About the glossary

The **Glossary of VET** is a compilation of Australian vocational education and training (VET) terms and acronyms. It includes both current and historical terms, concepts, acronyms and other abbreviations found in Australian VET research, policy and data. This 2020 edition is presented in two sections: the first section contains the terms; the second section contains acronyms and other abbreviations.

Listings of programs, government departments and organisations are no longer included in the glossary. Information on these are available in the following VET Knowledge Bank products:


The genesis of this glossary is NCVER’s *A glossary of Australian vocational education and training terms* (Knight & Nestor 2000). All sources consulted in the compilation of the glossary are listed in the bibliography. In-text acknowledgement is provided if the definition is wholly extracted from another source.

This version of the glossary was updated in September 2020. The online version of the glossary is updated on an ongoing basis and is available at: [https://www.voced.edu.au/vet-knowledge-bank-glossary-vet](https://www.voced.edu.au/vet-knowledge-bank-glossary-vet).
Terms

**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.

It involves systems and processes that meet diverse learning needs and which ensure that who learners are and their life circumstances are not the determining factors in their: (i) access to VET; (ii) VET participation and experiences; and (iii) VET outcomes, such as further education and training, employment and/or community participation.

**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.

**Accredited course**

A nationally recognised course accredited by vocational education and training (VET) regulators and developed to meet training needs not addressed by existing training packages. The course results in a statement of attainment outcome. The title of an accredited course commences with the words ‘Course in’. *(Sourced from: NCVER’s Terms and definitions)*
Accredited qualification

A nationally recognised course that leads to a qualification outcome not specified in a national training package. (Sourced from: NCVER’s Terms and definitions)

Accredited short course

A course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an Australian Qualifications Framework (AQF) statement of attainment. (Sourced from: Standards for Registered Training Organisations (RTOs) 2015)

Accredited training

Also called: Nationally recognised training

Training that leads to vocational qualifications and credentials that are recognised across Australia. Only registered training organisations (RTOs) that meet government quality standards such as TAFEs, private providers, enterprise registered training organisations, vocational divisions of universities, community RTOs and schools that are RTOs can provide nationally recognised training.

Nationally recognised training is listed on the National Training Register (training.gov.au) and includes accredited courses, endorsed training package qualifications, training package skill sets and associated subjects.

See also
- Nationally recognised program
- Non-nationally recognised training
- Unaccredited training

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 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.

**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.

**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.

*See also*

- Credit transfer
- Recognition of prior learning

**Adverse selection**

Also called: 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.
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
- Trainee

Apprenticeable occupation

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

See also
- Apprenticeship

Apprenticeship

A structured training arrangement which combines on-the-job training and work experience while in paid employment with formal off-the-job training with a registered training organisation (RTO).

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.

Articulation

The progression of students from one course to another, or from one education and training sector to another.

Articulation arrangements facilitate the movement from a completed qualification to another with admission and/or credit in a defined qualification pathway.

See also
- Reverse articulation
- Reverse transfer
Assessment

The process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training (VET) accredited course.

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 components

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 system**

A coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence contained in the Standards for Registered Training Organisations. (Sourced from: Standards for registered training organisations (RTOs) 2015)

**Assessment tools**

A set of tools, also referred to as evidence-gathering tools, used by registered training organisations (RTOs) for gathering and interpreting evidence in the assessment process. To ensure assessment is conducted in a fair, flexible, valid and reliable manner, assessment tools comprise the following assessment instruments:

- the context and conditions of assessment
- the tasks to be administered to the student
- an outline of the evidence to be gathered from the learner
- the evidence criteria used to judge the quality of performance
- the administration, recording and reporting requirements.

**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.
Attainment
Successful completion of the requirements of a module or course.

See also
- Statement of attainment

Attrition
A reduction in student numbers due to students withdrawing from a course, training contract or educational institution prior to completion.

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

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

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

Blended learning
A broad term that often refers to a combination of learning methods that combine traditional forms of delivery such as face-to-face (in classrooms, on-the-job, work-based, etc.) and some form of technological delivery such as online learning.
Block credit
Credit granted towards whole stages or components of a program of learning leading to a qualification.
(Sourced from: *Australian Qualifications Framework, 2nd edn*

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

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.

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 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

Clustered qualifications

Grouping of two or more Australian Qualification Framework (AQF) qualification types at either the same or different AQF level. Examples of clustered qualifications include nested and integrated qualifications.

See also
- Nested qualifications
- Integrated qualifications

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

Commencements

Terminology used in NCVER’s statistical collections that indicates the number of apprenticeship/traineeship training contracts that started in a given period. (Sourced from: NCVER’s Terms and definitions)

See also
- Completions

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.
Community education provider

Not-for-profit, community-based organisation with a primary focus on adult education. Community-based adult education providers deliver courses relating to leisure, personal and community education development, employment skills, preparation for VET and nationally recognised programs of study.

(Sourced from: NCVER's Terms and definitions)

See also

- Training provider

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 completion

Completion of an apprenticeship or traineeship determined by a demonstration that the apprentice or trainee has met all the competency requirements of the training agreement or training rather than the time served. This means the length of an apprenticeship or traineeship may vary for individual apprentices and trainees and the end date may be different from the scheduled end date on the training contract.
**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

- Element of competency
- Evidence guide
- Performance criteria
- Range of variables
- Units of competency

**Completions**

Terminology used in NCVER's statistical collections that indicates the number of apprenticeship/traineeship training contracts where all of the prescribed requirements have been met in a given period. (Sourced from: NCVER's *Terms and definitions*)

See also

- Commencements

**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.

**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.

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.

Course accreditation

The formal recognition of a vocational education and training (VET) course by the Australian Skills Quality Authority (ASQA), the national VET regulator, or by a state accrediting authority.

ASQA assesses courses for accreditation in accordance with the Standards for VET Accredited Courses 2012, Standards for training packages and the Australian Qualifications Framework.

In Victoria, course accreditation is undertaken by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the requirements set out in the Australian Quality Training Framework (AQTF) standards for accredited courses, the AQTF standards for course accrediting bodies and the Australian Qualifications Framework.

In Western Australia, course accreditation is undertaken by the Accreditation Council (TAC) in accordance with the Standards for VET regulators, the AQTF standards for accredited courses and the VET Act 1996.

Courses can only be considered for accreditation if their outcomes cannot be achieved by existing training packages.

See also

- Accredited course
Cream-skimming
Also called: Adverse selection
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.

Credit arrangement
Formal arrangements negotiated within and between organisations authorised to issue qualifications or accrediting authorities about student entitlement to credit. They may also be formal arrangements made between issuing organisations and students.

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.
See also
- Advanced standing
- Recognition of prior learning

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
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

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

Declared vocation

(1) 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.

(2) In South Australia, a non-trade occupation that may be achieved through a traineeship, involving fully on-the-job training by an employer or the integration of on-the-job training with an employer and off-the-job training with a registered training organisation. (Sourced from: Guidelines for the approval of applications for the declaration of trades and vocations under the training and skills development act 2008)

Delivery type

Also called: Delivery mode

The method used for delivering training. The delivery type can be internal, external or work-based, or a combination of these:

- Internal delivery is where the student and trainer attend any permanent or semi-permanent training delivery location e.g. workshop, laboratory, simulator and classroom-based training even when the training is delivered using video or internet links in real time.

- External delivery is where the client does not primarily attend a physical delivery location but instead undertakes training in their own time and location using training materials that are provided online or by correspondence. The client does not usually have to undertake training at a particular time. This type of training is often referred to as self-paced learning. Contact with the trainer is usually limited to feedback on submitted work.
• Work-based delivery includes training activity conducted in the workplace, irrespective of whether it is conducted by the training organisation or the employer; for example, industrial/work experience, field placement, or fully on-job training or structured workplace training delivered at a place of employment. (Sourced from: NCVER’s Terms and definitions)

Digital literacy
Having the skills to live, learn and work in a society where communication and access to information is increasingly through digital technologies like internet platforms, social media and mobile devices.

In the context of education and training, it relates to the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment and broader participation in society. It includes competences that are variously referred to as computer literacy, information and communications technology (ICT) literacy, information literacy and media literacy.

Dimensions of competency
Part of the broad concept of competency, which includes all aspects of work performance as represented by:

• task skills — the ability to perform individual tasks
• task management skills — the ability to manage a number of different tasks/operations/activities within the job role or work environment
• contingency management skills — the ability to respond to irregularities and break downs in routine
• job/role environment skills — demonstrating the ability to deal with responsibilities and expectations of the workplace, including working with others.

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.

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).

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

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
• Competency standard
• Units of competency

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

• Foundation skills
• 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.

**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 components**

The core components of a training package — units of competency, assessment requirements (associated with each unit of competency), qualifications, and credit arrangements — that are formally recognised as meeting the identified training and assessment needs of an industry/industry sector or enterprise.

*See also*
- Assessment materials
- Non-endorsed components
- Units of competency

**Endorsement**

The term used for the formal approval or recognition of the core components of a training package, that is, the units of competency, assessment requirements, qualifications and credit arrangements.

**Enrolment**

The registration of a student for the purpose of undertaking a program or subject. (Sourced from: NCVER’s *Terms and definitions*)

**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 provider

A registered training organisation (RTO) whose primary business is not the delivery of training and development. (Sourced from: NCVER’s Terms and definitions)

See also
- Registered training organisation
- Training provider

Enterprise unit of competency

A unit of competency developed specifically for inclusion in an accredited course to meet a vocational, education or community need that is not covered by a training package unit of competency. (Sourced from: Users’ guide to the Standards for VET Accredited Courses 2012)

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 ensures that vocational education and training (VET) is responsive to the needs of all members of the community.
It involves systems and processes that meet diverse learning needs and which ensure that who learners are and their life circumstances are not the determining factors in their: (i) access to VET; (ii) VET participation and experiences; and (iii) VET outcomes, such as further education and training, employment and/or community participation.

Equivalence of certificates

International evaluation and official recognition of academic degrees and/or certificates and occupational qualifications.

See also
- Comparability of qualifications
- Transparency 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

**Evaluation**

The process or results of an assessment or appraisal in relation to stated objectives, standards, or criteria. In vocational education and training, it may be applied to organisations, programs, policies, courses, etc.

*See also*
  - Assessment

**Evidence guide**

The former part of a unit of competency which provided 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. Evidence guide is no longer in use.

*See also*
  - Competency standard

**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.

**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

Flexicurity

A fusion of two terms, ‘flexible’ and ‘security’, it refers to a 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.

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 recognised 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

This term underpins the Australian National Foundation Skills Strategy for Adults. It refers to fundamental skills a person needs to participate in education and training, the workplace and the community. They are a combination of language, literacy, numeracy and digital (LLND) skills along with employability and learning skills.

Examples of foundation skills include: reading, writing, numeracy, oral communication and basic digital skills.

See also
- Employability skills
- Generic skill

Full-time student

Students whose program of study constitutes at least 75 per cent of the normal full-time study load. A full-time study load is equivalent to 720 contact hours in a year. Therefore, any student undertaking 540 hours or more is regarded as a full-time student. (Sourced from: NCVER’s Terms and definitions)

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). (Sourced from: NCVER’s Terms and definitions)

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.
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
- Foundation skills
- Key competency
- Skill

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
- 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
- National VET regulator
- State and territory registering and course accrediting bodies

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 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
**Higher apprenticeships**

An integrated program of structured training and paid work, leading to a VET or higher education qualification at the Australian Qualifications Framework level 5 (diploma) or above, which may or may not be undertaken as a contract of training. (Sourced from: Higher apprenticeships in Australia: what are we talking about?)

**Higher-level qualification**

A qualification at diploma level and above i.e. levels 5-10 qualifications on the Australian Qualifications Framework (AQF). They are accredited by both vocational education and training (VET) and higher education institutions with self-accrediting authority or national or state accrediting authorities.

**Host employer**

A business that provides supervision and on-the-job training to an apprentice or trainee employed by a group training organisation (GTO). The GTO is the employer of the apprentice or trainee and the host employer pays the GTO for the services of the apprentice or trainee.

*See also*

- Group training organisation

**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.
**Independent validation**

The undertaking of the quality review of the assessment process (validation) by a third party who: is not employed or subcontracted by the registered training organisation (RTO) to provide training and assessment; and does not have any other involvement or interest in the operations of the RTO. (Sourced from: Standards for Registered Training Organisations (RTOs) 2015)

**Industry currency**

The maintenance of a trainer’s vocational technical skills and knowledge, enabling the trainer to deliver and assess vocational training relevant to current industry practices.

**Industry organisation**

An organisation representing an industry, including peak business and employer organisations and industry advisory bodies such as the industry skills councils.

**Industry regulator**

A body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation. An industry regulator may specify training and assessment requirements for licences in occupations they regulate. Industry regulators play a significant role in the delivery and assessment of nationally recognised training in their specific industry sectors.

**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.

**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.

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'.

Integrated qualifications

Purposely designed qualifications that enable explicit articulation pathways and encompass more than one AQF level and/or qualification type and/or education and training sector. (Sourced from: Australian Qualifications Framework, 2nd edn)

See also

- Clustered qualifications
- Nested qualifications
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
- using technology.

See also
- Basic skill
- Employability skills
- Generic skill

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**

In training packages, 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**

In training packages, 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.

**Lifelong learning**

The process of acquiring knowledge or skills throughout life via education, training, work and general life experiences.

*See also*

- Learning society

**Locally developed skill set**

Non-nationally recognised skill set developed to meet an identified training need.

**Logbook**

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

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.

Minimum competency

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

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
- Dual-sector institutions
- Single-sector institutions
**Mode of delivery**

Also called: Delivery type

The method used for delivering training. The delivery type can be internal, external or work-based, or a combination of these:

- **Internal delivery** is where the student and trainer attend any permanent or semi-permanent training delivery location e.g. workshop, laboratory, simulator and classroom-based training even when the training is delivered using video or internet links in real time.

- **External delivery** is where the client does not primarily attend a physical delivery location but instead undertakes training in their own time and location using training materials that are provided online or by correspondence. The client does not usually have to undertake training at a particular time. This type of training is often referred to as self-paced learning. Contact with the trainer is usually limited to feedback on submitted work.

- **Work-based delivery** includes training activity conducted in the workplace, irrespective of whether it is conducted by the training organisation or the employer; for example, industrial/work experience, field placement, or fully on-job training or structured workplace training delivered at a place of employment. (Sourced from: NCVER’s *Terms and definitions*)

**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

**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**

1. 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.

2. A group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency. (Sourced from: *Standards for Registered Training Organisations (RTOs) 2015*)
**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**

1. A feature of the Australian Quality Training Framework (AQTF) 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.

2. The principle that a person who has been licenced or registered in one Australian state or territory, can apply to be licenced or registered in another state or territory for an equivalent occupation. It is supported by the Mutual Recognition Act 1992 (MRA). A mutual recognition arrangement between Australia and New Zealand also exists, underpinned by the Trans-Tasman Mutual Recognition Act 1997 (TTMRA).

**National training record**

Also called: USI transcript

An online collation of a student’s training outcomes completed from 1 January 2015 from different training organisations across Australia that a student can access using their unique student identifier (USI).

See also

- Unique Student Identifier
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.

See also
• Government accreditation authorities
• Registering body

Nationally recognised program

Includes training package qualifications, accredited qualifications, training package skill sets and accredited courses that are listed on the National Training Register (training.gov.au). (Sourced from: NCVER’s Terms and definitions)

See also
• Accredited training
• Nationally recognised training

Nationally recognised training

Also called: Accredited training

Training that leads to vocational qualifications and credentials that are recognised across Australia. Only registered training organisations (RTOs) that meet government quality standards such as TAFE, private providers, enterprise registered training organisations, vocational divisions of universities, community RTOs and schools that are RTOs can provide nationally recognised training.

Nationally recognised training is listed on the National Training Register (training.gov.au) and includes accredited courses, endorsed training package qualifications, training package skill sets and associated subjects.

See also
• Nationally recognised program
• Non-nationally recognised training
• Unaccredited training
Nested qualifications

Qualifications that include articulated arrangements from a lower level qualification into a higher-level qualification to enable multiple entry and exit points. (Sourced from: Australian Qualifications Framework, 2nd edn)

See also:
- Integrated qualifications
- Clustered qualifications

Nominal hours

The anticipated hours of supervised training needed to conduct training and assessment activities associated with a program or subject. They are generally used by jurisdictions for reporting purposes and for determining the amount of effort that has been applied to produce outcomes.

Non-endorsed components

The parts of a training package not required to be endorsed, such support materials for learning, training, assessment, and professional development.

See also
- Endorsed components

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
Non-nationally recognised training

Training that does not lead to nationally recognised certification. It includes locally developed programs and skill sets, and non-accredited modules.

Non-nationally recognised training is not listed on the National Training Register (training.gov.au) and can be delivered by all training providers, not just registered training providers (RTOs).

See also
- Accredited training
- Nationally recognised training
- Unaccredited training

Non-traditional occupation

Any occupation in which women or men have historically been underrepresented.

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-site-training
- On-the-job training

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
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
- Training market

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

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 'BSB30415 - Certificate III in Business Administration', the parent training package is Business Services Training Package, denoted by BSB.

(Sourced from: NCVER's Terms and definitions)

See also
- Training package
- Units of competency

Partnering
The situation 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 agreement for the provision and/or sharing of training and/or assessment services between a registered training organisation (RTO) and another organisation such as a school, enterprise, industry body, non-registered training organisation or professional association. The RTO is responsible for the quality of training and assessment, and issuing qualifications and statements of attainment, in compliance with the Australian Quality Training Framework (AQTF). This allows an organisation that is not registered to have the outcomes of its training recognised through partnering with an RTO. It also allows RTOs to outsource training and/or assessment to another organisation.

See also
- Auspicing
- Partnering

Pathway

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

Performance criteria

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

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.

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.

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.
Private provider

Privately-owned and operated training provider registered by the Australian Skills Quality Authority (ASQA), or a state accrediting body.

See also
- Registered training organisation
- Training provider

Professional continuing education

The education of adults in professional fields, updating and improving occupational skills, often involving short-term, intensive, specialised courses.

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.

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.

Qualification completion

The formal certification that is awarded by an accredited authority in recognition of the successful completion 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. (Sourced from: NCVER’s Terms and definitions)

Qualification enrolment

The registration of a student at a training organisation for the purpose of undertaking a subject, which leads to or is part of a recognised qualification. (Sourced from: NCVER’s Terms and definitions)
Quality endorsement

The formal recognition awarded to a registered training organisation (RTO) on the basis of its implementation of a quality system.

See also
- Endorsement

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.

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
- Competency standard
- 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
- Competency standard
- Units of competency
Re-training

Training to facilitate entry to a new occupation.

Recognition

The formal approval of training organisations, products and services operating within the vocational education and training (VET) sector (as defined by 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 informal/formal training, experience in the workplace, voluntary work, social or domestic activity, 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

- Advanced standing
- Credit for prior training
- Credit transfer
- Equivalency test
- Recognition of current competencies
Registered training organisation

Acronym: RTO

Training providers registered by the Australian Skills Quality Authority (ASQA), or a state registering and accrediting body, to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework (AQTF) or the VET Quality Framework (VQF).

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
- Enterprise provider
- Private provider
- 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.

See also
- State and territory registering and course accrediting bodies
- National VET regulator

Registration

The authorisation of training organisations by the national or state VET regulator to deliver training and/or conduct assessments and issue nationally recognised qualifications.

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

School based apprenticeship or traineeship

An apprenticeship or traineeship undertaken part-time while the student is at school. It offers hands-on industry experience and the ability to work towards or complete a nationally recognised qualification while they complete their secondary school certificate.

School-to-work transition

Also called: Transition from school-to-work

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

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.

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 groupings of units of competency which are combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or a licensing or regulatory requirement. They may be either a nationally recognised skill set, which are endorsed in a national training package, or a locally developed skill set that have been developed to meet training needs that are not addressed in existing training packages.

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.

See also
- Clustering
- Training package skill sets

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 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 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 transfer

The transfer of skills or competencies from one work context to another.

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.

State and territory registering and course accrediting bodies

The authority responsible for VET in each state or territory for the registration of training organisations (RTOs) and the accreditation of courses.

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

• Government accreditation authorities
• National VET regulator
• Registering body
State and territory training authorities

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.

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

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

The on-the-job or work placement component of a school-based vocational education and training (VET) program. The competencies or ‘learning outcomes’ commonly reflect nationally recognised, industry-defined competency standards. The student is not paid by the employer.

See also

- VET delivered to secondary students
- Vocational placement
- Work experience
- Work placement

Subject load pass rate

A statistical performance measure that provides a calculation of the proportion of subjects that were successfully completed, measured in hours. (Sourced from: NCVER’s Terms and definitions)
**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:

i. 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.

ii. 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.

iii. Economic sustainability — which occurs when development, which moves towards social and environmental sustainability, is financially feasible.

*See also*
- Green skills
- Sustainable development

**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
- Sustainability
Technical and further education (TAFE) institute

Acronym: TAFE

Institutes that are public bodies in receipt of government funding to provide a range of vocational education and training (VET) courses/qualifications and other programs (for example, 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). These institutes have responsibilities specified by legislation and via ministerial direction.

See also

- Registered training organisation
- Training provider

Tertiary admissions centre

Acronym: TAC

A state-based central office that receives and processes applications for admission to participating higher education 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 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.

Total VET activity

Acronym: TVA

A government initiative which expanded the collection of data on nationally recognised 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 (this policy was replaced by the National VET data policy in 2017).

Trade course

(1) A course offered by a vocational education and training provider that covers the off-the-job training requirements of an apprenticeship.

(2) A course that is intended to prepare students for working as technicians and trade workers after training. Trade courses have intended occupation codes that correspond to the ANZSCO major group 3.

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).

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
- 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
- Trainee

**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.

**Training and assessment strategy**

The approach or method adopted by a registered training organisation (RTO) in relation to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

**Training contract**

Also called: Contract of training; Training agreement

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.

**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 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 (AQF).

Training packages are developed by Service Skills Organisations (SSOs) to meet the training needs of an industry, or a group of industries. Each training package is made up of three components; units of competency, qualifications framework levels of education and assessment guidelines.

See also
- Parent training package
- Training package skill sets

Training package skill sets
Nationally recognised skill sets specified in a national training package. They are based on groupings of one or more units of competency to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or a licensing or regulatory requirement. (Sourced from: NCVER’s Terms and definitions)

See also
- Skill sets
- Training package
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
Key features of the vocational education and training (VET) system. They include training packages, skill sets, accredited courses, industry certification and Australian Qualifications Framework (AQF) qualifications.

Training provider
Also called: VET provider; Vocational education and training provider
An organisation that delivers vocational education and training (VET) programs. Training providers include private training providers, schools, community education providers, enterprise providers, TAFE institutes and universities. (Sourced from: NCVER’s Terms and definitions)

See also
- Community education provider
- Enterprise provider
- Private provider
- Registered training organisation
- Technical and further education institute

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
- Equivalence of certificates
**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*
- Accredited training
- Nationally recognised training
- Non-nationally recognised training

**Unique student identifier**

Acronym: USI

A national student identifier (or reference number) that uniquely identifies a student and stays with the individual for life. It gives students access to an online record of their nationally recognised training in the form of a USI transcript. The USI initiative also enables the collection of information about students’ training activity and their movements within the VET system.

From 1 January 2015, all students undertaking nationally recognised training, including nationally recognised training delivered by secondary schools, must have a USI.

In 2020, legislation was passed amending the Student Identifiers Act 2014 to extend its application to the higher education sector in 2023.

URL: https://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
- Parent training package
- 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 transcript

Also called: National training record

An online collation of a student’s training outcomes completed from 1 January 2015 from different training organisations across Australia that a student can access using their unique student identifier (USI).

See also

- 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.

VET delivered to secondary students

Acronym: VETDSS

Also called: VET for secondary school students

Any program that allows students to combine vocational studies with their general education curriculum. Students continue to work towards their Senior Secondary School Certificate, while the VET component of their studies results in full or partial completion of a nationally recognised VET qualification. VET delivered to secondary students programs may involve training delivered at school, on the campus of a training provider, structured work placements or through work-shops or simulated work environments. It is nationally recognised and held to same quality standards as all other VET.

See also

- Structured workplace learning
- VET in Schools
VET for secondary school students

Acronym: VfSSS

Also called: VET delivered to secondary students

Any program that allows students to combine vocational studies with their general education curriculum. Students continue to work towards their Senior Secondary School Certificate, while the VET component of their studies results in full or partial completion of a nationally recognised VET qualification. VET delivered to secondary students programs may involve training delivered at school, on the campus of a training provider, structured work placements or through work-shops or simulated work environments. It is nationally recognised and held to same quality standards as all other VET.

See also
- Structured workplace learning
- VET in Schools

VET in Schools

Acronym: VETiS

Vocational education and training (VET) undertaken by school students as part of their senior secondary certificate of education (SSCE). This may occur at school or outside of school settings and offers two main options: students can undertake school-based apprenticeships and traineeships; or they can take other VET subjects and courses as part of their school curriculum.

The terms 'VET delivered to secondary students' or 'VET for secondary school students' are often used instead of 'VET in Schools' as not all VET for secondary students is delivered in school settings. 'VET in Schools' was initially introduced as a program 1997 by the former Australian National Training Authority (ANTA) to forge stronger links between schools, the VET sector and industry and to raise the quality and diversity of VET programs available to secondary school students under the National Training Framework. NCVER's VETiS collection provides data for VET undertaken by school students as part of their senior secondary certificate of education (SSCE), where the training is nationally recognised or delivered by schools or other training providers.

See also
- Structured workplace learning
- VET delivered to secondary students
- VET for secondary school students

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 regulator

The independent body 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 VET regulator.

The Victorian Registration and Qualifications Authority (VRQA) and the Training Accreditation Council (TAC) in Western Australia are responsible for some regulatory responsibilities within their own jurisdictions.

See also
- National VET regulator

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 that provides people with occupational or work-related knowledge and skills. It 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

- Private provider
- Registered training organisation

Vocational graduate certificate

A former 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.

Vocational graduate diploma

A former 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.

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 learning

A program delivered within the broader secondary school curriculum aimed at getting students to explore the world of work, identify career options and plan their senior secondary education and tertiary education pathways. It includes access to experiential learning delivered in live or simulated workplaces and career education.
**Vocational outcome**

An occupational or job specific outcome which learners are expected to demonstrate upon the completion of an accredited vocational education and training (VET) course.

**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.

**Volume of learning**

Identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular Australian Qualifications Framework (AQF) qualification type. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. Volume of learning is expressed in equivalent full-time years.

**Voucher**

An entitlement to education or training issued to a student and redeemable for the course and provider of the student’s choice.
**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
- Work experience

**Work-based learning**

Acronym: WBL

Learning that occurs in a work environment, through participation in work practice and process, and is integral to vocational education and training (VET).

**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**

Acronym: WIL

Learning that comprises a range of programs and activities in which the theory of the learning is intentionally integrated with the practice of work through specifically designed curriculum, pedagogic practices and student engagement.
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 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).
Acronyms and other abbreviations

A&T
Apprentices and trainees

AAACE
Australian Association of Adult and Community Education

AAAE
Australian Association of Adult Education

AACE
Australian Association of Community Education

AAIP
Australian Apprenticeships Incentives Program

AAMS
Australian Apprenticeships Management System

AASN
Australian Apprenticeship Support Network

AATINFO
Australian Apprenticeships and Traineeships Information Service

ABE
Adult basic education

ABS
Australian Bureau of Statistics
ABSTUDY
Aboriginal Study Assistance Scheme

ACAL
Australian Council for Adult Literacy

ACCI
Australian Chamber of Commerce and Industry

ACDE
Australian Council of Deans of Education

ACE
Adult and community education

ACER
Australian Council for Educational Research

ACFE
Adult, community and further education

ACFEB
Adult, Community and Further Education Board

ACIRRT
Australian Centre for Industrial Relations Research and Training

ACIVC
Australian Council of Independent Vocational Colleges

ACOTAFE
Australian Committee on Technical and Further Education

ACPET
Australian Council for Private Education and Training
ACREW
Australian Centre for Research in Employment and Work

ACSA
Australian Curriculum Studies Association

ACSF
Australian Core Skills Framework

ACTRAC
Australian Committee for Training Curriculum

ACVETS
Australian Committee on Vocational Education and Training Statistics

ACYS
Australian Clearinghouse for Youth Studies

AEC
Australian Education Council

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

AEI
Australian Education International

AEP
National Aboriginal and Torres Strait Islander Education Policy

AESIP
Aboriginal Education Strategic Initiatives

AESOC
Australian Education Systems Officials Committee
AEU
Australian Education Union

AHRI
Australian Human Resources Institute

Ai Group
Australian Industry Group

AICTEC
Australian Information and Communications Technology in Education Committee

AIEF
Australian International Education Foundation

AIRC
Australian Industrial Relations Commission

AISC
Australian Industry and Skills Committee

AISS
Additional Identified Skills Shortage

AITAC
Australian Indigenous Training Advisory Council

AITD
Australian Institute of Training and Development

ALA
Adult Learning Australia

ALBE
Adult literacy and basic education
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ALE</td>
<td>Adult learning and education</td>
</tr>
<tr>
<td>ALLC</td>
<td>Australian Language and Literacy Council</td>
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<tr>
<td>ALLD</td>
<td>Australian Longitudinal Learning Database</td>
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<tr>
<td>ALLS</td>
<td>Adult Literacy and Life Skills Survey</td>
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<tr>
<td>ALNARC</td>
<td>Adult Literacy and Numeracy Australian Research Consortium</td>
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<tr>
<td>ALNP</td>
<td>Australian Literacy National Project</td>
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<tr>
<td>ALRN</td>
<td>Adult Literacy Research Network</td>
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<tr>
<td>AMEP</td>
<td>Adult Migrant English Program</td>
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</tbody>
</table>
| AMES    | (1) Adult Migrant English Service  
|         | (2) Adult Multicultural Education Services |
| ANR     | Annual National Report of the Australian VET system |
| ANTA    | Australian National Training Authority |
| ANTARAC | Australian National Training Authority Research Advisory Council |
ANZSCO
Australian and New Zealand Standard Classification of Occupations

ANZSIC
Australian and New Zealand Standard Industrial Classification

APEL
Accreditation of prior and experiential learning

APPC
Access and Participation Principal Committee

APSDEP
Asian and Pacific Skill Development Programme

APSDIN
Asian and Pacific Skill Development Information Network

AQF
Australian Qualifications Framework

AQFAB
Australian Qualifications Framework Advisory Board

AQFC
Australian Qualifications Framework Council

AQTF
Australian Quality Training Framework

ARC
(1) Accreditation and Registration Council
(2) Australian Research Council
ARF
Australian Recognition Framework

ARIS
Adult Education Research and Information Service

ASBA
Australian school-based apprenticeship

ASCED
Australian Standard Classification of Education

ASCH
Annual student contact hours

ASCO
Australian Standard Classification of Occupations

ASEAN
Association of South East Asian Nations

ASF
Australian Standards Framework

ASIC
Australian Standard Industrial Classification

ASPBAE
Asia South Pacific Association for Basic and Adult Education

ASQA
Australian Skills Quality Authority

ASTF
Australian Student Traineeship Foundation
ATAR
Australian Tertiary Admission Rank

ATAS
Aboriginal Tutorial Assistance Scheme

ATI
Association of TAFE Institutes

ATPL
ACTRAC Products Limited

ATS
Australian Traineeship System

ATSIC
Aboriginal and Torres Strait Islander Commission

ATSIPTAC
Aboriginal and Torres Strait Islander Peoples' Training Advisory Council

ATTP
Apprenticeship/Traineeship Training Program

AVC
Australian Vocational Certificate

AVCTS
Australian Vocational Certificate Training System

AVETMISS
Australian Vocational Education and Training Management Information Statistical Standard

AVETRA
Australasian Vocational Education and Training Research Association
AVTS
Australian Vocational Training System

AWA
Australian Workplace Agreement

AWPA
Australian Workforce and Productivity Agency

BACE
Board of Adult and Community Education (New South Wales, 1990-2008)

BCA
Business Council of Australia

BHERT
Business Higher Education Roundtable

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

BVET
Board of Vocational Education and Training (New South Wales, 1994-2013)

CAA
Career Advice Australia

CAPS
Continuing Apprentices Placement Service
CAT
Career and Transition [project]

CBA
Competency based assessment

CBT
Competency based training

CCA
Community Colleges Australia

CDAA
Career Development Association of Australia

CEDEFOP
Centre Europeen pour le Developpement de la Formation Professionnelle (European Centre for the Development of Vocational Training)

CEET
Centre for the Economics of Education and Training

CESOL
Certificate in English for speakers of other languages

CGEA
Certificates in General Education for Adults

CHRDT
Centre for Human Resource Development and Training

CISC
COAG Industry and Skills Council
CLMR
Centre for Labour Market Research

COAG
Council of Australian Governments

CoP
Community of Practice

COSTAC
Commonwealth/State Training Advisory Committee

COTA
Council on the Ageing

COTTS
Committee on TAFE and Training Statistics

CPELL
Centre for Post-compulsory Education and Lifelong Learning

CPET
Centre for Post-compulsory Education and Training

CPSC
Colombo Plan Staff College for Technician Education (Philippines)

CRAFT
Commonwealth Rebate for Apprentices

CRC
Cooperative Research Centres

CREEW
Centre for Research in Education, Equity and Work
CRES
Centre for Research on Education Systems

CRICOS
Commonwealth Register of Institutions and Courses for Overseas Students

CRLRA
Centre for Research and Learning in Regional Australia

CS&H ISC
Community Services and Health and Industry Skills Council

CST
Career Start Traineeships

CSWE
Certificates in Spoken and Written English

CTA
Career Transition Assistance program

CTE
Career and technical education

CTF
Construction Training Fund (Western Australia)

CURVE
Centre Undertaking Research in Vocational Education

CVEP
Centre for Vocational and Educational Policy

CVET
Continuing vocational education and training
DAAWS
Disabled Australian Apprentice Wage Support

DAWS
Disabled Apprentice Wage Support

DEC
Department of Education and Communities (New South Wales, 2011-2014)

DECD
Department for Education and Child Development (South Australia, 2011-2018)

DECS
Department of Education and Children's Services (South Australia, 2002-2011)

DEET
Department of Employment, Education and Training (Commonwealth, 1985-1995)

DEETYA

DEEWR
Department of Education, Employment and Workplace Relations (Commonwealth, 2007-2013)

DESBT
Department of Employment, Small Business and Training (Queensland, 2018-present)

DESE
Department of Education, Skills and Employment (Commonwealth, 2020-present)

DESSFB
Department of Employment, Skills, Small and Family Business (Commonwealth, 2019-2020)
DEST

Department of Education, Science and Training (Commonwealth, 2001-2007)

DET

(2) Department of Education and Training (Australian Capital Territory, 2004-2011)
(3) Department of Education and Training (New South Wales, 1995-2011)
(4) Department of Education and Training (Northern Territory, 2008-2012)
(5) Department of Education and Training (Queensland, 2015-2018)

DETA

Department of Education, Training and the Arts (Queensland, 2007-2009)

DETAFE

Department of Employment, Training and Further Education (South Australia, c. 1993-c. 1997)

DETE

(2) Department of Education, Training and Employment (South Australia, c. 1998-2002)

DETYA

Department of Education, Training and Youth Affairs (Commonwealth, 1998-2001)

DEEWR

Department of Education, Employment and Workplace Relations (Commonwealth, 2007-2013)

DEWR

Department of Employment and Workplace Relations (Commonwealth, 2002-2007)

DFEEST

Department of Further Education, Employment, Science and Technology (South Australia, 2003-2014)

DIICCSRTE

Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (Commonwealth, 2013)
DIISRTE
Department of Industry, Innovation, Science, Research and Tertiary Education (Commonwealth, 2011-2013)

DNAWS
Disabled New Apprentice Wage Support

DPMPC
Data and Performance Measurement Principal Committee

DSF
Dusseldorp Skills Forum

DTWD
Department of Training and Workforce Development (Western Australia)

ECEF
Enterprise and Career Education Foundation

edna
Education Network Australia

ELT
Entry-level training

ERC
EdNA Reference Committee

ERTO
Enterprise registered training organisation

ERTOA
Enterprise Registered Training Organisation Association
ERTOF
Enterprise Registered Training Organisation Forum

ESA
Education Services Australia

ESB
English-speaking background

ESFC
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
EdNA VET Advisory Group

FE
Further education

FLAG
Flexible Learning Advisory Group

FMI
Frontline Management Initiative
FYTE
Full year training equivalent

GAA
Government accreditation authority

GFTP
Government funded training program

GTA
Group Training Australia

GTC
Group training company

GTO
Group training organisation

HSC
Higher School Certificate (in New South Wales)

IAA
Incentives for Australian Apprenticeships

IALS
International Adult Literacy Survey
iCREW

International Consortium for Research on Employment and Work

ICVET

TAFE NSW International Centre for VET Teaching and Learning

IESIP

Indigenous Education Strategic Initiatives Program

ILO

International Labour Organization

IRC

Industry Reference Committee

IRSD

Index of Relative Socio-economic Disadvantage

ISC

Industry Skills Council

ISERF

International Student Emergency Relief Fund

ISSI

International Specialised Skills Institute

ITAB

Industry Training Advisory Body

ITC

Industry Training Council

ITECA

Independent Tertiary Education Council Australia (ITECA)
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<tr>
<th><strong>ACRONYM</strong></th>
<th><strong>DESCRIPTION</strong></th>
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<tbody>
<tr>
<td>ITSE</td>
<td>Institute for Trade Skills Excellence</td>
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<tr>
<td>IVET</td>
<td>Initial vocational education and training</td>
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<td>IVETA</td>
<td>International Vocational Education and Training Association</td>
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<tr>
<td>JCTAFES</td>
<td>Joint Committee on TAFE Statistics</td>
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<tr>
<td>JEDI</td>
<td>Jobs and Education Data Infrastructure project</td>
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<td>JPET</td>
<td>Job Placement, Employment and Training</td>
</tr>
<tr>
<td>KRIVET</td>
<td>Korea Research Institute for Vocational Education and Training</td>
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<tr>
<td>LAFHA</td>
<td>Living Away From Home Allowance</td>
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<td>LCP</td>
<td>Local Community Partnership (program)</td>
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</table>
LLEN
Local Learning and Employment Network

LLN
Language, literacy and numeracy

LLND
Language, literacy, numeracy and digital

LLNP
Language, Literacy and Numeracy Program

LOTE
Languages other than English

LSAY
Longitudinal Surveys of Australian Youth

MAATS
Modern Apprenticeship and Traineeship System

MCEECDYA

MCEETYA

MCTEE

MCVTE
META
Management Enhancement Team Approach

MINCO
ANTA Ministerial Council (1992-2005)

MOOC
Massive open online course

MOVEET
Ministers of Vocational Education, Employment and Training (1990-1993)

NAAP
New Apprenticeships Access Program

NAAS
National Apprenticeship Assistance Scheme

NACVETS
National Advisory Committee on Vocational Education and Training Statistics

NAEN
National Apprentice Employer Network

NAIP
New Apprenticeships Incentives Program

NARA
National Audit and Registration Agency (2007-2011)

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

NATMISS
National Management Information and Statistical System

NAWTB
National Assessors and Workplace Trainers Body

NBEET
National Board of Employment, Education and Training

NCI
National Careers Institute

NCVER
National Centre for Vocational Education Research

NDIS
National Disability Insurance Scheme

NEET
Not in education, employment or training

NESB
Non-English-speaking background

NETTFORCE
National Employment and Training Taskforce

NFE
Non-formal education

NFRC
National Federation Reform Council
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<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>NFROT</td>
<td>National Framework for the Recognition of Training</td>
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<td>NICS</td>
<td>National Industry Career Specialists</td>
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<tr>
<td>NIEF</td>
<td>National Industry Education Forum</td>
</tr>
<tr>
<td>NILS</td>
<td>National Institute of Labour Studies</td>
</tr>
<tr>
<td>NISC</td>
<td>National Industry Skills Committee</td>
</tr>
<tr>
<td>NLEET</td>
<td>Neither in the labour force nor in education, employment or training</td>
</tr>
<tr>
<td>NOOSR</td>
<td>National Office of Overseas Skills Recognition</td>
</tr>
<tr>
<td>NQC</td>
<td>National Quality Council</td>
</tr>
<tr>
<td>NREC</td>
<td>National Research and Evaluation Committee</td>
</tr>
<tr>
<td>NRS</td>
<td>National Reporting System</td>
</tr>
<tr>
<td>NRT</td>
<td>Nationally recognised training</td>
</tr>
<tr>
<td>NSC</td>
<td>National Skills Commission</td>
</tr>
</tbody>
</table>
NSDC
National Staff Development Committee

NSF
National Skills Framework

NSNL
National Skills Need List

NSOC
National Senior Officials Committee

NSSC
National Skills Standards Council

NTB
National Training Board

NTETA
Northern Territory Employment and Training Authority

NTF
National Training Framework

NTFC
National Training Framework Council

NTIS
National Training Information Service

NTMRC
National Training Markets Research Centre

NTQC
National Training Quality Council
NTRA
National Training Reform Agenda

NTSC
National Training Statistics Committee

NVDSAG
National VET Data Strategy Action Group

NVEAC
National VET Equity Advisory Council

NVETR
National Vocational Education and Training Research Program

NVETRE
National Vocational Education and Training Research and Evaluation Program

NVR
National VET regulator

ODLAA
Open and Distance Learning Association of Australia

OECD
Organisation for Economic Co-operation and Development

OLA
Open Learning Australia

OLTC
Open Learning Technology Corporation
OPCET
Office of Post-Compulsory Education and Training (Tasmania, 2001-2006)

OTAE

OTEN
Open Training and Education Network

OUA
Open Universities Australia

OVAL Research
Australian Centre for Organisational, Vocational and Adult Learning

OVSC
Office of the Victorian Skills Commissioner

OVTA
Overseas Vocational Training Association (Japan)

PCET
Post-compulsory education and training

PETP
Priority Education and Training Program

PIAAC
Programme for the International Assessment of Adult Competencies

POEM
Partnership Outreach Education Model
PPP
Productivity Places Program

PRA
Primary recognition authority

QETO
Quality-endorsed training organisation

QTAC
Queensland Tertiary Admissions Centre

RATE
Register of Australian Tertiary Education

RAVL
Research in Adult and Vocational Learning

RCC
Recognition of current competencies

RCVET
Research Centre for Vocational Education and Training Change

RET
Regional Employment Trials

RICA
Regional Industry Career Advisors
RIEF
Research and Innovation Expansion Fund

ROIT
Return on investment in training

RPL
Recognition of prior learning

RQAIEPC
Regulation, Quality Assurance and International Engagement Principal Committee

RRSI
Rapid Response Skills Initiative

RTO
Registered training organisation

SAAA
Support for Adult Australian Apprentices

SACE
South Australian Certificate of Education

SAF
Skilling Australians Fund

SALT
Supporting And Linking Tradeswomen

SATAC
South Australian Tertiary Admissions Centre
SBAT
   School based apprenticeship or traineeship

SBNA
   School Based New Apprenticeship

SCC
   Standards and Curriculum Council (1995-1996)

SCDC
   Strategic Cross-Sectoral Data Committee

SCOTESE

SCSEEC
   Standing Council on School Education and Early Childhood (2012-2014)

SEE
   Skills for Education and Employment

SEIFA
   Socio-Economic Indexes for Areas

SOS
   Student Outcomes Survey

SPEAR
   Social Policy Evaluation, Analysis and Research Centre

SSCE
   Senior Secondary Certificate of Education

SSO
   Skills Service Organisation
SSON
Skills Senior Officials Network

STA
State Training Authority

SWL
Structured workplace learning

TAC
(1) Tertiary admissions centre
(2) Training Accreditation Council (Western Australia)

TAFE
Technical and Further Education institute

TAReC

TASC
(1) Office of Tasmanian Assessment, Standards and Certification
(2) Training and Skills Commission (South Australia)

TASTA
Tasmanian State Training Authority (1994-2004)

TCCAV
TAFE College Councils Association of Victoria

TCE
Tasmanian Certificate of Education
TDA
TAFE Directors Australia

TEFL
Teaching English as a foreign language

TEQPPC
Tertiary Education Quality and Pathways Principal Committee

TEQSA
Tertiary Education Quality and Standards Agency

TER
Tertiary entrance rank

TERC
Training and Employment Recognition Council (Queensland, 2000-2012)

TESDA
Technical Education and Skills Development Authority (Philippines)

TESL
Teaching English as a second language

TESOL
Teaching English to speakers of other languages

TGA
training.gov.au

TGSS
Training Guarantee for SACE students (South Australia)

TLISC
Transport & Logistics Industry Skills Council
TLSA
Tasmanian Learning and Skills Authority (2004-2007)

TOEFL
Test of English as a Foreign Language

TNC
TAFE National Centre

TNSDC
TAFE National Staff Development Committee

TPA
Training Products Australia

TQA

TRAC
Training for Retail and Commerce (1990-1996)

TRAIN
Australian Training Information Network

TSC
Trade Skills Centre

TSLA
Tasmanian Learning and Skills Authority (2004-2007)

TTC
Trade Training Centre

TTMRA
Trans-Tasman Mutual Recognition Arrangement
TVA
Total VET Activity

TVE
Technical and vocational education

TVET
Technical and vocational education and training

TYIMS
Training and Youth Internet Management System

UNESCO
United Nations Education, Scientific and Cultural Organization

UNEVOC
UNESCO’s International Project on Technical and Vocational Education

USI
Unique student identifier

VALBEC
Victorian Adult Literacy and Basic Education Council

VCAL
Victorian Certificate of Applied Learning

VCE
Victorian Certificate of Education
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>VDC</td>
<td>VET Development Centre</td>
</tr>
<tr>
<td>VEAC</td>
<td>Vocational Education and Assessment Centre</td>
</tr>
<tr>
<td>VECO</td>
<td>Vocational Education Coordinators Online</td>
</tr>
<tr>
<td>VEETAC</td>
<td>Vocational Education, Employment and Training Advisory Committee (1990-1993)</td>
</tr>
<tr>
<td>VEGAS</td>
<td>Vocational and Educational Guidance for Aboriginals Scheme (1990-2004)</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational education and training</td>
</tr>
<tr>
<td>VETAB</td>
<td>Vocational Education and Training Accreditation Board (New South Wales, 1991-2011)</td>
</tr>
<tr>
<td>VETDSS</td>
<td>VET delivered to secondary students</td>
</tr>
<tr>
<td>VETiS</td>
<td>VET in Schools</td>
</tr>
<tr>
<td>VFH</td>
<td>VET FEE-HELP (Vocational Education and Training Fee - Higher Education Loan Program)</td>
</tr>
<tr>
<td>VfSSS</td>
<td>VET for Secondary School Students</td>
</tr>
<tr>
<td>VICAD</td>
<td>Victorian Association of TAFE Directors</td>
</tr>
</tbody>
</table>
VLESC
  Victorian Learning and Employment Skills Commission (2001-2007)

VPRN
  VET Practitioner Research Network

VQF
  VET Quality Framework

VRQA
  Victorian Registration and Qualifications Authority

VSC
  (2) Victorian Skills Commissioner

VSL
  VET Student Loans

VSLO
  VET Student Loans Ombudsman

VTA
  Victorian TAFE Association

VTAC
  Victorian Tertiary Admissions Centre

VTE
  Vocational and technical education

VTET
  Vocational and technical education and training

VTT
  Vocational Training Tribunal
WACE
Western Australian Certificate of Education

WAVE
Women in Adult and Vocational Education

WBL
Work-based learning

WDSDPC
Workforce Development, Supply and Demand Principal Committee

WEA
Workers' Education Association

WELL
Workplace English Language and Literacy Program

WERC
Work-based Education Research Centre

WIL
Work-integrated learning

WINVET
Women in Vocational Education and Training

WRC
Workplace Research Centre
YMC  
Youth Ministers Council

YRC  
Youth Research Centre
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