primary role for the audit team is to confirm that outcomes from RTO processes meet the requirements of the Standards. This decision will be informed by data collected in relation to Quality Indicators and other evidence provided by the RTO.

Packaging requirements is the process of grouping competencies in a Training Package into meaningful combinations which represent whole jobs or key functions in the workplace.

Panelling of assessment tools a quality assurance process for checking the relevance and clarity of the tool prior to use with other colleagues (i.e. who have expertise within the Units of Competency and/or assessment tool development). This may involve examining whether the content of the tool is correct and relevant to industry, the unit(s) of competency; the instructions are clear for candidates and assessors and that there is not potential bias within the design of the tool.

Parallel forms of reliability a type of reliability which is concerned with determining the equivalence of two alternative forms of a task.

Partnering applies to situations where an organisation conducts training and/or assessment services on behalf of the RTO, or vice versa.

Pathways allow students to move through qualifications levels with full or partial recognition for the qualifications and/or learning outcomes they already have.

Piloting of assessment tools a quality assurance process for checking the appropriateness of the tool with representatives from the target group. This may involve administering the tool with a small number of individuals (who are representative of the target group) and gathering feedback on both their performance and perceptions of the task. Piloting can help determine the appropriateness of the amount of time to complete the task, the clarity of the instructions, the task demands (i.e. whether it is too difficult or easy to perform) and its perceived relevance to the workplace.

Policy means a documented statement of a definite course of action that is to be adopted and implemented.

Predictive validity a form of criterion validity concerned with the ability of the assessment outcomes to accurately predict the future performance of the candidate.

Pre-requisites are Units of competency that are critical to achieving the subsequent competency.

Principles of assessment are required to ensure quality outcomes. Assessments should be fair, flexible, valid and reliable as follows:

- (a) **Fairness:** Fairness requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands, and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.
- (b) **Flexible:** To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and, support continuous competency development.
- (c) **Validity:** There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead

to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group

- (d) **Reliability:** There are five types of reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.

Procedure is a documented method or set of instructions that describes how a process is carried out.

Process is the systematic actions, people and resources required to achieve an outcome.

Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency based training and assessment. Examples of professional development activities include:

- a. participation in courses, workshops, seminars, conferences, or formal learning programs
- b. participation in mentoring, professional associations or other learning networks
- c. personal development through individual research or reading of publications or other relevant information
- d. participation in moderation or validation activities, and
- e. participation in industry release schemes.

Professional judgement is a critical element in the assessment process involving expert knowledge of the field, a deep understanding of underlying principles, accumulated experience in VET assessment practices including knowledge of recent advances in assessment methods, and mastery of the best available techniques and tools. It also includes participation in professional dialogue, critical self-reflection and the capacity to constructively critique own and peers' assessment practices.

Qualification means a formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or commercial needs.

Qualification title is the nomenclature used for an AQF qualification that denotes the type, level and field of study/discipline of the qualification.

Qualification type refers to the broad discipline-free nomenclature used in the AQF to describe each category of AQF qualification.

Qualification type descriptor is the set of statements that describes the learning outcomes of each of the AQF qualification types in terms of knowledge, skills and the application of knowledge and skills.

Quality means the ability of a set of inherent characteristics of a product, system or process to meet specified standards or objectives and fulfil the expectations of customers and interested parties.

Quality assurance concerned with establishing appropriate circumstances for assessment to take place. It is an input approach to assessment quality management.

Quality control concerned with monitoring, and where necessary, making adjustments to decisions made by assessors prior to the finalisation of assessment results/outcomes. It is referred to as an active approach to assessment quality management.

Quality Indicators All registered training organisations (RTOs) registered with ASQA are required to provide an annual summary report to ASQA of their performance against three quality indicators:

- learner engagement
- employer satisfaction, and
- competency completion quality.

Quality indicator data is used by registering bodies to inform each RTO's risk assessment.

When considered in the context of the RTO's business, data against the Quality Indicators provides a measure of the RTO's performance and the quality of outcomes it is achieving for clients.

Three Quality Indicators have been identified as being useful for the purpose of continuous improvement within RTOs and to inform the risk profile of RTOs as established by registering bodies. The quality indicators are:

- *Employer satisfaction* (including satisfaction with competency development and the quality of training and assessment). This indicator focuses on employers' evaluations of learners' competency development, its relevance to work and further training, and the overall quality of training and assessment.
- *Learner engagement* (learner engagement and competency development). This indicator focuses on the extent to which learners are engaging in the types of activity that are likely to promote high-quality skills, as well as on learners' perceptions of the quality of their competency development and the support they receive from the RTO.
- *Competency completion rate*. This will be calculated for qualifications and units of competency or modules delivered, based on data provided by RTOs about:
 - the number of enrolments in the previous calendar year, and
 - the number of qualifications completed and/or units of competency or modules awarded in the previous calendar year.

Quality review concerned with the review of the assessment tools, procedure and outcomes to make improvements for future use. It is referred to as a retrospective approach to assessment quality management.

Range statement part of a competency standard, which sets out a range of contexts in which performance can take place. The range helps the assessor to identify the specific industry or enterprise application of the unit of competency.

Reasonable adjustment means adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.

Recognition of Prior Learning (RPL) means an assessment process that assesses the competency(s) of an individual that may have been acquired through formal, non-formal and informal learning to determine the

extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- a. formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree)
- b. non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in house professional development programs conducted by a business), and
- c. informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Record means a written, printed, or electronic document providing evidence that activities have been performed.

Registering body The authority responsible, under the VET legislation and decision-making framework, for registering training organisations, including all the processes relating to registration and the imposition of sanctions on RTOs.

Registration and Course Accreditation Bodies (RCABs) are organisations such as ASQA, VRQA and TAC who accredit courses.

Registration means formal registration by the National VET Regulator under the Act or the relevant registering body. A person covered by the Act must be registered in order to deliver and assess nationally recognised training and issue nationally recognised VET qualifications.

Reliability is one of the principles of assessment. There are five types of reliability: internal consistency, parallel forms, split-half, inter-rater and intra rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.

Risk assessment concerned with gauging the likelihood of unexpected and/or unfortunate consequences. For example, determining the level of risk (e.g. in terms of safety, costs, equity etc) of assessing someone as competent when in actual fact they are not yet competent, and or vice versa.

Risk Indicators the potential factors that may increase the risk associated with the assessment. These factors should be considered when selecting a representative sample for validation and/or moderation. Risk factors may include safety (eg potential danger to clients from an incorrect judgement), equity (eg. outcomes impacting on highly competitive selection procedures), human capacity (eg experience and expertise of assessors) etc.

RTO code means the registration identifier given to the RTO on the National Register.

Rules of evidence are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current as follows:

- (a) **Validity:** see Principles of assessment.
- (b) **Sufficiency:** Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.
- (c) **Authenticity:** To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

- (d) **Currency:** Currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

Sampling is the process of selecting material to use in validation and/or moderation.

Sanction is the action that a registering body imposes on an RTO for non-compliance with the AQTF Essential Conditions and Standards for Continuing Registration or the VET Quality Framework. Sanctions may include:

- The imposition of specific conditions on the RTO's registration (which can cover any aspect of its registration, including its scope of registration, the locations where it may provide training or the type of delivery and assessment activities it may provide)
- Amendment of registration (including a reduction in the RTO's scope of registration)
- Suspension of registration
- Cancellation of registration.

Scope of registration means the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:

- a. both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO or
- b. provide assessment resulting in the issuance of AQF certification documentation by the RTO.

Senior officer includes directors, secretaries and other people who manage an RTO. A senior officer of an RTO that is neither an individual nor a corporation means a partner in the partnership if the entity is a partnership or an office holder of the unincorporated association if the entity is an unincorporated association. It can also include a person who makes, or participates in making, decisions that affect the whole, or a substantial part, of the business of the entity or who has the capacity to affect significantly the entity's operations or financial standing.

Services means training, assessment, related educational and support services and/or any activities related to the recruitment of prospective learners. It does not include services such as student counselling, mediation or ICT support.

Services include:

- (a) Pre-enrolment materials;
- (b) Study support and study skills programs;
- (c) Language, Literacy and Numeracy (LLN) programs or referrals to these programs;
- (d) Equipment, resources and/or programs to increase access for learners with disabilities;
- (e) Learning resource centres;
- (f) Mediation services or referrals to these services;
- (g) Flexible scheduling and delivery of training and assessment;
- (h) Counselling services or referrals to these services;
- (i) Information technology (IT) support;
- (j) Learning materials in alternative formats, for example, in large print; and
- (k) Learning and assessment programs customised to the workplace.

Simulation is a form of evidence gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations such as in the use of flight simulators, through the creation of role plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet. In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which candidates are able to demonstrate:

1. technical skills
2. underpinning knowledge
3. generic skills such as decision making and problem solving
4. workplace practices such as effective communication.

Site audit is conducted by a registering body at the premises of an applicant seeking registration or an RTO and/or at locations where it delivers training and assessment.

Skill set means a single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need.

Skills Service Organisations will act as independent, professional service organisations and undertake the work commissioned by the Australian Industry and Skills Committee, under direction of the relevant industry reference committee. Part of their role will be to review and develop training products, including training packages. SSOs will be governed by professional boards with demonstrated independence and strategic and professional skills. The establishment of SSO's is still very much a work in progress.

Split half reliability type of reliability which is concerned with the internal consistency of a test, where the candidate sits the one test, which is subsequently split into two tests during the scoring process.

Staff are individuals working for the RTO, including contractors.

Stakeholders means individuals or organisations affected by, or who may influence, the RTO's services but who are not directly involved in purchasing or using the RTO's services.

Standards for VET Accredited Courses are the standards made under subsection 188(1) of the National Vocational Education and Training Regulator Act 2011 or the equivalent requirements adopted by a non-referring State.

Statement of attainment means a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.

State Training Authorities (STAs) – Each Australian state and territory government has a training authority that administers and allocates funds in the VET sector and administers Australian Apprenticeships and VET in schools.

Strategic audit is where a specific area of risk has been identified, a strategic industry audit is conducted to confirm that a RTO's training and assessment services are meeting the requirements of a particular industry or licensing authority.

Statistically valid means for the purposes of the *Standards for RTOs 2015*, a random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated.

Sufficiency is one of the principles of assessment and also one of the rules of evidence. Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each Unit of Competency provide advice on sufficiency.

System is a series of processes that are inter-related and repeatedly provide quality outcomes.

Target group this refers to the group of individuals that the assessment tool has been designed for. The description of the target group could include any background characteristics of the group (such as literacy and numeracy) that may assist other assessors to determine whether the tool could be applied to other similar groups of individuals.

Testamur is an official certification document that confirms that a qualification has been awarded to an individual. In Australia this may be called an 'award', 'parchment', 'laureate' or 'certificate'.

Third party means any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee.

Training is the process used by an RTO, or a third party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration.

Training and assessment strategies and practice are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

Training and assessment strategy means a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process.

Training Councils (TCs) are state and territory bodies comprising representation from the industry parties responsible for providing advice to government of industry training needs.

Training Package means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency assessment requirements (associated with each unit of competency) qualifications and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under the *Standards for RTOs 2015*. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

Training plan is a documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.

Training Product means AQF qualification, skill set, unit of competency, accredited short course and module.

Trialling of assessment tools a quality assurance process for checking that the assessment tool will produce valid and reliable evidence to satisfy the purpose of the assessment and the reporting needs of the key stakeholder groups. A trial is often referred to as a 'dress rehearsal' in which the tool is administered to a group of individuals who are representative of the target group. The information gathered from the trial can be used to determine the cost-effectiveness, fairness, flexibility, validity and reliability of the assessment prior to use.

Unique student identifier means a unique national VET student number for all nationally recognised training.

Units of competency mean the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

Validator a validator refers to a member of the validation panel who is responsible for carrying out validation processes. The validator may be internal or external to the organisation.

Validity is one of the principles of assessment. There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.

Vocational Education and Training Advisory Board (VETAB) is a five-member board established in August 2014 and functions in an advisory capacity. It will work with the VET Reform Taskforce, providing feedback on the Government's reform activities and a stronger voice for industry in the vocational education and training (VET) system by providing feedback to Government as it continues reforms to the VET sector. The Machinery of Government change in December 2014 resulted in the Vocational Education and Training Advisory Board becoming part of the Education and Training portfolio.

VET accredited course means:

- (a) if the National VET Regulator has delegated to a body the function of accrediting a course – a course accredited by the body under the delegation; or
- (b) in any other case – a course accredited by the National VET Regulator.

VET qualification means a testamur, relating to a VET course, given to a person confirming that the person has achieved learning outcomes and competencies that satisfy the requirements of a qualification.

VET Quality Framework comprises:

- a. the Standards for Registered Training Organisations
- b. the Australian Qualifications Framework
- c. the Fit and Proper Person Requirements
- d. the Financial Viability Risk Assessment Requirements
- e. the Data Provision Requirements

VET Regulator means:

- a. the National VET Regulator, and
- b. a body of a non-referring State that is responsible for the kinds of matters dealt with under the VET legislation for that State

VET statement of attainment in relation to units of competency or modules of a VET course, means a statement given to a person confirming that the person has satisfied the requirements of units of competency or modules specified in the statement.

Volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.

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. Also known as: field placement, vocational placement and structured work placement.

VET Acronyms

A	
AAAP	Australian Apprenticeships Access Program
AAC	Australian Apprenticeship Centre
AARE	Australian Association for Research in Education
AATINFO	Australian Apprenticeships Training Information Service
ABS	Australian Bureau of Statistics
ACACA	Australasian Curriculum Assessment and Certification Authorities
ACAL	Australian Council for Adult Literacy
ACCI	Australian Chamber of Commerce and Industry
ACE	Adult and Community Education
ACER	Australian Council for Educational Research
ACPET	Australian Council for Private Education and Training
ACSF	Australian Core Skills Framework
ACTU	Australian Council of Trade Unions
ACVE	Assessment Centre for Vocational Education
AEC	Australian Education Council (former body)
AESN	AEShareNet Licensing System
AFLF	Australian Flexible Learning Framework
AICTEC	Australian Information and Communications Technology in Education Committee
AIG	Australian Industry Group
AISC	Australian Industry and Skills Committee
AITD	Australian Institute of Training and Development
ALA	Adult Learning Australia
ANTA	Australian National Training Authority (former body)
AQF	Australian Qualifications Framework
AQFC	Australian Qualifications Framework Council
AQTF	Australian Quality Training Framework
ASQA	Australian Skills Quality Authority
ATAs	Australian Training Awards
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
AVETRA	Australian Vocational Education and Training Research Association
B	
BACE	Board of Adult and Community Education
BSZ40198	Certificate IV in Workplace Assessment and Training
C	
CBA	Competency Based Assessment
CBT	Competency Based Training
CCOS	Competency Completion Online System
CISC	COAG Industry and Skills Council
COAG	Council of Australian Governments
CPSISC	Construction and Property Services Industry Skills Council
CSfW	Core Skills for Work (Developmental Framework)
CSHITA	Community Services and Health Industry Skills Council
D	
DAS	Delivery and Assessment Strategy (now known as a TAS)
DEEWR	Department of Education, Employment and Workplace Relations (former body)
DET	Department of Education and Training

DIICSRTE	Department of Innovation, Industry, Climate Change, Science and Research and Tertiary Education (former body)
DPR	Data Provision Requirements
E	
EDNA	Education Network Australia (no longer active)
ELICOS	English Language Intensive Courses for Overseas Students
ERTOIA	Enterprise Registered Training Organisation Association
ES	Employability Skills
ESS	Employability Skills Summary
ESL	English as a Second Language
F	
FE	Further Education
FLAG	Flexible Learning Advisory Group
FPPR	Fit and Proper Person Requirements
FVRAR	Financial Viability Risk Assessment Requirements
G	
GSA	Government Skills Australia
GTA	Group Training Australia
GTO	Group Training Organisation
H	
HSC	Higher School Certificate
I	
IBSA	Innovation and Business Skills Australia
ICS	Indigenous Cadetship Support
IRC	Industry Reference Committee
ISCs	Industry Skills Councils
ISS	Industry Specific Skills
IVETA	International Vocational Education and Training Association
L	
LAS	Learning and Assessment Strategy (now known as a TAS)
LLN	Language Literacy and Numeracy
LLS	Literacy and Numeracy Skills
LOTE	Language/s Other Than English
LSAY	Longitudinal Surveys of Australian Youth
M	
MCEETYA	Ministerial Council on Education, Employment Training and Youth Affairs (former body)
MCTEE	Ministerial Council for Tertiary Education and Employment
MCVTE	Ministerial Council for Vocational and Technical Education
MSA	Manufacturing Skills Australia
N	
NARA	National Audit and Registration Agency
NATESE	National Advisory for Tertiary Education, Skills and Employment
NCVER	National Centre for Vocational Education Research
NFSS	National Foundation Skills Strategy

NGO	Non-Governmental Organisation
NISC	National Industry Skills Committee
NQC	National Quality Council
NRT	Nationally Recognised Training
NSF	National Skills Framework
NSOC	National Senior Officials Committee
NSIA	National Strategic Industry Audit
NSSC	National Skills Standards Council
NTF	National Training Framework
NTIS	National Training Information System
NVEAC	National VET Equity Advisory Council
NVR	National VET Regulator

P

PD	Professional Development
PPP	Productivity Places Program

Q

QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
QI	Quality Indicators
QSA	Queensland Studies Authority

R

RCC	Recognition of Current Competence
RCAB	Registration and Course Accreditation Bodies
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation

S

SCOTESE	Standing Council on Tertiary Education Skills and Employment
SMART	Survey Management, Analysis and Reporting Tool
SNR	Standards for NVR (National VET Regulator) RTOs (Registered Training Organisations)
SOA	Statement of Attainment
SSA	Service Skills Australia
SSO	Skills Service Organisations
STA	State Training Authorities

T

TAA	Training and Assessment
TAA04	Training and Assessment Training Package
TAA40104	Certificate IV in Training and Assessment (superseded qualification)
TAC WA	Training Accreditation Council Western Australia
TAE10	Training and Education Training Package
TAE40110	Certificate IV in Training and Assessment
TAFE	Training and Further Education
TAS	Training and Assessment Strategy
TC	Training Council
TDA	TAFE Directors Australia
TEQSA	Tertiary Education Quality and Standards Agency
TGA	Training.gov.au
TPA	Training Products Australia

TPO Training Program Outline
TQA Tasmanian Qualifications Authority
TVET Technical and Vocational Education and Training Australia

U
UoC Unit of Competence
UNESCO-UNEVOC United Nations Educational, Scientific and Cultural Organization – International
Centre for Technical and Vocational Education and Training
USI Unique Student Identifier

V
VCAA Victorian Curriculum and Assessment Authority
VCE Victorian Certificate of Education
VET Vocational Education and Training
VETAB Vocational Education and Training Advisory Board
VETiS VET in Schools
VOCED Vocational Education and Training Database
VQF VET Quality Framework
VRQA Victorian Registration and Qualification Authority
VTE Vocational & Technical Education

W
WAVE Women in Adult and Vocational Education
WELL Workplace English Language and Literacy
WSA WorldSkills Australia