

Glossary of VET

Updated September 2013

Compiled by
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About the glossary

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

The glossary contains:

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- key Australian historical documents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

The glossary excludes:

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

Each entry in the glossary includes:

- the term
- its definition
- cross references to related terms.

This version of the glossary was updated in September 2013. The online version of glossary is updated on an ongoing basis and feedback and suggestions for new terms can be sent to: glossary@ncver.edu.au

The latest version of the glossary is available at: <http://www.voced.edu.au/content/glossary-vet>

A

AAACE

Australian Association of Adult and Community Education, it is now known as Adult Learning Australia Inc.

AAAP

SEE: Australian Apprenticeships Access Program

AAC

SEE: Australian Apprenticeships Centres

AAIP

SEE: Australian Apprenticeships Incentives Program

AATINFO

SEE: Australian Apprenticeships Training Information Service

ABE

SEE: Adult basic education

Aboriginal and Torres Strait Islander Peoples' Training Advisory Council

Acronym: ATSIPTAC

A body which advised the former Australian National Training Authority (ANTA) Board on ways of meeting the vocational education and training needs of Indigenous Australians. ATSIPTAC has been replaced by the Australian Indigenous Training Advisory Council, which ceased in July 2009.

Aboriginal Study Assistance Scheme

Acronym: ABSTUDY

A government scheme providing financial assistance to Indigenous students in school or further education.

Aboriginal Tutorial Assistance Scheme

Acronym: ATAS

A government program providing supplementary tutorial assistance and other kinds of study help to Indigenous students in school or further education.

ABS

Australian Bureau of Statistics

URL: <http://www.abs.gov.au/>

ABSTUDY

SEE: Aboriginal Study Assistance Scheme

ACAL

Australian Council for Adult Literacy

URL: <http://www.acal.edu.au/>

Accelerated training

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

See also: Acceleration

Acceleration

Progression through an education or training program at a faster rate than usual.

See also: Accelerated training

Access and equity

Also called: Equity

A policy or set of strategies that ensures that vocational education and training (VET) is responsive to the needs of all members of the community.

Access and Participation Principal Committee

Acronym: APPC

One of four principal committees established by the Ministerial Council for Tertiary Education and Employment (MCTEE) in April 2010 to replace the National Industry Skills Committee (NISC). These committees form part of the new governance structure and through the National Senior Officials Committee (NSOC), provide support to the Standing Council on Tertiary Education, Skills and Employment (SCOTESE). The role of the Access and Participation Principal Committee is to provide advice on matters relating to impediments to access to tertiary education and employment particularly amongst disadvantaged groups and to consider strategies to increase participation in tertiary education and employment.

See also: Data and Performance Measurement Principal Committee

National Industry Skills Committee

Regulation, Quality Assurance and International Engagement Principal Committee

Tertiary Education Quality and Pathways Principal Committee

Workforce Development, Supply and Demand Principal Committee

Access course

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

Access Program

Also called: Australian Apprenticeships Access Program

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

ACCI

SEE: Australian Chamber of Commerce and Industry

Accreditation

The formal recognition of a vocational education and training (VET) course by the state or territory course accrediting body or the Australian Skills Quality Authority (ASQA) in accordance with the Australian Quality Training Framework (AQTF) Standards for State and Territory Registering and Course Accrediting Bodies or the Standards for VET Regulators 2011 and the Standards for VET Accredited Courses 2012.

Accredited course

A nationally accredited course developed to meet training needs that are not addressed by existing training packages. Details of nationally accredited courses and the training providers that deliver these courses are provided by Training.gov.au (TGA).

Accredited training

Also called: Nationally recognised training

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

ACE

SEE: Adult and community education

ACE sector

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

ACER

SEE: Australian Council for Educational Research

ACFE

SEE: Adult, community and further education

ACIRRT

SEE: Australian Centre for Industrial Relations Research and Training

ACIVC

SEE: Australian Council of Independent Vocational Colleges

ACOTAFE

SEE: Australian Committee on Technical and Further Education

ACPET

SEE: Australian Council for Private Education and Training

ACSA

SEE: Australian Curriculum Studies Association

ACSF

SEE: Australian Core Skills Framework

ACTRAC

SEE: Australian Committee for Training Curriculum

ACVETS

SEE: Australian Committee on Vocational Education and Training Statistics

ACYS

SEE: Australian Clearinghouse for Youth Studies

Adult and community education

Acronym: ACE

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

Adult basic education

Acronym: ABE

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

Adult education

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

Adult learning

The processes by which adults learn and build on their existing knowledge and skills.

Adult Learning Australia

Acronym: ALA

The peak organisation for adult and community education providers and participants, previously known as the Australian Association of Adult and Community Education (AAACE).

URL: <http://www.ala.asn.au/>

Adult Literacy and Life Skills survey

Acronym: ALLS

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

See also: Programme for the International Assessment of Adult Competencies

Adult Literacy and Numeracy Australian Research Consortium

Acronym: ALNARC

A national collaboration between five university-based research centres that was funded under the Adult Literacy National Project (ALNP) funds.

Adult migrant education

Also called: Migrant adult education

Education programs, including English language and literacy programs, which aim to assist in the settlement of adult immigrants and refugees in Australia.

See also: Adult Migrant English Program

Adult Migrant English Program

Acronym: AMEP

An education and settlement program funded through the Department of Immigration and Citizenship (DIAC) for migrants and humanitarian entrants who do not have functional English.

See also: Adult migrant education

Adult, community and further education

Acronym: ACFE

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

URL: <http://www.education.vic.gov.au/about/departments/structure/Pages/acfe.aspx>

Advanced certificate

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

Advanced diploma

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

See also: Australian Qualifications Framework

Advanced standing

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

AEC

SEE: Australian Education Council

AEEYSOC

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

AEI

SEE: Australian Education International

AEP

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

AEShareNet

Also called: Australian Education Sharing Network

A collaborative licensing system that was operated by TVET Australia designed to streamline the licensing of intellectual property to ensure Australian learning materials are developed, shared and adapted efficiently. The AEShareNet licensing system closed in September 2011.

See also: Training Products Australia

AESIP

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

AEU

SEE: Australian Education Union

AHRI

Australian Human Resources Institute

URL: <http://www.ahri.com.au/>

Ai Group

SEE: Australian Industry Group

AICTEC

Australian Information and Communications Technology in Education Committee

URL: <http://www.aictec.edu.au/>

AIEF

Australian International Education Foundation, now known as Australian Education International (AEI).

AIRC

Australian Industrial Relations Commission

URL: <http://www.airc.gov.au/>

AITAC

SEE: Australian Indigenous Training Advisory Council

AITD

SEE: Australian Institute of Training and Development

ALA

SEE: Adult Learning Australia

ALBE

Adult literacy and basic education

ALE

Adult learning and education

ALLD

Australian Longitudinal Learning Database

ALLS

SEE: Adult Literacy and Life Skills survey

ALNARC

SEE: Adult Literacy and Numeracy Australian Research Consortium

NCVER

ALNP

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

ALRN

Adult Literacy Research Network (1996 to 1998).

See also: Adult Literacy and Numeracy Australian Research Consortium

AMEP

SEE: Adult Migrant English Program

AMES (1)

Adult Migrant English Service

AMES (2)

Adult Multicultural Education Services

URL: <http://www.ames.net.au/>

Annual National Report of the Australian VET system

Acronym: ANR

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

ANR

SEE: Annual National Report of the Australian VET system

ANTA

SEE: Australian National Training Authority

ANTA Agreement

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

ANTA Ministerial Council

Acronym: MINCO

A former body, comprised of the Commonwealth, state and territory ministers responsible for vocational education and training, which decided national policy, objectives and priorities for vocational education and training.

See also: Australian National Training Authority
Ministerial Council for Tertiary Education and Employment

ANTARAC

Australian National Training Authority Research Advisory Council, superseded by the National Research and Evaluation Committee (NREC).

ANZSCO

SEE: Australian and New Zealand Standard Classification of Occupations

ANZSIC

SEE: Australian and New Zealand Standard Industrial Classification

APEL

Accreditation of prior and experiential learning

APPC

SEE: Access and Participation Principal Committee

Apprentice

A person contracted to an employer to undergo training for a recognised apprenticeable occupation during an established period. Upon completion of an apprenticeship, an apprentice becomes a qualified tradesperson.

See also: Apprenticeship
Australian Apprenticeships
Trainee

Apprenticeable occupation

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

Apprenticeship

A system of training regulated by law or custom which combines on-the-job training and work experience while in paid employment with formal (usually off-the-job training). The apprentice enters into a contract of training or training agreement with an employer, which imposes mutual obligations on both parties. Traditionally, apprenticeships were in trade occupations (declared vocations) and were of four years' duration, but the duration of contracts has been formally reduced in some trades and the apprenticeship system broadened.

See also: Cadetship
Trade course
Traineeship

Approving authority

A body that approves apprenticeships and traineeships for the purposes of the Workplace Relations Act 1996 and determines the impact of training on productive time for these apprenticeships and traineeships.

APSDEP

Asian and Pacific Skill Development Programme

APSDIN

Asian and Pacific Skill Development Information Network

AQF

SEE: Australian Qualifications Framework

AQFAB

SEE: Australian Qualifications Framework Advisory Board

AQFC

SEE: Australian Qualifications Framework Council

AQTF

SEE: Australian Quality Training Framework

ARC (1)

Accreditation and Registration Council, the registration and accreditation body in the Australian Capital Territory until June 2011.

See also: Australian Skills Quality Authority

ARC (2)

Australian Research Council

URL: <http://www.arc.gov.au/>

ARF

SEE: Australian Recognition Framework

ARIS

Adult Education Research and Information Service

Articulation

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

See also: Reverse articulation
Reverse transfer

ASCED

SEE: Australian Standard Classification of Education

NCVER

ASCH

Annual student contact hours

ASCO

SEE: Australian Standard Classification of Occupations

ASEAN

Association of South East Asian Nations

ASF

SEE: Australian Standards Framework

ASIC

SEE: Australian Standard Industrial Classification

ASPBAE

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

ASQA

SEE: Australian Skills Quality Authority

Assessment

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

See also: Assessment validation

Competency-based assessment

Evaluation

Moderation

Assessment for learning

Also called: Formative assessment

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

Assessment 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 materials

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

See also: Endorsed component

Assessment of learning

Also called: Summative assessment

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

Assessment validation

A process where assessors collaborate to compare and evaluate their assessment methods, tools, procedures and decisions against relevant competency standards to ensure quality and consistency in the assessment event.

See also: Assessment

Moderation

Validation

Associate degree

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

Associate diploma

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

ASTF

SEE: Australian Student Traineeship Foundation

ATAS

SEE: Aboriginal Tutorial Assistance Scheme

ATS

SEE: Australian Traineeship System

ATSIC

Aboriginal and Torres Strait Islander Commission (1990-2005)

ATSIPTAC

SEE: Aboriginal and Torres Strait Islander Peoples' Training Advisory Council

Attainment

Successful completion of the requirements of a module or course.

See also: Statement of attainment

ATTP

Apprenticeship/Traineeship Training Program

Auspicing

The process of an organisation entering into partnership with a registered training organisation (RTO) in order to have the training and assessment that it undertakes recognised under the National Training Framework. The term 'auspicing' has replaced by the term 'partnerships' under the Australian Quality Training Framework (AQTF).

See also: Partnering
Partnerships

AUSTAFE

A professional association of senior TAFE managers across Australia.

URL: <http://www.austafe.edu.au/>

Australian and New Zealand Standard Classification of Occupations

Acronym: ANZSCO

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

Australian and New Zealand Standard Industrial Classification

Acronym: ANZSIC

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

Australian Apprenticeships

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

See also: Apprentice
Australian Apprenticeships and Traineeships Information centre
Australian Apprenticeships Centres
Trainee

Australian Apprenticeships Access Program

Acronym: AAAP

Also called: Access Program

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

Australian Apprenticeships and Training Information Service

Acronym: AATINFO

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

URL: <http://www.aatinfo.com.au/>

See also: Australian Apprenticeships

Australian Apprenticeships Centres

Acronym: AAC

'One-stop shops' that provide information, recruitment and administration services and support to employers and Australian Apprentices.

See also: Australian Apprenticeships

Australian Apprenticeships Incentives Program

Acronym: AAIP

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

See also: Australian Apprenticeships

Australian Centre for Industrial Relations Research and Training

Acronym: ACIRRT

A research centre based at the University of Sydney, now called Workplace Research Centre.

Australian Chamber of Commerce and Industry

Acronym: ACCI

The peak council of Australian business associations.

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

Australian Clearinghouse for Youth Studies

Acronym: ACYS

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

URL: <http://www.acys.info>

Australian Committee for Training Curriculum

Acronym: ACTRAC

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

See also: National Skills Standards Council

Australian Committee on Technical and Further Education

Acronym: ACOTAFE

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

See also: Kangan report

Australian Committee on Vocational Education and Training Statistics

Acronym: ACVETS

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

See also: National Training Statistics Committee

Australian Core Skills Framework

Acronym: ACSF

A mechanism for reporting outcomes of adult English language, literacy and numeracy provision based on the National Reporting System (NRS). It describes levels of performance in the five core skills of: learning; reading; writing; oral communication; and numeracy.

See also: National Reporting System

Australian Council for Educational Research

Acronym: ACER

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

URL: <http://www.acer.edu.au>

Australian Council for Private Education and Training

Acronym: ACPET

The national industry association for independent providers of post-compulsory education and training for Australian and international students, including higher education, vocational education and training, English language courses, senior secondary studies and foundation studies.

URL: <http://www.acpet.edu.au/>

Australian Council of Independent Vocational Colleges

Acronym: ACIVC

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

See also: Australian Council for Private Education and Training

Australian Curriculum Studies Association

Acronym: ACSA

A professional association supporting educators in curriculum work from all levels of education. It aims to promote curriculum research and the exchange of information and ideas on curriculum developments. It acts as an advocate for the profession in forums where policy is developed.

URL: <http://www.acsa.edu.au/>

Australian Education Council

Acronym: AEC

A former body comprising the Ministers of Education in each state and territory and the Commonwealth. It was subsumed under the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in 1994.

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

Australian Education International

Acronym: AEI

An Australian Government agency that works with the Australian education and training industry to promote and advance Australia's education, science and training capabilities overseas. AEI was formerly known as the Australian International Education Foundation (AIEF).

URL: <http://aei.gov.au>

Australian Education Sharing Network

Also called: AEShareNet

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

Australian Education Union

Acronym: AEU

The peak union and federal lobby group for public teachers and educational workers in Australia.

URL: <http://www.aeufederal.org.au/>

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

Acronym: AEEYSOC

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

See also: Standing Council on School Education and Early Childhood

Australian Flexible Learning Framework

The national training system's e-learning strategy, which is collaboratively funded by the Australian Government and all states and territories.

URL: <http://www.flexiblelearning.net.au/>

Australian Indigenous Training Advisory Council

Acronym: AITAC

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

Australian Industry Group

Acronym: Ai Group

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

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

Australian Institute of Training and Development

Acronym: AITD

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

URL: <http://www.aitd.com.au/home>

Australian National Training Authority

Acronym: ANTA

An Australian Government statutory authority established in 1992 to provide a national focus for vocational education and training. From 1 July 2005, all its responsibilities were transferred to the then Department of Education, Science and Training (DEST).

See also: ANTA Ministerial Council

Australian Qualifications Framework

Acronym: AQF

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

URL: <http://www.aqf.edu.au/>

Australian Qualifications Framework Advisory Board

Acronym: AQFAB

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

See also: Australian Qualifications Framework Council

Australian Qualifications Framework Council

Acronym: AQFC

Established in 2008 by the Ministerial Council for Tertiary Education and Employment (MCTEE) to provide education and training ministers with strategic and authoritative advice on the Australian Qualifications Framework (AQF). It replaces the AQF Advisory Board.

URL: <http://www.aqf.edu.au/council/about/the-aqf-council/>

See also: Australian Qualifications Framework Advisory Board

Australian Quality Training Framework

Acronym: AQTF

A set of nationally agreed quality assurance arrangements for the training and assessment services delivered by registered training organisations regulated by state and territory registering and course accrediting bodies. The first version of AQTF was established in 2001 and was implemented in 2002 and revised in 2005, 2007 and 2010. The AQTF comprises: AQTF Essential Conditions and Standards for Initial Registration; AQTF Essential Conditions and Standards for Continuing Registration (including the AQTF Quality Indicators); AQTF Standards for State and Territory Registering Bodies; AQTF Standards for State and Territory Course Accrediting Bodies; and AQTF Excellence Criteria.

See also: National Skills Framework
State and territory registering and course accrediting bodies
VET Quality Framework

Australian Recognition Framework

Acronym: ARF

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

Australian school-based apprenticeships

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

See also: School Based New Apprenticeship

Australian Skills Quality Authority

Acronym: ASQA

Also called: National VET Regulator

The national regulator for the vocational education and training (VET) sector which became operational in July 2011. Registered training organisations (RTOs) in the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia and Tasmania come under ASQA's jurisdiction. ASQA is also the regulatory body for some RTOs in Victoria and Western Australia that offer courses to overseas students or to students in states that come under ASQA's jurisdiction.

URL: <http://www.asqa.gov.au/>

See also: Government accreditation authorities
State and territory registering and course accrediting bodies

Australian Standard Classification of Education

Acronym: ASCED

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

Australian Standard Classification of Occupations

Acronym: ASCO

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

Australian Standard Industrial Classification

Acronym: ASIC

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

Australian Standards Framework

Acronym: ASF

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

Australian Student Traineeship Foundation

Acronym: ASTF

An independent industry-led body established in 1996 that was responsible for supporting the expansion and enhancement of joint school and industry programs. It was replaced by the Enterprise and Career Education Foundation (ECEP) in 2001.

Australian Technical Colleges

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

Australian Traineeship System

Acronym: ATS

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

See also: Kirby report

Australian Vocational Certificate Training System

Australian Training Awards

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

Australian Training Products Limited

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

See also: Training Products Australia

Australian Vocational Certificate Training System

Acronym: AVCTS

The competency-based vocational training system that was proposed in the Carmichael report (1992). It was superseded by the Australian Vocational Training System (AVTS), which was replaced by Modern Australian Apprenticeship and Traineeship System (MAATS), followed by New Apprenticeships and then the Australian Apprenticeships.

Australian Vocational Education and Training Management Information Statistical Standard

Acronym: AVETMIS Standard; AVETMISS

The agreed national data standard for the collection, analysis and reporting of vocational education and training information in Australia. The standard consists of three parts: the AVETMIS Standard for VET Providers, the AVETMIS Standard for New Apprenticeships (now called Australian Apprenticeships), and the AVETMIS Standard for Financial Data.

Australian Vocational Education and Training Research Association

Acronym: AVETRA

A national independent association of researchers in vocational education and training.

URL: <http://www.avetra.org.au>

Australian Vocational Training System

Acronym: AVTS

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

Australian Workforce and Productivity Agency

Acronym: AWPA

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

URL: <http://www.awpa.gov.au>

AUSTUDY

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

AVC

Australian Vocational Certificate

AVCTS

SEE: Australian Vocational Certificate Training System

AVETMIS Standard

SEE: Australian Vocational Education and Training Management Information Statistical Standard

AVETMISS

SEE: Australian Vocational Education and Training Management Information Statistical Standard

AVETRA

SEE: Australian Vocational Education and Training Research Association

AVTS

SEE: Australian Vocational Training System

AWA

Australian Workplace Agreement

Award course

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

AWPA

SEE: Australian Workforce and Productivity Agency

B

BACE

Board of Adult and Community Education in New South Wales.

Basic skill

A fundamental skill that is the basis of later learning or is essential for employment. The skills and competences needed to function in contemporary society, including listening, speaking, reading, writing and mathematics.

See also: Generic skill

Key competency

Skill

BCA

Business Council of Australia

URL: <http://www.bca.com.au/>

BIBB

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

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

Block release

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

See also: Day release

Board of Vocational Education and Training

Acronym: BVET

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

URL: <http://www.bvet.nsw.gov.au/>

Bridging course

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

BVET

SEE: Board of Vocational Education and Training

C

CAA

SEE: Career Advice Australia

Cadetship

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

See also: Apprenticeship
Traineeship

Career Advice Australia

Acronym: CAA

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

Career education

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

See also: Career guidance and counselling
Vocational counselling
Vocational guidance

Career guidance and counselling

The process of assisting and guiding people in their career choices and development.

See also: Career education
Vocational counselling
Vocational guidance

Career Start Traineeships

Acronym: CST

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

Carmichael report

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

See also: Landmark report

CAT

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

See also: POEM

CBA

SEE: Competency-based assessment

CBT

SEE: Competency-based training

CEDEFOP

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

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

CEET

SEE: Centre for the Economics of Education and Training

Centre for Human Resource Development and Training

Acronym: CHRDT

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

Centre for Labour Market Research

Acronym: CLMR

A consortium of the University of Western Australia, Curtin University of Technology, Murdoch University and the University of Canberra.

URL: http://business.curtin.edu.au/research/centres_institutions/research_centres/cflmr/

Centre for Post-compulsory Education and Lifelong Learning

Acronym: CPELL

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

Centre for Post-compulsory Education and Training

Acronym: CPET

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

Centre for Research and Learning in Regional Australia

Acronym: CRLRA

A research centre based at the University of Tasmania and established in January 1997 by the Australian National Training Authority (ANTA) under the Key Vocational Education and Training Research Centres National Project. Its purpose was to undertake research into the process and outcomes of learning in regional communities throughout Australia in order to inform vocational education and training policy.

URL: <http://www.crlra.utas.edu.au/>

Centre for Research in Education, Equity and Work

Acronym: CREEW

A research centre based at the University of South Australia. It was formed in 1995 through the amalgamation of existing research groups to advance research into issues at the interface between education, work and the broader civil society.

URL: <http://w3.unisa.edu.au/creew/>

Centre for Research on Education Systems

Acronym: CRES

Formerly the Centre for Post-compulsory Education and Lifelong Learning (CPELL), it is a research centre at the University of Melbourne. Its scope covers all sectors of education, including vocational training and adult and community education.

URL: <http://education.unimelb.edu.au/cres>

Centre for the Economics of Education and Training

Acronym: CEET

A joint research venture of the Faculty of Education and Faculty of Business and Economics at Monash University and the Australian Council for Educational Research (ACER) undertaking research, research training, consultancies and dissemination on the economics and finance of education and training.

URL: <http://www.education.monash.edu.au/centres/ceet/>

Centre Undertaking Research in Vocational Education

Acronym: CURVE

A research centre established in 1999 at the Canberra Institute of Technology (CIT). Its work was in research and consulting projects intended to inform vocational education and training. In 2008, CIT's vocational research capability became part of the Centre for Education Excellence.

Certificates I-IV

A set of qualification types in the Australian Qualifications Framework (AQF) that prepares candidates for both employment and further education and training. They recognise achievement of specified national industry competency standards at four AQF levels in a wide variety of trades, industries and enterprises.

See also: Australian Qualifications Framework

Certificates in General Education for Adults

Acronym: CGEA

Accredited Certificates I to III courses covering reading and writing, oral communication, numeracy and mathematics, and general education skills.

Certificates in Spoken and Written English

Acronym: CSWE

A competency-based curriculum framework developed for use in the Adult Migrant English Program (AMEP).

CESOL

Certificate in English for speakers of other languages

CGEA

SEE: Certificates in General Education for Adults

CHRDT

SEE: Centre for Human Resource Development and Training

CLMR

SEE: Centre for Labour Market Research

Clustering

The process of grouping together a number of competencies into combinations which have meaning and purpose related to work functions and needs in an industry or enterprise.

See also: Skill sets

COAG

Council of Australian Governments

Commonwealth Rebate for Apprentices in Full-time Training

Acronym: CRAFT

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

Commonwealth/State Training Advisory Committee

Acronym: COSTAC

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

Communities of Practice

Acronym: CoP

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

Community college

An educational institution for adults offering a range of general, vocational, recreational and leisure courses, as well as subjects for the Senior Secondary Certificate of Education.

Comparability of qualifications

The extent to which it is possible to establish equivalence between the level and content of formal qualifications (certificates or diplomas) at sectoral, regional, national or international levels.

See also: Equivalence of certificates
Transparency of qualifications

Competency

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

See also: Element of competency

Competency-based assessment

Acronym: CBA

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

See also: Assessment

Competency-based training

Acronym: CBT

A method of training which develops the skills, knowledge and attitudes required to achieve competency.

Competency standard

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

See also: Units of competency

Compliance audit

An external assessment administered by the Australian Skills Quality Authority (ASQA) to determine whether a registered training organisation is operating effectively within its scope of registration. May also be referred to as compliance assessment.

See also: VET Quality Framework

Contextualisation

Tailoring a unit of competency or module to make it relevant to the specific needs of enterprises, industry sectors or particular client groups. Contextualisation rules are stated both within training package qualifications and accredited courses.

Continuing education

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

Continuing vocational education and training

Acronym: CVET

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

Contract of training

Also called: Training agreement

Training contract

A legal agreement between an employer and an apprentice or trainee which defines the rights and responsibilities of each party. These include the employer guaranteeing to train the apprentice or trainee in the agreed occupation or training area and to allow time off work to attend any required off-the-job training; and the apprentice or trainee agreeing to learn all aspects of the occupation or training area and to work for the employer for a specified period. It supersedes the indenture system.

Cooperative Research Centres program

Acronym: CRC

An Australian government-funded initiative established to strengthen collaborative research links between industry, research organisations, educational institutions and relevant government agencies.

URL: <https://www.crc.gov.au/>

CoP

SEE: Communities of practice

Core competency

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

Correctional education

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

COSTAC

SEE: Commonwealth/State Training Advisory Committee

COTA

Council on the Ageing

URL: <http://www.cota.org.au/>

CPELL

SEE: Centre for Post-compulsory Education and Lifelong Learning

CPET

SEE: Centre for Post-compulsory Education and Training

CPSC

Colombo Plan Staff College for Technician Education, an international, regional and inter-governmental organisation based in the Philippines.

URL: <http://www.cpsctech.org/>

CRAFT

SEE: Commonwealth Rebate for Apprentices in Full-time Training

CRC

SEE: Cooperative Research Centres program

Cream-skimming

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

Credit arrangement

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

Credit for prior training

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

See also: Recognition of prior learning

Credit transfer

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

CREEW

SEE: Centre for Research in Education, Equity and Work

CRES

SEE: Centre for Research on Education Systems

CRICOS

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

URL: <http://cricos.deewr.gov.au/>

CRLRA

SEE: Centre for Research and Learning in Regional Australia

Cross-cultural training

Training in communicative, behavioural and attitudinal skills required for successful interaction with individuals of other cultures. It is often provided to personnel about to undertake overseas assignments.

Cross-sector institutions

Institutions which have some student load in both vocational and higher education.

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

CSHISC

Community Services Health and Industry Skills Council

URL: <http://www.cshisc.com.au>

CST

SEE: Career Start Traineeships

CSWE

SEE: Certificates in Spoken and Written English

CTE

Career and technical education

Current competency

A competency which continues to have currency in an industry or occupation. People can lose competence over time and may need further training and practice to demonstrate current competency.

See also: Recognition of current competencies

CURVE

SEE: Centre Undertaking Research in Vocational Education

CVET

SEE: Continuing vocational education and training

Data and Performance Measurement Principal Committee

Acronym: DPMPC

One of four principal committees established by the Ministerial Council for Tertiary Education and Employment (MCTEE) in April 2010 to replace the National Industry Skills Committee (NISC). These committees form part of the new governance structure and through the National Senior Officials Committee (NSOC), provide support to the Standing Council on Tertiary Education, Skills and Employment (SCOTESE). The role of the Data and Performance Measurement Principal Committee is to advise SCOTESE on matters relating to performance against national tertiary education targets, improving data collection and broadening measurement.

See also: Access and Participation Principal Committee

National Industry Skills Committee

Regulation, Quality Assurance and International Engagement Principal Committee

Tertiary Education Quality and Pathways Principal Committee

Workforce Development, Supply and Demand Principal Committee

D

Day release

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

See also: Block release

DEC

Department of Education and Communities (NSW); formerly the Department of Education and Training

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

Declared vocation

A trade occupation specified in legislation, regulations or an industrial award for which the entrance requirement was the successful completion of an apprenticeship. With the implementation of New Apprenticeships, declared vocations were abolished in most states and territories.

DECS

Department of Education and Children's Services (South Australia)

URL: <http://www.decs.sa.gov.au/>

DEET

(1) Commonwealth Department of Employment, Education and Training (1985-1995). (2) Department of Employment, Education and Training in the Northern Territory (until 2008).

See also: Department of Education, Science and Training

DEETYA

Commonwealth Department of Employment, Education, Training and Youth Affairs (1995-1998)

See also: Department of Education, Science and Training

DEEWR

SEE: Department of Education, Employment and Workplace Relations

Delivery type

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

Demand occupation

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

Department of Education

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

Former Commonwealth departments responsible for education and training were: 2011-2013: Department of Education, Employment and Workplace Relations (DEEWR) and Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE); 2007-2011: Department of Education, Employment and Workplace Relations (DEEWR); 2001-2007: Department of Education, Science and Training (DEST); 1998-2001: Department of Education, Training and Youth Affairs (DETYA); 1995-1998: Department of Employment, Education, Training and Youth Affairs (DEETYA); 1985-1995: Department of Employment, Education and Training (DEET).

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

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

Department of Education, Employment and Workplace Relations

Acronym: DEEWR

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

See also: Department of Education
Department of Industry

Department of Education, Science and Training

Acronym: DEST

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

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

Department of Industry

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

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

See also: Department of Education

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

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

Acronym: DIICCSRTE

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

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

DEST

SEE: Department of Education, Science and Training

DET

Department of Education and Training (in ACT, QLD and NT)

URL: <http://www.det.nt.gov.au/>
<http://www.deta.qld.gov.au/>
<http://www.det.act.gov.au/>

DETA

Department of Education, Training and the Arts (Queensland, until 2009). Now called Department of Education, Training and Employment (DETE).

DETE

Department of Education, Training and Employment (Queensland).

URL: <http://deta.qld.gov.au>

DETYA

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

See also: Department of Education, Employment and Workplace Relations

Deveson report

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

See also: Open training market
Landmark report

DEWR

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

DIICCSRTE

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

DIISRTE

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

Dimensions of competency

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

Diploma

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

See also: Australian Qualifications Framework

DPMPC

SEE: Data and Performance Measurement Principal Committee

DSF

SEE: Dusseldorp Skills Forum

DTWD

Department of Training and Workforce Development in Western Australia

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

Dual-sector institutions

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

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

Dual accreditation

Also called: Dual recognition

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

Dual recognition

Also called: Dual accreditation

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

Dusseldorp Skills Forum

Acronym: DSF

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

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

E

ECEF

SEE: Enterprise and Career Education Foundation

edna

SEE: Education Network Australia

EdNA VET Advisory Group

Acronym: EVAG

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

Education Network Australia

Acronym: edna

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

Education Services Australia

Acronym: ESA

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

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

See also: education.au limited

education.au limited

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

See also: Education Services Australia

Element of competency

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

See also: Competency
Units of competency

ELT

SEE: Entry-level training

Emerging occupation

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

Employability skills

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

See also: Generic skill
Key competency

Employer-funded training

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

Employment and Skills Formation Council

Acronym: ESFC

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

Enabling course

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

See also: Pre-vocational course

Endorsed component

The central part of a training package, endorsed by the National Skills Standards Council (NSSC), comprising units of competency, assessment requirements associated with each unit of competency, qualifications and credit arrangements.

See also: Assessment materials

Non-endorsed component

Endorsement

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

See also: Quality endorsement

Enrolment

The registration of a person with an education or training provider for the purpose of undertaking a course or module.

Enterprise and Career Education Foundation

Acronym: ECEF

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

Enterprise competency standards

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

Enterprise Registered Training Organisation Association

Acronym: ERTOA

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

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

Entry-level skill

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

Entry-level training

Acronym: ELT

Also called: Initial training

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

Equity

Also called: Access and equity

A policy or set of strategies that ensure that vocational education and training (VET) is responsive to the needs of all members of the community.

Equivalence of certificates

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

See also: Comparability of qualifications

Equivalency test

A test to measure the extent to which a person's existing knowledge or skills satisfy the requirements of an education or training program or a job.

See also: Recognition of prior learning

ERTOA

SEE: Enterprise Registered Training Organisation Association

ERTOF

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

ESA

SEE: Education Services Australia

ESB

English-speaking background

ESFC

SEE: Employment and Skills Formation Council

ESL

English as a second language

ESOL

English for speakers of other languages

ESOS

Education Services for Overseas Students

EVAG

SEE: EdNA VET Advisory Group

NCVER

Evaluation

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

See also: Assessment

Evidence guide

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

F

FE

SEE: Further education

Fee-for-service training

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

Finn report

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

See also: Landmark report

FLAG

SEE: Flexible Learning Advisory Group

Flexible delivery

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

See also: Flexible learning

Flexible learning

The provision of a range of learning modes or methods giving learners greater choice of when, where and how they learn.

See also: Flexible delivery

Flexible Learning Advisory Group

Acronym: FLAG

An advisory group of the National Senior Officials Committee (NSOC) which has oversight of the National VET E-learning Strategy 2012-2015. It was established in 1996 as the key policy advisory group on national issues related to the directions and priorities for the application of information and communication technology (ICT) in the vocational education and training (VET) system and adult and community education (ACE). Initially called the Education Network Australia Vocational Education and Training Advisory Group (EdNA VET Advisory Group or EVAG), its name was changed to Flexible Learning Advisory Group (FLAG) in 2001 to better reflect the overall directions of the advisory group.

URL: <http://www.flag.natese.gov.au/>

Flexicurity

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

FMI

SEE: Frontline Management Initiative

Formal education

Education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous 'ladder' of full-time education for children and young people, generally beginning at age five to seven and continuing up to 20 or 25 years old.

See also: Informal education
Non-formal education

Formal learning

Learning that takes place through a structured program of instruction which is generally 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

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

Framing the Future

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

See also: Reframing the Future

Frontline Management Initiative

Acronym: FMI

A training program in management skills and practices for frontline managers in a wide range of industries.

See also: Karpin report

Full year training equivalent

Acronym: FYTE

Measures the training activity undertaken by a student on a full-time basis for one year. Calculations are based on hours of training (720 hours = 1 FYTE).

Further education

Acronym: FE

Post-secondary education, including adult education and vocational education and training.

See also: Post-secondary education
Tertiary education

Further training

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

FYTE

SEE: Full year training equivalent

G

GAA

SEE: Government accreditation authorities

Generic skill

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

See also: Basic skill

Employability skills

Key competency

Skill

GFTP

Government funded training program

Government accreditation authorities

Acronym: GAA

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

See also: Australian Skills Quality Authority

State and territory registering and course accrediting bodies

Tertiary Education Quality and Standards Agency

Graded assessment

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

Green skills

Technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community.

See also: Sustainability
Sustainable development

Group Training Australia

Acronym: GTA

The national professional association for group training organisations (GTOs).

URL: <http://www.grouptraining.com.au/>

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.

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.

GTA

SEE: Group Training Australia

GTC

SEE: Group training company

GTO

SEE: Group training organisation

H

Hilmer report

The landmark report of the Independent Committee of Inquiry chaired by Professor Fred Hilmer, released in 1993, which provided recommendations on the form, content and implementation of a national competition policy in all aspects of government services. In the vocational education and training sector, this resulted in the development of the open training market. The full title of this report is the 'National competition policy'.

HSC

Higher School Certificate (in New South Wales).

I

IALS

International Adult Literacy Survey

See also: Adult Literacy and Life Skills Survey

ICVET

TAFE NSW International Centre for VET Teaching and Learning. This Centre is no longer in existence.

IESIP

SEE: Indigenous Education Strategic Initiatives Program

ILO

International Labour Organization

URL: <http://www.ilo.org>

In-service training

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

Indenture

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

Indigenous Education Strategic Initiatives Program

Acronym: IESIP

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

Industry organisation

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

Industry restructuring

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

Industry Skills Councils

Acronym: ISC

A set of 11 national bodies that have replaced the former national Industry Training Advisory Bodies (ITABs). They provide advice to Australian, state and territory governments on the training that is required by industry. The 11 ISCs are: Agri-Food Skills Australia; Community Services and Health; Construction and Property Services; E-Oz Energy Skills Australia; ForestWorks; Government Skills Australia; Innovation and Business Skills Australia; Manufacturing Skills Australia; SkillsDMC; Service Skills Australia; and Transport and Logistics.

URL: <http://www.isc.org.au/>

See also: Industry Training Councils

Industry Training Advisory Body

Acronym: ITAB

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

Industry Training Councils

Acronym: ITC

Non-government or not-for-profit bodies established by industry or business sector to address training issues and to provide advice to government about training priorities and the vocational education and training needs of a particular industry.

See also: Industry Skills Councils

Informal education

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

See also: Formal education
Non-formal education

Informal learning

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

See also: Formal learning
Non-formal learning

Informal training

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

See also: Structured training

Initial training

Also called: Entry-level training

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

Institute for Trade Skills Excellence

Acronym: ITSE

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

Integrated assessment

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

International Vocational Education and Training Association

Acronym: IVETA

An international network of vocational educators, vocational skills training organisations, business and industrial firms, and other individuals and groups interested or involved in vocational education and training.

URL: <http://www.iveta.org/>

ISC

SEE: Industry Skills Council

ITAB

SEE: Industry Training Advisory Body

ITC

SEE: Industry Training Council

ITSE

SEE: Institute for Trade Skills Excellence

IVETA

SEE: International Vocational Education and Training Association

J

Job Guide

A guide produced by the Department of Education, Employment and Workplace Relations for secondary school students. It provides information on jobs, education and training pathways.

Job Placement, Employment and Training

Acronym: JPET

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

Jobs Australia

The national peak body for not-for-profit organisations that assist unemployed people to obtain and keep jobs.

URL: <http://www.ja.com.au/>

See also: SkillShare

JPET

SEE: Job Placement, Employment and Training

K

Kangan report

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

See also: Landmark report

Karpin report

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

See also: Frontline Management Initiative
Landmark report

Key competency

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

See also: Basic skill
Employability skills
Generic skill

Kirby report

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

See also: Australian Traineeship System
Landmark report

KRIVET

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

URL: <http://eng.krivet.re.kr/>

L

Labour market

The system of relationships between the supply of people available for employment and available jobs.

Landmark report

A key document that has influenced the development of the Australian national and/or state vocational education and training (VET) systems.

URL: <http://www.voced.edu.au/content/browse-vocedplus-collections>

Language, Literacy and Numeracy Program

Acronym: LLNP

A national program which has operated since January 2002 when the Literacy and Numeracy Training Program and the Advanced English for Migrants Program amalgamated to provide a more integrated management approach to addressing language, literacy and numeracy needs among jobseekers.

LCP

SEE: Local Community Partnerships

Learning community

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

Learning object

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

Learning organisation

An organisation where everyone learns and develops through the work context, for the benefit of themselves, each other and the whole organisation, with such efforts being publicised and recognised.

Learning pathway

A path or sequence of learning or experience that can be followed to attain competency. Learning pathways may be included as part of the non-endorsed component of a training package.

Learning society

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

See also: Lifelong learning

Learning strategy

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

LearnScope

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

Lifelong learning

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

See also: Learning society

LLEN

Local Learning and Employment Network

LLN

Language, literacy and numeracy

LLNP

SEE: Language, Literacy and Numeracy Program

Local Community Partnerships

Acronym: LCP

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

Logbook

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

Longitudinal Surveys of Australian Youth

Acronym: LSAY

A research program that tracks young people as they move from school into further study, work and other destinations.

LOTE

Languages other than English

LSAY

SEE: Longitudinal Surveys of Australian Youth

M

MAATS

SEE: Modern Australian Apprenticeship and Traineeship System

Management Enhancement Team Approach

Acronym: META

A staff development process designed to improve the management skills of vocational education and training managers, especially in TAFE.

Mature Age Entry Scheme

A scheme which enables admission of adults (generally over the age of 21 years) to further education after a period away from school. These schemes are usually made available to students who have not satisfactorily completed Year 12.

Mayer report

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

See also: Key competency
Landmark report

MCEECDYA

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

MCEETYA

SEE: Ministerial Council on Education, Employment, Training and Youth Affairs

MCTEE

SEE: Ministerial Council for Tertiary Education and Employment

MCVTE

SEE: Ministerial Council for Vocational and Technical Education

META

SEE: Management Enhancement Team Approach

Migrant adult education

Also called: Adult migrant education

Learning activities and experiences provided to adult migrants to assist them in adjusting to the Australian environment.

MINCO

SEE: ANTA Ministerial Council

Minimum competency

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

Ministerial Council for Education, Early Childhood Development and Youth Affairs

Acronym: MCEECDYA

A council of ministers established on 1 July 2009 by the Council of Australian Governments (COAG) to replace the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). Membership to MCEECDYA comprised State, Territory, Australian Government and New Zealand Ministers with responsibility for the portfolios of school education, early childhood development and youth affairs, with Papua New Guinea, Norfolk Island and East Timor having observer status. MCEECDYA's areas of responsibility were: primary and secondary education; youth affairs and youth policy relating to schooling; cross-sectoral matters including transitions and careers; early childhood development including early childhood education and care; and international education (school education). In January 2012, MCEECDYA was replaced by the Standing Council on School Education and Early Childhood (SCSEEC).

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

Ministerial Council for Tertiary Education and Employment

Acronym: MCTEE

A former council of ministers established on 1 July 2009 by the Council of Australian Governments (COAG) to replace the Ministerial Council for Vocational and Technical Education (MCVTE). It had specific responsibility for: higher education; vocational education and training; international education (non school); adult and community education; the Australian Qualifications Framework (AQF); employment; and youth policy relating to participation in tertiary education, work and workforce productivity. MCTEE was succeeded by the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) which was established in September 2011.

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

Ministerial Council for Vocational and Technical Education

Acronym: MCVTE

A body established in November 2005 comprising the Australian government and state and territory Ministers with responsibility for vocational education and training. Following agreement of the Council of Australian Governments (COAG) to a realignment of the roles and responsibilities of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and MCVTE, MCVTE was replaced by the Ministerial Council for Tertiary Education and Employment (MCTEE).

See also: Ministerial Council for Tertiary Education and Employment

Ministerial Council on Education, Employment, Training and Youth Affairs

Acronym: MCEETYA

A former body comprising State, Territory, Commonwealth and New Zealand Ministers with responsibility for the portfolios of education, employment, training and youth affairs, with Papua New Guinea and Norfolk Island having observer status. MCEETYA's areas of responsibility included all sectors of education, training, employment and youth affairs. MCEETYA replaced three previously existing councils: the Australian Education Council (AEC), the Council of Ministers of Vocational Education, Employment and Training (MOVEET) and the Youth Ministers Council (YMC). On 1 July 2009, MCEETYA was replaced by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) and in January 2012, MCEECDYA was replaced by the Standing Council on School Education and Early Childhood (SCSEEC).

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

Mixed-sector institutions

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

See also: Cross-sector institutions
Single-sector institutions

Moderation

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

See also: Assessment
Assessment validation

Modern Australian Apprenticeship and Traineeship System

Acronym: MAATS

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

Modular training

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

Module

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

MOVEET

Ministers of Vocational Education, Employment and Training, a former council of Commonwealth, state and territory ministers, superseded by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), in turn superseded by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). In January 2012, MCEECDYA was replaced by the Standing Council on School Education and Early Childhood (SCSEEC).

Multi-field education

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

Multiskilling

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

Mutual recognition

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

See also: Primary recognition authority

N

NA

SEE: New Apprenticeships

NAAP

SEE: New Apprenticeships Access Program

NAAS

SEE: National Apprenticeship Assistance Scheme

NAC

New Apprenticeships Centre, now called Australian Apprenticeships Centre.

NACVETS

SEE: National Advisory Committee on Vocational Education and Training Statistics

NAIP

SEE: New Apprenticeships Incentives Program

NARA

National Audit and Registration Agency

See also: National VET regulator

NASWD

SEE: National Agreement for Skills and Workforce Development

NATESE

SEE: National Advisory for Tertiary Education, Skills and Employment

National Advisory Committee on Vocational Education and Training Statistics

Acronym: NACVETS

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

See also: National Training Statistics Committee

National Advisory for Tertiary Education, Skills and Employment

Acronym: NATESE

A secretariat established in July 2011 to provide policy advice and support services to the key advisory councils of the Standing Council on Tertiary Education, Skills and Employment (SCOTESE); the National Senior Officials Committee (NSOC); the new National Skills Standards Council (NSSC); Flexible Learning Advisory Group (FLAG), and National VET Equity Advisory Council (NVEAC).

URL: <http://www.natese.gov.au/>

National Agreement for Skills and Workforce Development

Acronym: NASWD

An agreement between the Commonwealth of Australia and the States and Territories that defines the objectives, outcomes, outputs and performance measures, and clarifies the roles and responsibilities that will guide the Commonwealth and States and Territories in delivery of services across the skills and workforce development sector.

National Apprenticeship Assistance Scheme

Acronym: NAAS

The first large scale attempt by the Federal Government to provide financial assistance for apprenticeship training. Introduced in January 1973, it was superseded by the Commonwealth Rebate for Apprentice Full-time Training (CRAFT) in 1977.

National Board of Employment, Education and Training

Acronym: NBEET

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

National Centre for Vocational Education Research

Acronym: NCVER

A national research, evaluation and information organisation for the vocational education and training (VET) sector in Australia, jointly owned by the Commonwealth, state and territory ministers responsible for VET.

URL: <http://www.ncver.edu.au>

National Employment and Training Taskforce

Acronym: NETTFORCE

A former body whose role was to encourage industry involvement in training.

National Framework for the Recognition of Training

Acronym: NFROT

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

National Industry Career Specialists

Acronym: NICS

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

National Industry Skills Committee

Acronym: NISC

A sub-committee that was established in 2006 to provide the Ministerial Council for Vocational and Technical Education (MCVTE) with high level evidence-based advice relating to workforce planning and future training priorities in the vocational education and training (VET) system. On 28 April 2010, after reviewing the governance arrangements for the national VET system, the Ministerial Council for Tertiary Education and Employment (MCTEE), agreed to replace NISC as the single source of expert industry advice with four newly established principal committees.

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

National Office of Overseas Skills Recognition

Acronym: NOOSR

Part of Australian Education International, it provides information, advice and assistance in relation to the recognition of overseas qualifications and skills, and assists other countries in recognising Australian qualifications.

National Quality Council

Acronym: NQC

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

See also: National Skills Standards Council
National Training Quality Council

National Reporting System

Acronym: NRS

A national framework for reporting outcomes of adult English language, literacy and numeracy programs.

URL: <http://www.nrs.deewr.gov.au/nrs/>

National Research and Evaluation Committee

Acronym: NREC

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

See also: National Vocational Education and Training Research Program

National Research Centre on Vocational Education and Training for Young People

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

National Senior Officials Committee

Acronym: NSOC

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

National Skills Framework

Acronym: NSF

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

See also: Australian Quality Training Framework
National Training Framework
VET Quality Training Framework

National Skills Standards Council

Acronym: NSSC

A committee established in July 2011 to provide advice to the Standing Council for Tertiary Education, Skills and Employment (SCOTESE), successor of the Ministerial Council for Tertiary Education and Employment (MCTEE), on national standards for regulation of vocational education and training. This role was previously undertaken by the National Quality Council (NQC), which was dissolved in late June 2011.

URL: <http://www.nssc.natese.gov.au/home>

See also: National Quality Council

National Training Board

Acronym: NTB

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

National Training Framework

Acronym: NTF

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

See also: Australian Quality Training Framework
National Skills Framework

National Training Framework Committee

Acronym: NTFC

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

See also: National Skills Standards Council

National Training Information Service

Acronym: NTIS

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

National Training Quality Council

Acronym: NTQC

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

See also: National Quality Council
National Skills Standards Council

National Training Reform Agenda

Acronym: NTRA

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

See also: Training Reform Agenda

National Training Statistics Committee

Acronym: NTSC

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

See also: Data and Performance Measurement Principal Committee

National VET Equity Advisory Council

Acronym: NVEAC

An advisory body that was established in November 2009 to provide independent advice to the Ministerial Council for Tertiary Education and Employment (MCTEE) on how disadvantaged learners can achieve better outcomes from vocational education and training (VET).

URL: <http://www.nveac.natese.gov.au/>

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: Australian Skills Quality Authority

National Vocational Education and Training Research and Evaluation Program

Acronym: NVETRE

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

National Vocational Education and Training Research Program

Acronym: NVETR

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

Nationally recognised training

Also called: Accredited training

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

See also: Unaccredited training

NATMISS

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

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

NAWTB

National Assessors and Workplace Trainers Body

NBEET

SEE: National Board of Employment, Education and Training

NCVER

SEE: National Centre for Vocational Education Research

NESB

Non-English-speaking background

NETTFORCE

SEE: National Employment and Training Taskforce

New Apprenticeships

Acronym: NA

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

New Apprenticeships Access Program

Acronym: NAAP

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

New Apprenticeships Incentives Program

Acronym: NAIP

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

NFE

SEE: Non-formal education

NFROT

SEE: National Framework for the Recognition of Training

NICS

SEE: National Industry Career Specialists

NIEF

National Industry Education Forum

NILS

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

URL: <http://www.flinders.edu.au/sabs/nils/>

NISC

SEE: National Industry Skills Committee

Non-endorsed component

The parts of a training package not required to be endorsed by the National Skills Standards Council (NSSC), including support materials for learning, training, assessment, and professional development.

See also: Endorsed component

Non-formal education

Acronym: NFE

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

See also: Formal education
Informal education

Non-formal learning

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

See also: Formal learning
Informal learning

NOOSR

SEE: National Office of Overseas Skills Recognition

NQC

SEE: National Quality Council

NREC

SEE: National Research and Evaluation Committee

NRS

SEE: National Reporting System

NSF

SEE: National Skills Framework

NSOC

SEE: National Senior Officials Committee

NSSC

SEE: National Skills Standards Council

NTB

SEE: National Training Board

NTETA

Northern Territory Employment and Training Authority

NTF

SEE: National Training Framework

NTFC

SEE: National Training Framework Committee

NTIS

SEE: National Training Information Service

NTMRC

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

NTQC

SEE: National Training Quality Council

NTRA

SEE: National Training Reform Agenda

NTSC

SEE: National Training Statistics Committee

NVEAC

SEE: National VET Equity Advisory Council

NVETR

SEE: National Vocational Education and Training Research Program

NVETRE

SEE: National Vocational Education and Training Research and Evaluation Program

NVR

SEE: National VET Regulator

O

ODLAA

Open and Distance Learning Association of Australia

URL: <http://www.odlaa.org>

OECD

Organisation for Economic Co-operation and Development.

URL: <http://www.oecd.org>

Off-the-job training

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

See also: On-the-job training

OLA

SEE: Open Learning Australia

OLTC

SEE: Open Learning Technology Corporation

On-site training

Training conducted at the work site (e.g. in a training room) but not on the job.

See also: Off-the-job training
On-the-job training

On-the-job training

Training undertaken in the workplace as part of the productive work of the learner.

See also: Off-the-job training
On-site training

One Nation

A statement issued by the Prime Minister Paul Keating in 1992, which described the government's strategy to create jobs and strengthen the economy. It included the Commonwealth's offer to assume responsibility for vocational education and training. This offer was rejected but it led to the formation of the Australian National Training Authority (ANTA).

OPCET

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

Open Learning Australia

Acronym: OLA

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

Open Learning Technology Corporation

Acronym: OLTC

The former name of Education.au limited

Open training market

A system of open competition among public and private training organisations in the provision of vocational education and training (VET). It provides users with greater choice of programs and providers.

See also: Deveson report
Training market

OTAE

Office of Training and Adult Education in the former Department of Education, Youth and Family Affairs in the Australian Capital Territory (ACT).

See also: DET

OTEN

Open Training and Education Network, the specialist distance education and open learning provider of TAFE NSW.

URL: <http://oten.tafensw.edu.au/>

Outcomes-based education

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

OVAL Research

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

OVTA

Overseas Vocational Training Association in Japan.

URL: <http://www.ovta.or.jp/en/>

P

Packaging

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

Parent training package

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

Partnering

The process where an organisation conducts training and/or assessment services on behalf of a registered training organisation (RTO) or vice versa.

See also: Auspicing
Partnerships

Partnerships

An organisation such as an enterprise or school, not wishing to be a registered training organisation or to provide training itself, can enter into a partnership with a registered training organisation (RTO). The RTO will be responsible for the quality of training and assessment, and issuing qualifications and statements of attainment, in compliance with the Australian Quality Training Framework (AQTF).

See also: Auspicing
Partnering

Pathway

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

PCET

Post-compulsory education and training

See also: Post-compulsory education

Performance criteria

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

PETP

Priority Education and Training Program

PIAAC

SEE: Programme for the International Assessment of Adult Competencies

POEM

Partnership Outreach Education Model.

See also: CAT

Portable skill

A skill or competency that can be transferred from one work context to another.

See also: Transferable skill

Post-compulsory education

Education beyond the compulsory age prescribed by statute in each state or territory, including the senior years of secondary schooling, and all higher, further, or other post-secondary education.

See also: PCET

Post-secondary education

All education beyond secondary school level, including that delivered by universities, further education colleges and community providers.

See also: Further education
Tertiary education

Post-trade course

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

PPP

SEE: Productivity Places Program

PRA

SEE: Primary recognition authority

Pre-apprenticeship course

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

Pre-traineeship course

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

Pre-vocational course

A course designed to prepare people for vocational education and training or work, including bridging courses, basic literacy and numeracy training, or training in job skills.

See also: Enabling course

Pre-vocational education

Education preparing students for the world of work, including counselling on career choices, training in general work skills and habits, and work experience.

Pre-vocational training

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

Preferred supplier arrangement

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

Prerequisite

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

Primary recognition authority

Acronym: PRA

The State or Territory recognition authority responsible for registering a training organisation which operates in more than one state or territory.

See also: Mutual recognition

Private provider

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

Productivity Places Program

Acronym: PPP

The Productivity Places Program (PPP) was part of the Australian Government's 'Skilling Australia for the future' initiative. The program aimed to provide targeted training to support the development of skills in Australia to meet existing and future industry demands. The program commenced in April 2008 and ended in June 2012.

Professional continuing education

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

Programme for the International Assessment of Adult Competencies

Acronym: PIAAC

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

Publicly-funded VET

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

Q

QETO

SEE: Quality-endorsed training organisation

QTAC

Queensland Tertiary Admissions Centre

URL: <http://www.qtac.edu.au/>

Qualification

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

Quality-endorsed training organisation

Acronym: QETO

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

Quality endorsement

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

See also: Endorsement

R

Range of variables

Also called: Range statement

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

See also: Units of competency

Range statement

Also called: Range of variables

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

See also: Units of competency

RATE

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

RAVL

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

RCC

SEE: Recognition of current competencies

RCVET

SEE: Research Centre for Vocational Education and Training

Re-training

Training to facilitate entry to a new occupation.

Reciprocal recognition authority

Acronym: RRA

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

Recognition

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

Recognition of current competencies

Acronym: RCC

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

See also: Current competency
Recognition of prior learning

Recognition of prior learning

Acronym: RPL

The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. It can lead to a full qualification in the VET sector.

See also: Credit for prior training
Equivalency test
Recognition of current competencies

Reframing the Future

A national staff development and change management initiative funded through the Australian and state and territory governments. Formerly called Framing the Future, the program came to an end in 2008.

Regional Industry Career Advisors

Acronym: RICA

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

Registered training organisation

Acronym: RTO

Training providers registered by the Australian Skills Quality Authority (ASQA) or in some cases, a state or territory registering and accrediting body to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework. RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.

See also: Training organisation

Training provider

Vocational education and training provider

Registering body

The authority responsible for registering training organisations and for quality assuring the training and assessment services they provide in accordance with the Australian Quality Training Framework (AQTF) and relevant legislation within each jurisdiction.

See also: State and territory registering and course accrediting bodies

National VET Regulator

Registration

The authorisation of training organisations under the Australian Quality Training Framework to deliver training and/or conduct assessments and issue nationally recognised qualifications.

Regulation, Quality Assurance and International Engagement Principal Committee

This committee is now called Tertiary Education Quality and Pathways Principal Committee. It was one of four principal committees established by the Ministerial Council for Tertiary Education and Employment (MCTEE) in April 2010 to replace the National Industry Skills Committee (NISC). These committees formed part of the new governance structure for MCTEE, now the Standing Council on Tertiary Education, Skills and Employment (SCOTESE). The role of the Principal Committee on Regulation, Quality Assurance and International Engagement was to advise MCTEE on matters relating to the maintenance of the quality and international reputation of tertiary education in Australia and the regulatory framework across the tertiary education sector, including agreement to national vocational education and training (VET) standards.

See also: Access and Participation Principal Committee

Data and Performance Measurement Principal Committee

National Industry Skills Committee

Tertiary Education Quality and Pathways Principal Committee

Workforce Development, Supply and Demand Principal Committee

Research and Innovation Expansion Fund

Acronym: RIEF

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

See also: Longitudinal Surveys of Australian Youth

Research Centre for Vocational Education and Training

Acronym: RCVET

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

Return on investment in training

Acronym: ROIT

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

Reverse articulation

Also called: Reverse transfer

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

See also: Articulation

Reverse transfer

Also called: Reverse articulation

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

See also: Articulation

RICA

SEE: Regional Industry Career Advisors

RIEF

SEE: Research and Innovation Expansion Fund

ROIT

SEE: Return on investment in training

RPL

SEE: Recognition of prior learning

RRA

SEE: Reciprocal recognition authority

RTO

SEE: Registered training organisation

S

SACE

South Australian Certificate of Education

See also: Senior Secondary Certificate of Education

SATAC

SEE: South Australian Tertiary Admissions Centre

SBNA

SEE: School Based New Apprenticeship

SCDC

SEE: Strategic Cross-Sectoral Data Committee

SCSEEC

See: Standing Council on School Education and Early Childhood

School-industry program

A program for Year 11 and 12 students which combines school learning with workplace learning. Many programs lead to advanced standing in an apprenticeship or traineeship or credit towards a vocational education and training (VET) course.

School-to-work transition

Also called: Transition from school-to-work

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

School Based New Apprenticeship

Acronym: SBNA

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

See also: Australian school-based apprenticeships

School to Work Program

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

Scope of registration

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

SCOTESE

SEE: Standing Council on Tertiary Education, Skills and Employment

SEAMEO VOCTECH

Southeast Asian Ministers of Education Organisation Regional Centre for Vocational and Technical Education.

URL: <http://www.voctech.org.bn/>

Senior Secondary Certificate of Education

Acronym: SSCE

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

Short course

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

Single-sector institutions

Institutions with more than 97 per cent of their student load enrolled in one sector.

See also: Cross-sector institutions

Dual-sector institutions

Mixed-sector institutions

Skill

An ability to perform a particular mental or physical activity that may be developed through vocational training or practice.

See also: Basic skill

Generic skill

Skill development

Also called: Skill formation

The development of work-related skills or competencies through vocational education and training.

Skill ecosystem

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

Skill formation

Also called: Skill development

The development of work-related skills or competencies through vocational education and training.

Skill obsolescence

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

Skill recognition

The recognition, acknowledgement or verification of skills and qualifications by educational institutions, professional bodies, employers, registration authorities and other organisations.

Skill sets

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

See also: Clustering

Skill shortage

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

Skill upgrading

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

Skills analysis

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

Skills audit

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

Skills Australia

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

See also: Australian Workforce and Productivity Agency

Skills centre

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

Skills 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 Tasmania

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

URL: <http://www.skills.tas.gov.au/>

Skills transfer

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

SkillShare

Not-for-profit community-based organisations assisting unemployed people to obtain and retain work.

See also: Jobs Australia Ltd

SkillShare Program

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

South Australian Tertiary Admissions Centre

Acronym: SATAC

Processes and accepts applications for courses on behalf of the four universities in South Australia and TAFE SA.

URL: <http://www.satac.edu.au/>

SPEAR

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

URL: <https://rse.anu.edu.au/spear/>

SSCE

SEE: Senior Secondary Certificate of Education

Standards and Curriculum Council

A body formed by an amalgamation of the National Training Board (NTB) and Australian Committee for Training Curriculum (ACTRAC) to enable a close link between standards and curriculum. The SCC was replaced by the Australian National Training Authority's (ANTA's) National Training Framework Committee.

See also: National Quality Council

Standards for VET accredited courses

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

See also: Australian Quality Training Framework
VET Quality Framework

Standing Council on School Education and Early Childhood

Acronym: SCSEEC

Formerly the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), SCSEEC was launched in January 2012 as one of 12 Standing Councils established under new Council of Australian Governments (COAG) arrangements. Its areas of responsibility include: primary and secondary education; youth affairs and youth policy; cross-sectoral matters, including transitions and careers; and early childhood development.

URL: <http://www.scseec.edu.au/>

Standing Council on Tertiary Education, Skills and Employment

Acronym: SCOTESE

A new COAG Standing Council established in September 2011 to replace the Ministerial Council for Tertiary Education and Employment. It has high-level policy responsibility for the national tertiary education, skills and employment system, including strategic policy, priority setting, planning and performance, and key cross-sectoral issues.

URL: <http://www.scotese.natese.gov.au/>

See also: Ministerial Council for Tertiary Education and Employment

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: Australian Skills Quality Authority
Government accreditation authorities
Registering body

State and Territory Training Authorities

Acronym: STA

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

State training profile

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

Statement of attainment

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

See also: Attainment

Strategic Cross-Sectoral Data Committee

Acronym: SCDC

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

Stream of study

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

Structured training

Training activities which have a specified content or predetermined plan designed to develop employment related skills and competencies.

See also: Informal training

Structured workplace learning

Acronym: SWL

Also called: Vocational placement

Work placement

The on-the-job or work placement component of a VET in Schools program. The competencies or 'learning outcomes' commonly reflect nationally recognised, industry-defined competency standards. The student is not paid by the employer.

Summative assessment

Also called: Assessment of learning

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

See also: Formative assessment

Sustainability

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

See also: Green skills
Sustainable development

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

SWL

SEE: Structured workplace learning

T

TAC

SEE: Tertiary admissions centre

TAFE

(1) Technical and Further Education, a government training provider which provides a range of technical and vocational education and training (TVET) courses and other programs (e.g. entry and bridging courses, language and literacy courses, adult basic education courses, Senior Secondary Certificate of Education courses, personal enrichment courses, and small business courses). (2) An institution offering TAFE courses; a college or institute.

TAFE Directors Australia

Acronym: TDA

The peak national body for TAFE Institutes providing strategic direction, government liaison and coordination activities.

URL: <http://www.tda.edu.au/>

TAReC

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

Tasmanian Qualifications Authority

Acronym: TQA

The body responsible for assessment and certification in senior secondary Tasmanian Certificate of Education (TCE) syllabuses and TQA accredited courses. It recognises other awards and courses on the TCE including vocational education and training qualifications and competencies. The Authority was established under the Tasmanian Qualifications Authority Act 2003 to combine and integrate the functions of three previous bodies: the Tasmanian Secondary Assessment Board (TASSAB), the Universities Registration Council (URC) and the Tasmanian Accreditation and Recognition Committee (TAReC).

URL: <http://www.tqa.tas.gov.au/>

TASTA

Tasmanian State Training Authority. Superseded by Tasmanian Learning and Skills Authority (TLSA) on 1 January 2005.

TCE

Tasmanian Certificate of Education

See also: Senior Secondary Certificate of Education

TDA

SEE: TAFE Directors Australia

TEFL

Teaching English as a foreign language

TEQPPC

SEE: Tertiary Education Quality and Pathways Principal Committee

TEQSA

SEE: Tertiary Education Quality and Standards Agency

TER

SEE: Tertiary entrance rank

TERC

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

Tertiary admissions centre

Acronym: TAC

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

Tertiary education

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

See also: Further education
Post-secondary education

Tertiary Education Quality and Pathways Principal Committee

Acronym: TEQPPC

One of four principal committees established to provide support to the Standing Council on Tertiary Education, Skills and Employment (SCOTESE). The role of the Tertiary Education Quality and Pathways Principal Committee is to provide advice on matters relating to tertiary education pathways and integration as well as the regulatory framework, including training standards and the maintenance of the quality and international reputation of tertiary education in Australia. It was originally called Regulation, Quality Assurance and International Engagement Principal Committee.

See also: Access and Participation Principal Committee
Data and Performance Measurement Principal Committee
National Industry Skills Committee
Regulation, Quality Assurance and International Engagement Principal Committee
Workforce Development, Supply and Demand Principal Committee

Tertiary Education Quality and Standards Agency

Acronym: TEQSA

A new national regulatory and quality agency for higher education established on 1 July 2011 as a quality assurance agency and will commence its regulatory functions from 1 January 2012. TEQSA will join together the regulatory activity currently undertaken in the States and Territories with the quality assurance activities currently undertaken by the Australian Universities Quality Agency.

URL: <http://www.teqsa.gov.au/>

Tertiary entrance rank

Acronym: TER

A ranking of students (usually based on results in the Senior Secondary Certificate of Education) used by universities and some providers of vocational education and training (VET) courses when selecting students who will be offered places in particular courses.

TESDA

Technical Education and Skills Development Authority in the Philippines.

URL: <http://www.tesda.gov.ph>

TESL

Teaching English as a second language

TESOL

Teaching English to speakers of other languages

TLISC

Transport & Logistics Industry Skills Council

URL: <http://tlisc.org.au/>

TLSA

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

TOEFL

Test of English as a Foreign Language

TPA

SEE: Training Products Australia

TQA

SEE: Tasmanian Qualifications Authority

TRAC

Training for Retail and Commerce, a program involving school students in skills-based learning in the workplace, supplemented with off-the-job training.

Trade course

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

See also: Apprenticeship

Traditional apprentice

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

TRAIN

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

Trainee

A person receiving training in a vocational area or undertaking a traineeship. The successful completion of a traineeship leads to a minimum of a certificate II in the relevant vocational area.

See also: Apprentice

Australian Apprenticeships

Traineeship

Traineeship

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

See also: Apprenticeship

Cadetship

Trainer

Anyone who fulfils one or more activities linked to the (theoretical or practical) training function, either in an educational institution, training institution or at the workplace.

Training agreement

Also called: Contract of training
Training contract

A legally binding agreement between an apprentice or trainee and an employer which defines the rights and responsibilities of each party. These include the employer guaranteeing to train the apprentice or trainee in the agreed occupation or training area, and to allow time off work to attend any required off-the-job training; and the apprentice or trainee agreeing to learn all aspects of the occupation or training area, and to work for the employer for a specified period. It supersedes the indenture system.

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 Guarantee Scheme

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

Training investment

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

Training market

Individuals, enterprises and governments interacting with public and private providers for the delivery of training services and products leading to a diverse and flexible national skills pool.

See also: Open training market

Training organisation

An organisation which provides vocational education, training and/or assessment services.

See also: Registered training organisation

Training package

A nationally endorsed, integrated set of units of competency, assessment requirements, Australian Qualifications Framework (AQF) qualifications and credit arrangements, and one or more quality assured companion volumes. Training packages specify the skills and knowledge required to perform effectively in the workplace.

Training plan

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

Training Products Australia

Acronym: TPA

A business unit of TVET Australia that provided training and reference materials for the vocational education and training sector. It was closed in September 2011.

See also: AShareNet

Australian Training Products
TVET Australia

Training provider

Also called: VET provider

Vocational education and training provider

An organisation which delivers vocational education and training (VET) programs. In Australia, VET providers comprise the state and territory TAFE systems, Australian Technical Colleges, adult and community education providers, agricultural colleges, the VET operations of some universities, schools, private providers, community organisations, industry skill centres, and commercial and enterprise training providers.

See also: Registered training organisation

Training Reform Agenda

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

See also: National Training Reform Agenda

training.com.au

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

training.gov.au

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

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

Trans-Tasman Mutual Recognition Arrangement

Acronym: TTMRA

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

Transferable skill

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

See also: Portable skill

Transition from school-to-work

Also called: School-to-work transition

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

Transparency of qualifications

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

See also: Comparability of qualifications

TTMRA

SEE: Trans-Tasman Mutual Recognition Arrangement

TVE

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

TVET

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

TVET Australia

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

See also: Ministerial Council for Tertiary Education and Employment
National Advisory for Tertiary Education, Skills and Employment
Training Products Australia

U

Unaccredited training

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

See also: Nationally recognised training

UNESCO

United Nations Education, Scientific and Cultural Organization

URL: <http://www.unesco.org>

UNEVOC

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

URL: <http://www.unevoc.unesco.org/>

Unique student identifier

Acronym: USI

A national student identifier (or number) for vocational educational education and training (VET) students with the capability of being fully integrated with the entire education and training system and, potentially, also covering early childhood education. A USI would enable all training activity to be linked, facilitating electronic training records of learner attainment (e-portfolios), irrespective of where the training took place. The USI is a Council of Australian Governments (COAG) initiative. The Student Identifiers Bill 2013 needs to be passed by the Commonwealth Parliament before the USI can be implemented.

Units of competency

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

See also: Element of competency

Range of variables

Range statement

Upskilling

Improving skills (e.g. by further training).

User choice

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

USI

SEE: Unique student identifier

V

Validation

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

See also: Assessment validation

VCAL

Victorian Certificate of Applied Learning

See also: Senior Secondary Certificate of Education

VCE

Victorian Certificate of Education

See also: Senior Secondary Certificate of Education

VEAC

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

VECO

Vocational Education Community Online, a web site for people involved in vocational education and training in schools, especially structured workplace learning program co-ordinators. This website is no longer active.

VEETAC

Vocational Education, Employment and Training Advisory Committee, a committee which superseded the Commonwealth/State Training Advisory Committee (COSTAC) and was itself replaced by the former Australian National Training Authority (ANTA).

VEGAS

SEE: Vocational and Educational Guidance for Aboriginals Scheme

VET

SEE: Vocational education and training

VET in Schools

Acronym: VETiS

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

VET provider

Also called: Training provider
Vocational education and training provider

An organisation which delivers vocational education and training (VET) programs. In Australia, VET providers comprise the state and territory TAFE systems, adult and community education providers, agricultural colleges, the VET operations of some universities, schools, private providers, community organisations, industry skill centres, and commercial and enterprise training providers.

VET Quality Framework

Acronym: VQF

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

See also: Australian Quality Training Framework
National Skills Framework
National VET Regulator
Standards for VET accredited courses

VETAB

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

See also: Australian Skills Quality Authority

VETiS

SEE: VET in Schools

VETnetwork Australia

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

URL: <http://www.vetnetwork.org.au>

Victorian Skills Commission

Acronym: VSC

An advisory body established in July 2007 to: provide advice to the state government on post compulsory education and training; provide funding for training and further education; regulate the apprenticeship and traineeship system; and support the Local Learning and Employment Networks. It replaced the Victorian Learning and Employment Skills Commission (VLESC), which operated between 2001 and 2007. Victorian Skills Commission ceased operating from 1 January 2013.

VLESC

Victorian Learning and Employment Skills Commission

See also: Victorian Skills Commission

Vocational and Educational Guidance for Aboriginals Scheme

Acronym: VEGAS

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

Vocational competency

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

Vocational counselling

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

See also: Career education

Career guidance and counselling

Vocational guidance

Vocational education and training

Acronym: VET

Post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs. Alternative terms used internationally include technical and vocational education and training (TVET), vocational and technical education and training (VTET), technical and vocational education (TVE), vocational and technical education (VTE), further education and training (FET), and career and technical education (CTE).

Vocational education and training provider

Also called: Training provider
VET provider

An organisation which delivers vocational education and training (VET) programs. In Australia, VET providers comprise the state and territory TAFE systems, adult and community education providers, agricultural colleges, the VET operations of some universities, schools, private providers, community organisations, industry skill centres, and commercial and enterprise training providers.

See also: Registered training organisation

Vocational Graduate Certificate

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

See also: Australian Qualifications Framework

Vocational Graduate Diploma

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

See also: Australian Qualifications Framework

Vocational guidance

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

See also: Career education
Career guidance and counselling
Vocational counselling

Vocational placement

Also called: Structured workplace learning
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.

Vocational preparation

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

Vocational qualification

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

Vocational rehabilitation

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

Vocational Training Tribunal

Acronym: VTT

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

VOCED

A free online database on vocational education and training research, policy and practice in Australia and internationally. Produced and maintained by the National Centre for Vocational Education Research (NCVER) since 1989, it was renamed VOCEDplus in April 2011 to reflect its expanded coverage to include tertiary education, especially as it relates to workforce needs, skills development, and social inclusion.

URL: <http://www.voced.edu.au>

VOCEDplus

A free international research database and repository for tertiary education, especially as it relates to workforce needs, skills development, and social inclusion. It encompasses vocational education and training (VET), higher education, adult and community education, informal learning, and VET in Schools. VOCEDplus, which supersedes VOCED, is produced by the National Centre for Vocational Education Research (NCVER). It is funded by Australian Commonwealth, state and territory Governments and is endorsed by the UNESCO-UNEVOC International Centre in Bonn, Germany.

Voucher

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

VRQA

Victorian Registration and Qualifications Authority

URL: <http://www.vrqa.vic.gov.au>

VQF

See: VET Quality Framework

VSC

SEE: Victorian Skills Commission

VTAC

Victorian Tertiary Admissions Centre

URL: <http://www.vtac.edu.au/>

VTE

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

VTET

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

VTT

SEE: Vocational Training Tribunal

W

WACE

Western Australian Certificate of Education

See also: Senior Secondary Certificate of Education

WAVE

Women in Adult and Vocational Education

URL: <http://www.wave.org.au/>

WBL

SEE: Work-based learning

WSDPC

SEE: Workforce Development, Supply and Demand Principal Committee

WEA

SEE: Workers Educational Association of South Australia

WELL

SEE: Workplace English Language and Literacy Program

WINVET

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

Work-based learning

Acronym: WBL

Programs for both secondary and postsecondary students which provide opportunities to achieve employment-related competencies in the workplace. Work-based learning is often undertaken in conjunction with classroom or related learning, and may take the form of work placements, work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in all aspects of industry.

Work-based training

Training provided by an organisation primarily for its own employees using the employer's own staff or external consultants. Work-based training can be conducted either on-site or at an off-site location.

Work-integrated learning

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

Work experience

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

See also: Work placement

Work placement

Also called: Structured workplace learning
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: Work experience

Workers Educational Association of South Australia

Acronym: WEA

A non-government adult community education organisation that provides vocational and leisure courses in South Australia.

URL: <http://www.wea-sa.com.au>

Workforce Development, Supply and Demand Principal Committee

Acronym: WSDPC

One of four principal committees established by the Ministerial Council for Tertiary Education and Employment (MCTEE) in April 2010 to replace the National Industry Skills Committee (NISC). These committees form part of the new governance structure and through the National Senior Officials Committee (NSOC), provide support to the Standing Council on Tertiary Education, Skills and Employment (SCOTESE). The role of the Workforce Development, Supply and Demand Principal Committee is to provide high-level advice on issues of national significance relating to workforce development, supply and demand.

See also: Access and Participation Principal Committee
Data and Performance Measurement Principal Committee
National Industry Skills Committee
Regulation, Quality Assurance and International Engagement Principal Committee
Tertiary Education Quality and Pathways Principal Committee

Working Nation

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

Workplace assessment

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

Workplace Communication in Training Packages

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

Workplace English Language and Literacy Program

Acronym: WELL

A program provided in the workplace to develop workers' English language and literacy skills.

Workplace learning

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

Workplace Research Centre

Acronym: WRC

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

URL: <http://sydney.edu.au/business/workplaceresearch>

WorkSkill Australia Foundation

An independent non-profit organisation that was established in 1982 to promote the standards and status of vocational training and job skills. Now called WorldSkills Australia.

WorldSkills Australia

Formerly called WorkSkill Australia Foundation, a not-for-profit organisation that aims to encourage young Australians to celebrate vocational education and training.

URL: <http://www.worldskills.org.au/>

WRC

SEE: Workplace Research Centre

Y

YMC

Youth Ministers Council, superseded by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

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

Youth allowance

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

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