About the glossary

The language of vocational education and training (VET) is complex and particularly prone to jargon and acronyms. The aim of this glossary is to provide a single up-to-date reference source for definitions of Australian VET-related terms, acronyms and organisations.

The glossary contains:

- VET terms and concepts, including adult and continuing education and lifelong learning
- Australian VET organisations and some key international VET organisations
- Key Australian historical documents
- VET-related acronyms.

The glossary excludes:

- Terms which are in general use and for which the meaning is obvious
- International terms and concepts.

Each entry in the glossary includes:

- The term
- Its definition
- Cross references to related terms.

This version of the glossary was updated in May 2017. The online version of glossary is updated on an ongoing basis and feedback and suggestions for new terms can be sent to: glossary@ncver.edu.au

The latest version of the glossary is available at: http://www.voced.edu.au/content/glossary-vet
AAACE
Australian Association of Adult and Community Education, now known as Adult Learning Australia Inc.

AAAP
See: Australian Apprenticeships Access Program

AAC
See: Australian Apprenticeships Centres

AAIP
See: Australian Apprenticeships Incentives Program

AAMS
See: Australian Apprenticeships Management System

AASN
See: Australian Apprenticeship Support Network

AATINFO
See: Australian Apprenticeships Traineeships Information Service

ABE
See: Adult basic education

Aboriginal and Torres Strait Islander Peoples' Training Advisory Council
Acronym: ATSIPTAC
A body which advised the former Australian National Training Authority (ANTA) Board on ways of meeting the vocational education and training needs of Indigenous Australians. ATSIPTAC has been replaced by the Australian Indigenous Training Advisory Council, which ceased in July 2009.
Aboriginal Study Assistance Scheme
Acronym: ABSTUDY
A government scheme providing financial assistance to Indigenous students in school or further education.

Aboriginal Tutorial Assistance Scheme
Acronym: ATAS
A government program providing supplementary tutorial assistance and other kinds of study help to Indigenous students in school or further education.

ABS
Australian Bureau of Statistics

ABSTUDY
See: Aboriginal Study Assistance Scheme

ACAL
Australian Council for Adult Literacy
URL: http://www.acal.edu.au/

Accelerated training
A period of intensive vocational training or retraining which enables individuals to obtain the necessary qualifications in a much shorter period than usual in order to enter an occupation at the required level.
See also: Acceleration

Acceleration
Progression through an education or training program at a faster rate than usual.
See also: Accelerated training

Access and equity
Also called: Equity
A policy or set of strategies that ensures that vocational education and training (VET) is responsive to the needs of all members of the community.
Access and Participation Principal Committee

Acronym: APPC

A sub-committee of the former Standing Council on Tertiary Education, Skills and Employment (SCOTSE). It was one of four principal committees established in April 2010 by the then Ministerial Council for Tertiary Education and Employment (MCTEE) to replace the National Industry Skills Committee (NISC). Its role was to provide advice on matters relating to impediments to access to tertiary education and employment particularly amongst disadvantaged groups and to consider strategies to increase participation in tertiary education and employment.

The Committee was dissolved in April 2014 by the newly established COAG Industry and Skills Council (CISC) as part of efforts to streamline the governance arrangements of the national training system.

See also: Data and Performance Measurement Principal Committee

- Regulation, Quality Assurance and International Engagement Principal Committee
- Tertiary Education Quality and Pathways Principal Committee
- Workforce Development, Supply and Demand Principal Committee

Access course

A preparatory, pre-vocational or bridging course which prepares a student for further study or training. Access courses are offered particularly for immigrants, overseas students and adults who are seeking to re-enter the workforce.

Access Program

Also called: Australian Apprenticeships Access Program

A program that provides job seekers who experience barriers to skilled employment with nationally recognised pre-vocational training, support and assistance to obtain and maintain an Australian Apprenticeship, enter employment or access further education or training. Previously called the New Apprenticeship Access Program (NAAP).

ACCI

See: Australian Chamber of Commerce and Industry

Accreditation

The formal recognition of a vocational education and training (VET) course by the state or territory course accrediting body or the Australian Skills Quality Authority (ASQA) in accordance with the Australian Quality Training Framework (AQTF) Standards for State and Territory Registering and Course Accreditating Bodies or the Standards for VET Regulators 2011 and the Standards for VET Accredited Courses 2012.
Accredited course
A nationally accredited course developed to meet training needs that are not addressed by existing training packages. Details of nationally accredited courses and the training providers that deliver these courses are provided by Training.gov.au (TGA).

Accredited training
Also called: Nationally recognised training
An accredited program of study that leads to vocational qualifications and credentials that are recognised across Australia. Only registered training organisations that meet government quality standards such as TAFE, private providers, enterprise registered training organisations and vocational divisions of universities can provide nationally recognised training. It includes accredited courses, endorsed training package qualifications and associated subjects.

ACE
See: Adult and community education

ACE sector
Made up of organisations and providers who deliver adult and community education (ACE) programs, including evening and community colleges, community adult education centres, neighbourhood houses, churches, schools, technical education institutes, universities (continuing education), and University of the Third Age (U3A).

ACER
See: Australian Council for Educational Research

ACFE
See: Adult, community and further education

ACIRRT
See: Australian Centre for Industrial Relations Research and Training

ACIVC
See: Australian Council of Independent Vocational Colleges

ACOTAFE
See: Australian Committee on Technical and Further Education
ACPET
See: Australian Council for Private Education and Training

ACSA
See: Australian Curriculum Studies Association

ACSF
See: Australian Core Skills Framework

ACTRAC
See: Australian Committee for Training Curriculum

ACVETS
See: Australian Committee on Vocational Education and Training Statistics

ACYS
See: Australian Clearinghouse for Youth Studies

Adult and community education
Acronym: ACE
Education and training intended principally for adults, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.

Adult basic education
Acronym: ABE
Remedial or school-level education for adults, usually with an emphasis on the literacy, numeracy and social skills needed to function within the community or to gain employment.

Adult education
Education programs designed for adults, often incorporating approaches to education which draw on the learner’s life or work experiences, involve learners in planning the learning activities and encourage learning in groups as well as more self-directed learning.

Adult learning
The processes by which adults learn and build on their existing knowledge and skills.
Adult Learning Australia
Acronym: ALA
The peak organisation for adult and community education providers and participants, previously known as the Australian Association of Adult and Community Education (AAACE).
URL: http://www.ala.asn.au/

Adult Literacy and Life Skills survey
Acronym: ALLS
A survey conducted by the Australian Bureau of Statistics (ABS) to: assess the skills of adult Australians in literacy, numeracy, and problem solving; collect general participant information, including familiarity with information and communications technology; and determine the relationships of each of the assessed skills to participants' social and economic status. ALLS was conducted in Australia in 2006 as part of an international literacy study, coordinated by Statistics Canada and the Organisation for Economic Co-operation and Development (OECD). Its predecessor, the Survey of Aspects of Literacy (SAL) was conducted in 1996 as part of the International Adult Literacy Survey (IALS).
See also: Programme for the International Assessment of Adult Competencies

Adult Literacy and Numeracy Australian Research Consortium
Acronym: ALNARC
A national collaboration between five university-based research centres that was funded under the Adult Literacy National Project (ALNP) funds.

Adult migrant education
Also called: Migrant adult education
Education programs, including English language and literacy programs, which aim to assist in the settlement of adult immigrants and refugees in Australia.
See also: Adult Migrant English Program

Adult Migrant English Program
Acronym: AMEP
An education and settlement program funded through the Department of Immigration and Citizenship (DIAC) for migrants and humanitarian entrants who do not have functional English.
See also: Adult migrant education
Adult, community and further education

Acronym: ACFE

Refers to programs funded by the Victorian Government through the Adult, Community and Further Education Board (ACFE Board). These programs are offered within the adult and community education (ACE) sector. The ACFE Board was established in March 1992 under the Adult, Community and Further Education Act 1991 to support the development of Adult, Community and Further Education.

URL: http://www.education.vic.gov.au/about/department/structure/Pages/acfe.aspx

Advanced certificate

A qualification under the former Register of Australian Tertiary Education (RATE) awards equivalent to certificate IV under the current Australian Qualifications Framework (AQF) system.

Advanced diploma

A level 6 qualification in the Australian Qualifications Framework (AQF). It qualifies individuals who apply specialised knowledge in a range of contexts to undertake advanced skilled or paraprofessional work and/or further learning.

See also: Australian Qualifications Framework

Advanced standing

Recognition granted to a student on the basis of previous study (credit transfer) and/or experience (recognition of prior learning), exempting the student from a particular course, subject or module.

AEC

See: Australian Education Council

AEYEYSOC

See: Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee

AEI

See: Australian Education International
AEP
The National Aboriginal and Torres Strait Islander Education Policy, Australia’s national policy on Indigenous education. It features 21 national goals for Indigenous education and training which were endorsed by all Australian governments when the policy was launched in 1989. The overarching objective of the policy is to bring about equity in education and training outcomes for Indigenous Australians.

AEShareNet
Also called: Australian Education Sharing Network
A collaborative licensing system that was operated by TVET Australia designed to streamline the licensing of intellectual property to ensure Australian learning materials are developed, shared and adapted efficiently. The AEShareNet licensing system closed in September 2011.
See also: Training Products Australia

AESIP
Aboriginal Education Strategic Initiatives Program, now known as the Indigenous Education Strategic Initiatives Program (IESIP).

AEU
See: Australian Education Union

AHRI
Australian Human Resources Institute

Ai Group
See: Australian Industry Group

AICTEC
Australian Information and Communications Technology in Education Committee, a national, cross-sectoral committee that was responsible for providing advice to all Australian Ministers of Education and Training on the economic and effective utilisation of information and communications technologies in Australian education and training.
AICTEC ceased to operate in December 2013.

AIEF
Australian International Education Foundation, now known as Australian Education International (AEI).
**AIRC**
Australian Industrial Relations Commission

**AISC**
See: Australian Industry and Skills Committee

**AiTAC**
See: Australian Indigenous Training Advisory Council

**AITD**
See: Australian Institute of Training and Development

**ALA**
See: Adult Learning Australia

**ALBE**
Adult literacy and basic education

**ALE**
Adult learning and education

**ALLD**
Australian Longitudinal Learning Database

**ALLS**
See: Adult Literacy and Life Skills survey

**ALNARC**
See: Adult Literacy and Numeracy Australian Research Consortium

**ALNP**
Australian Literacy National Project. This project is no longer funded.

**ALRN**
See also: Adult Literacy and Numeracy Australian Research Consortium
AMEP
See: Adult Migrant English Program

AMES (1)
Adult Migrant English Service

AMES (2)
Adult Multicultural Education Services
URL: http://www.ames.net.au/

Annual National Report of the Australian VET system
Acronym: ANR
This annual national report is produced by the Department of Industry, Innovation, Climate Change, Science, Research and tertiary Education (DIICCSRTE), on behalf of the Minister for Education, in accordance with the Skilling Australia's Workforce Act 2005. It includes an assessment of the performance of the national training system during the year.

ANR
See: Annual National Report of the Australian VET system

ANTA
See: Australian National Training Authority

ANTA Agreement
A ministerial agreement between the Commonwealth, state and territory governments that provided the basis for joint partnerships between governments and industry in the development and refinement of a national vocational education and training (VET) system. The responsibilities of the Australian National Training Authority (ANTA) were transferred to the then Department of Education, Science and Training (DEST) on 1 July 2005.

ANTA Ministerial Council
Acronym: MINCO
A former body, comprised of the Commonwealth, state and territory ministers responsible for vocational education and training, which decided national policy, objectives and priorities for vocational education and training.
See also: Australian National Training Authority
Ministerial Council for Tertiary Education and Employment
ANTARAC
Australian National Training Authority Research Advisory Council, superseded by the National Research and Evaluation Committee (NREC).

ANZSCO
See: Australian and New Zealand Standard Classification of Occupations

ANZSIC
See: Australian and New Zealand Standard Industrial Classification

APEL
Accreditation of prior and experiential learning

APPC
See: Access and Participation Principal Committee

Apprentice
A person contracted to an employer to undergo training for a recognised apprenticeable occupation during an established period. Upon completion of an apprenticeship, an apprentice becomes a qualified tradesperson.
See also: Apprenticeship
  Australian Apprenticeships
  Trainee

Apprenticeable occupation
An occupation for which an apprenticeship has been officially approved, usually through legislation.

Apprenticeship
A system of training regulated by law or custom which combines on-the-job training and work experience while in paid employment with formal (usually off-the-job training). The apprentice enters into a contract of training or training agreement with an employer, which imposes mutual obligations on both parties. Traditionally, apprenticeships were in trade occupations (declared vocations) and were of four years' duration, but the duration of contracts has been formally reduced in some trades and the apprenticeship system broadened.
See also: Cadetship
  Trade course
  Traineeship
Approving authority
A body that approves apprenticeships and traineeships for the purposes of the Workplace Relations Act 1996 and determines the impact of training on productive time for these apprenticeships and traineeships.

APSDEP
Asian and Pacific Skill Development Programme

APSDIN
Asian and Pacific Skill Development Information Network

AQF
See: Australian Qualifications Framework

AQFAB
See: Australian Qualifications Framework Advisory Board

AQFC
See: Australian Qualifications Framework Council

AQTF
See: Australian Quality Training Framework

ARC (1)
Accreditation and Registration Council, the registration and accreditation body in the Australian Capital Territory until June 2011.
See also: Australian Skills Quality Authority

ARC (2)
Australian Research Council
URL: http://www.arc.gov.au/

ARF
See: Australian Recognition Framework

ARIS
Adult Education Research and Information Service
Articulation

The arrangements which facilitate the movement or progression of students from one course to another, or from one education and training sector to another.

See also: Reverse articulation

Reverse transfer

ASCED

See: Australian Standard Classification of Education

ASCH

Annual student contact hours

ASCO

See: Australian Standard Classification of Occupations

ASEAN

Association of South East Asian Nations

ASF

See: Australian Standards Framework

ASIC

See: Australian Standard Industrial Classification

ASPBAE

Asia South Pacific Association for Basic and Adult Education, formerly Asia South Pacific Bureau of Adult Education.

URL: http://www.aspbae.org

ASQA

See: Australian Skills Quality Authority
**Assessment**

The process of gathering and judging evidence in order to decide whether a person has achieved a standard or objective.

See also: Assessment validation
- Competency-based assessment
- Evaluation
- Moderation

**Assessment for learning**

Also called: Formative assessment

Assessment that takes place at regular intervals during a course, with feedback provided along the way to help improve the student’s performance.

**Assessment materials**

Resources developed as support materials to training packages that help: employers, learners, trainers, assessors and registered training organisations (RTOs) understand and collaborate in the assessment process; RTOs establish and maintain quality assurance mechanisms; learners prepare for assessment; trainers prepare learners for assessment; assessors conduct assessment; and learners and assessors recognise competencies currently held.

See also: Endorsed component

**Assessment of learning**

Also called: Summative assessment

Assessment that occurs at a point in time and is carried out to summarise achievement at that point in time. Often more structured than formative assessment, it provides teachers, students and parents with information on student progress and level of achievement.

**Assessment requirements**

An endorsed component of a training package associated with each unit of competency which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment. It includes an overview of the assessment system and information on assessor requirements, designing assessment resources and conducting assessment.
Assessment validation
A process where assessors collaborate to compare and evaluate their assessment methods, tools, procedures and decisions against relevant competency standards to ensure quality and consistency in the assessment event.
See also: Assessment
Moderation
Validation

Associate degree
A level 6 qualification type in the Australian Qualifications Framework (AQF). It qualifies individuals who apply underpinning technical and theoretical knowledge in a range of contexts to undertake paraprofessional work and/or further learning.

Associate diploma
A qualification under the former Register of Australian Tertiary Education (RATE) system of awards.

ASTF
See: Australian Student Traineeship Foundation

ATAS
See: Aboriginal Tutorial Assistance Scheme

ATS
See: Australian Traineeship System

ATSIC
Aboriginal and Torres Strait Islander Commission (1990-2005)

ATSIPAC
See: Aboriginal and Torres Strait Islander Peoples' Training Advisory Council

Attainment
Successful completion of the requirements of a module or course.
See also: Statement of attainment

ATTP
Apprenticeship/Traineeship Training Program
Auspicing
The process of an organisation entering into partnership with a registered training organisation (RTO) in order to have the training and assessment that it undertakes recognised under the National Training Framework. The term ‘auspicing’ was replaced by the term ‘partnering’ under the Australian Quality Training Framework (AQTF).
See also: Partnering
Partnerships

AUSTAFE
A professional association of senior TAFE managers across Australia.
URL: http://www.austafe.edu.au/

Australian and New Zealand Standard Classification of Occupations
Acronym: ANZSCO
A skill-based classification system used to classify all jobs in the Australian and New Zealand labour markets. It defines jobs and occupations according to level of skill and specialisation. It uses similarities between these attributes to organise them into five levels - major group, sub-major group, minor group, unit group and occupation. ANZSCO replaced the Australian Standard Classification of Occupations (ASCO) and the New Zealand Standard Classification of Occupations (NZSCO) in 2006.

Australian and New Zealand Standard Industrial Classification
Acronym: ANZSIC
A system for classifying businesses in Australia and New Zealand into similar groups. It has been developed for use in both countries for the production and analysis of industry statistics. ANZSIC replaces the Australian Standard Industrial Classification (ASIC) and the New Zealand Standard Industrial Classification (NZSIC).

Australian Apprenticeship Support Network
Acronym: AASN
A new network that will deliver support to Australian Apprentices and their employers from 1 July 2015, replacing the existing national network of Australian Apprenticeships Centres, as part of the reforms to the vocational education and training (VET) system.
See also: Australian Apprenticeships
Australian Apprenticeships Management System
**Australian Apprenticeships**

The new name (from 1 July 2006) for the scheme formerly known as New Apprenticeships. Australian Apprenticeships are available in a variety of certificate levels in more than 500 occupations across Australia in traditional trades, as well as in a diverse range of emerging careers in most sectors of business and industry.

See also: Apprentice

- Australian Apprenticeship Support Network
- Australian Apprenticeships and Traineeships Information Service
- Australian Apprenticeships Centres
- Australian Apprenticeships Management System
- Trainee

**Australian Apprenticeships Access Program**

Acronym: AAAP

Also called: Access Program

This program provides job seekers who experience barriers to skilled employment, with pre-vocational training, support and assistance to obtain and maintain an Australian Apprenticeship. It includes language, literacy and numeracy training. It was previously called the New Apprenticeship Access Program (NAAP).

**Australian Apprenticeships and Traineeships Information Service**

Acronym: AATINFO

A Commonwealth-funded service that provides online access to Australian Apprenticeships training information, job and training package pathway charts and marketing resources for Australian Apprenticeships Centres, registered training organisations and other stakeholders. Previously called NATINFO.


See also: Australian Apprenticeships

**Australian Apprenticeships Centres**

Acronym: AAC

‘One-stop shops’ that provided information, recruitment and administration services and support to employers and Australian Apprentices.

From 1 July 2015, AACs were replaced by the Australian Apprenticeship Support Network (AASN).

See also: Australian Apprenticeships
**Australian Apprenticeships Incentives Program**

Acronym: AAIP

Formerly called the New Apprenticeships Incentives Programme (NAIP), its aim is to develop a more skilled Australian workforce by offering financial incentives to eligible employers who take on an Australian Apprentice.

See also: Australian Apprenticeships

**Australian Apprenticeships Management System**

Acronym: AAMS

A new online management system that will support the operations of the Australian Apprenticeship Support Network (AASN). The AAMS will provide a platform to facilitate the electronic storage of employer, apprentice and service provider information (including online signup) and enable payments to employers and apprentices under the Australian Apprenticeships Incentives Program and the Government’s new Trade Support Loans.

See also: Australian Apprenticeship Support Network

**Australian Centre for Industrial Relations Research and Training**

Acronym: ACIRRT

A research centre based at the University of Sydney, which later became the Workplace Research Centre.

**Australian Chamber of Commerce and Industry**

Acronym: ACCI

The peak council of Australian business associations.

URL: http://www.acci.asn.au/

**Australian Clearinghouse for Youth Studies**

Acronym: ACYS

A non-profit organisation funded by the Australian Government through the Department of Education, Employment and Workplace Relations (DEEWR) and operates from the University of Tasmania. Its supports youth organisations, youth workers, youth researchers and the young people themselves by providing information on a wide range of issues that affect young people (aged 12-25) today.

URL: http://www.acys.info
Australian Committee for Training Curriculum

Acronym: ACTRAC

A former committee which coordinated the development of national curricula for vocational education and training. In 1995, ACTRAC amalgamated with the National Training Board (NTB) and the National Staff Development Committee (NSDC) to form the Standards and Curriculum Council (SCC), which in turn was replaced by the National Training Framework Committee (NTFC) in 1996.

See also: National Skills Standards Council

Australian Committee on Technical and Further Education

Acronym: ACOTAFE

A committee which was established by the Commonwealth Government in 1973 and chaired by Myer Kangan. It led to the creation on 1 July 1975 of the first Commonwealth Technical and Further Education Commission and resulted in a funding partnership developed between Commonwealth, state and subsequently territory governments.

See also: Kangan report

Australian Committee on Vocational Education and Training Statistics

Acronym: ACVETS

A committee which advised the former Australian National Training Authority (ANTA) Board on the collection and reporting of vocational education and training statistics. It was superseded by the National Advisory Committee on Vocational Education and Training Statistics (NACVETS) in 1996 which became the National Training Statistics Committee (NTSC).

See also: National Training Statistics Committee

Australian Core Skills Framework

Acronym: ACSF

A tool designed to assist English language, literacy and numeracy (LLN) practitioners describe an individual’s performance in the five core skills of learning, reading, writing, oral communication and numeracy. It identifies and develops the core skills in three contexts: personal and community; workplace and employment; and education and training.

See also: National Reporting System

Australian Council for Educational Research

Acronym: ACER

An independent national research organisation that undertakes educational research and development.

URL: http://www.acer.edu.au
Australian Council for Private Education and Training
Acronym: ACPET
The national industry association for independent providers of post-compulsory education and training for Australian and international students, including higher education, vocational education and training, English language courses, senior secondary studies and foundation studies.
URL: http://www.acpet.edu.au/

Australian Council of Independent Vocational Colleges
Acronym: ACIVC
An industry association founded in 1976 to cater for the specific needs of private education and training colleges and organisations associated with national and international education and training. ACIVC sought voluntary deregistration as a company in March 2009. Following discussions between ACIVC and the Australian Council for Private Education and Training (ACPET), ACIVC member colleges were invited to join ACPET.
See also: Australian Council for Private Education and Training

Australian Curriculum Studies Association
Acronym: ACSA
A professional association supporting educators in curriculum work from all levels of education. It aims to promote curriculum research and the exchange of information and ideas on curriculum developments. It acts as an advocate for the profession in forums where policy is developed.
URL: http://www.acsa.edu.au/

Australian Education Council
Acronym: AEC
A former body comprising the Ministers of Education in each state and territory and the Commonwealth. It was subsumed under the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in 1994.
See also: Ministerial Council for Education, Early Childhood Development and Youth Affairs
Australian Education International
Acronym: AEI
An Australian Government agency that works with the Australian education and training industry to promote and advance Australia’s education, science and training capabilities overseas. AEI was formerly known as the Australian International Education Foundation (AIEF) and now operates as the International Education Group within the Department of Education and Training.
URL: https://internationaleducation.gov.au

Australian Education Sharing Network
Also called: AEShareNet
A collaborative licensing system operated by TVET Australia designed to streamline the licensing of intellectual property to ensure Australian learning materials are developed, shared and adapted efficiently. It was suspended on 16 September 2011 following the decision to close TVET Australia.

Australian Education Union
Acronym: AEU
The peak union and federal lobby group for public teachers and educational workers in Australia.
URL: http://www.aeufederal.org.au/

Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee
Acronym: AEEYSOC
A senior committee of the Standing Council on School Education and Early Childhood (SCSEEC) established under the former Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). It provides policy advice to SCSEEC; supervises and coordinates SCSEEC’s work across its advisory bodies and working groups; resolves operational and policy issues before progressing matters raised by ministerial authorities and companies to SCSEEC; and manages and coordinates jurisdictions funding contributions for nationally agreed projects and initiatives through the SCSEEC Secretariat.
See also: Standing Council on School Education and Early Childhood

Australian Flexible Learning Framework
The national training system’s e-learning strategy, which is collaboratively funded by the Australian Government and all states and territories.
Australian Indigenous Training Advisory Council

Acronym: AITAC

An advisory committee to the former Australian National Training Authority (ANTA) Board created in 2000. It was formerly called the Aboriginal and Torres Strait Islander Peoples’ Training Advisory Council (ATSIPTAC). With the transfer of ANTA functions to the then Department of Education, Science and Training (DEST) on 1 July 2005, AITAC ceased to meet.

Australian Industry and Skills Committee

Acronym: AISC

A new committee established in May 2015 to give industry a formal, expanded role in policy direction and decision-making for the vocational education and training (VET) sector. AISC’s role includes: advising on vocational education and training (VET) quality instruments (Provider Standards and Training Package Standards); endorse qualifications; providing industry input to guide VET research; and provide industry input to ministerial council. They also: assess business cases from Industry Reference Committees (IRCs) for training product review; allocate work to Skills Service Organisations (SSOs) and quality assure results; consider need for additional materials to support training products (e.g. companion volumes); and assign new IRCs or re-assign IRC.

See also: Industry Reference Committee

Skills Service Organisation

Training package

Australian Industry Group

Acronym: Ai Group

An independent body representing employers in manufacturing, construction, automotive, telecommunications, IT and call centres, transport, labour hire and other industries. It was created in 1998 by the merger of the Metal Trades Industry Association of Australia (MTIA) and the Australian Chamber of Manufactures (ACM).

URL: http://www.aigroup.asn.au/

Australian Institute of Training and Development

Acronym: AITD

A national association for people involved in training and human resource development.

URL: http://www.aitd.com.au
Australian National Training Authority
Acronym: ANTA
An Australian Government statutory authority established in 1992 to provide a national focus for vocational education and training. From 1 July 2005, all its responsibilities were transferred to the then Department of Education, Science and Training (DEST).
See also: ANTA Ministerial Council

Australian Qualifications Framework
Acronym: AQF
The national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF, which replaced the Register of Australian Tertiary Education (RATE), was first introduced in 1995 to underpin the national system of qualifications in Australia, encompassing higher education, vocational education and training and schools. The qualification types are: Senior Secondary Certificate of Education; Certificate I; Certificate II; Certificate III; Certificate IV; Diploma; Advanced Diploma; Associate Degree; Bachelor Degree; Bachelor Honours Degree; Graduate Certificate; Graduate Diploma; Masters Degree; Doctoral Degree.
URL: http://www.aqf.edu.au/

Australian Qualifications Framework Advisory Board
Acronym: AQFAB
The body responsible for promoting, guiding and monitoring the implementation of the Australian Qualifications Framework and advising the then Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) on any required changes to the guidelines. In 2008, AQFAB was replaced by the Australian Qualifications Framework Council (AQFC).
See also: Australian Qualifications Framework Council

Australian Qualifications Framework Council
Acronym: AQFC
Established in May 2008 by the Ministerial Council for Tertiary Education and Employment (MCTEE) to provide education and training ministers with strategic and authoritative advice on the Australian Qualifications Framework (AQF). It replaced the AQF Advisory Board. AQFC was disbanded in September 2014.
See also: Australian Qualifications Framework Advisory Board
Australian Quality Training Framework

Acronym: AQTF

A set of nationally agreed quality assurance arrangements for the training and assessment services delivered by registered training organisations regulated by the Victorian Registration and Qualifications Authority (VRQA) and the Training Accreditation Council (TAC) of Western Australia.

Registered training organisations regulated by the Australian Skills Quality Authority (ASQA) must comply with every component of the VET Quality Framework.

The first version of AQTF was established in 2001 and was implemented in 2002 and revised in 2005, 2007 and 2010. The AQTF comprises: AQTF Essential Conditions and Standards for Initial Registration; AQTF Essential Conditions and Standards for Continuing Registration (including the AQTF Quality Indicators); AQTF Standards for State and Territory Registering Bodies; AQTF Standards for State and Territory Course Accrediting Bodies; and AQTF Excellence Criteria.

See also: National Skills Framework
- Standards for VET accredited courses
- State and territory registering and course accrediting bodies
- VET Quality Framework

Australian Recognition Framework

Acronym: ARF

The ARF was a set of nationally agreed registration requirements for training providers, their products and services and superseded the National Framework for the Recognition of Training (NFROT). The ARF Arrangements were reviewed in June 2001 and replaced by the Australian Quality Training Framework (AQTF).

Australian School-based Apprenticeships

An Australian Apprenticeship undertaken part-time while the apprentice is still at school. It comprises a mix of academic, vocational and technical education and training and paid employment which enables Years 11 and 12 students to get a senior secondary certificate and credits towards a vocational qualification.

See also: School Based New Apprenticeship
Australian Skills Quality Authority
Acronym: ASQA
Also called: National VET Regulator
The national regulator for the vocational education and training (VET) sector which became operational in July 2011. Registered training organisations (RTOs) in the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia and Tasmania come under ASQA’s jurisdiction. ASQA is also the regulatory body for some RTOs in Victoria and Western Australia that offer courses to overseas students or to students in states that come under ASQA’s jurisdiction.
See also: Government accreditation authorities
State and territory registering and course accrediting bodies

Australian Standard Classification of Education
Acronym: ASCED
An Australian Bureau of Statistics (ABS) standard classification that replaced the ABS Classification of Qualifications (ABSCQ). ASCED is comprised of two classifications, Level of Education and Field of Education. It provides a basis for comparable administrative and statistical data on educational activities and attainment classified by level and field.

Australian Standard Classification of Occupations
Acronym: ASCO
A hierarchical classification which categorised all occupations in the Australian workforce. ASCO has been replaced by the Australian and New Zealand Standard Classification of Occupations (ANZSCO).

Australian Standard Industrial Classification
Acronym: ASIC
A system for classifying industries developed by the Australian Bureau of Statistics (ABS), which was in use before the Australian and New Zealand Standard Industrial Classification (ANZSIC).

Australian Standards Framework
Acronym: ASF
A set of eight competency levels established by the National Training Board to serve as reference points for the development and recognition of competency standards. The Australian Standards Framework is no longer in use.
Australian Student Traineeship Foundation

Acronym: ASTF

An independent industry-led body established in 1994 that was responsible for supporting the expansion and enhancement of joint school and industry programs. It was replaced by the Enterprise and Career Education Foundation (ECEF) in 2001.

Australian Technical Colleges

A program established by the Australian Government in 2005 to cater for Year 11 and 12 students who wished to study for their Year 12 certificate and start an apprenticeship while still at school. The program lapsed on 31 December 2009.

Australian Traineeship System

Acronym: ATS

The former system of traineeships set up after the Kirby Committee of Inquiry into Labour Market Programs (1985).

See also: Kirby report

Australian Vocational Certificate Training System

Australian Training Awards

A set of national awards presented annually to recognise and reward students, apprentices, trainees, employers, training providers and other organisations who have demonstrated high levels of achievement or best practice in vocational education and training.

Australian Training Products

The national provider of vocational education and training materials, including government-funded resources as well as those developed by commercial organisations. It was formerly known as ACTRAC Products Limited and was later rebranded as Training Products Australia. It ceased operations in September 2011 when TVET Australia was wound up.

See also: Training Products Australia

Australian Vocational Certificate Training System

Acronym: AVCTS

The competency-based vocational training system that was proposed in the Carmichael report (1992). It was superseded by the Australian Vocational Training System (AVTS), which was replaced by Modern Australian Apprenticeship and Traineeship System (MAATS), followed by New Apprenticeships and then the Australian Apprenticeships.
Australian Vocational Education and Training Management Information Statistical Standard
Acronym: AVETMIS Standard; AVETMISS
The agreed national data standard for the collection, analysis and reporting of vocational education and training information in Australia. The standard consists of three parts: the AVETMIS Standard for VET Providers, the AVETMIS Standard for New Apprenticeships (now called Australian Apprenticeships), and the AVETMIS Standard for Financial Data.

Australian Vocational Education and Training Research Association
Acronym: AVETRA
A national independent association of researchers in vocational education and training.
URL: http://www.avetra.org.au

Australian Vocational Training System
Acronym: AVTS
A later name for the Australian Vocational Certificate Training System (AVCTS), a precursor to the Modern Australian Apprenticeship and Traineeship System (MAATS), which became New Apprenticeships and now called Australian Apprenticeships. The AVTS, based on nationally endorsed industry and enterprise competency standards, provided a broad range of articulated pathways that combined education, training and experience in workplaces.

Australian Workforce and Productivity Agency
Acronym: AWPA
An independent Government agency established in July 2012 under the Australian Workforce and Productivity Agency Act 2008 to replace Skills Australia. It was responsible for: administering the new National Workforce Development Fund; conducting skills and workforce research; driving engagement between industry, training providers and government on workforce development, apprenticeships and VET reform; developing and monitoring sectoral skills and workforce development plans in conjunction with Industry Skills Councils and industry; providing independent advice on sectoral and regional skills needs to support workforce planning and productivity; and promoting workforce productivity by leading initiatives for the improvement of productivity, management, innovation and skills utilisation within Australian workplaces.
From 1 July 2014, AWPA’s functions were transferred to the Australian Government Department of Industry.

AUSTUDY
An income support scheme for full-time students and for Australian apprentices and trainees aged 25 years and over.
AVC
Australian Vocational Certificate

AVCTS
See: Australian Vocational Certificate Training System

AVETMIS Standard
See: Australian Vocational Education and Training Management Information Statistical Standard

AVETMISS
See: Australian Vocational Education and Training Management Information Statistical Standard

AVETRA
See: Australian Vocational Education and Training Research Association

AVTS
See: Australian Vocational Training System

AWA
Australian Workplace Agreement

Award course
A course that leads to a recognised qualification under the Australian Qualifications Framework.

AWPA
See: Australian Workforce and Productivity Agency

BACE
Board of Adult and Community Education in New South Wales.
**Basic skill**
A fundamental skill that is the basis of later learning or is essential for employment. The skills and competences needed to function in contemporary society, including listening, speaking, reading, writing and mathematics.

See also: Generic skill

- Key competency
- Skill

**BCA**
Business Council of Australia


**BIBB**
Bundesinstitut für Berufsbildung, the German Federal Institute for Vocational Training.

URL: http://www.bibb.de/

**Block release**
The release of an employee from the workplace for periods of time, usually a week or more, in order to undertake related training in an educational institution. The term applies particularly to apprentices and trainees.

See also: Day release

**Board of Vocational Education and Training**
Acronym: BVET
Established in 1994 to provide the New South Wales (NSW) Government and the Minister for Education and Training with strategic advice about the NSW vocational education and training system. On 5 September 2013, the NSW Minister for Education announced that BVET would be replaced by the NSW Skills Board.

**Bridging course**
A course designed to equip students to take up a new subject or course by covering the gaps between the students’ existing knowledge and skills and the subject or course prerequisites and assumed knowledge.

**BVET**
See: Board of Vocational Education and Training
CAA
See: Career Advice Australia

Cadetship
An employment arrangement in which an employer undertakes to subsidise an employee's formal training leading to certain qualifications, and in which the employee is usually required to remain with the employer for a specified period after completion of training.
See also: Apprenticeship
Traineeship

Career Advice Australia
Acronym: CAA
An Australian Government initiative that provided a national career development and transition support system for young people aged 13 to 19. Its aim was to help young Australians make the transition through school and on to further study, training or work. Youth, career and transition programs are now delivered under the National Partnership Agreement on Youth Attainment and Transitions.

Career education
Educational program conducted in secondary schools to give students informed guidance, counselling and instruction to enable them to make a suitable career choice and to help them prepare for it.
See also: Career guidance and counselling
Vocational counselling
Vocational guidance

Career guidance and counselling
The process of assisting and guiding people in their career choices and development.
See also: Career education
Vocational counselling
Vocational guidance
Career Start Traineeships

Acronym: CST

An agreement introduced in 1992 under the Australian Vocational Certificate Training System (AVCTS) to target early school leavers by providing a bridge from traineeships to AVCTS.

Carmichael report

This 1992 landmark report of the Employment and Skills Formation Council, chaired by Laurie Carmichael, presented a strategy for meeting Australia's training needs to 2001 and included recommendations for a competency-based vocational certificate training system, flexible delivery arrangements, training participation and attainment targets, and provision of a training allowance. The full title of this report is 'The Australian Vocational Certificate Training System'.

See also: Landmark report

CAT

Career and Transition, pilot projects implemented in 2002 that investigate, implement and evaluate innovative ways of improving the quality of career information and advice to all young people including students and those who have left school.

See also: POEM

CBA

See: Competency-based assessment

CBT

See: Competency-based training

CEDEFOP

A European agency that helps to promote and develop vocational education and training in the European Union and whose official title is European Centre for the Development of Vocational Training. CEDEFOP is the acronym for the organisation's French name (Centre Europeen pour le Developpement de la Formation Professionnelle).

URL: http://www.cedefop.europa.eu/

CEET

See: Centre for the Economics of Education and Training
Centre for Human Resource Development and Training
Acronym: CHRDT
An institutional centre that was based at the University of Melbourne in the Department of Education Policy and Management. In 2003, it merged with the Centre for Post-Compulsory Education and Training (CPET) to become the Centre for Post-Compulsory Education and Lifelong Learning (CPELL).

Centre for Labour Market Research
Acronym: CLMR
A consortium of the University of Western Australia, Curtin University of Technology, Murdoch University and the University of Canberra.
URL: http://www.canberra.edu.au/research/faculty-research-centres/labour-market-research

Centre for Post-compulsory Education and Lifelong Learning
Acronym: CPELL
A research centre established in 2003 at the University of Melbourne with the merger of the Centre for Human Resource Development and Training (CHRDT) and the Centre for Post-Compulsory Education and Training (CPET). Its research scope covers all sectors of education - compulsory, school, senior secondary, vocational training, university and adult and community education. It is now called the Centre for Research on Education Systems (CRES).

Centre for Post-compulsory Education and Training
Acronym: CPET
A research centre that was established at the University of Melbourne as a Research Partner of the Australian National Training Authority (ANTA) at the beginning of 2000. It merged with the Centre for Human Resource Development and Training (CHRDT) in 2003 to become the Centre for Post-compulsory Education and Lifelong Learning (CPELL).

Centre for Research and Learning in Regional Australia
Acronym: CRLRA
A research centre based at the University of Tasmania and established in January 1997 by the Australian National Training Authority (ANTA) under the Key Vocational Education and Training Research Centres National Project. Its purpose was to undertake research into the process and outcomes of learning in regional communities throughout Australia in order to inform vocational education and training policy.
URL: http://www.crlra.utas.edu.au/
Centre for Research in Education, Equity and Work
Acronym: CREEW
A research centre based at the University of South Australia. It was formed in 1995 through the amalgamation of existing research groups to advance research into issues at the interface between education, work and the broader civil society. Now called the Centre for Research in Education (CREd).

Centre for Research on Education Systems
Acronym: CRES
Formerly the Centre for Post-compulsory Education and Lifelong Learning (CPELL), it is a research centre at the University of Melbourne. Its scope covers all sectors of education, including vocational training and adult and community education. CRES ceased operations towards the end of 2015.

Centre for the Economics of Education and Training
Acronym: CEET
A joint research venture of the Faculty of Education and Faculty of Business and Economics at Monash University and the Australian Council for Educational Research (ACER) undertaking research, research training, consultancies and dissemination on the economics and finance of education and training.
URL: http://www.education.monash.edu.au/centres/ceet/

Centre for Vocational and Educational Policy
Acronym: CVEP
A research centre of the Melbourne Graduate School of Education at the University of Melbourne. Its research is focused on student pathways in upper secondary education and from upper secondary education into higher education, vocational education and training (VET), work-based training and the labour market, both in an international and a comparative context. It was launched in November 2015.
URL: http://education.unimelb.edu.au/cvep

Centre Undertaking Research in Vocational Education
Acronym: CURVE
A research centre established in 1999 at the Canberra Institute of Technology (CIT). Its work was in research and consulting projects intended to inform vocational education and training. In 2008, CIT's vocational research capability became part of the Centre for Education Excellence.
Certificates I-IV
A set of qualification types in the Australian Qualifications Framework (AQF) that prepares candidates for both employment and further education and training. They recognise achievement of specified national industry competency standards at four AQF levels in a wide variety of trades, industries and enterprises.
See also: Australian Qualifications Framework

Certificates in General Education for Adults
Acronym: CGEA
Accredited Certificates I to III courses covering reading and writing, oral communication, numeracy and mathematics, and general education skills.

Certificates in Spoken and Written English
Acronym: CSWE
A competency-based curriculum framework developed for use in the Adult Migrant English Program (AMEP).

CESOL
Certificate in English for speakers of other languages

CGEA
See: Certificates in General Education for Adults

CHRDT
See: Centre for Human Resource Development and Training

CISC
See: COAG Industry and Skills Council

CLMR
See: Centre for Labour Market Research

Clustering
The process of grouping together a number of competencies into combinations which have meaning and purpose related to work functions and needs in an industry or enterprise.
See also: Skill sets
COAG
Council of Australian Governments

COAG Industry and Skills Council
Acronym: CISC
A new council established by the Council of Australian Governments (COAG) in December 2013 to replace the former Standing Council for Tertiary Education Skills and Employment (SCOTSE). Its membership comprises state and territory ministers with responsibility for industry and/or skills portfolios.
See also: Standing Council on Tertiary Education, Skills and Employment

Commonwealth Rebate for Apprentices in Full-time Training
Acronym: CRAFT
This scheme, which replaced the National Apprenticeship Assistance Scheme in 1977, provided a technical education rebate to employers to release apprentices for basic trade training and an off-the-job training rebate to employers to release apprentices to other approved courses. With the introduction of New Apprenticeships in 1998, this scheme formally ceased and was replaced by the New Apprenticeships Incentives Programme (NAIP).

Commonwealth/State Training Advisory Committee
Acronym: COSTAC
A former inter-governmental advisory body on vocational education and training. COSTAC was superseded by the Vocational Education, Employment and Training Advisory Committee (VEETAC), which in turn was replaced by the Australian National Training Authority (ANTA). ANTA’s responsibilities were transferred to the then Department of Education, Science and Training (DEST) in July 2005.

Communities of Practice
Acronym: CoP
Networks that emerge from a desire to work more effectively or to understand work more deeply among members of a particular specialty or work group. They focus on learning, competence and performance, bridging the gap between organisational learning and strategy topics and generating new insights for theory and practice.

Community college
An educational institution for adults offering a range of general, vocational, recreational and leisure courses, as well as subjects for the Senior Secondary Certificate of Education.
Comparability of qualifications
The extent to which it is possible to establish equivalence between the level and content of formal qualifications (certificates or diplomas) at sectoral, regional, national or international levels.
See also: Equivalence of certificates

Transparency of qualifications

Competency
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.
See also: Element of competency

Competency-based assessment
Acronym: CBA
The gathering and judging of evidence in order to decide whether a person has achieved a standard of competence.
See also: Assessment

Competency-based training
Acronym: CBT
A method of training which develops the skills, knowledge and attitudes required to achieve competency.

Competency standard
An industry-determined specification of performance, which set out the skills, knowledge and attitudes required to operate effectively in employment. In vocational education and training (VET), competency standards were made up of units of competency, which were themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide.
See also: Units of competency

Compliance audit
An external assessment administered by the Australian Skills Quality Authority (ASQA) to determine whether a registered training organisation is operating effectively within its scope of registration. May also be referred to as compliance assessment.
See also: VET Quality Framework
Contextualisation
Tailoring a unit of competency or module to make it relevant to the specific needs of enterprises, industry sectors or particular client groups. Contextualisation rules are stated both within training package qualifications and accredited courses.

Continuing education
Educational programs for adults, usually at the post-secondary level and offered as part-time or short courses in personal, academic or occupational subject areas.

Continuing vocational education and training
Acronym: CVET
Education or training after initial education or entry into working life aimed at helping individuals to improve or update their knowledge and/or skills, acquire new skills for a career move or retraining, or continue their personal and professional development.

Contract of training
Also called: Training agreement
Training contract
A legal agreement between an employer and an apprentice or trainee which 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. It supersedes the indenture system.

Cooperative Research Centres Programme
Acronym: CRC
An Australian government-funded initiative established to strengthen collaborative research links between industry, research organisations, educational institutions and relevant government agencies.
URL: https://www.business.gov.au/assistance/cooperative-research-centres-programme

CoP
See: Communities of practice
Core competency
A unit of competency 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 the work of a particular industry or occupation.

Correctional education
Education or training programs provided for persons in correctional institutions, especially as part of rehabilitation programs.

COSTAC
See: Commonwealth/State Training Advisory Committee

COTA
Council on the Ageing
URL: http://www.cota.org.au/

CPELL
See: Centre for Post-compulsory Education and Lifelong Learning

CPET
See: Centre for Post-compulsory Education and Training

CPSC
Colombo Plan Staff College for Technician Education, an international, regional and inter-governmental organisation based in the Philippines.
URL: http://www.cpsctech.org/

CRAFT
See: Commonwealth Rebate for Apprentices in Full-time Training

CRC
See: Cooperative Research Centres program
Cream-skimming

The practice whereby providers or purchasers discriminate between users in favour of those who are least expensive. In the context of vocational education and training markets, cream-skimming occurs when providers select government-subsidised clients who are less likely to be eligible for fee concessions and/or who are more likely to complete their training with minimal levels of support. Also referred to as ‘adverse selection’.

Credit arrangement

An endorsed component of a training package that specifies the arrangements within and between organisations authorised to issue qualifications or accrediting authorities about student entitlement to credit.

Credit for prior training

An apprentice or trainee may gain ‘credit’ for relevant prior learning or experience. This prior learning or experience must be formally recognised and may mean the duration of the training contract can be changed.

See also: Recognition of prior learning

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 another institution or training organisation.

CREEW

See: Centre for Research in Education, Equity and Work

CRES

See: Centre for Research on Education Systems

CRICOS

Commonwealth Register of Institutions and Courses for Overseas Students, an online database of courses and educational institutions or providers who are registered to offer courses for overseas students in Australia.


CRLRA

See: Centre for Research and Learning in Regional Australia
Cross-cultural training
Training in communicative, behavioural and attitudinal skills required for successful interaction with individuals of other cultures. It is often provided to personnel about to undertake overseas assignments.

Cross-sector institutions
Institutions which have some student load in both vocational and higher education.
See also: Dual-sector institutions
Mixed-sector institutions
Single-sector institutions

CSHISC
Community Services Health and Industry Skills Council

CST
See: Career Start Traineeships

CSWE
See: Certificates in Spoken and Written English

CTE
Career and technical education

Current competency
A competency which continues to have currency in an industry or occupation. People can lose competence over time and may need further training and practice to demonstrate current competency.
See also: Recognition of current competencies

CURVE
See: Centre Undertaking Research in Vocational Education

CVEP
See: Centre for Vocational and Educational Policy

CVET
See: Continuing vocational education and training
Data and Performance Measurement Principal Committee

Acronym: DPMPC

A sub-committee of the former Standing Council on Tertiary Education, Skills and Employment (SCOTSESE). It was one of four principal committees established in April 2010 by the then Ministerial Council for Tertiary Education and Employment (MCTEE) to replace the National Industry Skills Committee (NISC). Its role was to advise SCOTSESE on matters relating to performance against national tertiary education targets, improving data collection and broadening measurement.

The Committee was dissolved in April 2014 by the newly established COAG Industry and Skills Council (CISC as part of efforts to simplify the governance arrangements for the national training system.

See also: Access and Participation Principal Committee

Regulation, Quality Assurance and International Engagement Principal Committee
Tertiary Education Quality and Pathways Principal Committee
Workforce Development, Supply and Demand Principal Committee

Day release

The release of an employee from the workplace, usually for one day per week, in order to undertake related training in an educational institution. The term applies particularly to apprentices and trainees.

See also: Block release

DEC

Department of Education and Communities in New South Wales (NSW); formerly the Department of Education and Training, and now called the Department of Education.

URL: https://www.det.nsw.edu.au/home/

DECD

Department for Education and Child Development, responsible for South Australia's education system.


Declared vocation

A trade occupation specified in legislation, regulations or an industrial award for which the entrance requirement was the successful completion of an apprenticeship. With the implementation of New Apprenticeships, declared vocations were abolished in most states and territories.
DECS
Department of Education and Children’s Services (South Australia), now the Department for Education and Child Development (DECD).

DEET
See also: Department of Education, Science and Training

DEETYA
See also: Department of Education, Science and Training

DEEWR
See: Department of Education, Employment and Workplace Relations

Delivery type
A classification in AVETMISS which describes the method(s) used to impart the knowledge or skills required to complete a module or unit of competency.

Demand occupation
An occupation in which there is an actual or expected shortage of qualified workers. The concept is currently used for awarding extra points for people wishing to migrate to Australia under the General Skilled Migration Programme.
Department of Education and Training

The Commonwealth department created on 18 September 2013 following the federal election to be responsible for higher education and schools. Together with the newly created Department of Employment, it replaces the former Department of Education, Employment and Workplace Relations.


URL: http://www.education.gov.au/

See also: Department of Education, Employment and Workplace Relations
Department of Industry, Innovation and Science

Department of Education, Employment and Workplace Relations

Acronym: DEEWR

The Commonwealth department responsible for education and training from 2007-2013. It replaced the former Department of Education, Science and Training (DEST) and Department of Employment and Workplace Relations (DEWR). In December 2011, following a cabinet reshuffle, responsibility for tertiary education and skills was transferred to the then newly formed Department of Industry, Innovation, Science, Research and Tertiary Education (DIISTRE), which became the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICSRTE) in March 2013. Following the 2013 federal election, DEEWR was replaced by the Department of Education and the Department of Employment.

See also: Department of Education and Training
Department of Industry
Department of Education, Science and Training

Acronym: DEST

The Commonwealth department that was responsible for school education, career development, training and skills, higher education, research, international education, Indigenous education, and science and innovation from 2001-2007. Following the 2007 election, the newly formed Department of Education, Employment and Workplace Relations (DEEWR) replaced DEST and the Department of Employment and Workplace Relations (DEWR).

See also: Department of Education and Training

Department of Education, Employment and Workplace Relations

Department of Industry

Department of Industry, Innovation and Science

The Commonwealth Department of Industry was established on 18 September 2013 following the federal election to be responsible for vocational education and training. It replaced the former Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE).

On 23 December 2014, Skills responsibilities were transferred to the newly established Department of Education and Training and the Department of Industry became the Department of Industry and Science.

On 20 September 2015, Prime Minister Malcolm Turnbull announced portfolio changes and the Department of Industry and Science became the Department of Industry, Innovation and Science.

URL: http://www.industry.gov.au

See also: Department of Education and Training

Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education

Acronym: DIICCSRTE

Formerly the Department of Innovation, Industry, Science and Research (DIISR), this Commonwealth department became the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) in December 2011 when it was expanded to include tertiary education and skills as a result of a cabinet reshuffle. In March 2013, Climate Change was added to the portfolio.

See also: Department of Education, Employment and Workplace Relations

Department of Industry
DEST
See: Department of Education, Science and Training

DET
Department of Education and Training in Queensland.
Also former Departments of Education and Training in Australian Capital Territory and Northern Territory.
URL: https://det.qld.gov.au/

DETA
Department of Education, Training and the Arts (Queensland, until 2009), now called the Department of Education and Training (DET).
See also: DETE

DETE

DETYA
See also: Department of Education, Employment and Workplace Relations

Deveson report
A landmark report prepared by an independent review committee chaired by Ivan Deveson and published in 1990. The report established the concept of the open training market, which encourages diversity and competition amongst vocational education and training providers. Its formal title is 'Training costs of award restructuring: report of the Training Costs Review Committee'.
See also: Open training market

DEWR
Department of Employment and Workplace Relations, which became the Department of Education, Employment and Workplace Relations following the 2007 federal election.

DIICCSRTE
See: Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education
DIISRTE

Department of Industry, Innovation, Science, Research and Tertiary Education which became the Department of Industry, Innovation, Climate Change, Science Research and Tertiary Education (DIICCSRTE) in March 2013.

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.

Diploma

A level 5 qualification type in the Australian Qualifications Framework (AQF). It qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and/or further learning.

See also: Australian Qualifications Framework

DPMPC

See: Data and Performance Measurement Principal Committee

DSF

See: Dusseldorp Skills Forum

DTWD

Department of Training and Workforce Development in Western Australia

URL: http://www.dtwd.wa.gov.au

Dual-sector institutions

Institutions with at least 20 per cent but less than 80 per cent of their student load enrolled in both the vocational and higher education sectors.

See also: Cross-sector institutions
          Mixed-sector institutions
          Single-sector institutions

Dual accreditation

Also called: Dual recognition

Formal recognition of a course both academically (by a school or college) and vocationally (by an employer or industry).
Dual recognition

Also called: Dual accreditation

Formal recognition of a course both academically (by a school or college) and vocationally (by an employer or industry).

Dusseldorp Skills Forum

Acronym: DSF

An independent, not-for-profit organisation that collaborates with communities, industry, government and non-government organisations to provide research and resources to improve the learning and work transitions of young Australians.

URL: http://www.dsf.org.au/

E

ECEF

See: Enterprise and Career Education Foundation

edna

See: Education Network Australia

EdNA VET Advisory Group

Acronym: EVAG

A sub-committee of the Australian Information and Communication Technologies in Education Committee (AICTEC), which was established in 1996. Its role was to advise AICTEC on the use of online technologies in the vocational education and training sector and the strategic development of the EdNA Directory service. Its name was changed to Flexible Learning Advisory Group (FLAG) in 2001.

Education Network Australia

Acronym: edna

A joint initiative of the state and territory governments and the Australian Government, established in 1996. It provided news, resources, networks and online tools for educators in all sectors of education and training. edna, managed by education.au, ceased operations on 30 September 2011.
Education Services Australia

Acronym: ESA

Education Services Australia commenced operations on 1 March 2010 and is a merger of Curriculum Corporation and education.au limited. It is a not-for-profit ministerial company that provides services to the Standing Council on School Education and Early Childhood (SCSEEC).

URL: http://www.esa.edu.au/

See also: education.au limited

education.au limited

A company owned by the ministers of education and training in all states, territories and the Commonwealth aimed at fostering collaboration and cooperation in relation to the use of the internet in education. It was formerly known as the Open Learning Technology Corporation (OLTC) Ltd. On 1 March 2010, Education.au and Curriculum Corporation merged to become Education Services Australia.

See also: Education Services Australia

Element of competency

Any of the basic building blocks of a unit of competency which describe the key activities that must be performed to demonstrate competence in the tasks covered by the unit.

See also: Competency

Units of competency

ELT

See: Entry-level training

Emerging occupation

A new occupation or one that consists of a new combination of existing skills and knowledge for which there is considerable existing or projected demand.

Employability skills

The skills which enable people to gain, keep and progress in employment, including skills in the clusters of work readiness and work habits, interpersonal skills and learning, thinking and adaptability skills.

See also: Generic skill

Key competency
Employer-funded training
Institutional or work-based training that is delivered by external or in-house training personnel and paid for by the employer. May also be referred to as employer-sponsored training.

Employment and Skills Formation Council
Acronym: ESFC
A council of the former National Board of Employment, Education and Training (NBEET), responsible for vocational education and training and employment issues in the Training Reform Agenda of the 1980s. The ESFC no longer exists.

Enabling course
A course designed to equip a student to take up a new subject or course by covering the gaps between the student's existing knowledge and skills and the prerequisites and assumed knowledge of the new subject or course. It generally applies to the vocational education and training (VET) sector.
See also: Pre-vocational course

Endorsed component
The central part of a training package, endorsed by the Australian Industry and Skills Committee (AISC), comprising units of competency, assessment requirements associated with each unit of competency, qualifications and credit arrangements.
See also: Assessment materials
Non-endorsed component

Endorsement
The term used for the formal approval or recognition by the National Skills Standards Council (NSSC) of the core components of a training package, that is, the units of competency, assessment requirements, qualifications and credit arrangements.
See also: Quality endorsement

Enrolment
The registration of a person with an education or training provider for the purpose of undertaking a course or module.
Enterprise and Career Education Foundation

Acronym: ECEF

A Commonwealth-funded agency that replaced the Australian Student Traineeship Foundation (ASTF) in 2001. Its aim was to promote the expansion of school-to-work links to enable young Australians to acquire vocational, enterprise and career education, knowledge and experience before they left school. ECEF ceased operating in September 2003.

Enterprise competency standards

Units of competency developed and/or used specifically within an enterprise. They describe skills or collections of skills that are specific and unique to that enterprise and are not adequately described by the training package for that industry.

Enterprise Registered Training Organisation Association

Acronym: ERTOA

A national association representing and supporting business enterprises operating registered training organisations (RTOs) under the Australian Vocational Education and Training (VET) Quality Framework. The primary business of an enterprise RTO is not training and development. Previously known as the Enterprise Registered Training Organisation Forum (ERTOF).

URL: http://www.ertoa.org.au

Entry-level skill

A skill required to commence employment in an organisation or more generally to gain entry into the workforce.

Entry-level training

Acronym: ELT

Also called: Initial training

Training undertaken to gain entry into the workforce or further vocational education and training. It is often used in connection with apprenticeship training.

Equity

Also called: Access and equity

A policy or set of strategies that ensure that vocational education and training (VET) is responsive to the needs of all members of the community.
Equivalence of certificates
International evaluation and official recognition of academic degrees and/or certificates and occupational qualifications.
See also: Comparability of qualifications

Equivalency test
A test to measure the extent to which a person's existing knowledge or skills satisfy the requirements of an education or training program or a job.
See also: Recognition of prior learning

ERTOA
See: Enterprise Registered Training Organisation Association

ERTOF
Enterprise Registered Training Organisation Forum, now called Enterprise Registered Training Organisation Association (ERTOA).

ESA
See: Education Services Australia

ESB
English-speaking background

ESFC
See: Employment and Skills Formation Council

ESL
English as a second language

ESOL
English for speakers of other languages

ESOS
Education Services for Overseas Students

EVAG
See: EdNA VET Advisory Group
Evaluation
The process or results of an assessment or appraisal in relation to stated objectives, standards, or criteria. In vocational education and training, may be applied to organisations, programs, policies, courses, etc.
See also: Assessment

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

Fee-for-service training
Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.

Finn report
This 1991 landmark report of a committee of the Australian Education Council chaired by Brian Finn proposed new national targets for participation and levels of attainment in post-compulsory education and training, recommended reform of entry-level training arrangements and identified six key areas of competence essential for all young people in preparation for employment. Its full title is ‘Young people’s participation in post-compulsory education and training’.
See also: Landmark report

FLAG
See: Flexible Learning Advisory Group

Flexible delivery
A range of approaches to providing education and training that give learners greater choice of when, where and how they learn. Flexible delivery may involve distance education, mixed-mode delivery, online learning, self-paced learning, self-directed learning, or combinations of these.
See also: Flexible learning
Flexible learning
The provision of a range of learning modes or methods giving learners greater choice of when, where and how they learn.
See also: Flexible delivery

Flexible Learning Advisory Group
Acronym: FLAG
An advisory group of the National Senior Officials Committee (NSOC) which had oversight of the National VET E-learning Strategy 2012-2015. It was established in 1996 as the key policy advisory group on national issues related to the directions and priorities for the application of information and communication technology (ICT) in the vocational education and training (VET) system and adult and community education (ACE).
Initially called the Education Network Australia Vocational Education and Training Advisory Group (EdNA VET Advisory Group or EVAG), its name was changed to Flexible Learning Advisory Group (FLAG) in 2001 to better reflect the overall directions of the advisory group. FLAG was dissolved in April 2014 by the newly established COAG Industry and Skills Council (CISC) as part of efforts to streamline the governance arrangements of the national training system.

Flexicurity
A fusion of two terms, ‘flexible’ and ‘security’, it refers to a labour market labour market policy strategy that enhances the flexibility of labour markets, work organisations and labour relations on the one hand and employment security and income security on the other. The term was first coined in Denmark in the 1990s.

FMI
See: Frontline Management Initiative

Formal education
Education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous ‘ladder’ of full-time education for children and young people, generally beginning at age five to seven and continuing up to 20 or 25 years old.
See also: Informal education
Non-formal education
Formal learning
Learning that takes place through a structured program of instruction which is generally recognized by the attainment of a formal qualification or award (for example, a certificate, diploma or degree).
See also: Informal learning
Non-formal learning

Formal training
Training that is given in an orderly, logical, planned and systematic manner in a specially equipped workshop under the guidance of a qualified trainer for a specific period of time in the specified field.

Formative assessment
Also called: Assessment for learning
Assessment that takes place at regular intervals during a course, with feedback provided along the way to help improve the student's performance.
See also: Summative assessment

Foundation skills
Reading, writing, numeracy, oral communication along with employability and learning skills.

Framing the Future
A staff development project that aimed to help trainers, teachers and people in industry to understand and use training packages, the Australian Recognition Framework, New Apprenticeships, user choice and other major vocational education and training initiatives.
Its name was changed to Reframing the Future in 2001.
See also: Reframing the Future

Frontline Management Initiative
Acronym: FMI
A training program in management skills and practices for frontline managers in a wide range of industries.
See also: Karpin report

Full year training equivalent
Acronym: FYTE
Measures the training activity undertaken by a student on a full-time basis for one year. Calculations are based on hours of training (720 hours = 1 FYTE).
Further education
Acronym: FE
Post-secondary education, including adult education and vocational education and training.
See also: Post-secondary education
Tertiary education

Further training
(1) Training subsequent and complementary to initial training. (2) A short-term targeted training typically provided following initial vocational training, and aimed at supplementing, improving or updating knowledge, skills and/or competences acquired during previous training.

FYTE
See: Full year training equivalent

G

GAA
See: Government accreditation authorities

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

GFTP
Government funded training program
Government accreditation authorities
Acronym: GAA
Responsible for regulating secondary education, vocational education and training (VET), and higher education. In the VET system, the accrediting authorities are: Australian Quality Skills Authority (ASQA) in the Australian Capital Territory, New South Wales, Northern Territory, Queensland, South Australia and Tasmania, and for those registered training organisations (RTOs) in Victoria and Western Australia that offer courses to overseas students and/or courses to students in other states that come under ASQA’s jurisdiction; Victorian Registration and Qualifications Authority (VRQA) in Victoria; and Training Accreditation Council (TAC) in Western Australia. In higher education, the regulatory and quality agency is Tertiary Education Quality and Standards Agency (TEQSA).
See also: Australian Skills Quality Authority
  State and territory registering and course accrediting bodies
  Tertiary Education Quality and Standards Agency

Graded assessment
The practice of assessing and reporting aspects of varying levels of performance in competency-based vocational education and training (VET). It is generally used to recognise excellence.

Green skills
Technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community.
See also: Sustainability
  Sustainable development

Group training
An alternative employment arrangement for Australian Apprentices and employers whereby a Group training organisation (GTO) recruits potential and/or existing Australian Apprentices under an Apprenticeship/Traineeship Training Contract and places them with 'host' employers while they undertake their training. The GTO is the employer of the Australian Apprentice.
See also: Group training organisation

Group Training Australia
Acronym: GTA
The national professional association for group training organisations (GTOs).
Group training company
Acronym: GTC
Also called: Group training organisation
A company or organisation 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, job rotation and payroll.
See also: Group training

Group training organisation
Acronym: GTO
Also called: Group training company
A company or organisation 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 organisation organises off-the-job training, and handles recruitment, job rotation and payroll.
See also: Group training

GTA
See: Group Training Australia

GTC
See: Group training company

GTO
See: Group training organisation

H

Hilmer report
The landmark report of the Independent Committee of Inquiry chaired by Professor Fred Hilmer, released in 1993, which provided recommendations on the form, content and implementation of a national competition policy in all aspects of government services. In the vocational education and training sector, this resulted in the development of the open training market.
The full title of this report is the 'National competition policy'.
See also: Landmark report
HSC
Higher School Certificate (in New South Wales).

IALS
International Adult Literacy Survey
See also: Adult Literacy and Life Skills Survey

ICVET
TAFE NSW International Centre for VET Teaching and Learning. This Centre no longer exists.

IESIP
See: Indigenous Education Strategic Initiatives Program

ILO
International Labour Organization
URL: http://www.ilo.org

In-service training
Training and professional development of staff, often sponsored by the employer, and usually provided during normal working hours.

Indenture
Historically, the legal agreement between an apprentice and an employer under which the apprentice was bound to the employer for a specified period in return for the training received; superseded by contract of training.

Indigenous Education Strategic Initiatives Program
Acronym: IESIP
The principal government program that addresses equity issues in Indigenous education. Its aim is to improve access, participation and outcomes, and to involve Indigenous people in decision-making. Previously known as the Aboriginal Education Strategic Initiatives Program (AESIP).

Industry organisation
An organisation representing an industry, including peak business and employer organisations and industry advisory bodies such as the industry skills councils.
Industry Reference Committee
Acronym: IRC
The conduit through which industry intelligence is gathered to guide the development and review of training packages. IRCs are supported by Skills Service Organisations (SSOs).
See also: Australian Industry and Skills Committee
  Skills Service Organisation
  Training package

Industry restructuring
A process of changing the forms of work organisation within enterprises and across industry in order to improve productivity, competitiveness, quality and flexibility. This may involve job redesign, award restructuring, new technology, and ongoing training or re-training of workers.

Industry Skills Councils
Acronym: ISC
A set of 11 national bodies that replaced the former national Industry Training Advisory Bodies (ITABs) to provide advice to Australian, state and territory governments on the training needs of industry. From 1 January 2016, ISCs were replaced by the newly formed Skills Service Organisations (SSOs).
See also: Industry Reference Committee
  Skills Service Organisation

Industry Training Advisory Body
Acronym: ITAB
An autonomous industry body which was recognised by governments as the major source of advice from industry on training matters. ITABs existed at both national and state levels. In 2003, following the restructuring of the national industry training arrangements by the Australian National Training Authority, the national ITABs were replaced by 11 Industry Skills Councils.
Industry Training Councils

Acronym: ITC

The Industry Training Advisory Bodies (ITABs) in Western Australia funded by the Department of Training and Workforce Development to provide strategic information and advice to the State Training Board and the Department of Training and Workforce Development on industry workforce development and training needs including skill shortages.

The 10 ITCs are: Community Services, Health Education and Training Council; Construction Training Council; Electrical, Utilities and Public Administration Training Council; Engineering and Automotive Training Council; Financial, Administrative and Professional Services Training Council; Food, Fibre and Timber Industries Training Council; FutureNow - Creative and Leisure Industries Training Council; Logistics Training Council; Resources Industry Training Council; and Retail and Personal Services Training Council.

Informal education

The acquisition of knowledge and skills that usually occurs outside the classroom.

See also: Formal education

Non-formal education

Informal learning

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured (in terms of objectives, time or learning support). Informal learning in most cases is unintentional from the learner's perspective. It typically does not lead to certification.

See also: Formal learning

Non-formal learning

Informal training

Training that usually occurs on the job through interactions with co-workers as part of the day-to-day work.

See also: Structured training

Initial training

Also called: Entry-level training

Pre-employment training for an occupation, generally divided into two parts: basic training followed by specialisations.
Institute for Trade Skills Excellence

Acronym: ITSE
A government-funded industry-led body which was established to promote and advance learning, teaching and training in Australian trades education and elevate the status of traditional trades and trades education as career choices. ITSE wound up its affairs at the end of 2009.

Integrated assessment
An approach to assessment that covers multiple elements and/or units of competency. The integrated approach attempts to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into an assessment task to reduce the time spent on testing and make assessment more 'authentic'.

International Vocational Education and Training Association

Acronym: IVETA
An international network of vocational educators, vocational skills training organisations, business and industrial firms, and other individuals and groups interested or involved in vocational education and training.
URL: http://www.iveta.org/

IRC
See: Industry Reference Committee

ISC
See: Industry Skills Council

ITAB
See: Industry Training Advisory Body

ITC
See: Industry Training Council

ITSE
See: Institute for Trade Skills Excellence

IVETA
See: International Vocational Education and Training Association
J

Job Guide
A guide produced by the Department of Education and Training for secondary school students. It provided information on jobs and their education and training pathways. The 2015 Job Guide was the final edition.

Job Placement, Employment and Training
Acronym: JPET
A government program aimed at assisting students and unemployed young people aged 15-21 years who are homeless or at risk of homelessness and/or have multiple barriers that severely limit their capacity to: participate socially in the life of their communities; participate in economic focused activity such as education, employment or vocational training; and/or benefit from employment assistance.

Jobs Australia
The national peak body for not-for-profit organisations that assist unemployed people to obtain and keep jobs.
See also: SkillShare

K

Kangan report
This landmark report of the Australian Committee on Technical and Further Education (ACOTAFE) chaired by Myer Kangan, published in 1974, examined needs and priorities in technical and further education and made a series of recommendations particularly in relation to funding. The report recognised the importance of technical and further education as an integral part of the nation's education system, and saw its primary role as the development of the individual rather than the development of skilled manpower. The full title of this report is 'TAFE in Australia: report on needs in technical and further education'.
See also: Landmark report
Karpin report

This landmark report of the Industry Task Force on Leadership and Management Skills chaired by David Karpin, published in 1995, examined worldwide enterprise trends and best practice in the development of managers, identifying ways to improve management education and the development of leadership and management skills in Australia. One of the outcomes of the report was the introduction of the Frontline Management Initiative. The full title of this report is 'Enterprising nation: renewing Australia’s managers to meet the challenges of the Asia-Pacific century'.

See also: Frontline Management Initiative

Landmark report

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 in the Mayer Report (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.

See also: Basic skill

Employability skills

Generic skill

Kirby report

This landmark report of the Committee of Inquiry into Labour Market Programs chaired by Peter Kirby, published in 1985, recommended the rationalisation of labour market programs, the introduction of traineeships, and the establishment of the Australian Traineeship System (ATS). The full title of this report is 'Report of the Committee of Inquiry into Labour Market Programs'.

See also: Australian Traineeship System

Landmark report

KRIVET

Korea Research Institute for Vocational Education and Training, established in 1997 to support national policy on human resource development and the development of the vocational capacity of Koreans through lifelong learning.

URL: http://eng.krivet.re.kr/
Labour market
The system of relationships between the supply of people available for employment and available jobs.

Landmark report
A key document that has influenced the development of the Australian national and/or state vocational education and training (VET) systems.
URL: http://www.voced.edu.au/content/browse-vocedplus-collections

Language, Literacy and Numeracy Program
Acronym: LLNP
A national program which has operated since January 2002 when the Literacy and Numeracy Training Program and the Advanced English for Migrants Program amalgamated to provide a more integrated management approach to addressing language, literacy and numeracy needs among jobseekers.
LLNP became the Skills for Education and Employment (SEE) program in July 2013.
See also: Skills for Education and Employment

LCP
See: Local Community Partnerships

Learning community
A community that promotes a culture of learning by developing effective local partnerships between all sectors of the community, and supports and motivates individuals and organisations to learn.

Learning object
Any entity, digital or non-digital, which can be used, reused or referenced during technology supported learning.

Learning organisation
An organisation where everyone learns and develops through the work context, for the benefit of themselves, each other and the whole organisation, with such efforts being publicised and recognised.
Learning pathway
A path or sequence of learning or experience that can be followed to attain competency. Learning pathways may be included as part of the non-endorsed component of a training package.

Learning society
A society in which learning is considered important or valuable, where people are encouraged to continue to learn throughout their lives, and where the opportunity to participate in education and training is available to all.
See also: Lifelong learning

Learning strategy
A non-endorsed component of a training package which provides information on how training programs may be organised in workplaces and training institutions. This may include information on learning pathways, model training programs, and training materials.

LearnScope
A project of the Australian Flexible Learning Framework, that was part of a national strategy to increase the capacity of vocational education and training professionals to use flexible learning approaches and new technologies in the delivery of training.

Lifelong learning
The process of acquiring knowledge or skills throughout life via education, training, work and general life experiences.
See also: Learning society

LLEN
Local Learning and Employment Network

LLN
Language, literacy and numeracy

LLNP
See: Language, Literacy and Numeracy Program
Local Community Partnerships
Acronym: LCP
Not-for-profit community-based organisations that helped young people make a successful transition through school and on to further education, training and employment. LCPs linked with industry and employer groups, schools, professional career advisers, community organisations, parents, young people, youth service providers and other government organisations to provide career development and transitions programs. These programs came to an end in 2009.

Logbook
A record kept by a person of the knowledge, skills or competencies attained during on- or off-the-job training.

Longitudinal Surveys of Australian Youth
Acronym: LSAY
A research program that tracks young people as they move from school into further study, work and other destinations.
URL: http://www.lsay.edu.au

LOTE
Languages other than English

LSAY
See: Longitudinal Surveys of Australian Youth

M

MAATS
See: Modern Australian Apprenticeship and Traineeship System

Management Enhancement Team Approach
Acronym: META
A staff development process designed to improve the management skills of vocational education and training managers, especially in TAFE.
Mature Age Entry Scheme
A scheme which enables admission of adults (generally over the age of 21 years) to further education after a period away from school. These schemes are usually made available to students who have not satisfactorily completed Year 12.

Mayer report
A landmark report by a committee chaired by Eric Mayer, that was released in 1992. It developed the concept of key competencies recommended in the Finn report (1991). The full title of this report is the 'Key competencies: report of the Committee to advise the Australian Education Council and Ministers of Vocational Education, Employment and Training on employment-related key competencies for post-compulsory education and training'.
See also: Key competency
Landmark report

MCEECDYA
See: Ministerial Council for Education, Early Childhood Development and Youth Affairs

MCEETYA
See: Ministerial Council on Education, Employment, Training and Youth Affairs

MCTEE
See: Ministerial Council for Tertiary Education and Employment

MCVTE
See: Ministerial Council for Vocational and Technical Education

META
See: Management Enhancement Team Approach

Migrant adult education
Also called: Adult migrant education
Learning activities and experiences provided to adult migrants to assist them in adjusting to the Australian environment.

MINCO
See: ANTA Ministerial Council
Minimum competency

An essential skill for a given age, grade, or level of performance.

Ministerial Council for Education, Early Childhood Development and Youth Affairs

Acronym: MCEECDYA

A council of ministers established on 1 July 2009 by the Council of Australian Governments (COAG) to replace the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). Membership to MCEECDYA comprised State, Territory, Australian Government and New Zealand Ministers with responsibility for the portfolios of school education, early childhood development and youth affairs, with Papua New Guinea, Norfolk Island and East Timor having observer status. MCEECDYA’s areas of responsibility were: primary and secondary education; youth affairs and youth policy relating to schooling; cross-sectoral matters including transitions and careers; early childhood development including early childhood education and care; and international education (school education).

In January 2012, MCEECDYA was replaced by the Standing Council on School Education and Early Childhood (SCSEEC).

See also: Ministerial Council for Tertiary Education and Employment
Standing Council on School Education and Early Childhood.

Ministerial Council for Tertiary Education and Employment

Acronym: MCTEE

A former council of ministers established on 1 July 2009 by the Council of Australian Governments (COAG) to replace the Ministerial Council for Vocational and Technical Education (MCVTE). It had specific responsibility for: higher education; vocational education and training; international education (non school); adult and community education; the Australian Qualifications Framework (AQF); employment; and youth policy relating to participation in tertiary education, work and workforce productivity.

MCTEE was succeeded by the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) which was established in September 2011.

See also: Ministerial Council for Education, Early Childhood Development and Youth Affairs
Standing Council on Tertiary Education, Skills and Employment
**Ministerial Council for Vocational and Technical Education**

Acronym: MCVTE

A government body established in November 2005 comprising the Australian government and state and territory Ministers with responsibility for vocational education and training.

MCVTE was replaced by the Ministerial Council for Tertiary Education and Employment (MCTEE) following agreement of the Council of Australian Governments (COAG) to a realignment of the roles and responsibilities of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and MCVTE.

See also: Ministerial Council for Tertiary Education and Employment

**Ministerial Council on Education, Employment, Training and Youth Affairs**

Acronym: MCEETYA

A former body comprising state, territory, Commonwealth and New Zealand Ministers with responsibility for the portfolios of education, employment, training and youth affairs, with Papua New Guinea and Norfolk Island having observer status. Its areas of responsibility included all sectors of education, training, employment and youth affairs.

MCEETYA was formed in June 1993 when the Council of Australian Governments (COAG) amalgamated the following three councils: Australian Education Council (AEC); Council of Ministers of Vocational Education, Employment and Training (MOVEET); and Youth Ministers Council (YMC)

On 1 July 2009, MCEETYA was replaced by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

See also: Ministerial Council for Education, Early Childhood Development and Youth Affairs

Standing Council on School Education and Early Childhood

**Ministers of Vocational Education, Employment and Training**

Acronym: MOVEET

A former council of Commonwealth, state and territory ministers.

It was superseded by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in June 1993.

**Mixed-sector institutions**

Institutions with at least three per cent but no more than 20 per cent of their student load enrolled in their minority sector.

See also: Cross-sector institutions

Single-sector institutions
**Moderation**

The process of establishing comparability of standards of student performance across different courses, institutions or organisations, in order to ensure that assessment is valid, reliable and fair.

See also: Assessment

**Assessment validation**

**Modern Australian Apprenticeship and Traineeship System**

Acronym: MAATS

The entry-level training system, previously known as the Australian Vocational Training System and now known as Australian Apprenticeships. The objective of MAATS was to modernise the Australian training system and make it a more attractive proposition for a much wider range of enterprises.

**Modular training**

The breaking down of whole educational qualifications into useful sub-units (modules) each of which has measurable outcomes that are assessed (and in some cases certified) in their own right as well as contributing to a larger overall educational outcome (primarily a qualification).

**Module**

A self-contained block of learning which can be completed on its own or as part of a course and which may also result in the attainment of one or more units of competency.

**MOVEET**

See: Ministers of Vocational Education, Employment and Training

**Multi-field education**

A category within a field of study that includes courses for English as a second language, functional literacy and numeracy, pre-vocational/pre-employment courses and general skills development.

**Multiskilling**

Training of workers in a number of skills which enables them to perform a variety of tasks or functions across traditional boundaries. Multiskilling may be horizontal (broad skilling), vertical (upskilling) or diagonal (contributory skilling).
**Mutual recognition**

A feature of the Australian Quality Training Framework which allows a registered training organisation (RTO) registered in one State or Territory to operate in another without a further registration process. Qualifications and statements of attainment issued by any RTO are accepted and recognised by all other RTOs.

See also: Primary recognition authority

**N**

**NA**

See: New Apprenticeships

**NAAP**

See: New Apprenticeships Access Program

**NAAS**

See: National Apprenticeship Assistance Scheme

**NAC**

New Apprenticeships Centre, now called Australian Apprenticeships Centre.

**NACVETS**

See: National Advisory Committee on Vocational Education and Training Statistics

**NAEN**

See: National Apprentice Employer Network

**NAIP**

See: New Apprenticeships Incentives Program

**NARA**

National Audit and Registration Agency

See also: National VET regulator

**NASWD**

See: National Agreement for Skills and Workforce Development
NATESE
See: National Advisory for Tertiary Education, Skills and Employment

National Advisory Committee on Vocational Education and Training Statistics
Acronym: NACVETS
An advisory committee to the former Australian National Training Authority (ANTA) Board from 1996-1998 on the collection and reporting of vocational education and training statistics. It replaced the Australian Committee on Vocational Education and Training Statistics (ACVETS).
See also: National Training Statistics Committee

National Advisory for Tertiary Education, Skills and Employment
Acronym: NATESE
A secretariat established in July 2011 to provide policy advice and support services to the key advisory councils of the Standing Council on Tertiary Education, Skills and Employment (SCOTSE); the National Senior Officials Committee (NSOC); the National Skills Standards Council (NSSC); Flexible Learning Advisory Group (FLAG), and National VET Equity Advisory Council (NVEAC).
In April 2014, it was agreed that the functions of NATESE would be brought into the Department of Industry as part of efforts to streamline the governance arrangements of the national training system.

National Agreement for Skills and Workforce Development
Acronym: NASWD
An agreement between the Commonwealth of Australia and the States and Territories that defines the objectives, outcomes, outputs and performance measures, and clarifies the roles and responsibilities that will guide the Commonwealth and States and Territories in delivery of services across the skills and workforce development sector.

National Apprentice Employer Network
Acronym: AB: NAEN
Formerly Group Training Australia (GTA), NAEN is the national association representing a network of group training organisations (GTOs), Australia's largest employer network of apprentices and trainees.
National Apprenticeship Assistance Scheme
Acronym: NAAS
The first large scale attempt by the Federal Government to provide financial assistance for apprenticeship training. Introduced in January 1973, it was superseded by the Commonwealth Rebate for Apprentice Full-time Training (CRAFT) in 1977.

National Board of Employment, Education and Training
Acronym: NBEET
A former national board established in 1988 to provide co-ordinated, independent advice to the Minister for Employment, Education, Training and Youth Affairs.

National Centre for Vocational Education Research
Acronym: NCVER
A national research, evaluation and information organisation for the vocational education and training (VET) sector in Australia, jointly owned by the Commonwealth, state and territory ministers responsible for VET.
URL: http://www.ncver.edu.au

National Employment and Training Taskforce
Acronym: NETTFORCE
A former body whose role was to encourage industry involvement in training.

National Framework for the Recognition of Training
Acronym: NFROT
A framework which established national principles for accreditation of courses, registration of training providers, credit transfer, recognition of prior learning, and assessment. It was replaced by the Australian Recognition Framework (ARF), now the Australian Quality Training Framework (AQTF).

National Industry Career Specialists
Acronym: NICS
An initiative under the Career Advice Australia program that comprised a national network of 10 industry sectors to support the work of individual Regional Industry Career Advisers (RICAs) by providing targeted, industry sector specific career advice and specialist information, including information on skills needs and labour markets. The 10 industry sectors were: Agri-Food; Community Services and Health; Construction and Property Services; Electro Communications and Energy Utilities; Government and Community Safety; Innovation and Business; Manufacturing; Resources and Infrastructure; Services; and Transport and Logistics.
This program ceased on 31 December 2010.
National Industry Skills Committee

Acronym: NISC

A sub-committee established in 2006 to provide the Ministerial Council for Vocational and Technical Education (MCVTE) with high level evidence-based advice relating to workforce planning and future training priorities in the vocational education and training (VET) system.

On 28 April 2010, after reviewing the governance arrangements for the national VET system, the Ministerial Council for Tertiary Education and Employment (MCTEE), agreed to replace NISC as the single source of expert industry advice with four principal committees.

See also: Access and Participation Principal Committee
          Data and Performance Measurement Principal Committee
          Regulation, Quality Assurance and International Engagement Principal Committee
          Tertiary Education Quality and Pathways Principal Committee
          Workforce Development, Supply and Demand Principal Committee

National Office of Overseas Skills Recognition

Acronym: NOOSR

Responsible for providing information, advice and assistance relating to the recognition of overseas qualifications and skills in Australia, and assisting other countries in recognising Australian qualifications.

In 2014, NOOSR became the Qualifications Recognition Policy Unit within the Department of Education and Training.

National Quality Council

Acronym: NQC

A former Committee of the Ministerial Council for Tertiary Education and Employment (MCTEE). It was established in December 2005 to oversee quality assurance and to ensure national consistency in the application of the Australian Quality Training Framework (AQTF) standards for the audit and registration of training providers and registration and course accrediting bodies. The NQC was dissolved in June 2011 by MCTEE and many of its functions were taken over by the now defunct National Skills Standards Council (NSSC).

See also: National Skills Standards Council
          National Training Quality Council

National Reporting System

Acronym: NRS

A national framework that was used for reporting outcomes of adult English language, literacy and numeracy programs up until the Australian Core Skills Framework (ACSF) was released in 2008.

National Research and Evaluation Committee

Acronym: NREC

A former sub-committee of the National Centre for Vocational Education Research (NCVER) Board which oversaw the National Research and Evaluation Program. NREC was disbanded in 2003.

See also: National Vocational Education and Training Research Program

National Research Centre on Vocational Education and Training for Young People

A collaborative research centre of the University of Melbourne and RMIT University and an Australian National Training Authority (ANTA) research partner for 2000-2002 under the Key Vocational Education and Training Research Centres National Project. This research centre no longer exists.

National Senior Officials Committee

Acronym: NSOC

A committee established under the former Ministerial Council for Vocational and Technical Education (MCVTE) which is the administrative arm of the Standing Council on Tertiary Education, Skills and Employment (SCOTESE). It provided advice on national strategic policy directions and administers and monitors the effectiveness of the national tertiary education, skills and employment system.

Following the dissolution of SCOTESE in December 2013, NSOC is no longer part of the formal governance arrangements.

National Skills Framework

Acronym: NSF

This framework sets out the national training system’s requirements for quality and national consistency in terms of qualifications and the delivery of training. The NSF, which applies nationally, was endorsed by the former Ministerial Council for Tertiary Education and Employment (MCTEE). It replaces the National Training Framework.

See also: Australian Quality Training Framework

   National Training Framework

   VET Quality Framework
National Skills Standards Council
Acronym: NSSC
A committee established in July 2011 to provide advice to the Standing Council for Tertiary Education, Skills and Employment (SCOTSE), successor of the Ministerial Council for Tertiary Education and Employment (MCTEE), on national standards for regulation of vocational education and training. This role was previously undertaken by the National Quality Council (NQC), which was dissolved in late June 2011.
NSSC was dissolved in April 2014 by the newly established COAG Industry and Skills Council (CISC) as part of efforts to streamline the governance arrangements of the national training system and its functions delegated to industry representatives and selected senior officials through CISC.
See also: National Quality Council

National Training Board
Acronym: NTB
A former company owned by the Commonwealth, States and Territories which was responsible for ratifying vocational competency standards. The NTB amalgamated with the Australian Committee for Training Curriculum (ACTRAC) to form the Standards and Curriculum Council (SCC), which was subsequently replaced by Australian National Training Authority's (ANTA's) National Training Framework Committee.

National Training Framework
Acronym: NTF
The component parts of the vocational education and training (VET) system - national competency standards, national qualifications and national assessment guidelines - and their relationship to each other including implementation, quality assurance and recognition strategies and procedures. The National Training Framework has been replaced by the National Skills Framework.
See also: Australian Quality Training Framework

National Training Framework Committee
Acronym: NTFC
A committee which endorsed training packages, and advised the former Australian National Training Authority (ANTA) Board on policies to ensure quality and national consistency of training outcomes and the relevance of training to industry and regional needs. The NTFC was replaced by the National Training Quality Council which became the National Quality Council (NQC).
See also: National Skills Standards Council

See also: National Quality Council

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Acronym: NTFC
A committee which endorsed training packages, and advised the former Australian National Training Authority (ANTA) Board on policies to ensure quality and national consistency of training outcomes and the relevance of training to industry and regional needs. The NTFC was replaced by the National Training Quality Council which became the National Quality Council (NQC).
See also: National Skills Standards Council
National Training Information Service

Acronym: NTIS

Developed by federal and state governments to provide access to current and emerging training market information and products in vocational education and training, it comprises a database of vocational education and training accredited courses, competency standards, training packages, and training providers. NTIS was replaced by Training.gov.au in July 2011.

National Training Quality Council

Acronym: NTQC

Previously the National Training Framework Committee (NTFC), it endorsed training packages, and advised the Australian National Training Authority (ANTA) Board on policies to ensure quality and national consistency of training outcomes and the relevance of training to industry and regional needs. NTQC was superseded by the National Quality Council (NQC) in December 2005.

See also: National Quality Council
          National Skills Standards Council

National Training Reform Agenda

Acronym: NTRA

A series of reforms in vocational education and training designed to improve the competitiveness of Australian industry. They were introduced by Commonwealth, state and territory governments from about the mid 1980s to 1996.

See also: Training Reform Agenda

National Training Statistics Committee

Acronym: NTSC

Formerly the National Advisory Committee on Vocational Education and Training Statistics (NACVETS), it reports to the National Senior Officials Committee (NSOC) on the collection and reporting of vocational education and training statistics. During 2011, the strategic roles and functions of the committee were absorbed by the Data and Performance Measurements Principal Committee.

See also: Data and Performance Measurement Principal Committee
National VET Equity Advisory Council
Acronym: NVEAC
An advisory body that was established in November 2009 to provide independent advice to the Ministerial Council for Tertiary Education and Employment (MCTEE) on how disadvantaged learners can achieve better outcomes from vocational education and training (VET).
NVEAC was dissolved in April 2014 by the newly established COAG Industry and Skills Council (CISC) as part of efforts to streamline the governance arrangements for the national training system. The secretariat functions of NVEAC were brought into the Department of Industry.

National VET Regulator
Acronym: NVR
Responsible for the registration and audit of registered training organisations (RTOs), and accreditation of courses in the vocational education and training (VET) sector. The Australian Skills Quality Authority (ASQA) is the national regulator for VET in the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia and Tasmania. It is also responsible for managing the registration of some RTOs in Victoria and Western Australia that offer courses to overseas students or to students in states that come under ASQA’s jurisdiction.
URL: http://www.asqa.gov.au
See also: Australian Skills Quality Authority

National Vocational Education and Training Research and Evaluation Program
Acronym: NVETRE
A program managed by the National Centre for Vocational Education Research (NCVER) on behalf of the Australian, state and territory governments. The NVETRE program provides funding annually for VET research and commissions research based upon the research priorities agreed to by the Ministerial Council for Tertiary Education and Employment (MCTEE). In July 2012, the name of the program was changed to National Vocational Education and Training Research Program (NVETR).

National Vocational Education and Training Research Program
Acronym: NVETR
A program managed by the National Centre for Vocational Education Research (NCVER) on behalf of the Australian, state and territory governments. The NVETR Program provides funding annually for VET research and commissions research based upon the research priorities agreed to by the Ministerial Council for Tertiary Education and Employment (MCTEE). It was formerly called the National Vocational Education and Training Research and Evaluation (NVETRE) Program.
**Nationally recognised training**

Also called: Accredited training

An accredited program of study that leads to vocational qualifications and credentials that are recognised across Australia. Only registered training organisations that meet government quality standards such as TAFE, private providers, enterprise registered training organisations and vocational divisions of universities can provide nationally recognised training. It includes accredited courses, endorsed training package qualifications and associated subjects.

See also: Unaccredited training

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**NATMISS**

National Management Information and Statistical System, which was superseded by other arrangements.

See also: Australian Vocational Education and Training Management Information Statistical Standard

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**NAWTB**

National Assessors and Workplace Trainers Body

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**NBEET**

See: National Board of Employment, Education and Training

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**NCVER**

See: National Centre for Vocational Education Research

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**NESB**

Non-English-speaking background

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**NETTFORCE**

See: National Employment and Training Taskforce
**New Apprenticeships**

Acronym: NA

An umbrella term for the new national apprenticeship and traineeship arrangements which came into effect on 1 January 1998. The main characteristics of New Apprenticeships included a contract of training between employer and apprentice or trainee, public funding and support for employers, choice of training provider, a wider range of occupations and industries, competency-based training using national training packages, apprenticeships in schools, and a continued role for group training organisations. From 1 July 2006, New Apprenticeships were replaced by Australian Apprenticeships.

**New Apprenticeships Access Program**

Acronym: NAAP

Now called Australian Apprenticeships Access Program (AAAP), it provides job seekers who experience barriers to skilled employment, with pre-vocational training, support and assistance to obtain and maintain an Australian Apprenticeship.

**New Apprenticeships Incentives Program**

Acronym: NAIP

Now called the Australian Apprenticeships Incentives Programme (AAIP), its aim is to develop a more skilled Australian workforce by offering financial incentives to eligible employers to participate in the Australian Apprenticeships scheme.

**NFE**

See: Non-formal education

**NFROT**

See: National Framework for the Recognition of Training

**NICS**

See: National Industry Career Specialists

**NIEF**

National Industry Education Forum

**NILS**

National Institute of Labour Studies, a research centre based at the Flinders University of South Australia.

URL: http://www.flinders.edu.au/sabs/nils/
Non-endorsed component
The parts of a training package not required to be endorsed by the Australian Industry and
Skills Committee (AISC), including support materials for learning, training, assessment, and
professional development.
See also: Endorsed component

Non-formal education
Acronym: NFE
Any organised and sustained educational activity that does not correspond exactly to the
definition of formal education. Non-formal education may therefore take place both within
and outside educational institutions, and cater to persons of all ages.
See also: Formal education
Informal education

Non-formal learning
Learning that takes place through a program of instruction but does not usually lead to the
attainment of a formal qualification or award, for example, in-house professional
development programs conducted in the workplace.
See also: Formal learning
Informal learning

NOOSR
See: National Office of Overseas Skills Recognition

NQC
See: National Quality Council

NREC
See: National Research and Evaluation Committee

NRS
See: National Reporting System

NSF
See: National Skills Framework
NSOC
See: National Senior Officials Committee

NSSC
See: National Skills Standards Council

NTB
See: National Training Board

NTETA
Northern Territory Employment and Training Authority

NTF
See: National Training Framework

NTFC
See: National Training Framework Committee

NTIS
See: National Training Information Service

NTMRC
National Training Markets Research Centre, a former collaborative research centre of the National Centre for Vocational Education Research (NCVER) and the National Institute for Labour Studies (NILS).

NTQC
See: National Training Quality Council

NTRA
See: National Training Reform Agenda

NTSC
See: National Training Statistics Committee

NVEAC
See: National VET Equity Advisory Council
NVETR
See: National Vocational Education and Training Research Program

NVETRE
See: National Vocational Education and Training Research and Evaluation Program

NVR
See: National VET Regulator

ODLAA
Open and Distance Learning Association of Australia
URL: http://www.odlaa.org

OECD
Organisation for Economic Co-operation and Development.
URL: http://www.oecd.org

Off-the-job training
Training which takes place away from a person's job, usually off the premises, e.g. at TAFE, but may also be on the premises, e.g. in a special training area.
See also: On-the-job training
On-site training

OLA
See: Open Learning Australia

OLTC
See: Open Learning Technology Corporation

On-site training
Training conducted at the work site (e.g. in a training room) but not on the job.
See also: Off-the-job training
On-the-job training
On-the-job training
Training undertaken in the workplace as part of the productive work of the learner.
See also: Off-the-job training
On-site training

One Nation
A statement issued by the Prime Minister Paul Keating in 1992, which described the government’s strategy to create jobs and strengthen the economy. It included the Commonwealth’s offer to assume responsibility for vocational education and training. This offer was rejected but it led to the formation of the Australian National Training Authority (ANTA).
URL: http://hdl.voced.edu.au/10707/119443

OPCET
Office of Post-Compulsory Education and Training in the Department of Education in Tasmania, now called Skills Tasmania.

Open Learning Australia
Acronym: OLA
An educational organisation which enables people to undertake tertiary or vocational study wherever they live and beginning at any time of year. Learning materials are supplied to the students’ homes and are often supported by online study resources and television and radio programs. Now called Open Universities Australia.

Open Learning Technology Corporation
Acronym: OLTC
The former name of Education.au limited

Open training market
A system of open competition among public and private training organisations in the provision of vocational education and training (VET). It provides users with greater choice of programs and providers.
See also: Deveson report
Training market

OTAE
Office of Training and Adult Education in the former Department of Education, Youth and Family Affairs in the Australian Capital Territory (ACT).
See also: DET
OTEN
Open Training and Education Network, the specialist distance education and open learning provider of TAFE NSW.
URL: http://oten.tafensw.edu.au/

Outcomes-based education
An educational system focussed and organised around clearly defined outcomes which students are expected to demonstrate upon completion.

OVAL Research
The Australian Centre for Organisational, Vocational and Adult Learning, a former research centre at the University of Technology, Sydney. It has been subsumed into the University's Centre for Research in Learning & Change.

OVTA
Overseas Vocational Training Association in Japan.
URL: http://www.ovta.or.jp/en/

Packaging
The process of grouping competencies in a training package into combinations which represent whole jobs or key functions that are relevant to the workplace.

Parent training package
For a given module/unit of competency or qualifications, the parent training package denotes the industry that developed the training package. For example, for the qualification 'BSB30412 - Certificate III in Business Administration', the parent training package is Business Services Industry, denoted by BSB07.

Partnering
The process where an organisation conducts training and/or assessment services on behalf of a registered training organisation (RTO) or vice versa.
See also: Auspicing
Partnerships
Partnerships
An organisation such as an enterprise or school, not wishing to be a registered training organisation or to provide training itself, can enter into a partnership with a registered training organisation (RTO). The RTO will be responsible for the quality of training and assessment, and issuing qualifications and statements of attainment, in compliance with the Australian Quality Training Framework (AQTF).
See also: Auspicing
Partnering

Pathway
A path or sequence of learning or experience that can be followed to attain competency and qualifications.

PCET
Post-compulsory education and training
See also: Post-compulsory education

Performance criteria
The part of a unit of competency specifies the required level of performance to be demonstrated by learners to be deemed competent.

PETP
Priority Education and Training Program, a Victorian Government initiative that supports training and assessment by non-TAFE registered training organisations (RTOs) in skills and regions that have been identified as industry and/or Victorian Government priorities.

PIAAC
See: Programme for the International Assessment of Adult Competencies

POEM
Partnership Outreach Education Model.
See also: CAT

Portable skill
A skill or competency that can be transferred from one work context to another.
See also: Transferable skill
Post-compulsory education
Education beyond the compulsory age prescribed by statute in each state or territory, including the senior years of secondary schooling, and all higher, further, or other post-secondary education.
See also: PCET

Post-secondary education
All education beyond secondary school level, including that delivered by universities, further education colleges and community providers.
See also: Further education
  Tertiary education

Post-trade course
A course which provides further or more advanced training for qualified tradespersons.

PPP
See: Productivity Places Program

PRA
See: Primary recognition authority

Pre-apprenticeship course
A course which provides initial training in a particular industry or occupation. Successful completion of the course can assist participants to obtain an apprenticeship, and may enable the term of the apprentice's training agreement to be reduced.

Pre-traineeship course
A course which provides initial training in a particular industry or occupation. Successful completion of the course can assist participants in obtaining a traineeship, and may enable the term of the trainee's training agreement to be reduced.

Pre-vocational course
A course designed to prepare people for vocational education and training or work, including bridging courses, basic literacy and numeracy training, or training in job skills.
See also: Enabling course
Pre-vocational education
Education preparing students for the world of work, including counselling on career choices, training in general work skills and habits, and work experience.

Pre-vocational training
Training arranged primarily to acquaint young people with materials, tools and standards relating to a range of occupations, to prepare them for choosing an occupational field or a line of training.

Preferred supplier arrangement
An arrangement whereby a State training system or other purchaser agrees to buy training from or give preference to a specific provider or provider sector.

Prerequisite
In vocational education and training (VET), a requirement for admission to a particular course or module, e.g. satisfactory completion of a specific subject or course, at least five years in the workforce, etc.

Primary recognition authority
Acronym: PRA
The State or Territory recognition authority responsible for registering a training organisation which operates in more than one state or territory.
See also: Mutual recognition

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).

Productivity Places Program
Acronym: PPP
The Productivity Places Program (PPP) was part of the Australian Government's 'Skilling Australia for the future' initiative. The program aimed to provide targeted training to support the development of skills in Australia to meet existing and future industry demands. The program commenced in April 2008 and ended in June 2012.
Professional continuing education
The education of adults in professional fields, updating and improving occupational skills, often involving short-term, intensive, specialised courses.

Programme for the International Assessment of Adult Competencies
Acronym: PIAAC
An Organisation for Economic Cooperation and Development (OECD) survey conducted every 10 years that measures adult skills and competencies, including literacy (reading), numeracy and problem solving skills, with a particular focus on skill needs for the information age. The international survey, which commenced in 2011, provides continuity with the 2006 Adult Literacy and Lifeskills Survey (ALLS) and the 1996 International Adult Literacy Survey (IALS).

Publicly-funded VET
All activity delivered by TAFE institutes, other government providers and community providers as well as publicly funded activity delivered by private providers.

Q

QETO
See: Quality-endorsed training organisation

QTAC
Queensland Tertiary Admissions Centre
URL: http://www.qtac.edu.au/

Qualification
Formal certification that is awarded by an accredited authority in recognition of the successful completion of an educational program. In the vocational education and training (VET) sector, qualifications are awarded when a person has satisfied all requirements of the units of competency or modules that comprise an Australian Qualifications Framework (AQF) qualification, as specified by a nationally endorsed training package or an accredited course that provides training for that qualification.
Quality-endorsed training organisation

Acronym: QETO

A registered training organisation (RTO) which had been granted recognition by a state or territory recognition or training authority on the basis of its implementation of a quality system. Once quality-endorsed, an RTO could receive delegated powers of self-management for the scope of its registered operations and self-management of accreditation of its own courses within the parameters set by the former Australian Recognition Framework.

Quality endorsement

The formal recognition awarded by a state or territory registering or training authority to a registered training organisation (RTO) on the basis of its implementation of a quality system.

See also: Endorsement

R

Range of variables

Also called: Range statement

The part of a unit of competency which specifies the range of contexts and conditions to which the performance criteria apply.

See also: Units of competency

Range statement

Also called: Range of variables

The part of a unit of competency which specifies the range of contexts and conditions to which the performance criteria apply.

See also: Units of competency

RATE

Register of Australian Tertiary Education, the qualifications system used in the higher education sector before the introduction of the Australian Qualifications Framework.

RAVL

Research in Adult and Vocational Learning, a research centre at the University of Technology, Sydney which amalgamated with the Research Centre for Vocational Education and Training (RCVET) to form OVAL Research: the Australian Centre for Organisational, Vocational and Adult Learning, which was subsumed into the Centre for Research in Learning & Change.
RCC
See: Recognition of current competencies

RCVET
See: Research Centre for Vocational Education and Training

Re-training
Training to facilitate entry to a new occupation.

Reciprocal recognition authority
Acronym: RRA
The recognition authority of the state or territory in which a registered training organisation operates through mutual recognition, while registered in a different state or territory.

Recognition
The formal approval of training organisations, products and services operating within the vocational education and training (VET) sector (as defined by state and territory legislation).

Recognition of current competencies
Acronym: RCC
The assessment of a person's current capacity to perform; it applies if an individual has previously successfully completed the requirements for a unit of competency or a module and is now required to be reassessed to ensure that the competence is being maintained.
See also: Current competency
Recognition of prior learning

Recognition of prior learning
Acronym: RPL
The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. It can lead to a full qualification in the VET sector.
See also: Credit for prior training
Equivalency test
Recognition of current competencies
Reframing the Future
A national staff development and change management initiative funded through the Australian and state and territory governments. Formerly called Framing the Future, the program came to an end in 2008.

Regional Industry Career Advisors
Acronym: RICA
A network of regional advisors that worked with schools and Local Community Partnerships (LCPs) so that 13- to 19-year-olds across Australia had access to career information relevant to the area in which they lived. This program ceased on 31 December 2010.

Registered training organisation
Acronym: RTO
Training providers registered by the Australian Skills Quality Authority (ASQA) or in some cases, a state or territory registering and accrediting body to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework. RTOs 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.
See also: Training organisation
Training provider
Vocational education and training provider

Registering body
The authority responsible for registering training organisations and for quality assuring the training and assessment services they provide in accordance with the Australian Quality Training Framework (AQTF) and relevant legislation within each jurisdiction.
See also: State and territory registering and course accrediting bodies
National VET Regulator

Registration
The authorisation of training organisations under the Australian Quality Training Framework to deliver training and/or conduct assessments and issue nationally recognised qualifications.
Regulation, Quality Assurance and International Engagement Principal Committee

One of four principal committees established by the Ministerial Council for Tertiary Education and Employment (MCTEE) in April 2010 to replace the National Industry Skills Committee (NISC). The role of the Principal Committee on Regulation, Quality Assurance and International Engagement was to advise MCTEE on matters relating to the maintenance of the quality and international reputation of tertiary education in Australia and the regulatory framework across the tertiary education sector, including agreement to national vocational education and training (VET) standards.

This committee became the Tertiary Education Quality and Pathways Principal Committee, which was dissolved in April 2014.

See also: Access and Participation Principal Committee
Data and Performance Measurement Principal Committee
Tertiary Education Quality and Pathways Principal Committee
Workforce Development, Supply and Demand Principal Committee

Research and Innovation Expansion Fund

Acronym: RIEF

A fund established by the Department of Education, Employment and Workplace Relations in 2009 to provide researchers with the opportunity to undertake projects using LSAY data. The work undertaken through the RIEF complemented the broader LSAY Analytical Program.

See also: Longitudinal Surveys of Australian Youth

Research Centre for Vocational Education and Training

Acronym: RCVET

An Australian National Training Authority (ANTA) key research centre for 2000-2002 based at the University of Technology, Sydney. It amalgamated with Research in Adult and Vocational Learning (RAVL) to form OVAL Research which was subsumed into the Centre for Research in Learning & Change.

Return on investment in training

Acronym: ROIT

Gains derived by individuals, enterprises, governments or society from investing in training in terms of value adding, productivity and profitability.

Reverse articulation

Also called: Reverse transfer

Movement of students from higher education into vocational education and training (VET).

See also: Articulation
Reverse transfer
Also called: Reverse articulation
Movement of students from higher education into vocational education and training (VET).
See also: Articulation

RICA
See: Regional Industry Career Advisors

RIEF
See: Research and Innovation Expansion Fund

ROIT
See: Return on investment in training

RPL
See: Recognition of prior learning

RRA
See: Reciprocal recognition authority

RTO
See: Registered training organisation

S

SACE
South Australian Certificate of Education
See also: Senior Secondary Certificate of Education

SATAC
See: South Australian Tertiary Admissions Centre

SBNA
See: School Based New Apprenticeship

SCDC
See: Strategic Cross-Sectoral Data Committee
School-industry program
A program for Year 11 and 12 students which combines school learning with workplace learning. Many programs lead to advanced standing in an apprenticeship or traineeship or credit towards a vocational education and training (VET) course.

School-to-work transition
Also called: Transition from school-to-work
The process of transferring from school to the workforce or further study.

School Based New Apprenticeship
Acronym: SBNA
A formal, structured employment and training arrangement where the student, while counting as a full-time school student, is employed part-time as an apprentice or trainee. As with other apprentices and trainees, a contract of training is established which is registered with the appropriate state registration authority. In addition to a vocational education and training (VET) qualification which is most commonly at Australian Qualifications Framework (AQF) level 2, the training generally counts towards the student's senior secondary school certificate and in some cases for tertiary entrance ranking.
Now called Australian School-based Apprenticeships.
See also: Australian school-based apprenticeships

School to Work Program
A government program aimed at developing partnerships between schools and industry, business and the vocational education and training sector in order to establish accredited vocational education and training (VET).

Scope of registration
The particular services and products that a registered training organisation (RTO) is registered to provide. The RTO's scope defines the specific Australian Qualifications Framework (AQF) qualifications, units of competency and accredited courses it is registered to provide and whether it is registered to provide: (a) both training delivery and assessment services, and to issue the relevant AQF qualifications and statements of attainment, or (b) only assessment services, and to issue AQF qualifications and statements of attainment.

SCOTSESE
See: Standing Council on Tertiary Education, Skills and Employment
SCSEEC
See: Standing Council on School Education and Early Childhood

SEAMEO VOCTECH
Southeast Asian Ministers of Education Organisation Regional Centre for Vocational and Technical Education.
URL: http://www.voctech.org.bn/

SEE
See: Skills for Education and Employment

Senior Secondary Certificate of Education
Acronym: SSCE
A national title for senior secondary school qualifications recognised by the Australian Qualifications Framework and issued by the state and territory governments. The Senior Secondary Certificate of Education may include vocational education and training units leading to a relevant Certificates I-IV qualification. Each state and territory has its own Senior Secondary Certificate of Education as follows: Australian Capital Territory - ACT Year 12 Certificate; New South Wales - Higher School Certificate (HSC); Northern Territory - Northern Territory Certificate of Education and Training (NTCET); Queensland - Senior Certificate of Education (QCE); South Australia - South Australian Certificate of Education (SACE); Tasmania - Tasmanian Certificate of Education (TCE); Victoria - Victorian Certificate of Education (VCE); Victorian Certificate of Applied Learning (VCAL); Western Australia - Western Australian Certificate of Education (WACE).

Short course
A course of vocational education and training (VET) which stands alone and does not usually lead to a full qualification. A statement of attainment may be issued on successful completion.

Single-sector institutions
Institutions with more than 97 per cent of their student load enrolled in one sector.
See also: Cross-sector institutions
   Dual-sector institutions
   Mixed-sector institutions
Skill
An ability to perform a particular mental or physical activity that may be developed through vocational training or practice.
See also: Basic skill
    Generic skill

Skill development
Also called: Skill formation
The development of work-related skills or competencies through vocational education and training.

Skill ecosystem
Refers to a self-sustaining concentration of workforce skills and knowledge in an industry or a region and has been used in Australia to guide a series of national VET projects.

Skill formation
Also called: Skill development
The development of work-related skills or competencies through vocational education and training.

Skill obsolescence
Acquired aptitude and knowledge for which there is little or no demand or which is out-of-date either through technological and scientific advances made in the equipment used, a marked change in job requirements or through the gradual disappearance of a trade or profession. Can usually be rectified by re-training, skill upgrading or refresher training.

Skill recognition
The recognition, acknowledgement or verification of skills and qualifications by educational institutions, professional bodies, employers, registration authorities and other organisations.
Skill sets
Single units or combinations of units which link to a license or regulatory requirement, or defined industry need. In 2007, the National Quality Council (NQC) determined that skill sets would complement full qualifications within the Australian Qualifications Framework (AQF) and be included in training packages. Prior to this, students who did not complete a full qualification could only receive a Statement of Attainment for each unit completed, without any indication of whether the units selected met a defined industry need or licensing/regulatory requirement. Nationally endorsed skill sets will provide formal recognition of training for a discrete part of a qualification linked to a function or role within an occupation.

See also: Clustering

Skill shortage
Where the demand for employees in specific occupations is greater than the supply of those who are qualified, available and willing to work under existing industry conditions.

Skill upgrading
Vocational training to provide supplementary and generally higher-grade qualifications and knowledge within the same trade to enable the trainee to better his/her work situation and eventually to become eligible for promotion.

Skills analysis
An identification of all the skills or competencies needed for each job.

Skills audit
An identification of the skills required and held by the workforce.

Skills Australia
An independent statutory body which was established in 2008 as part of the Australian Government’s ‘Skilling Australia for the future’ policy. Its role was to provide advice on current, emerging and future workforce development needs and workforce skill needs. In July 2012, Skills Australia was replaced by the Australian Workforce and Productivity Agency (AWPA).

See also: Australian Workforce and Productivity Agency

Skills centre
An industry- or enterprise-based training facility offering a range of accredited training to enterprise employees, industry groups and individuals. Skills centres may be in-plant or standalone, or may be linked with a college or group training organisation.
Skills for Education and Employment

Acronym: SEE

Skills for Education and Employment, a program to help develop speaking, reading, writing or basic maths skills to improve the chances of getting and keeping a job. It was formerly known as the Language, Literacy and Numeracy Program (LLNP).

See also: Language, Literacy and Numeracy Program

Skills passport

A record of the competencies possessed by a person and recognised through formal assessment.

See also: Skills portfolio

Skills portfolio

A collection of materials that provide samples of work-related achievements and a record of skills that show what kind of worker a person is and how s/he meets the employment criteria.

See also: Skills passport

Skills recognition agency

An organisation that provides an assessment service and issues qualifications and statements of attainment, but does not deliver training.

Skills Service Organisation

Acronym: SSO

An organisation funded by the Commonwealth government to work with Industry Reference Committees (IRCs) to develop and maintain training packages.

The SSOs are: Artibus Innovation; Australian Industry Standards; Innovation and Business Skills Australia; PwC's Skills for Australia; Skills Impact; and SkillsIQ.

See also: Australian Industry and Skills Committee

Industry Reference Committee
Training package

Skills Tasmania

Established as an independent, statutory authority by Act of Parliament in July 2007, Skills Tasmania replaced and subsumed the skills-related responsibilities of the Tasmanian Learning and Skills Authority (TLSA). It is responsible for the administration of the Tasmanian VET system.

URL: http://www.skills.tas.gov.au/
Skills transfer
The transfer of skills or competencies from one work context to another.

SkillShare
Not-for-profit community-based organisations assisting unemployed people to obtain and retain work.
See also: Jobs Australia Ltd

SkillShare Program
An education, training or employment-related program organised by a SkillShare centre or agency.

South Australian Tertiary Admissions Centre
Acronym: SATAC
Processes and accepts applications for courses on behalf of the four universities in South Australia and TAFE SA.
URL: http://www.satac.edu.au/

SPEAR
Social Policy Evaluation, Analysis, and Research Centre, which commenced in 2000 as a joint initiative between the Australian government Department of Family and Community Services (FaCS), now the Department of Families, Community Services and Indigenous Affairs (FaCSIA) and the Economics Group in the Research School of Social Sciences at the Australian National University.

SSCE
See: Senior Secondary Certificate of Education

SSO
See: Skills Service Organisation

STA
See: State and Territory Training Authorities
Standards and Curriculum Council
A body formed by an amalgamation of the National Training Board (NTB) and Australian Committee for Training Curriculum (ACTRAC) to enable a close link between standards and curriculum. The SCC was replaced by the Australian National Training Authority's (ANTA's) National Training Framework Committee.
See also: National Quality Council

Standards for VET accredited courses
Legislated standards that apply to all courses regulated by the Australian Skills Quality Authority (ASQA), including those courses that were accredited by referring state and territory course accreditation bodies prior to the introduction of new national arrangements in 2011.
See also: Australian Quality Training Framework

VET Quality Framework

Standing Council on School Education and Early Childhood
Acronym: SCSEEC
Formerly the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), SCSEEC was launched in January 2012 as one of 12 Standing Councils established under new Council of Australian Governments (COAG) arrangements. Its areas of responsibility included: primary and secondary education; youth affairs and youth policy; cross-sectoral matters, including transitions and careers; and early childhood development.
As of 1 July 2014, SCSEEC became known as the Education Council.
URL: http://www.scseec.edu.au/
See also: Ministerial Council for Education, Early Childhood Development and Youth Affairs

Standing Council on Tertiary Education, Skills and Employment
Acronym: SCOTESE
A COAG Standing Council established in September 2011 to replace the Ministerial Council for Tertiary Education and Employment. It was responsible for high-level policy for the national tertiary education, skills and employment system, including strategic policy, priority setting, planning and performance, and key cross-sectoral issues.
In December 2013, SCOTSESE was replaced by the newly established COAG Industry and Skills Council (CISC).
See also: COAG Industry Skills Council
Ministerial Council for Tertiary Education and Employment
State and territory registering and course accrediting bodies

With the establishment of the Australian Skills Quality Authority (ASQA) as the national VET regulator, this function is now the responsibility of ASQA in the Australian Capital Territory, New South Wales, Northern Territory, Queensland, South Australia and Tasmania.

Victoria and Western Australia have not referred their powers to the Commonwealth and the registration of training organisations (with a number of exceptions) and accreditation of courses remain the responsibility of the Victorian Registration and Qualifications Authority (VRQA) in Victoria and the Training Accreditation Council (TAC) in Western Australia.

See also: Australian Skills Quality Authority

Government accreditation authorities

Registering body

State and territory training authorities

Acronym: STA

The authority responsible for the operation of the vocational education and training system within a state or territory. Each state or territory training authority participates in the formulation of national policy, planning and objectives, and promotes and implements the agreed policies and priorities within the state or territory. Australian Capital Territory (ACT) - Skills Canberra; New South Wales (NSW) - Training Services NSW; Northern Territory (NT) - Department of Trade, Business and Innovation; Queensland - Department of Education and Training; South Australia (SA) - Department of State Development; Tasmania - Skills Tasmania; Victoria - Department of Education and Training; Western Australia (WA) - Department of Training and Workforce Development.

State training profile

A report which outlined the planned or actual provision of publicly-funded vocational education and training in a state or territory. Following the 1998 amendment to the Australian National Training Authority Act 1992, the state training profile was replaced by the annual VET plan.

Statement of attainment

Formal certification in the vocational education and training sector by a registered training organisation that a person has achieved: (a) part of an Australian Qualifications Framework (AQF) qualification; or (b) one or more units of competency from a nationally endorsed training package; or (c) all the units of competency or modules comprising an accredited short course.

See also: Attainment
Strategic Cross-Sectoral Data Committee
Acronym: SCDC
An advisory committee for Early Childhood, Education and Training formed in 2010 to contribute to the advancement of the evidence base for policy and public accountability by fostering the development of high quality, relevant and coherent statistics across all education sectors in order to facilitate the measurement of learning over the life-course through data sharing and data integration.

Stream of study
A classification which describes a course in terms of the level and type of its intended vocational outcome. Since 1 January 1999, the terms ‘Stream 1000’, ‘Stream 2000’ and ‘Stream 3000’ have no longer been used to identify courses in the vocational education area.

Structured training
Training activities which have a specified content or predetermined plan designed to develop employment related skills and competencies.
See also: Informal training

Structured workplace learning
Acronym: SWL
The on-the-job or work placement component of a VET in Schools program. The competencies or ‘learning outcomes’ commonly reflect nationally recognised, industry-defined competency standards. The student is not paid by the employer.
See also: Vocational placement
   Work experience
   Work placement

Summative assessment
Also called: Assessment of learning
Assessment that occurs at a point in time and is carried out to summarise achievement at that point in time. Often more structured than formative assessment, it provides teachers, students and parents with information on student progress and level of achievement.
See also: Formative assessment
Sustainability

The concept of sustainability relates to the maintenance and enhancement of environmental, social and economic resources, in order to meet the needs of current and future generations. The three components of sustainability are: (1) Environmental sustainability - which requires that natural capital remains intact. This means that the source and sink functions of the environment should not be degraded. Therefore, the extraction of renewable resources should not exceed the rate at which they are renewed, and the absorptive capacity of the environment to assimilate wastes should not be exceeded. Furthermore, the extraction of non-renewable resources should be minimised and should not exceed agreed minimum strategic levels. (2) Social sustainability - which requires that the cohesion of society and its ability to work towards common goals be maintained. Individual needs, such as those for health and well-being, nutrition, shelter, education and cultural expression should be met. (3) Economic sustainability - which occurs when development, which moves towards social and environmental sustainability, is financially feasible.

See also: Green skills

Sustainable development

Development that meets the needs of current generations without compromising the ability of future generations to meet their needs.

See also: Green skills

SWL

See: Structured workplace learning

T

TAC

Training Accreditation Council, Western Australia's independent statutory body for quality assurance and recognition of vocational education and training (VET) services.

URL: http://www.tac.wa.gov.au

See also: State and territory registering and course accrediting bodies

TAC

See: Tertiary admissions centre
TAFE

(1) Technical and Further Education, a government training provider which provides a range of technical and vocational education and training (TVET) 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).

(2) An institution offering TAFE courses; a college or institute.

TAFE Directors Australia
Acronym: TDA
The peak national body for TAFE Institutes providing strategic direction, government liaison and coordination activities.
URL: http://www.tda.edu.au/

TAReC
Tasmanian Accreditation and Recognition Committee. The functions of TAReC were taken over by the Tasmanian Qualifications Authority in 2003.

TASC
Office of Tasmanian Assessment, Standards and Certification
See also: Tasmanian Qualifications Authority

Tasmanian Qualifications Authority
Acronym: TQA
The body responsible for assessment and certification in senior secondary Tasmanian Certificate of Education (TCE) syllabuses and TQA accredited courses. It recognises other awards and courses on the TCE including vocational education and training qualifications and competencies.

The Authority was established under the Tasmanian Qualifications Authority Act 2003 to combine and integrate the functions of three previous bodies: the Tasmanian Secondary Assessment Board (TASSAB), the Universities Registration Council (URC) and the Tasmanian Accreditation and Recognition Committee (TAReC).

In 2015, TQA became the Office of Tasmanian Assessment, Standards and Certification (TASC).

TASTA
Tasmanian State Training Authority. Superseded by Tasmanian Learning and Skills Authority (TLSA) on 1 January 2005.
TCE
Tasmanian Certificate of Education
See also: Senior Secondary Certificate of Education

TDA
See: TAFE Directors Australia

TEFL
Teaching English as a foreign language

TEQPPC
See: Tertiary Education Quality and Pathways Principal Committee

TEQSA
See: Tertiary Education Quality and Standards Agency

TER
See: Tertiary entrance rank

TERC
Training and Employment Recognition Council in Queensland which was abolished in 2012.

Tertiary admissions centre
Acronym: TAC
A state-based central office that receives and processes applications for admission to participating higher education providers (providers). Rather than applying separately to each institution, TACs streamline the application process by accepting a single application from a person that contains a list of preferences. The Northern Territory and Tasmania do not have a central admissions office. The following are the TACs for the other states and the Australian Capital Territory: New South Wales and Australian Capital Territory - Universities Admissions Centre (UAC); Queensland - Queensland Tertiary Admissions Centre (QTAC); South Australia - South Australian Tertiary Admissions Centre (SATAC); Victoria - Victorian Tertiary Admissions Centre (VTAC); Western Australia - Tertiary Institutions Service Centre (TISC).
Tertiary education

Formal education beyond secondary education, including higher education, vocational education and training, or other specialist post-secondary education or training.

See also: Further education

Post-secondary education

Tertiary Education Quality and Pathways Principal Committee

Acronym: TEQPPC

A sub-committee of the former Standing Council on Tertiary Education, Skills and Employment (SCOTSESE). Originally called Regulation, Quality Assurance and International Engagement Principal Committee, it was one of four principal committees established in April 2010 by the then Ministerial Council for Tertiary Education and Employment (MCTEE) to replace the National Industry Skills Committee (NISC). Its role was to advise SCOTSESE on matters relating to tertiary education pathways and integration as well as the regulatory framework, including training standards and the maintenance of the quality and international reputation of tertiary education in Australia.

The Committee was dissolved in April 2014 by the newly established COAG Industry and Skills Council (CISC) as part of efforts to streamline the governance arrangements of the national training system.

See also: Access and Participation Principal Committee

Data and Performance Measurement Principal Committee

Regulation, Quality Assurance and International Engagement Principal Committee

Workforce Development, Supply and Demand Principal Committee

Tertiary Education Quality and Standards Agency

Acronym: TEQSA

An independent statutory authority established on 1 July 2011 to regulate and assure the quality of the Australian higher education sector. TEQSA’s role is to register and assess the performance of higher education providers against the Higher Education Standards Framework. It has combined the regulatory activity undertaken in the states and territories with the quality assurance activities of the former Australian Universities Quality Agency (AUQA).


Tertiary entrance rank

Acronym: TER

A ranking of students (usually based on results in the Senior Secondary Certificate of Education) used by universities and some providers of vocational education and training (VET) courses when selecting students who will be offered places in particular courses.
TESDA
Technical Education and Skills Development Authority in the Philippines.
URL: http://www.tesda.gov.ph

TESL
Teaching English as a second language

TESOL
Teaching English to speakers of other languages

TLISC
Transport & Logistics Industry Skills Council
URL: http://tlisc.org.au/

TLSA
Tasmanian Learning and Skills Authority. TLSA replaced TASTA, the Tasmanian State Training Authority, on 1 January, 2005. On 1 July 2007, the Vocational Education and Training Act 1994 was amended to establish Skills Tasmania, a statutory body that subsumed the skills-related responsibilities of the Tasmanian Learning and Skills Authority (TLSA). The Department of Education assumed other TLSA functions relating to post-Year 10 education and training.

TOEFL
Test of English as a Foreign Language

Total VET Activity
Acronym: TVA
A government initiative which expands the collection of data on nationally accredited vocational education and training (VET) activity from public providers to include data from all providers. From 1 January 2014, all registered training organisations (RTOs), including private providers, unless granted an exemption, must collect and report full AVETMISS data on all nationally accredited training, in accordance with the National VET Provider Collection Data Requirements Policy.

TPA
See: Training Products Australia

TQA
See: Tasmanian Qualifications Authority
TRAC
Training for Retail and Commerce, a program involving school students in skills-based learning in the workplace, supplemented with off-the-job training.

Trade course
A course offered by a vocational education and training provider that covers the off-the-job training requirements of an apprenticeship and supplements the on-the-job training, now being replaced by training package qualifications.
See also: Apprenticeship

Traditional apprentice
An apprentice who is employed under a contract of training in a trades occupation, training towards a qualification at Australian Qualifications Framework (AQF) level III or higher, and the expected duration of that contract is more than two years for full-time workers (or more than eight years for part-time workers).

TRAIN
Australian Training Information Network, a national vocational education and training information service which has been discontinued.

Trainee
A person receiving training in a vocational area or undertaking a traineeship. The successful completion of a traineeship leads to a minimum of a certificate II in the relevant vocational area.
See also: Apprentice
Australian Apprenticeships
Traineeship

Traineeship
A system of vocational training combining off-the-job training with an approved training provider with on-the-job training and practical work experience. Traineeships generally take one to two years and are now a part of the Australian Apprenticeships system.
See also: Apprenticeship
Cadetship

Trainer
Anyone who fulfils one or more activities linked to the (theoretical or practical) training function, either in an educational institution, training institution or at the workplace.
Training agreement
Also called: Contract of training
Training contract
A legally binding agreement between an apprentice or trainee and an employer which
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. It supersedes the indenture system.

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or trainee agreeing to learn all aspects of the occupation or training area, and to work for
the employer for a specified period. It supersedes the indenture system.

Training culture
An environment in which training is seen as important and is closely linked with business
strategy, particularly in creating competitive advantage for an enterprise. Opportunities are
given to all employees to participate in training to develop their skills and competencies.

Training Guarantee Scheme
A former Commonwealth government initiative that encouraged businesses to take
responsibility and provide training for their employees through a system of incentives.

Training investment
Expenditure of an organisation on training for benefit. Improvement factors include
increased productivity, reduction of waste, improved employee retention and improved
profitability.

Training market
Individuals, enterprises and governments interacting with public and private providers for
the delivery of training services and products leading to a diverse and flexible national skills
pool.
See also: Open training market
Training organisation
An organisation which provides vocational education, training and/or assessment services.
See also: Registered training organisation

Training package
Training packages define the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.
A new model for engaging Australian industry in the development of training products was announced in April 2015. Under the new arrangements, endorsements of training packages are done by the Ministerial Council responsible for education and training. The Ministerial Council is supported by three entities: the Australian Industry and Skills Committee (AISC); Industry Reference Committees (IRCs); and Skills Service Organisations (SSOs).
See also: Australian Industry and Skills Committee
Industries Reference Committees
Skills Service Organisation

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

Training Products Australia
Acronym: TPA
A business unit of TVET Australia that provided training and reference materials for the vocational education and training sector. It was closed in September 2011.
See also: AEShareNet
Australian Training Products
TVET Australia
**Training provider**

*Also called: VET provider

Vocational education and training provider*

An organisation which delivers vocational education and training (VET) programs. In Australia, VET providers comprise the state and territory TAFE systems, Australian Technical Colleges, 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

**Training Reform Agenda**

A series of reforms in vocational education and training which were introduced by Commonwealth, state and territory governments from about the mid 1980s to 1996 to improve the competitiveness of Australian industry.

See also: National Training Reform Agenda

**training.com.au**

An initiative of the Australian federal government designed to facilitate discovery and accessibility of information about the vocational education and training sector in Australia. The training.com.au website was decommissioned in 2012.

**training.gov.au**

The official national register on vocational education and training (VET) in Australia which replaced the National Training Information Service (NTIS). It provides authoritative information on training packages, qualifications, accredited courses, units of competency, skill sets and registered training organisations (RTOs). training.gov.au is managed by the Department of Industry on behalf of state and territory governments.

URL: http://training.gov.au/

**Trans-Tasman Mutual Recognition Arrangement**

*Acronym: TTMRA*

An arrangement developed under the Australia and New Zealand Closer Economic Relations Trade Agreement (ANZCERTA), providing for mutual recognition of registered occupations by the two countries.

**Transferable skill**

Skills that are portable and can be transferred from one work context to another or that can be introduced in a different sociocultural or technical environment.

See also: Portable skill
Transition from school-to-work

Also called: School-to-work transition

The process of transferring from school to the workforce or further study.

Transparency of qualifications

The degree to which the value of qualifications can be identified and compared in the
(sectoral, regional, national or international) labour and training markets.

See also: Comparability of qualifications

TTMRA

See: Trans-Tasman Mutual Recognition Arrangement

TVE

Technical and vocational education, used as an equivalent term for vocational education
and training (VET) in some countries.

TVET

Technical and vocational education and training, used as an equivalent term for vocational
education and training (VET) especially in the Asia-Pacific region. This is the term used by
UNESCO.

TVET Australia

Technical and Vocational Education and Training Australia Limited, a ministerial company
owned by the Commonwealth, state and territory Ministers responsible for training. It was
established by the then Ministerial Council for Vocational and Technical Education (MCVTE)
on 18 November 2005 to provide responsive and high quality services to support the National
Training System. In March 2011, following the review of advisory structures and support
mechanisms for Australian vocational and tertiary education, and the creation of new
national regulatory arrangements (including the new National Standards Council), the then
Ministerial Council for Tertiary Education and Employment (MCTEE) decided to close TVET
Australia as of 30th September 2011.

See also: Ministerial Council for Tertiary Education and Employment

National Advisory for Tertiary Education, Skills and Employment

Training Products Australia
Unaccredited training
Training that does not lead to a nationally recognised qualification. The training activity must have a specified content or predetermined plan designed to develop employment related skills and competencies. It does not include apprenticeships and traineeships and other nationally recognised training.
See also: Nationally recognised training

UNESCO
United Nations Education, Scientific and Cultural Organization
URL: http://www.unesco.org

UNEVOC
UNESCO's International Project on Technical and Vocational Education, designed to contribute to the development and improvement of systems of technical and vocational education and training (TVET), promote infrastructures in research, development and planning, and facilitate the international exchange of information in these fields.
URL:  http://www.unevoc.unesco.org/

Unique student identifier
Acronym: USI
A national student identifier (or number) for vocational educational education and training (VET) students with the capability of being fully integrated with the entire education and training system and, potentially, also covering early childhood education. A USI would enable all training activity to be linked, facilitating electronic training records of learner attainment (e-portfolios), irrespective of where the training took place.
The Unique Student Identifier Act was passed on 27 June 2014 and will commence from 1 January 2015.
URL: http://www.usi.gov.au

Units of competency
The nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. They identify the skills and knowledge, as outcomes that contribute to the whole job function. Units of competency are an endorsed component of training packages.
See also: Element of competency

Range of variables
Range statement
Upskilling
Improving skills (e.g. by further training).

User choice
A national policy governing the flow of public funds to registered training organisations (RTOs) selected by employers to deliver the off-the-job training components of apprenticeships and traineeships. Its purpose is to make vocational education and training (VET) more responsive to the needs of industry and employers.

USI
See: Unique student identifier

Validation
(1) In research, etc., a process for confirming the correctness or soundness of information or findings. (2) In quality assurance, an external process of verifying that an organisation satisfies the criteria for quality endorsement.
See also: Assessment validation

VCAL
Victorian Certificate of Applied Learning
See also: Senior Secondary Certificate of Education

VCE
Victorian Certificate of Education
See also: Senior Secondary Certificate of Education

VEAC
Vocational Education and Assessment Centre, a former research centre based at Northern Sydney Institute of TAFE.

VECO
Vocational Education Community Online, a web site for people involved in vocational education and training in schools, especially structured workplace learning program co-ordinators. This community is no longer active.
VEETAC
Vocational Education, Employment and Training Advisory Committee, a committee which superseded the Commonwealth/State Training Advisory Committee (COSTAC) and was itself replaced by the former Australian National Training Authority (ANTA).

VEGAS
See: Vocational and Educational Guidance for Aboriginals Scheme

VET
See: Vocational education and training

VET in Schools
Acronym: VETiS
A program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their Senior Secondary School Certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. VET in Schools programs may involve structured work placements.

VET provider
Also called: Training provider
Vocational education and training provider
An organisation which delivers vocational education and training (VET) programs. In Australia, VET providers 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.
**VET Quality Framework**

Acronym: VQF

A set of standards and conditions used by the Australian Skills Quality Authority (ASQA) to assess whether a registered training organisation (RTO) meets the requirements for registration. It comprises: the Standards for National VET Regulator (NVR) Registered Training Organisations; the Fit and Proper Person Requirements; the Financial Viability Risk Assessment Requirements; the Data Provision Requirements; and the Australian Qualifications Framework.

See also: Australian Quality Training Framework

National Skills Framework

National VET Regulator

Standards for VET accredited courses

**VETAB**

Vocational Education and Training Accreditation Board in New South Wales until June 2011.

See also: Australian Skills Quality Authority

**VETiS**

See: VET in Schools

**VETnetwork Australia**

A national professional association established in 1995 for teachers, trainers, career advisors, program coordinators and administrative and support personnel working in the area of vocational learning and youth transition.

VETnetwork Australia closed in late 2016.

**Victorian Skills Commission**

Acronym: VSC

An advisory body established in July 2007 to: provide advice to the state government on post compulsory education and training; provide funding for training and further education; regulate the apprenticeship and traineeship system; and support the Local Learning and Employment Networks. It replaced the Victorian Learning and Employment Skills Commission (VLESC), which operated between 2001 and 2007.

Victorian Skills Commission ceased operating from 1 January 2013.

**VLESC**

Victorian Learning and Employment Skills Commission

See also: Victorian Skills Commission
Vocational and Educational Guidance for Aboriginals Scheme

Acronym: VEGAS

A scheme under the Indigenous Education Direct Assistance Program which funds projects to improve retention rates of Indigenous students and provide information about further education, training and employment options. From 2005, funding for VEGAS was pooled within the Parent School Partnerships initiative.

Vocational competency

Vocational competency in a particular industry consists of broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competencies must be considered on an industry-by-industry basis and with reference to the guidance provided in the assessment guidelines of the relevant training package.

Vocational counselling

Constitutes a part of vocational guidance and consists of providing assistance to individuals in developing a career or vocational plan which is periodically reviewed and revised according to new information, goals and progress made.

See also: Career education
- Career guidance and counselling
- Vocational guidance

Vocational education and training

Acronym: VET

Post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programs which 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), further education and training (FET), and career and technical education (CTE).
Vocational education and training provider

Also called: Training provider  
VET provider

An organisation which delivers vocational education and training (VET) programs. In Australia, VET providers 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

Vocational Graduate Certificate

A vocational education and training (VET) qualification within the Australian Qualifications Framework (AQF) introduced in 2005. It required evidence of higher level and broader or more specialised knowledge, skill and judgement than an Advanced Diploma. The length of study varied but the Vocational Graduate Certificate usually required six months of full-time study or its equivalent. Vocational Graduate Certificate qualifications were removed from the AQF in January 2013.

See also: Australian Qualifications Framework

Vocational Graduate Diploma

A vocational education and training (VET) qualification within the Australian Qualifications Framework (AQF) introduced in 2005. It required evidence of higher level and broader level or more specialised knowledge, skill and judgement than a Vocational Graduate Certificate. The length of study varied but the Vocational Graduate Diploma usually required 12 months of full-time study or its equivalent. Vocational Graduate Diploma qualifications were removed from the AQF in January 2013.

See also: Australian Qualifications Framework

Vocational guidance

Involves helping individuals to learn about opportunities for education, training and work and facilitating their career planning. It includes vocational orientation and counselling and may be given in schools, training centres, or undertaken in specialised offices or institutions.

See also: Career education  
Career guidance and counselling  
Vocational counselling
Vocational placement
Also called: Work placement
A period of unpaid work with an employer undertaken by vocational education and training (VET) students in order to satisfy the requirements of a course or module, with supervision provided by the employer, the training provider or both.
See also: Structured workplace learning
Work experience

Vocational preparation
Programs designed to ease the transition from school-to-work, enhance the employability of young people and teach them how to cope with the world of work.

Vocational qualification
Qualifications that are delivered by registered training organisations such as TAFE, private providers and vocational divisions of universities that are nationally recognised.

Vocational rehabilitation
Measures aimed at enabling a disabled person to secure, retain and advance in suitable employment and thereby to further that person's integration into society.

Vocational Training Tribunal
Acronym: VTT
A statutory body in New South Wales responsible for trade skills recognition, resolving complaints and disputes and considering applications for the transfer, suspension, cancellation and variation of apprenticeships and traineeships. It was formerly known as the Vocational Training Board (VTB).

VOCED
A free online database on vocational education and training research, policy and practice in Australia and internationally. Produced and maintained by the National Centre for Vocational Education Research (NCVER) since 1989, it was renamed VOCEDplus in April 2011 to reflect its expanded coverage to include tertiary education, especially as it relates to workforce needs, skills development, and social inclusion.
URL: http://www.voced.edu.au
VOCEDplus
A free international research database and repository for tertiary education, especially as it relates to workforce needs, skills development, and social inclusion. It encompasses vocational education and training (VET), higher education, adult and community education, informal learning, and VET in Schools. VOCEDplus, which supersedes VOCED, is produced by the National Centre for Vocational Education Research (NCVER). It is funded by Australian Commonwealth, state and territory Governments and is endorsed by the UNESCO-UNEVOC International Centre in Bonn, Germany.

Voucher
An entitlement to education or training issued to a student and redeemable for the course and provider of the student's choice.

VQF
See: VET Quality Framework

VRQA
Victorian Registration and Qualifications Authority
URL: http://www.vrqa.vic.gov.au

VSC
See: Victorian Skills Commission

VTAC
Victorian Tertiary Admissions Centre
URL: http://www.vtac.edu.au/

VTE
Vocational and technical education, another term for vocational education and training used in Australia.

VTET
Vocational and technical education and training, used mainly in Southeast Asia to refer to vocational education and training.

VTT
See: Vocational Training Tribunal
**W**

**WACE**
Western Australian Certificate of Education
See also: Senior Secondary Certificate of Education

**WAVE**
Women in Adult and Vocational Education
URL: http://www.wave.org.au/

**WBL**
See: Work-based learning

**WDSDPC**
See: Workforce Development, Supply and Demand Principal Committee

**WEA**
Workers Educational Association

**WELL**
See: Workplace English Language and Literacy Program

**WINVET**
Women in Vocational Education and Training, a network for women involved in technical and vocational education and training in Australia and the Asia-Pacific region to access information and discuss issues and ideas. This network no longer exists.

**Work-based learning**
Acronym: WBL
Programs for both secondary and postsecondary students which provide opportunities to achieve employment-related competencies in the workplace. Work-based learning is often undertaken in conjunction with classroom or related learning, and may take the form of work placements, work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in all aspects of industry.
Work-based training
Training provided by an organisation primarily for its own employees using the employer's own staff or external consultants. Work-based training can be conducted either on-site or at an off-site location.

Work-integrated learning
An umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum.

Work experience
A period (usually one or two weeks) of unpaid work undertaken by secondary school students, typically during Year 10 as part of their careers education, to gain some insight into the world of work.
See also: Structured workplace learning

Vocational placement
Work placement

Work placement
Also called: Vocational placement
A period of unpaid work with an employer undertaken by vocational education and training (VET) students in order to satisfy the requirements of a course or module, with supervision provided by the employer, the training provider or both.
See also: Structured workplace learning

Workforce Development, Supply and Demand Principal Committee
Acronym: WDSDPC
A sub-committee of the former Standing Council on Tertiary Education, Skills and Employment (SCOTSESE). It was one of four principal committees established in April 2010 by the then Ministerial Council for Tertiary Education and Employment (MCTEE) to replace the National Industry Skills Committee (NISC). Its role was to provide high-level advice on issues of national significance relating to workforce development, supply and demand.
The Committee was dissolved in April 2014 by the newly established COAG Industry and Skills Council (CISC) as part of efforts to streamline the governance arrangements of the national training system.
See also: Access and Participation Principal Committee
Data and Performance Measurement Principal Committee
Regulation, Quality Assurance and International Engagement Principal Committee
Tertiary Education Quality and Pathways Principal Committee
**Working Nation**

A white paper issued by the Keating government in 1994 which committed the government to reducing unemployment through economic growth supported by changes to the social security system and the introduction of various labour market programs. The government also announced in the white paper the establishment of the Australian Student Traineeship Foundation (ASTF) and the National Employment and Training Taskforce (NETTFORCE).

The full title of this paper is ‘Working nation - the white paper on employment and growth’.

URL: http://hdl.voced.edu.au/10707/118757

**Workplace assessment**

The gathering and judging of evidence during normal work activities in order to determine whether a required standard of competence, knowledge or skill has been achieved. Workplace assessment usually involves observation of work in progress, checking the product(s) of a work activity, and receiving oral responses to questions posed while work is in progress.

**Workplace Communication in Training Packages**

A project managed by the former Australian National Training Authority (ANTA) with funding from the Workplace English Language and Literacy Program to incorporate language, literacy and numeracy into training packages.

**Workplace English Language and Literacy Program**

Acronym: WELL

A program provided in the workplace to develop workers’ English language and literacy skills. The program closed in June 2014.

**Workplace learning**

Learning or training undertaken in the workplace, usually on the job, including on-the-job training under normal operational conditions, and on-site training, which is conducted away from the work process (e.g. in a training room).

**Workplace Research Centre**

Acronym: WRC

Formerly known as the Australian Centre for Industrial Relations Research and Training (ACIRRT), a research centre based at the University of Sydney.

The Workplace Research Centre closed on 31 December 2014.
WorkSkill Australia Foundation
An independent non-profit organisation that was established in 1982 to promote the standards and status of vocational training and job skills. Now called WorldSkills Australia.

WorldSkills Australia
Formerly called WorkSkill Australia Foundation, a not-for-profit organisation that aims to encourage young Australians to celebrate vocational education and training.
URL: http://www.worldskills.org.au/

WRC
See: Workplace Research Centre

Y

YMC
Youth Ministers Council, superseded by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).
See also: Ministerial Council for Education, Early Childhood Development and Youth Affairs

Youth allowance
A government income support scheme for young people who are aged 16-24 and studying or undertaking an Australian Apprenticeship full time (or aged 15 if considered independent); or aged 16-20 and looking for work full time (or aged 15 if considered independent), undertaking a combination of approved activities like Work for the Dole or volunteering, or have a temporary exemption from the Activity Test (for example, due to illness); or aged 25 and over and studying or undertaking an Australian Apprenticeship full time, if s/he was getting Youth Allowance immediately before turning 25 and is still doing the same course or Australian Apprenticeship; and meets residence requirements.
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