

Glossary of Vocational Education and Training Terms

Accreditation	Accreditation means the process of formal recognition of a course by the State or Territory course accrediting body in line with the AQTF Standards for State and Territory Registering/Course Accrediting Bodies.
Accredited course	Accredited course means a structured sequence of vocational education and training that leads to an Australian Qualifications Framework qualification or Statement of Attainment.
Appeal process	A process whereby the person being assessed, or other interested party, such as an employer, may dispute the outcome of an assessment and seek reassessment.
Assessor	An assessor is an individual, usually posted to a TCE, where their primary role will be assessment of competencies. An assessor may also be asked to conduct workplace assessment in non TC-A units. The assessor must be formally qualified in both the competency being assessed and those competencies required as a workplace assessor.
Assessment	Assessment means the process of collecting evidence and making judgments on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace as expressed in the relevant endorsed industry/enterprise competency standards or the learning outcomes of an accredited course. See also 'competency assessment'.
Assessment guidelines	Assessment guidelines are an endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include the assessment system overview, assessor requirements, designing assessment resources, conducting assessment and sources of information on assessment.
Assessment judgment	Assessment judgment involves the assessor evaluating whether the evidence gathered is current, valid, authentic and sufficient to make the assessment decision. The assessment judgment will involve the assessor in using professional judgment in evaluating the evidence available.
Assessment materials	Assessment materials are any resources that assist in any part of the assessment process. They may include information for the candidate or assessor, assessment tools or resources for the quality assurance arrangements of the assessment system.
Assessment method	Assessment method means the particular technique used to gather different types of evidence. This may include methods or techniques such as questioning, observation, third party reports, interviews, simulations and portfolios. Also see evidence gathering technique.
Assessment process	The assessment process is the agreed series of steps that the candidate undertakes within the enrolment, assessment, recording and reporting cycle. The process must best suit the needs of all stakeholders and be both efficient and cost-effective. The agreed assessment process is often expressed as a flow chart.

Assessment strategy	Assessment strategy means the approach to assessment and evidence gathering used by the assessor or Registered Training Organisation. It encompasses the assessment process, methods and assessment tools.
Assessment system	An assessment system is 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.
Assessment tool	<p>An assessment tool contains both the instrument and the instructions for gathering and interpreting evidence:</p> <ul style="list-style-type: none"> • instrument(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.
Assessment Validation	Validation involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same standards. Validation strategies may be internal processes with stakeholder involvement or external validations with other providers and/or stakeholders.
Assistant instructor	An assistant instructor is an individual who has been seconded to assist in the provision of Army instruction. Assistant instructors will perform the role of instructors as a secondary appointment.
Australian Qualifications Framework	Australian Qualifications Framework (AQF) means the policy framework that defines all qualifications recognised nationally in post-compulsory education and training within Australia. The AQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications and statements of attainment.
Australian Quality Training Framework	Australian Quality Training Framework (AQTF) means the nationally agreed recognition arrangements for the vocational education and training sector.
Candidate	<p>A candidate is any person presenting for assessment. The candidate may be:</p> <ul style="list-style-type: none"> • a learner undertaking training in an institutional setting • a learner/worker undertaking training in a workplace • a learner/worker wanting their skills recognised • or any combination of the above.
Competency	The specification of knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace.
Competency assessment	Where a competency is delivered to workplace standard within the TCE a holistic competency assessment is normally conducted. The holistic

assessment aims at addressing the entire competency by assessing all of the performance criteria during one or a series of assessments. These assessments are conducted by a qualified workplace assessor using either a real or simulated workplace environment and to the workplace standard. At the successful completion of an assessment the trainee is endorsed as "C" against that competency.

Competency standard Competency standards define the competencies required for effective performance in the workplace. Standards are expressed in outcome terms and have a standard format comprising unit title, unit descriptor, elements, performance criteria, range of resources and evidence guide. Also see Unit(s) of Competency (CU).

Delivery and assessment strategies Delivery and assessment strategies means delivery and assessment strategies for each qualification, or part thereof, within the Registered Training Organisation's scope of registration.

Dimensions of competency The concept of competency includes all aspects of work performance and not only narrow task skills. The four dimensions of competency are:

- task skills,
- task management skills,
- contingency management skills, and
- job/role environment skills.

Element An element is the basic building block of the unit of competency. Elements describe the tasks that make up the broader function or job, described by the unit.

Employability skills Employability skills are skills that apply across a variety of jobs and life contexts. They are sometimes referred to as key skills, core skills, life skills and transferable skills. There are eight employability skills; communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

Endorsement Endorsement means the formal process of recognition of Training Packages undertaken by the National Training Quality Council.

Evaluation Evaluation in the National Training Framework includes all the activities related to the registration of a training organisation to determine whether it meets, or continues to meet, all the requirements of the AQTF Standards for Registered Training Organisations necessary for registration. Evaluation may include review of past performance, review of complaints and other feedback, risk assessment, examination of documentation, conduct of audit, consideration of audit reports and other relevant activities in relation to the organisation.

Evidence and 'quality' evidence Evidence is information gathered which, when matched against the performance criteria, provides proof of competency. Evidence can take many forms and be gathered from a number of sources. Assessors often categorise evidence in different ways, for example:

- direct, indirect and supplementary sources of evidence;

- evidence collected by the candidate or evidence collected by the assessor; and
- historical and recent evidence collected by the candidate and current evidence collected by the assessor.

Quality evidence is valid, authentic, sufficient and current evidence that enables the assessor to make the assessment judgment.

Evidence gathering techniques	Evidence gathering technique means the particular technique or method used to gather different types of evidence. This may include methods or techniques such as questioning, observation, third party reports, interviews, simulations and portfolios. Also see assessment method.
Evidence gathering tool	An evidence gathering tool contains both the instrument and the instructions for gathering and interpreting evidence in an assessment process: <ul style="list-style-type: none"> • instrument(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.
Evidence guide	The evidence guide is part of a CU. Its purpose is to guide assessment of the CU in the workplace and/or a training environment. The evidence guide specifies the context of assessment, the critical aspects of evidence and the required or underpinning knowledge and skills. The evidence guide relates directly to the performance criteria and range of resources defined in the CU.
Evidence plan	An evidence plan is a document developed by an assessor, often in collaboration with the candidate and the supervisor or technical expert. It includes the CUs to be assessed, details of the type of evidence to be collected, information regarding who is to collect the evidence and the time period for doing so. Also see assessment plan.
Flexible learning and assessment	Flexible learning and assessment means an approach to vocational education and training which 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).
Holistic/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 CUs. This assessment approach also integrates the assessment of the application of knowledge, technical skills, problem solving and demonstration of attitudes and ethics.

Instructor	An instructor is an individual, usually posted to a TCE, where their primary role will be instruction. An instructor may also be required to supervise and/or act as a mentor and experienced and trusted advisor for the assistant instructor.
Internal audit	Internal audit means audits conducted by or on behalf of the organisation itself for internal purposes.
Key Competency	Employment related general competencies that are essential for effective participation in the workplace.
Moderation	Moderation is a process, which 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 CUs and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made.
Mutual recognition	<p>Mutual recognition applies nationally and means:</p> <ul style="list-style-type: none"> • The acceptance and application of the decisions of a registering body that has registered a training organisation, or a course accrediting body that has accredited a course, by another registering body or course accrediting body, without there being any further requirement for a process beyond the initial process, including: <ul style="list-style-type: none"> - the recognition and application by the registering body of each State or Territory of the decisions of the registering body of other States and Territories in relation to the registration of, imposition of sanctions on, including the cancellation of registration of training organisations; and - the recognition and application by the course accrediting body of each State or Territory of the decisions of the course accrediting body of other States and Territories in relation to the accreditation of courses where no relevant Training Package exists. • The recognition by State and Territory registering bodies of the decisions of the National Training Quality Council in endorsing Training Packages. • The recognition and acceptance by a Registered Training Organisation of Australian Qualifications Framework qualifications and Statements of Attainment issued by other Registered Training Organisations, enabling individuals to receive national recognition of their achievements.
Nationally recognised training	Nationally recognised training means training and assessment, delivered by a Registered Training Organisation, which meets the requirements specified in national industry/enterprise Training Packages or accredited courses where no relevant Training Package exists.

National Training Framework	National Training Framework means the system of vocational education and training that: <ul style="list-style-type: none"> • applies nationally • is endorsed by the ANTA Ministerial Council • is made up of the Australian Quality Training Framework and endorsed Training Packages.
National Training Information Service	The National Training Information Service (NTIS) is a website that holds all public information relating to the National Training Framework. qualifications, packaging rules, units of competency and registered training organisation details are freely available from the site. The URL is: www.ntis.gov.au .
Performance criteria	Evaluative statements that specify what is to be assessed and the required level of performance. The performance criteria specify the activities, skills, knowledge and understanding that provide evidence of competent performance for each element.
Qualification	Qualification means, in the vocational education and training sector, the formal certification, issued by a Registered Training Organisation under the Australian Qualifications Framework (AQF), that a person has achieved all the requirements for a qualification as specified in an endorsed national Training Package or in an accredited course.
Quality	Quality means the ability of a set of inherent characteristics of a product, system or process to fulfill requirements of customers and other interested parties.
Range statement	Part of a CU, which sets out a range of contexts in which performance can take place. The range helps the assessor to identify the specific industry or enterprise application of the CU.
Reassessment	An assessment activity initiated as a result of an appeal against the outcome of a previous assessment.
Recognition process	Recognition process is a term that covers recognition of prior learning, recognition of current competency and skills recognition. All terms refer to recognition of CUs currently held, regardless of how, when or where the learning occurred. <p>Under the Australian Quality Training Framework, competency may be attained in a number of ways. This includes through any combination of formal or informal training and education, work experience or general life experience. In order to grant recognition of prior learning/current competency the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standards or outcomes specified in Australian Qualification Framework (AQF) accredited courses.</p> <p>The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work</p>

samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

Recognition of Current Competency (RCC) See recognition process.

Recognition of Prior Learning (RPL) See recognition process.

Records of assessment The information of assessment outcomes that is retained by the organisation responsible for issuing the nationally recognised statement of attainment or qualification.

Registered Training Organisation Registered Training Organisation (RTO) means a training organisation registered in accordance with the Australian Quality Training Framework, within a defined scope of registration.

Reporting assessment outcomes The different ways in which the outcomes of assessment processes are reported to the person being assessed, employers and other appropriate personnel or stakeholders. Assessment outcomes may be reported in a variety of ways including graded, non-graded, statistical or descriptive reporting systems.

Risk management Risk management means the systematic application of management policies, procedures and practices to the tasks of identifying, analysing, evaluating, treating and monitoring risk.

Self-assessment Self-assessment is a process that allows candidates being assessed to collect and provide evidence on their own performances against the CUs. Self-assessment is often used as a pre-assessment tool to help the candidate and assessor to determine what evidence is available and where the gaps maybe.

Simulation Simulation is a form of evidence gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context.

Simulations vary from recreating realistic workplace situations such as in the use of flight simulators, through the creation of role plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet.

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

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

Skills Recognition	See recognition process.
Statement of Attainment	Statement of attainment means a record of recognised learning which, although falling short of an Australian Qualifications Framework (AQF), may contribute towards a qualification outcome, either as attainment of CUs within a Training Package, partial completion of a course leading to a qualification or completion of a nationally accredited short course which may accumulate towards a qualification through recognition processes.
Trainee/Participant	An individual undertaking a training pathway to achieve a qualification.
Training Package	Training Package means an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework qualifications for a specific industry, industry sector or enterprise.
Training Supervisor	A training supervisor is an individual who is posted to a TCE, where their primary role will be the supervision of instructors and assessors.
Unit of Competency	Unit of Competency (CU) means the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Terms and definitions are from “*Recognition Resource*” (an ANTA publication through the Training Package Assessment Materials Project; Department of Education Science and Training) and the ATI 1-14/2006 Instructor and Assessor Development Program.