

5th Edition

# VET Glossary



Updated 2017



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5<sup>th</sup> Edition, 2017

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## Acronyms

<b>ACSF</b>	Australian Core Skills Framework
<b>AISC</b>	Australian Industry and Skills Committee
<b>AQF</b>	Australian Qualifications Framework
<b>AQTF</b>	Australian Quality Training Framework
<b>ASQA</b>	Australian Skills Quality Authority
<b>AWPA</b>	Australian Workforce and Productivity Agency (transitioned into the Department of Industry in 2014)
<b>CSfW</b>	Core Skills for Work developmental framework
<b>DEEWR</b>	Department of Education, Employment and Workplace Relations (transitioned to the Department of Education and Department of Employment in 2013)
<b>DIISRTE</b>	Department of Industry, Innovation, Science, Research and Tertiary Education (decommissioned in 2013)
<b>ITABs</b>	Industry Training Advisory Bodies (succeeded by ISCs in 2004; succeeded by SSOs in 2015)
<b>IRC</b>	Industry Reference Committee
<b>ISC</b>	Industry Skills Council
<b>LLN</b>	Language, Literacy and Numeracy
<b>NCVER</b>	National Centre for Vocational Education Research
<b>NQC</b>	National Quality Council (succeeded by NSSC in 2011; succeeded by AISC in 2015)
<b>NRS</b>	National Reporting System
<b>NRT</b>	Nationally Recognised Training
<b>NSF</b>	National Skills Framework, succeeded by AQTF, then succeeded by VET Quality Framework in 2015
<b>NSSC</b>	National Skills Standards Council (succeeded by AISC in 2015)
<b>NTF</b>	National Training Framework
<b>NTIS</b>	National Training Information Service (succeeded by TGA in 2011)
<b>OHS</b>	Occupational health and safety, see <i>WHS</i>
<b>RCC</b>	Recognition of current competency
<b>RPL</b>	Recognition of prior learning
<b>RTO</b>	Registered training organisation
<b>SSO</b>	Skills Service Organisation
<b>STA</b>	State and Territory Training Authority
<b>TGA</b>	Training.gov.au
<b>USI</b>	Unique Student Identifier
<b>VET</b>	Vocational education and training
<b>VETiS</b>	Vocational Education and Training in Schools
<b>WHS</b>	Work health and safety, see <i>OHS</i>

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## Terms

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### Access and equity

The policies and approaches that ensure VET is responsive to the diverse needs of all clients. Through the implementation of these policies and approaches, the benefits of participating in VET are available to everyone on an equitable basis, including: women where under-represented; people with disabilities; people from non-English speaking backgrounds; Indigenous Australians; and rural and remote learners.

### Accreditation

The process of formal recognition of an accredited course by state or territory regulators, or the national regulator, in accordance with the *Standards for VET Regulators 2015* and the *Standards for VET Accredited Courses 2012*.

### Accredited course

A structured sequence of VET training that has been accredited and leads to an AQF qualification or Statement of Attainment. An accredited VET course is:

- a structured sequence of training developed to meet training needs that are not addressed by existing training packages
- a course accredited by the national VET regulator or by a delegated body of the national VET regulator; and
- a course that has been assessed by ASQA as compliant with the *Standards for VET Accredited Courses 2012* and the AQF.

### Action learning

A team or group-based learning model in which the participants take action, often real action in their place of work, and then reflect on and learn from that experience. Learning team members contribute their knowledge and expertise to collaborate on and guide the group learning experience. The members learn from each other, as well as through their experiences in participating in and directing the action learning process, guided by the trainer/facilitator or manager. This process supports learning based on individual or group project work where the project forms the basis of the learning and the learning is then integrated into real work situations.

### Australian Industry and Skills Committee (AISC)

The AISC was established in 2015 (replacing the NSSC) by members of the Council of Australian Governments (COAG) Industry and Skills Council. It is an industry-led body that provides advice on the implementation of national vocational education and training policies. The Committee has the authority to approve industry-defined training qualifications.

## Adult learning principles

A set of principles that addresses the way in which adults learn and which reflects their needs as adults in a learning environment. Malcolm Knowles identified five principles of adult learning, which are summarised below.

1. Adult learners need to know the purpose of the learning; *why* they need to know.
2. Adult learners need to take responsibility for their own learning, and need to be consulted on decisions about the learning.
3. Adult learners have a variety of life and work experiences that can be both a rich source of information and bias.
4. Adult learners are ready to learn those things they need to know.
5. Adult learners are motivated to learn to the extent that they perceive a purpose relevant to them.

Adult learning principles are also referred to as *andragogy*.

See also *Instructional design principles* and *Learning principles*.

## Andragogy

The principles of adult learning.

See *Adult learning principles*.

## Appeals process

A process whereby the candidate or other interested party, such as an employer, may dispute the assessment decision and seek reassessment.

## Application/Application of the unit

A part of a competency standard that provides an overview of a unit's purpose and content, setting out the possible practical application of the unit, its potential audience, its relationship to other units, and its relationship to any licensing, legislative, regulatory or certification requirements that may apply.

## Apprentice

A person undertaking an apprenticeship.

See also *Apprenticeship/traineeship*.

## Apprenticeship/traineeship

Regulated employment-based approaches to the gaining of a relevant recognised AQF qualification, involving a combination of work and structured training that is regulated through a training contract (also known as a training agreement), made between an employer and an apprentice/trainee, and their legal guardian if under 18 years of age.

See also *Training contract/agreement*.

## Articulation

The process of linking two or more qualifications into a sequential and integrated pathway so that individuals can progress from one qualification to the next in a continuum that provides an agreed and transparent portion of credit for achievement of the prior qualification/s in relation to the destination qualification.

## Aspects of competency

The parts of a competency standard; for example, the elements, performance criteria, relevant foundation skills, and dimensions of competency. Also referred to as 'parts of the competency standards' and 'components of competency'.

## Assessment

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

From ASQA, *Guide to developing assessment tools*

## Assessment context

The environment in which the assessment of competency will be carried out. This may be the environment where the work is performed 'in situ' – a simulated environment that replicates the work environment and encompasses various contexts that address different aspects of the competency.

It also includes physical and operational factors, the assessment system within which assessment is carried out, the range of opportunities for gathering evidence in a number of situations, the purpose of the assessment, who carries out the assessment, and the period of time during which the assessment takes place.

From National Quality Council, *Training Package Glossary*

## Assessment instrument

Developed by an assessor as part of formative or summative assessment activities; includes:

- profiles of acceptable performance measures
- templates and proformas
- specific questions or activities
- evidence and observation checklists
- checklists for the evaluation of work samples
- recognition portfolios
- candidate self-assessment materials.

Also includes tools developed elsewhere that have been modified by the assessor for use with a particular learning group.

See also *Assessment tool*.

## Assessment judgement

The exercise conducted by the assessor to evaluate whether the evidence provided meets the principles of assessment and rules of evidence, and whether the candidate is competent or not yet competent based on the evaluated evidence.

From National Quality Council, *Training Package Glossary*

## Assessment materials

Any physical and documentary resources that assist in any part of the assessment process. They may include information for the candidate, the documented competency standards or other documented assessment benchmarks, other related documentation impacting on assessment, the assessment tools, assessment exercises/activities, equipment and tools and any other resources for the quality assurance arrangements of the assessment system.

## Assessment method

The particular technique or techniques used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third-party feedback, portfolios and review of products.

From National Quality Council, *Training Package Glossary*

See also *Evidence-gathering technique*.

## Assessment-only pathway

The achievement of competencies/qualifications recognised through a process of formal assessment by an assessor, which involves evaluative judgement of collected evidence arising from any combination of formal or informal education and training and education, work experience and/or general life experience; and recognition of competence held through a process of assessment that is not directly linked to a structured learning process to support achievement of the competencies.

From National Quality Council, *Training Package Glossary*

See also *Recognition processes*.

## Assessment plan

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

## Assessment process

The series of key steps in the assessment cycle, including: agreeing outcomes with stakeholders and learners/candidates; design and development of measures, tools and instruments; use of tools; and evaluation of the results of assessment for the purpose of continuous improvement of the assessment process.



## Assessment report

The report written by the assessor after the assessment decision has been made and recorded. An assessment report may include: personal details of the candidate; details of assessment events/activities; dates, times, venues, etc.; details of assessor's evidence; completed assessment tools; documented feedback to and from the candidate; justification of decision; summary of candidate's action plan; other critical information including appeals and outcomes (if relevant); sign-off by assessor and candidate; electronic/paper reports to funding bodies.

## Assessment requirements

An endorsed component of a training package that underpins assessment and that sets out the performance evidence, knowledge evidence and assessment conditions required to show competency.

## Assessment strategy

A documented framework to guide and structure assessment arrangements for a VET qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment-only pathway it is a separate document.

Based on National Quality Council, *Training Package Glossary*

## Assessment system

A controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations, are consistent, fair, valid and reliable, and may include: grievances and appeals processes; validation systems and processes; reporting/recording arrangements; acquisition of physical and human resources; administrative procedures; roles and responsibilities; partnership arrangements; quality assurance mechanisms; risk management strategies; and documented assessment processes.

From National Quality Council, *Training Package Glossary*

## Assessment tool

Both the instrument and the instructions for gathering and interpreting evidence:

- instruments/s – the specific questions or activity developed from the selected assessment method/s to be used for the assessment (a profile of acceptable performance and the decision-making rules for the assessor may also be included)
- procedures – the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.

See also *Assessment instrument*.

## Audit

A systematic, independent and documented process for obtaining evidence to determine whether the activities and related outcomes of a training organisation comply with the relevant regulatory standards.

Audit is also defined as a technique for systemic evaluations of training and/or assessment systems and services, and may be internal or external.

## Auspicing

See *Partnerships*.

## Australian Core Skills Framework (ACSF)

The Australian Core Skills Framework describes the five core life and work skills of learning, reading, writing, oral communication and numeracy. The ACSF, along with the Core Skills for Work (CSfW), comprise the foundation skills, a mandatory standard component of the units of competency.

## Australian Industry and Skills Committee (AISC)

The endorsing body for training packages, taking over this function from the former National Skills Standards Council (NSSC). The AISC provides advice to governments on VET policy, emphasising industry needs. The AISC is the body responsible for the operation of SSOs and IRCs in the training package development process.

## Australian National Training Authority (ANTA)

A government authority established under subsection 5(1) of the *Australian National Training Authority Act 1992* of the Commonwealth of Australia, the main aim of which was to promote a national vocational education and training system. The Authority was abolished in 30 June 2005. The functions and responsibilities of ANTA reside with the national VET regulator and Australian Government departments.

## Australian Qualifications Framework (AQF)

The policy framework that defines all qualifications recognised nationally in post-compulsory education and training within Australia. The AQF comprises titles and guidelines that define each qualification, together with principles and protocols covering articulation and issuance of qualifications and Statements of Attainment. The AQF comprises the following qualification titles:

- Senior Secondary Certificate of Education
- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma
- Bachelor Degree Graduate Certificate
- Graduate Diploma
- Vocational Graduate Certificate
- Vocational Graduate Diploma
- Masters Degree
- Doctoral Degree.

From National Quality Council, *Training Package Glossary*

## Australian Quality Training Framework (AQTF)

The AQTF is a set of agreed quality assurance arrangements for training and assessment services delivered by training organisations. As of 2011, the VET Quality Framework has superseded the AQTF in most jurisdictions.

See *VET Quality Framework*.

## Australian Skills Quality Authority (ASQA)

The national VET regulator. The Australian Skills Quality Authority (ASQA) was established under legislation enacted in 2011 to establish one national VET regulator. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. Most Australian jurisdictions have referred their regulatory powers to ASQA.

## Authenticity

One of the rules of evidence, and relates to ensuring the evidence is from, or of, the candidate, not another person; i.e. the assessor needs to be satisfied that the evidence gathered is the candidate's own work.

See also *Rules of evidence*.

## Benchmarks for assessment

The criterion against which the candidate is assessed. May be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.

## Candidate

The person presenting for assessment.

## Client

A person (learner/candidate) or an organisation that uses or purchases training and/or assessment services.

## Clustering

The process of grouping competencies into combinations that have meaning and purpose for learning, assessment or work-related needs.

See also *Integrated assessment*.

## Coaching

A technique used to facilitate and support individual learning through one-on-one guided learning activities and skills acquisition in either a formal or informal process.

See also *Individual facilitation and Mentoring*.

## Code of practice for assessors

The code of practice based on an international code of ethics and practice, developed by the National Council for Measurement in Education (NCME). The code formed part of the *TAE10 Training and Assessment Training Package Assessment Guidelines*.

## Collaborative assessment arrangements

See *Partnerships*.

## Companion volume

A non-endorsed component of a training package, published by the training package developer, which provides information for the implementation of delivery and assessment.

## Competency

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills and knowledge relevant to effective participation in an industry, industry sector or enterprise.

See *Competency standard*.

## Competency-based assessment

Assessment in which the assessor makes a judgement of competency (competent or not yet competent) against clear benchmarks or criteria such as a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications. Competency-based assessment may be contrasted with assessment in which candidates are compared to others or graded, for example.

## Competency specification

See *Competency standard*.

## Competency standard

The requirements for effective workplace performance in a discrete area of work, work function, activity or process that are used as the basis for defining learning outcomes and the benchmarks for assessment within the VET sector.

Competency standards are expressed in outcome terms and aim to reflect the standards of performance required in the workplace.

Competency standards have a standard format and are also referred to as units, units of competency, competencies, and competency specifications.

## Components of competency

See *Aspects of competency*.

## Contextualisation

The addition of industry- or enterprise/organisation-specific information to a unit of competency to tailor the standard to reflect the immediate operating context and thereby increase its relevance. Contextualisation is related to (but not the same as) customisation.

Contextualisation must be guided by relevant training package contextualisation guidelines. Any contextualisation must ensure that the integrity of the outcome of the relevant unit of competency is maintained.

See also *Customisation*.

## Contingency management skills

One of the four dimensions of competency that involves the requirement to respond to irregularities and breakdowns in routine.

See also *Dimensions of competency*, *Job/role environment skills*, *Task management skills*, and *Task skills*.

## Core Skills for Work (CSfW) framework

The Core Skills for Work framework describes the core non-technical skills that have been identified by Australian employers as important for successful participation in work. The framework consists of ten skill areas grouped into three clusters:

- Cluster 1 – Navigate the world of work: Manage career and work life; Work with roles, rights and protocols
- Cluster 2 – Interact with others: Communicate for work; Connect and work with others; Recognise and utilise diverse perspectives
- Cluster 3 – Get the work done; Plan and organise; Make decisions; Identify and solve problems; Create and innovate; Work in a digital world.

The CSfW describes performance in each of the ten skill areas across five stages of performance – Novice, Advanced Beginner, Capable, Proficient and Expert. The CSfW framework, together with the ACSF, comprise foundation skills.

## Core Skills Profile for Adults (CSPA)

The Core Skills Profile for Adults is a set of online assessments designed to provide an efficient, valid and reliable method for assessing the stages of development of adult learners against the ACSF.

## Credit arrangements

Credit arrangements are an endorsed component of training packages. They specify details of existing credit arrangements between vocational and higher education qualifications in accordance with the AQF.

## Credit transfer

The agreed value of the achievement or partial achievement of one qualification when related to another qualification. This value translates to the learner as equivalent to an exemption from undertaking a component or components of the destination qualification based on the acceptance that these components have already been successfully completed through previous formal study. This exemption reduces the amount of time and learning required in achieving the second qualification.

## Criterion referencing

In the context of assessment, determining a grade (in the case of graded assessment) or making a judgement of competency (in the case of competency-based assessment) with strict reference to predetermined learning standards or criteria. Criterion referencing may be contrasted with norm referencing.

See also *Norm referencing*.

## Currency in assessment

One of the rules of evidence that relates to the age of collected evidence. Competency requires demonstration of current performance – therefore the evidence collected must be current/very recent.

See also *Rules of evidence*.

## Currency in practice

Keeping up-to-date with the technical area of work that is the focus/subject area of delivery/assessment and keeping up-to-date as a trainer/VET practitioner/VET professional with developments in training/assessment/VET practice.

## Customisation

The process of making or changing something according to the end user's specifications and needs. Customisation is related to (but not the same as) contextualisation.

See also *Contextualisation*.

## Delivery method

The particular techniques used to guide, facilitate and support the learning process.

From National Quality Council, *Training Package Glossary*

## Delivery mode

The medium used to deliver the training/facilitate the learning. May be face-to-face, via technologies, distance-resource-based or blended.

## Delivery plan

A context-specific plan for implementing the learning program that includes session plans, formative assessment opportunities, location of training delivery, the number of learners, activities to be used, resources to be used, any additional requirements to meet special needs of learners, and work health and safety considerations.

## Delivery strategy

Part of the learning strategy that involves developing and documenting the focus of delivery, the context of delivery, the mode of delivery and delivery methods.

From National Quality Council, *Training Package Glossary*

## Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE)

The former Australian Government department whose functions and responsibilities now reside in the Department of Industry and Science and the Department of Education and Training.

## Dimensions of competency

Forms 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.

From National Quality Council, *Training Package Glossary*

See also *Contingency management skills*, *Job/role environment skills*, *Task management skills*, and *Task skills*.

## Direct observation

An assessment method that involves opportunities to view real work/real-time activities in the workplace or work activities in a simulated workplace environment.

From National Quality Council, *Training Package Glossary*

## Direct supervision

A person conducting training who does not hold relevant training qualifications may work under the supervision of a person designated by their RTO who does hold those training qualifications, receiving regular guidance, support and direction. It is not necessary for the supervising person to be present during all training delivery.

## Distance learning

A learner-managed learning process that is supported by the provision of learning resources and learning materials supplied by a trainer/facilitator who guides the learner through completion of the materials to achieve the desired competency standards/learning outcomes.

## E-learning

Learning processes that use available electronic media as the mode of delivery to provide flexible options that suit differing client needs. It covers any learning that is assisted by information and communications technology (ICT). This mainly includes computer-based online learning, but also covers interactive CD-ROM, video, laptops and tablets, mobile phones, teleconferencing and videoconferencing.

## E-learning delivery plan

A tool to manage and sequence e-learning and to guide implementation of the learning program through an e-based delivery mode.

## E-learning resources

Any learning resource that is assisted by information and communication technology. This includes, but is not limited to, web-based and computer-based learning resources, virtual recreations of vocational contexts, digital collaboration, internet, intranet, extranet, interactive CD-ROM, laptops and tablets and satellite broadcast.

## Element of competency

Part of the format of competency standards. Elements of competency are the basic building blocks of the unit of competency, specifying the critical outcomes to be achieved in demonstrating competence.

## Employability skills

Generic skills that describe employers' requirements for effective and successful participation in the workplace. There have been eight employability skills:

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

Employability skills have been incorporated, in Australian government usage, into the Core Skills for Work framework (CSfW), which together with the Australian Core Skills Framework (ACSF) comprise foundation skills.

## Endorsed components of training packages

The parts of a training package that are formally recognised as meeting the identified training and assessment needs of an industry/industry sector or enterprise. These endorsed components are qualifications, units of competency, assessment requirements and credit arrangements.

## Endorsement

The formal process of recognition of training packages undertaken by the relevant national endorsing body (formerly the NSSC, now AISC).



## Essential standards

The standards an organisation (in some jurisdictions and offering certain types of training not covered by the national regulator) must meet in order to become an RTO and maintain registration. The *AQTF Essential Conditions and Standards for Initial Registration* and the *AQTF Essential Conditions and Standards for Continuing Registration* both comprise:

- conditions of registration
- standards and underpinning elements
- quality indicators in relation to the standards.

See also *VET Quality Framework*.

## Evaluation

Forms part of the quality management of the training/assessment organisation in relation to the services it provides. Evaluation is a systematic and objective process measured against specified criteria using established evaluation methods. The focus of the evaluation may include aspects such as risk, quality/quality improvement, professionalism, efficiency, client satisfaction and compliance with legal requirements. It may take the form of an audit (compliance evaluation), self-assessment process, benchmarking or client-focused evaluation.

## Evidence

Information gathered to support a judgement of competence against the specifications of the relevant unit/s of competency. Evidence can take many forms and be gathered from a number of sources. Assessors often categorise evidence in different ways, such as:

- direct, indirect and supplementary sources of evidence, or a combination of these
- evidence collected by the candidate or evidence collected by the assessor
- historical and recent evidence collected by the candidate and current evidence collected by the assessor.

See also *Rules of evidence*.

## Evidence-gathering technique

See *Assessment method*.

## Evidence-gathering tool

See *Assessment tool*.

## Evidence guide

A former part of the competency standard that provided advice to inform and support assessment of the unit including assessment of required/underpinning knowledge, skills, and key competencies necessary for competent performance. The evidence guide identified critical/specific evidence requirements, assessment resource implications and other relevant information.

Part of the documented assessment plan, the guide documents the evidence requirements of the competency standard, information regarding who will collect the evidence, and the time period involved.

## **Fairness**

One of the principles of assessment. Fairness in assessment requires: consideration of the individual candidate's needs and characteristics and any reasonable adjustments that should be applied; clarity of communication between the assessor and the candidate to ensure the candidate is fully informed of, participates in, and consents to, the assessment process; opportunities that allow the person/s being assessed to challenge assessments and with provision for reassessment provided.

From National Quality Council, *Training Package Glossary*

## **Flexible learning**

An approach to VET that allows for the adoption of a range of learning strategies in a variety of learning environments to cater for differences in learning styles, learning interests and needs and variations in learning opportunities (including online).

## **Flexibility**

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

## **Foundation Skills**

Foundation Skills are the non-technical skills that support participation in work, in adult education and training, and in the community. Foundation Skills comprise the five core skills of the ACSF, along with the ten skill areas of the Core Skills for Work (CSfW) framework. Foundation Skills are a mandatory standard component of units of competency.

## **Foundation Skills Assessment Tool (FSAT)**

An interactive online tool developed by the federal government Department of Education and Training to identify and measure an individual's foundation skill levels (English language, literacy and numeracy skills as well as employability skills).

## **Hazard**

In reference to workplace health and safety: a source or situation with a potential for harm in terms of human injury or ill-health.

## Hierarchy of control

In reference to workplace health and safety: the preferred priority for risk control, emphasising hazard elimination. Where this is not possible, risk minimisation through the following means should be initiated: substitution with a lesser hazard; isolation of the hazard from personnel and clients at risk; engineering controls; administrative means (e.g. safe work practices, procedures and training); and the use of personal protective equipment.

## Inclusivity

A term used to define behaviours that actively acknowledge, respect and build on individual differences and individual needs to create a positive and inclusive learning culture and environment.

## Individual facilitation

The application of techniques that centre on the development of interpersonal relationships between the trainer/facilitator and the learner, focusing on the learning and goals, the learner's learning style and the learning context. Key techniques in individual facilitation are coaching and mentoring.

See also *Coaching and Mentoring*.

## Individualised learning plan

Refers to the plan developed between the trainer/facilitator and the individual learner, in a learning/facilitation relationship, to meet the individual's learning needs. This plan contains the learning goals to be achieved and the structure and logistics of the learning relationship.

## Industry Reference Committee (IRC)

Bodies responsible for providing advice and direction to a Skills Service Organisation (SSO) responsible for training package development and review.

See also *Skills Service Organisation (SSO)*.

## Industry Skills Council (ISC)

Former bodies responsible for industry advisory arrangements in VET, including the development and review of industry training packages. Previously known as Industry Training Advisory Bodies (ITABs), Skills Service Organisations (SSOs) currently perform this role.

See *Skills Service Organisation (SSO)*.

## Instructional design

The design and development of instructional materials and learning activities to meet learning needs.

## Instructional design principles

The set of principles, or design models, relating to setting outcomes, analysing learner characteristics using appropriate instructional methods, creating effective learning environments, and reviewing and evaluating outcomes.

M. David Merrill's first principles of instruction include using real-life problems as the basis of the design of learning experiences, activation of prior experience, demonstration of skills, application of skills, and integration of these skills into real-world activities.

See also *Adult learning principles* and *Learning principles*.

## Integrated assessment

An approach to assessment that covers the clustering of multiple units/elements from relevant competency standards. This approach focuses on the assessment of a 'whole of job' role or function that draws on a number of units/elements of competence. This assessment approach also integrates the assessment of the application of knowledge, technical skills, problem-solving and demonstration of attitudes and ethics.

From National Quality Council, *Training Package Glossary*

See also *Clustering*.

## Industry Training Advisory Bodies (ITABs)

Former bodies responsible for industry advisory arrangements in VET, including the development and review of industry training packages. Succeeded by Industry Skills Councils in 2004, Skills Service Organisations (SSOs) currently perform this role.

See *Skills Service Organisation (SSO)*.

## Job/role environment skills

One of the dimensions of competency that involves demonstrating the ability to deal with responsibilities and expectations of the workplace, including working with others.

See also *Contingency management skills*, *Dimensions of competency*, *Task management skills*, and *Task skills*.

## Key competencies

Any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry.

The Finn report (1991) identified six key areas of competence which were subsequently developed by the Mayer committee (1992) into seven key competencies. These are: 1) communicating ideas and information; 2) collecting, analysing and organising information; 3) planning and organising activities; 4) working with others in a team; 5) using mathematical ideas and techniques; 6) solving problems; and 7) using technology.

See *Core Skills for Work (CSfW) framework*.

## Knowledge

Conceptual and procedural forms of knowledge and the dispositions (the values and attitudes) that underpin them.

Conceptual knowledge comprises facts, information, propositions, assertions and concepts that range in levels of increasing complexity. Procedural knowledge comprises techniques, skills and the ability to secure goals.

From Billett, 2001, *Learning in the workplace: strategies for effective practice*

## Language, Literacy and Numeracy (LLN)

Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately and in a range of contexts, and the integration of speaking, listening, and critical thinking with reading and writing. LLN includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text.

From National Quality Council, *Training Package Glossary*

See *Australian Core Skills Framework (ACSF)*.

## Learner styles

The different ways, in some theories of learning, in which individuals receive, respond to and process information in order to acquire and develop knowledge, skills and competence.

Learner styles may be auditory, visual, kinaesthetic, tactile, left/right brain, global/analytical, theoretical, activist, pragmatist or reflective.

## Learner support needs

The needs of learners that require specific and/or additional attention. Support needs may be determined by: physical, psychiatric, intellectual or sensory disabilities; learning difficulties; culture, gender, age, language and background.

## Learner support strategies

The strategies used to address learner support needs. These may include providing referrals to internal and/or external services such as language, literacy and numeracy support, disability support services and counselling support; or incorporating techniques such as modelling/demonstrating, chunking, providing opportunities to practice, and drawing on a range of resources from the learners' first language, including peer support.

## Learning

An active process of the acquisition of skills, knowledge and emotional dispositions that is influenced by external contributions, but ultimately determined and regulated by individuals. The learning process occurs with the integration of intellectual development and experience.

## Learning activities

The activities used to support learning. Learning activities convey content, create meaning, and support the development and transfer of skills/knowledge through practice and experience. Learning activities take many forms and may include group-based activities, role-plays, written activities, case studies, simulations, audio or visual activities, practice or demonstration, individual assignments, individual group projects, workplace practice and research.

## Learning and assessment pathway

A pathway to achievement of competencies/qualifications involving participation in a structured and sequenced learning process that provides relevant learning experiences and which combines formative assessment and summative assessment to determine competence.

From National Quality Council, *Training Package Glossary*

## Learning materials

The tools used to support learning activities. Examples include workplace practice, worksheets, workbooks, prepared case studies, prepared task sheets, prepared topic/unit/subject information sheets, prepared role-plays, prepared presentations and overheads, prepared scenarios, projects, assignments, materials sourced from the workplace (e.g. workplace documentation, operating procedures or specifications), and prepared research tasks.

## Learning outcomes/objectives

Evaluative statements that specify what is to be learned and assessed. In a competency-based training system, learning outcomes are derived from competency standards.

## Learning plan

See *Training plan*.

## Learning program

See *Training program*.

## Learning principles

The conceptual tenets drawn from learning theory, research and practice that guide teaching and learning practices.

See also *Instructional design principles* and *Adult learning principles*.

## Learning resources

Products designed to enhance and support the effectiveness of the learning process, providing an integrated approach that commonly combines guidance, materials, activities and relevant information to support delivery/facilitation, learning and/or assessment.

From National Quality Council, *Training Package Glossary*

## Learning strategy

A documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a VET qualification.

From National Quality Council, *Training Package Glossary*

## Learning theories

The diverse range of propositions or systems of ideas, based on educational psychology, that provides explanations of how learning occurs.

While there are many different approaches to learning theory, some examples include behaviourist, social learning, discovery learning, cognitive, constructivist, situational, humanistic, action science, and applied learning.

## Mentoring

A technique used to facilitate and support individual learning through one-on-one guided learning activities and skills acquisition in a formal, agreed and documented process between the mentor and mentee.

See also *Coaching* and *Individual facilitation*.

## Moderation

A process used in validation that involves assessors in discussing and reaching agreement about assessment processes and outcomes in a particular industry or industry sector. This enables assessors to develop a shared understanding of the requirements of specific training packages, including the relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made.

## Mutual recognition

A principle that underpins national standards for RTOs that:

- allows an RTO registered in one state or territory to operate in another without a further registration process
- allows holders of qualifications and Statements of Attainment issued by any RTO to have them accepted and recognised by all other RTOs.

Adapted from the NCVET online *Glossary of VET*

## National Centre for Vocational Education Research (NCVER)

The independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training nationally.

## National Quality Council (NQC)

See *National Skills Standards Council (NSSC)* and *Australian Industry and Skills Committee (AISC)*.

## National Reporting System (NRS)

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

## National Skills Framework (NSF)

Sets out the national training system's requirements for quality and national consistency in terms of qualifications and the delivery of training.

## National Skills Standards Council (NSSC)

The body established by the Ministerial Council, formerly known as the National Quality Council (NQC). In relation to quality assurance arrangements in the VET system, the NSSC had a role in:

- providing advice on the operation of, and changes to, national VET standards
- providing information and advice to state and territory training/recognition authorities on the implementation of national VET standards
- Ministerial Council (including the annual National Report), information and advice on the operation of the national VET regulator in each state and territory, including independent advice on state/territory registration, audit and related processes and related Commonwealth processes as deemed necessary by the NSSC.

See *Australian Industry Skills Committee (AISC)*.

## National Training Framework (NTF)

The system of VET that until 2011 was:

- applied nationally
- endorsed by the Ministerial Council
- made up of the Australian Quality Training Framework and nationally endorsed training packages.

See *VET Quality Framework*.

## National Training Information Service (NTIS)

See *Training.gov.au (TGA)*.



## National training system

... the national training system is defined as the Australian system for VET under which employers, the states and territories of Australia, and the Australian Government, collectively develop national standards for the development of curricula, units of competency and processes for the assessment of students and the issuance of qualifications by Registered Training Organisations.

From Australian Government Department of Education and Training, Skills Service Organisations, *FAQs for EOI to operate as a Skills Service Organisation*, Question 52.

## Nationally Recognised Training (NRT)

Includes training packages and accredited courses provided by RTOs.

## Non-accredited training

See *Non-recognised training*.

## Non-recognised training

Training, products and services operating outside nationally recognised VET standards.

See also *National Training Framework (NTF)*, *Recognised training*, *Standards for VET Accredited Courses* and *VET Quality Framework*.

## Norm referencing

In the context of assessment, determining the candidate's rank or percentile with reference to the achievement of others, usually on a bell curve distribution of group scores. Norm referencing may be contrasted with criterion referencing.

See also *Criterion referencing*.

## Occupational health and safety (OHS)

The assessment and migration of risks that may impact the health, safety or welfare of those in the workplace. Also known as work health and safety (WHS), especially outside of Victoria and Western Australia.

State-based health and safety legislation was harmonised nationally in 2012, following the model Work Health Safety Act 2011. Victoria and WA, however are still using their previous OHS Acts.

See *Work health and safety (WHS)*.

## Organisational training profile

A document that sets out the areas of current and future training/development and training priorities linked to industry/organisational training needs analysis and reflective of:

- workforce composition (occupational groups, formal education and training backgrounds, employment status, age, language and cultural backgrounds, and gender)
- industry trends
- organisational strategies, business plans and other relevant documents.

## Outsourcing of training/assessment services

May include partnering or contracting to another training/assessment organisation to provide training/assessment services.

## Packaging

The process of grouping units of competency into combinations that are meaningful in the workplace and that receive recognition as an AQF qualification.

From National Quality Council, *Training Package Glossary*

## Partnerships

Collaborative arrangements between an RTO and other organisations, including other RTOs, that enable the partners to share for mutual benefit their resources, effort, time, costs, responsibility and expertise in the provision of training and/or assessment services. These arrangements are regulated by the relevant regulator standards, which require a written agreement between the RTO and each organisation that provides training and/or assessment services on behalf of the RTO.

See also *Outsourcing of training/assessment services*.

## Performance criteria

Part of the format of a competency standard that specify the level of performance required to demonstrate achievement of the element, or overall outcome with respect to a job activity or task competency.

## Principles of assessment

To ensure quality outcomes, assessment should be:

- fair
- flexible
- valid
- reliable
- sufficient.

## Professional development

The process of extending and maintaining knowledge, skill and expertise in a particular profession or occupation through ongoing learning. Professional development needs are determined from the perspective of the individual and their lifelong learning and career needs, whether or not this is immediately relevant to organisational objectives. Professional development promotes and maintains currency.

## Qualification

A qualification is a formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. In the VET sector, qualifications are awarded for the achievement of competencies.

From National Quality Council, *Training Package Glossary*

Qualifications are an endorsed component of training packages. They consist of units of competency combined into meaningful groups to meet workplace roles, and which are aligned to vocational qualification levels identified in the Australian Qualifications Framework (AQF).

## Quality

The ability of a set of inherent characteristics of a product, system or process to fulfil requirements of customers and other interested parties.

From AS/NZS ISO 9000:2006 – *Fundamentals and vocabulary*

## Quality evidence

Evidence that meets the rules of evidence.

## Range statement/range of variables

A former part of a competency standard that provided a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. The meanings of key terms used in the performance criteria were also explained in the range statement.

Adapted from ANTA, 2007, *Training Package Development Handbook*

Some information that used to be found in the range statement for individual units may now be found in companion volumes for training packages published by the relevant developer.

See *Companion volume*.

## Reasonable adjustment

The process of adjusting or changing the assessment process to meet the needs and characteristics of the candidates being assessed and any equity requirements. The determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency.

## Reassessment

An assessment activity initiated as a result of an appeal against the outcome of a previous assessment.

## Recognised training

Training conducted in accordance with the requirements of the relevant regulator standards.

See also *National Training Framework (NTF)*, *Non-recognised training*, *Standards for VET Accredited Courses* and *VET Quality Framework*.

## Recognition processes

A term that covers Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) and Skills Recognition. The term refers to assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred.

Under the relevant VET regulatory framework, competencies may be attained a number of ways, including through any combination of formal or informal training and education, work experience or general life experience.

In order to grant RPL/RCC, the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standards of training packages or competency outcomes specified in AQF-accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients, and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

See also *Assessment-only pathway*.

## Recognition of Current Competency (RCC)

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.

## Recognition of Prior Learning (RPL)

An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards, for entry to and/or partial or total completion of, a qualification.

From National Quality Council, *Training Package Glossary*

## Records of assessment

The recorded information relating to the assessment process and the assessment outcomes of candidates that is stored and retained by the organisation responsible for issuing the nationally recognised Statements of Attainment or qualifications.

## Registration

The process of formal approval and recognition of a training organisation, by a state or territory registering body, in accordance with the relevant regulatory standards.

Under Mutual Recognition, registration has national effect, and training organisations need register with only one registering body. This will be the national VET regulator or the registering body in the state or territory in which the training organisation has its head office or where it provides most of its training and/or assessment.

## Registered Training Organisation (RTO)

Training providers registered by the ASQA or a state or territory accrediting body to deliver training and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework. RTOs include TAFE colleges, community education providers, private providers, schools, higher education institutions, commercial and enterprise training providers, and industry bodies.

See also *Training/assessment organisation*.

## Reliability

One of the principles of assessment that refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability requires a standard benchmark of assessor competence and relevant vocational competence or access to subject matter expertise, and can only be achieved when assessors share a common interpretation of the unit/s being assessed.

From National Quality Council, *Training Package Glossary*

## Risk management

The systematic application of management policies, procedures and practices to the tasks of identifying, analysing, evaluating, treating and monitoring risk or uncertainty with respect to organisational or training-related objectives.

## Rules of evidence

Closely related to the assessment principles, and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

From National Quality Council, *Training Package Glossary*

## Scope of registration

Training organisations are registered for a defined scope that identifies the particular services and products that can be provided. An RTO may be registered to either:

- provide training delivery and assessment services and products, and issue AQF qualifications and Statements of Attainment; or
- provide assessment services and products, and issue AQF qualifications and Statements of Attainment.

The scope of registration is further defined by AQF qualifications and/or endorsed units of competency.

## Simulation

A form of evidence-gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations (such as in the use of flight simulators), through to the creation of role-plays based on workplace scenarios, and the reconstruction of a business situation on a spreadsheet.

In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which candidates are able to demonstrate:

- technical skills
- underpinning knowledge
- generic skills such as decision-making and problem-solving
- workplace practices such as effective communication.

## Skill

An ability to perform a particular activity, which may be developed by training or practice, and which may be intellectual, manual, motor, perceptual or social. Specified skills are identified as part of each competency standard, and competence usually requires a combination of skills in the application of cognitive and psycho-motor functions.

## Skill set

A non-endorsed component of a training package. Skill sets are groups of endorsed units of competency that address a defined industry need or licensing or regulatory requirement.

## Skills Service Organisation (SSO)

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

See also *Industry Reference Committee (IRC)*.

## Staff development

The process of extending, developing new and/or maintaining existing knowledge, skill and expertise in individual staff members to meet an organisation's human capital skill development and competency needs.

## Standards for National VET Regulator Registered Training Organisations (SNR)/Standards for NVR RTOs (SNR)

Former standards applicable to RTOs.

See *Standards for Registered Training Organisations (RTOs) 2015*.

## Standards for Registered Training Organisations (RTOs) 2015

Current standards applicable to RTOs.

## Standards for VET Accredited Courses

The *Standards for VET Accredited Courses* apply to courses accredited by the Australian Skills Quality Authority (ASQA).

From *About ASQA*

## State and Territory Training Authority (STA)

Authority responsible for the operation of the vocational education and training system within a state or territory.

## State or territory registering body

The body responsible, under the state or territory VET legislation and decision-making framework, for all decisions relating to the administration of the registration of training organisations, including the imposition of sanctions.

## Statement of Attainment

A record of recognised learning which, although falling short of an AQF qualification, may contribute towards a qualification outcome, either as partial completion of a course leading to a qualification, attainment of competencies within a training package, or completion of a nationally accredited short course that may accumulate towards a qualification through RPL (and other recognition) processes.

## Strategic industry audit

The compliance audit of RTOs operating in a specific industry or industry sector targeted on the basis of identified risks relating to that industry or sector.

## Sufficiency

One of the rules of evidence that relates to the amount of evidence collected. The collection of sufficient evidence is necessary to ensure all aspects of the competency

have been captured and to satisfy the need for repeatable performance. Supplementary sources of evidence may be necessary.

From National Quality Council, *Training Package Glossary*

See also *Rules of evidence*.

## Support materials

See *Training package support materials*.

## Task

A discrete meaningful component of work.

## Task management skills

One of the four dimensions of competency. Task management skills involve demonstrating the ability to manage a number of different tasks/operations/activities within the job role or work environment.

From National Quality Council, *Training Package Glossary*

See also *Contingency management skills*, *Dimensions of competency*, *Job/role environment skills*, and *Task skills*.

## Task skills

One of the four dimensions of competency. Task skills encompass the ability to perform individual tasks.

From National Quality Council, *Training Package Glossary*

See also *Contingency management skills*, *Dimensions of competency*, *Job/role environment skills*, and *Task management skills*.

## TIS or TIS National

The translating and interpreting service provided by the Australian Department of Immigration and Border Protection.

## Trainee

A person undertaking a traineeship.

See also *Traineeship/apprenticeship*.

## Traineeship/apprenticeship

Regulated employment-based approaches to the gaining of a relevant recognised AQF qualification involving a combination of work and structured training that is regulated through a training contract (also known as a training agreement or training contract) between an employer and an apprentice/trainee, and their legal guardian if under 18 years of age.

See also *Training contract/agreement*.



## Training/assessment organisation

This term is used to encompass all organisations/enterprises that carry out training and/or assessment services, and includes:

- an RTO, i.e. an enterprise/organisation registered to deliver recognised VET services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an enterprise/organisation working in a partnership arrangement with a RTO to deliver recognised vocational education and training
- an enterprise/organisation that delivers non-recognised vocational education and training.

See also *Registered Training Organisation (RTO)*.

## Training and assessment strategy (TAS)

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

From National Quality Council, *Training Package Glossary*

## Training contract/agreement

A contract for an apprenticeship/traineeship made between an employer and an apprentice/trainee, that is registered with the appropriate state or territory government department or agency as may be required by state/territory legislation.

Adapted from National Quality Council, *Training Package Glossary*

A training contract is an agreement between an employer and the apprentice/trainee (or other legal guardian if under 18 years of age), which sets out the regulated requirements of an apprenticeship/traineeship employment contract.

## Training.gov.au (TGA)

The national register for recording information about RTOs, training packages and accredited courses, formerly known as the National Training Information Service (NTIS).

Information held on the TGA database is searchable and publicly accessible via the internet. TGA contains comprehensive information on endorsed training packages that have been approved by ministers and includes: full details of competency standards; a listing of noted support materials with contact sources; details of AQF accredited courses/qualifications; and contact details and scope of registration of all RTOs.

## Training needs analysis (TNA)

A formal process that quantifies what kind of training is required in an organisation and how it will address any issues that have been identified.

## Training package

The national industry benchmarks for nationally recognised vocational outcomes in the VET system. Training packages are an integrated set of nationally endorsed and non-endorsed components.

Training packages consist of:

- endorsed components: qualifications, units of competency, assessment requirements, skill sets, credit arrangements
- optional non-endorsed components: companion volumes, user guides.

## Training package support materials

The non-endorsed components of training packages that, which may include learning resources, assessment resources and professional development resources, that are based on competency standards, assessment requirements and qualifications framework of a particular training package.

## Training plan

Sets part of a training contract and sets out the training requirements, including the competency standards to be achieved and the delivery/assessment arrangements to be provided. This is also known as a learning plan.

## Training program

A document that provides definition and structure to the learning process, providing the learner with a cohesive and integrated range of learning experiences, and providing the trainer/facilitator with guidance and direction in facilitating these learning experiences.

A training program sets out learning outcomes/objectives, outlines the content to be addressed in learning experiences, the sequence of that content, and the delivery methods and assessment methods (where relevant). A training program can address a discrete area of learning/training need or may form a subset of a learning strategy, adding detail and definition to the content areas outlined in the learning strategy.

## Unique Student Identifier (USI)

A USI is a reference number that is unique to individual participants in the Australian VET system. The USI will allow all of an individual's training records to be linked, enabling students to find, collate, authenticate and incorporate their VET achievements into a single transcript. It will also ensure that students' VET records are not lost.

Adapted from the Department of Industry

## Unit of competency

See *Competency standard*.

## User choice

A provision of New Apprenticeships whereby an employer and an apprentice or trainee can choose the training provider for the government-funded, off-the-job elements of the training program. The organisation chosen can be a TAFE college or any other RTO (including a school) that has been registered to deliver the required training.

From DEEWR, *National Training Systems Glossary*

## User guides

Non-endorsed components of training packages, published by the organisations or individuals responsible for their development, which provide information about specific components.

## Validation

Validation has two meanings.

1. A process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes against the same competency standard. This includes validating assessment methods/tools and collected evidence, and the interpretation of that evidence to make a judgement of competence, in relation to the same unit/s of competency.
2. In competency standards development, describes the consultation processes used to validate draft products to ensure they meet industry/enterprise needs.

## Validity

One of the principles of assessment; assessment is valid when the process assesses what it claims to assess. Validity requires that:

- assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- assessment of knowledge and skills must be integrated with their practical application
- judgement of competence must be based on sufficient evidence. Evidence should be gathered on a number of occasions and in a range of contexts, using different assessment methods. The specific evidence requirements of the units provide advice relating to sufficiency.

From National Quality Council, *Training Package Glossary*

See also *Rules of evidence*.

## VET Quality Framework

The VET Quality Framework was designed to promote national consistency in the way providers are registered and monitored and in how standards in the VET sector are enforced.

The VET Quality Framework has replaced the Australian Quality Training Framework (AQTF) in most jurisdictions. The VET Quality Framework comprises:

- *Standards for Registered Training Organisations (RTOs) 2015*
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements, and
- the Australian Qualifications Framework (AQF).

The framework is applied by the national VET regulator, ASQA.

## Vocational education and training (VET)

The sector responsible for developing the skills and knowledge of individuals for work. It includes vocational education and training undertaken in industries, enterprises, government agencies, and community and school settings. The vocational education and training sector encompasses both recognised training leading to a qualification/Statement of Attainment under the AQF, and non-recognised training, such as in-house or product-based training.

From National Quality Council, *Training Package Glossary*

## Vocational Education and Training in Schools (VETiS)

A program that allows students to combine vocational studies with their general education curriculum.

## Volume of learning

The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF-level qualification. It is expressed in equivalent full-time years.

## Work health and safety (WHS)

The assessment and migration of risks that may impact the health, safety or welfare of those in the workplace. Also known as occupational health and safety (OHS), particularly in Victoria and Western Australia.

The model work health and safety Act provides a standard for a nationally consistent legal framework of work health and safety standards and obligations.

At publication, work health and safety laws mirroring the model Act, have already commenced in New South Wales, Queensland, the Australian Capital Territory, the Commonwealth and the Northern Territory.

Note that, in jurisdictions that have not enacted WHS legislation, pre-existing OHS legislative frameworks and terms remain in effect.

See also *Occupational health and safety (OHS)*.

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