

Glossary of VET terminology and data definitions

The following terms and data definitions are used widely in the VET sector and appear in UNE Partnerships policies and procedures documents. Each term is linked to a definition and, where appropriate, further explanation. If the definition of a word or phrase listed below is inconsistent with the definition of the same word or phrase used in particular legislation, the definition provided in that legislation takes precedence.

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Training and assessment strategy
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Term	Definition
Access and equity	<p>Policies and approaches aimed at ensuring that vocational education and training are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.</p> <p>Access and equity principles <i>do not mean</i> that an RTO has to accept anyone as a client.</p>
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 vocational education and training that has been accredited by a state or territory course accrediting body and leads to an Australian Qualifications Framework (AQF) qualification or statement of attainment.
Accredited short course	A course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.
Accrediting authority	Refers to the organisation designated by or under legislation of the Australian Government or appropriate state or territory government to accredit persons or organisations to offer education or training services to Australian students.
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.
Adult learning principles	<p>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.</p> <ol style="list-style-type: none"> 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 <p>Adult learning principles are also referred to as andragogy.</p>
Agent	<p>A person or company that provides a particular service, typically one that involves organizing transactions between two other parties.</p> <p>See <i>Education Agent</i></p>
Appeal (Assessment Appeal)	A process whereby the student or other interested party, such as an employer, may dispute an assessment decision and seek reassessment.
Apprenticeship/traineeship	A structured training arrangement for a person employed under an apprenticeship/traineeship training contract. It usually involves the person receiving training and being assessed both on- and off-the job.

Term	Definition
Apprenticeship/traineeship training contract	A contract governing the terms of an apprenticeship or traineeship that is made between an employer and a person employed by them as an apprentice or trainee. The contract must be registered with the relevant state or territory's government department or agency in accordance with that state's or territory's legislation. The training provided under the contract must be delivered by an RTO approved by that state's or territory's department or agency and a Training Plan developed by the RTO must form the basis of the person's training and assessment.
AQF certification documentation	The set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.
AQF qualification	Qualification type endorsed in a training package or accredited in a VET accredited course.
Articulation	The arrangements that facilitate the movement or progression of learners from one qualification or course to another, or from one education and training sector to another.
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 required in the workplace, as specified in a training package or VET accredited course.
Assessment guidelines	The endorsed component of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.
Assessment instrument	Developed by an assessor as part of formative or summative assessment activities; includes: <ul style="list-style-type: none"> • 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.
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. Assessment methods are detailed in the Training and Assessment Strategy. May also be known as Evidence Gathering Techniques.
Assessment outcome	The outcome of an assessment judgment, ie 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. See Unit outcome.
Assessment plan	The overall planning document for the assessment process, which includes a range of information to guide assessors such as 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 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.

Term	Definition
Assessment system	<p>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 (see Principles of Assessment).</p> <p>It includes the following components:</p> <ul style="list-style-type: none"> • 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; • documented assessment processes.
Assessment task	<p>A set piece of work designed to gather evidence of competency.</p> <p>Assessment tasks take many forms including written, oral, demonstrations or performances. They may be short tasks; or long assignments that students are given weeks to finalise. They may be delivered face-to-face or online and require hard copy or online submission. They may be designed for individual or group assessment.</p>
Assessment tools	<p>Both the instrument and the instructions for gathering and interpreting evidence:</p> <ul style="list-style-type: none"> • 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.
Assessors	Suitably qualified and experienced persons who have been approved by UNE Partnerships to assess a learner's competence
Attrition	<p>Lack of progress through a study program where an enrolled student does not progress through the milestones required for successful completion.</p> <p>See <i>Cancelled</i>.</p>
Attrition rate	A measure of the proportion of students leaving the higher education system after their first year.
Audit	<p>A planned, systematic and documented process used to assess an applicant's or an RTO's compliance with the <i>AQTF Essential Conditions and Standards for Initial Registration</i> or the <i>AQTF Essential Conditions and Standards for Continuing Registration</i>.</p> <p>Registering bodies conduct audits as a condition of registration. RTOs can conduct internal audits to assess their compliance with the Standards and their own policies and procedures as part of their continuous improvement process.</p>
Australian Core Skills Framework	<p>Describes the five, core life and work skills of learning, reading, writing, oral communication and numeracy.</p> <p>The ACSF, along with the Core Skills for Work (CSfW), comprise the foundation skills, a mandatory standard component of the units of competency</p>

Term	Definition
Australian Qualifications Framework (AQF)	<p>The framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.</p> <p>The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.</p>
Australian Skills Quality Authority (ASQA)	The national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.
Australian Standard Classification of Education	The ASCED is made up of two component classifications, Field of Education and Level of Education. It provides a basis for comparable administrative and statistical data on educational activities and attainment classified by field and level
Authenticated VET transcript	<p>A document prepared by the Registrar that sets out information:</p> <ul style="list-style-type: none"> • that relates to the VET undertaken by the individual; and • that is prescribed by the regulations
Authenticity	One of the rules of evidence. To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.
AVETMISS	The Australian Vocational Education Training Management Information Statistical Standard (AVETMISS) for VET Providers is a national data standard that ensures the consistent and accurate capture of VET information about students, their courses, units of activity, and qualifications completed. It provides the mechanism for national reporting of the VET system.
Axcelerate	Web based, AVETMISS compliant Student Management System (SMS) used at UNE Partnerships to collect and report course enrolment, progression and completion data for enrolled students.
Benchmarking	The continuous process of measuring and comparing products, services and practices with comparable systems or organisations both inside and outside the VET sector for the purpose of continuous improvement.
C – Competency achieved/pass (20)	<p>Unit outcome --final</p> <p>Student has been assessed and satisfies all the requirements for the Unit of Competency as specified.</p>
CA – Continuing activity (70)	<p>Unit outcome - interim</p> <p>The student has Participated in training, in the unit of competency and no other outcome has occurred.</p>

Term	Definition
Cancelled	<p>Class enrolment status – final.</p> <p>The following qualifying options are available.</p> <p><<blank>></p> <p>Tentative enrolment has been cancelled. Student did not commence study.</p> <p>Use when cancelling a tentative enrolment that does not proceed to In Progress.</p> <p>Without penalty</p> <p>Exceptional circumstances. Withdrawn will full refund (ie no \$\$ penalty)</p> <p>Use when cancelling a student for exceptional circumstances – ie student cannot continue study for some reason and has been given a full refund.</p> <p>Enrolment omitted from UNEP completion statistics</p> <p>With penalty</p> <p>Exceptional circumstances. Withdrawn with partial refund (ie some \$\$ penalty)</p> <p>Use when cancelling a student for exceptional circumstances – ie cannot continue study for some reason. Student may have received a partial refund.</p> <p>Enrolment omitted from UNEP completion statistics</p> <p>Transitioned</p> <p>Student transitioned to newer version of the course. Teach out period nearing expiry or expired.</p> <p>Transferred</p> <p>Enrolment transferred to another course or class.</p> <p>With award</p> <p>Study period has expired. One or more UCs completed. Student issued SOA. Use when:</p> <ul style="list-style-type: none"> - cancelling a student who requests withdrawal with units completed (SOA issued) - cancelling a student whose study period expires with units completed (SOA issued) <p>Without award</p> <p>Study period has expired. No UCs completed. Use when cancelling a student whose study period expires with no units completed (no SOA).</p> <p>Withdrawn</p> <p>Student wishes to discontinue training after commencement and outside the refund period. Use when cancelling a student who requests withdrawal with or without units completed/SOA issued. NB: Must receive notice of withdrawal.</p>
Campus	An education facility or site of the registered provider where compulsory classroom-based teaching or off the job training occurs.
Chief Executive	The most senior executive of an RTO
Class	Instance of a multi-part training course Cohort or 'group' of students enrolled in a qualification or course of study.
Client	A learner, enterprise or organisation that uses or purchases the services provided by an RTO.
Client services	The services provided by an RTO to clients in order to assist and support the successful achievement of learning outcomes.
CNA - Competency not achieved/ fail (30)	Unit outcome-final Student has NOT successfully completed all assessment associated with the unit.
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.

Term	Definition
Co-assessment	If a person does not have the assessment competencies determined by the NQC and the relevant vocational competencies at least to the level being assessed, one person with all the assessment competencies as determined by the NQC and one or more persons who have the relevant vocational competencies at least to the level being assessed may work together to conduct the assessments.
Code	The unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.
Cohort	A group of students studying the same program on the same study timetable. Could be a public program or a corporate group.
Commencement claim	Smart and Skilled. Student has commenced study in a course and at least one unit of competency is reported with an outcome of: <ul style="list-style-type: none"> • C – Competency achieved/ pass (20) • CNA - Competency not achieved/ fail (30) • W – Withdrawn/ discontinued (40) • RPL-G – Recognition of Prior Learning – granted (51) • RPL-G – Recognition of Prior Learning – not granted (52) • CA – Continuing activity (70)
Commencing student	Student who has engaged with the program of study in some meaningful fashion including but not limited to: <ul style="list-style-type: none"> • Record of contact with the trainer/assessor confirming that the student has commenced study. • Record of contact with UNE Partnerships program team confirming that the student has commenced study. • Record of participation at a workshop where training for a unit of competency has been delivered.
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.
Competency based assessment	Assessment process through 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.
Competent	Unit outcome – final. Student has successfully completed all assessment tasks required for the unit of competency.
Complaint	A complaint is any expression of dissatisfaction with an action product or service of an education and training provider (or of the registering body) made to the registering body.
Completed	Course enrolment status – final. Student has successfully completed all requirements for the course and the award can be/has been issued (SOA or qualification)
Compliance	The requirements of the <i>NVR Standards for Registered Training Organisations</i> have been met, based on the evidence reviewed.

Term	Definition
Confirmation of Enrolment (CoE)	A document, provided electronically, which is issued by the registered provider to intending overseas students and which must accompany their application for a student visa. It confirms the overseas student's eligibility to enrol in the particular course of the registered provider.
Contextualisation	<p>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.</p> <p>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.</p>
Continuing Student	Student has commenced study in a course and has an enrolment status of In Progress.
Continuous improvement	<p>A planned and ongoing process that enables an RTO to systematically review and improve its policies, procedures, products and services in order to generate better outcomes for clients and to meet changing needs. It allows an RTO to constantly review its performance against the <i>AQTF Essential Conditions and Standards for Continuing Registration</i> and to plan ongoing improvements to its performance.</p> <p>Involves collecting, analysing and acting on relevant information collected from clients and other interested parties, including the RTO's staff.</p>
Contractors	Individuals who are engaged by an RTO through a contractual arrangement to undertake training and assessment. Contractors are included in the group 'staff' for the purposes of the <i>NVR Standards for Registered Training Organisations</i> .
Core Skills for Work framework (CSfW)	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>The CSfW describes performance in each of the ten skill areas across five stages of performance:</p> <ul style="list-style-type: none"> • Novice • Advanced Beginner • Capable • Proficient • Expert. <p>The CSfW framework, together with the ACSF, comprise foundation skills.</p>
Core Skills Profile for Adults (CSPA)	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.
Co-requisites	A co-requisite is a unit of competency that must be undertaken as part of the same program of training delivery and/or assessment as another unit, unless it has already been completed.

Term	Definition
Course	<p>Moodle term</p> <p>A thing containing content (can be resources and/or assignments) that students get enrolled in. At UNEP this is usually equivalent to a unit of competency, but there are some courses that cover multiple units of competency. If the materials are generic enough you can have the same Moodle course used in multiple qualifications if the unit of competency is shared (eg BSBPMG522 Undertake project work is in lots of quals).</p> <p>See <i>Accredited course</i></p>
Course accrediting body	The authority responsible, under the VET legislation and decision-making framework for accrediting courses for delivery both inside and outside Australia.
Credit transfer	Credit transfer assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the client's initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF.
CRICOS	<p>Commonwealth Register of Institutions and Courses for Overseas Students</p> <p>Register of Australian education institutions that recruit, enrol and teach overseas students. Registration on CRICOS allows providers to offer courses to overseas students studying, or intending to study, in Australia on student visas</p>
Critical Incident	A traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury.
CT – Credit transfer/national recognition (60)	<p>Unit outcome-final.</p> <p>Student has been awarded CT after submission of statement of attainment showing completion of the same or equivalent unit of competency. SOA must be verified before CT awarded.</p>
Currency	One of the rules of evidence. In assessment, currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.
Current industry skills	<p>The knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.</p> <p>Current industry skills may be informed by consultations with industry and may include, but is not limited to:</p> <ul style="list-style-type: none"> • having knowledge of and/or experience using the latest techniques and processes; • possessing a high level of product knowledge; • understanding and knowledge of legislation relevant to the industry and to employment and workplaces; • being customer/client-oriented; • possessing formal industry and training qualifications; and • training content that reflects current industry 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.
Data	The information collected about aspects of an RTO's operations and performance.
Data Provision Requirements	The requirements for data provision as agreed by the Industry and Skills Council and implemented by the VET Regulator as required by its governing legislation.

Term	Definition
Deferred	<p>Course enrolment status - interim</p> <p>Student has chosen to delay commencement of study. Deferral is valid for up to 12 months. Student must re-commence study within 12 months and will have the balance of their study period in which to complete the course.</p> <p>Fees?</p>
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.
Desk audit	An audit where an applicant seeking registration, or an RTO submits documents or information to the registering body to be assessed as evidence for compliance with the <i>AQTF Essential Conditions and Standards for Initial Registration</i> or the <i>AQTF Essential Conditions and Standards for Continuing Registration</i> .
Dimensions of competency	<p>Dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by:</p> <ul style="list-style-type: none"> • task skills • task management skills • contingency management skills, and • job/role environment skills.
Direct supervision	Means that a person conducting training who does not hold the training competencies determined by the National Quality Council (NQC) receives regular guidance, support and direction from a person designated by the RTO who does hold those training competencies determined by the NQC. It is not necessary for the supervising person to be present during all training delivery.
Director	Director of an RTO is a person who controls or governs the affairs of the RTO. A director may be appointed to the position of director or an alternate director and is acting in that capacity, regardless of the name that is given to their position. It also includes those who may not have been validly appointed as a director but act in the position of a director.
Documentary evidence	<p><i>Assessment method used to collect evidence of procedural and conditional knowledge, and evidence of non-observable skills. Students are asked to provide a range of documents reflective of those developed in the workplace.</i></p> <p><i>This includes emails, reports, plans, meeting minutes, contracts, project documents, advertisements, presentations, promotional material, budgets.</i></p> <p><i>In some circumstances, students are expected to use scenarios or case studies provided, as this is more appropriate for the context or for privacy or confidentiality. In other situations, they provide samples from their workplace, or have the choice of a scenario / case study or use work examples.</i></p>
Documented	Recorded in written form
Domestic Student	Refers to all students who are studying in Australia on a student visa
Education Agent	A person or organisation (in or outside Australia) who recruits overseas students and refers them to education providers. In doing so, the education agent may provide education counselling to overseas students as well as marketing and promotion services to education providers. Education agent does not refer to an education institution with whom an Australian provider has an agreement for the provision of education (that is teaching activities).

Term	Definition												
Educational and support services	<p>May include, but are not limited to:</p> <ul style="list-style-type: none"> • pre-enrolment materials; • study support and study skills programs; • language, literacy and numeracy (LLN) programs or referrals to these programs; • equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity; • learning resource centres; • mediation services or referrals to these services; • flexible scheduling and delivery of training and assessment; • counselling services or referrals to these services; • information and communications technology (ICT) support; • learning materials in alternative formats, for example, in large print; • learning and assessment programs contextualised to the workplace; and • any other services that the RTO considers necessary to support learners to achieve competency. 												
Employer	<p>The business or other organisation where a UNEP student works. Employers are involved in the student’s enrolment with UNE Partnerships through the following channels. In each of these cases UNE Partnerships reserves the right to communicate student progress information with the employer. See <i>Terms and Conditions of enrolment</i>.</p> <ul style="list-style-type: none"> • Traineeship – where the employer, the trainee and the nominated Apprenticeship Network Provider are all signatories to a training contract. • Corporate client – where the employer has contracted UNE Partnerships to provide training services to employees. • Sponsor – where the employer has paid the enrolment fee for a student either in part or in full. <p>In all other cases, the employer is not generally aware of or involved in the student’s enrolment. In these cases information cannot be disclosed without permission from the student.</p>												
Enrolment	<p>Where the student has confirmed acceptance of a place of study by the registered provider and is occupying a place in registered course for which the student was accepted and is progressing towards the completion of the course requirements. The period of enrolment includes scheduled breaks between study periods.</p>												
Enrolment status – qualification See <i>individual definitions</i>	<p>Status applied to each individual enrolled in a qualification or program of study.</p> <table border="0"> <tr> <td style="padding-right: 20px;">Tentative</td> <td>Enrolment received but yet to be processed. May be missing information such as USI or payment details.</td> </tr> <tr> <td>In progress</td> <td>Enrolment has been processed and student has access to online site.</td> </tr> <tr> <td>Deferred</td> <td>Student has elected to delay commencement or continuation of study for up to 12 months.</td> </tr> <tr> <td>Suspended</td> <td>Delivery of services has been suspended due to non-payment of fees or other breach of terms and conditions of enrolment.</td> </tr> <tr> <td>Cancelled</td> <td>Enrolment has been cancelled and is no longer active. A range of qualifiers can be selected to denote particular circumstances.</td> </tr> <tr> <td>Completed</td> <td>Student has successfully completed all assessment requirements and has been.</td> </tr> </table>	Tentative	Enrolment received but yet to be processed. May be missing information such as USI or payment details.	In progress	Enrolment has been processed and student has access to online site.	Deferred	Student has elected to delay commencement or continuation of study for up to 12 months.	Suspended	Delivery of services has been suspended due to non-payment of fees or other breach of terms and conditions of enrolment.	Cancelled	Enrolment has been cancelled and is no longer active. A range of qualifiers can be selected to denote particular circumstances.	Completed	Student has successfully completed all assessment requirements and has been.
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Term	Definition
<p>Enrolment status - unit/ subject</p> <p>See <i>individual definitions</i></p>	<p>Accelerate competency outcome codes. Also known as Enrolment outcome. The AVETMISS outcome is a two digit numerical code shown in brackets.</p> <p>NR Not reported for AVETMISS (0)</p> <p>C Competency achieved/ pass (20)</p> <p>CA Continuing activity (70)</p> <p>CNA Competency not achieved/ fail (30)</p> <p>W Withdrawn/ discontinued (40)</p> <p>RPL-G Recognition of Prior Learning – granted</p> <p>RPL-NG Recognition of Prior Learning – not granted</p> <p>CT Credit transfer/national recognition (60)</p> <p>NAS Non-assessable activity – satisfactorily completed (81)</p> <p>NYS Not Yet Started (85)</p> <p>NAS Non-assessable activity – withdrawn or not satisfactorily completed (82)</p>
Entry requirements	<p>Specified prior knowledge, skill, and experience, expressed in terms of competency, and may include licensing or industry recognised standards. Where entry requirements are identified, these are mandatory. Entry requirements:</p> <ul style="list-style-type: none"> • Must be completed prior to enrolling in a qualification • Do not form part of a qualification for training and assessment purposes
ESOS Framework	<p>Principally comprises the Education Services for Overseas Students Act 2000 (ESOS Act), the Education Services for Overseas Students Regulations 2000 (the ESOS Regulations), the Education Services for Overseas Students (Registration Charges) Act 1997 (the ESOS Charges Act) and the National Code.</p> <p>The ESOS framework is supported by the Migration Act 1958 and the Migration Regulations 1994 and various state and territory legislation relevant to the education of overseas students</p>
Examination	<p>Assessment method</p> <p>There is limited use of examinations at UNE Partnerships, but they are required for some units of competency, such as for <i>BSBITU307 Develop keyboard speed and accuracy</i> where performance evidence requires specific speed and accuracy testing.</p>
Executive officers	<ol style="list-style-type: none"> 1. Persons, by whatever name called and whether or not a director of the organisation, who are concerned in or take part in the management of the RTO; or 2. an administrator, receiver and manager, or liquidator of the organisation (other than a receiver and manager, or liquidator, appointed by a court); or 3. if the RTO is a body corporate: <ul style="list-style-type: none"> • a person who, at any time during a period for which the organisation is registered, owns 15% or more of the organisation; or • a person who, at any time during a period for which the organisation is registered, is entitled to receive 15% or more of dividends paid by the organisation; or • the administrator of a deed of company arrangement executed by an organisation; or • a trustee or other person administering a compromise or arrangement made between the organisation and another person or other persons.

Term	Definition
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 need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands, is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.
Fees and Charges	<p>Enrolment fees are those fees payable by the student or sponsor upon enrolment in a program of study. Fee information is provided to students on our web site, on the enrolment form and in specific program information sheets. The enrolment fee covers all costs associated with the enrolment including provision of learning and assessment materials, student support services, assessment and certification.</p> <p>Administrative charges are those charges levied against an enrolment at the discretion of UNE Partnerships to cover any additional expenses not covered in the original enrolment fee.</p> <ul style="list-style-type: none"> • Extension to study period • Re-issue of certification • Portion of an enrolment fee withheld from a refund <p>Service fees are those fees payable by a client organisation for delivery of services related in addition or separate to enrolment such as program design and development services.</p>
Financial viability risk	An assessment of the current and probable future financial health of an applicant or RTO which indicates the likelihood that it will be unable to operate in the future. This requires an assessment of financial projections at initial registration, and an assessment of the liquidity, financing and other financial risk indicators at continuing registration.
Financial Viability Risk Assessment Requirements	The requirements made under section 158 of the <i>National Vocational Education and Training Regulator Act 2011</i> or equivalent requirements made or adopted by the VET Regulator of a non-referring State as the case requires.
Fit and proper person requirements	<p>Individual characteristics or past behaviour standards that must be met by individuals who are in a position to influence the management of an RTO. Failure to meet the requirements may impact on the suitability of the individual to contribute to the delivery of education and training.</p> <p>A test of whether an individual satisfies fit and proper person requirements may consider past criminal convictions, any record of registration cancellations or conditions on registration, a history of personal bankruptcy or insolvency, disqualifications under the Corporations Act 2001 and other relevant matters.</p>
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, support continuous competency development.
Flexible scheduling and delivery of training and assessment	An approach to VET that allows a range of learning and assessment strategies to be adopted in a variety of learning environments, in order to cater for differences in individual learning interests, needs, styles, and opportunities.
Full-time Study	<p>Full time study is defined as at least three quarters of the standard full-time load for tertiary students.</p> <p>A student is considered full-time for the period that they have a Student Contributions loading of 0.75 for a full year (for full year subjects) or 0.375 for a semester.</p> <p>The full-time study load at UNE is 8 x 6 credit point units over the academic year. This is equivalent to 1200 hours of study over 48 weeks or approximately 25 hours per week.</p> <p>See <i>Part-time study</i></p>

Term	Definition
Funding Source National	AVETMISS data element used to identify the predominant source of the funding for the training activity delivered in a unit of competency or module.
Funding Source State	<p>AVETMISS data element used to identify the internal funding source used to fund delivery of training activity in a unit of competency or module.</p> <p>Applicable only to training organisations with contractual obligations to state or territory training authorities. Rules are determined by individual states and territories.</p>
Gates	<p>Internal term for the series of stages that clients pass through in sales or business development process.</p> <p>Target All our potential targets for business (unqualified). All web leads, including spam. This could include cold-call lists, etc.</p> <p>Pursuing Lead qualified as a human and a legitimate <i>opportunity</i>, but no chance to <i>engage</i>. An opportunity we have begun to assess. Determine SWOT and/or Opportunity Assessment. Determine Go/ No Go. An opportunity we have begun to pursue with a prospective client. Specific opportunity not yet known.</p> <p>Engaging We have been successful in engaging with the decision maker, but not yet given the full sales pitch, don't yet have all the facts Client has determined what they want. Has requested a quote for 'X'.</p> <p>Assessing Potential student has all the facts and details, and is assessing whether or not they will go ahead UNEP is writing a tender response (including costings and SMT approvals). UNEP is writing quote/proposal (including costings and SMT approvals).</p> <p>Form sent Student has indicated their intention to enrol. With online enrolment, this is achieved once applicant has progressed to 'tentative' In Axcelerate. Tender has been submitted and waiting for response. Proposal submitted and waiting for response.</p> <p>Contract pending The enrolment form has been submitted to admissions and confirmation of enrolment is pending. UNEP has been identified as the preferred tenderer. We are waiting for contract and handover to PMO. UNEP quote/proposal has been accepted. We are waiting for contract and handover to PMO.</p> <p>In contract The student has been enrolled (in progress). Contract executed.</p> <p>Completed/ ended Beyond current scope of use for Dynamics</p>

Term	Definition
Government entity	<ol style="list-style-type: none"> 1. a Department of State of the Commonwealth; or 2. a Department of the Parliament established under the <i>Parliamentary Service Act 1999</i> of the Commonwealth; 3. an Executive Agency, or Statutory Agency, within the meaning of the <i>Public Service Act 1999</i> of the Commonwealth; 4. a Department of State of a State or Territory; or 5. an organisation that: <ul style="list-style-type: none"> • is not an entity; and • is either established by the Commonwealth, a State or a Territory (whether under a law or not) to carry on an enterprise or established for a public purpose by an Australian law; and • can be separately identified by reference to the nature of the activities carried on through the organisation or the location of the organisation whether or not the organisation is part of a department or branch described in paragraph (a), (b), (c) or (d)
Group	<p>A Moodle term.</p> <p>It controls students and their access inside Moodle courses. You can show and hide things (documents, assignments etc.) in a course to certain groups. For example, you could put in a handout specific to a corporate group and make it visible only to them. A group has the same name as the class it's related to and the same students in it.</p> <p>Groups also keep students separate so Assessors don't start marking students in classes not assigned to them. Assessors have to be manually enrolled into groups and courses.</p>
High managerial agent	An employee or agent of the organisation with duties of such responsibility that his or her conduct may fairly be assumed to represent the organisation in relation to the business of providing courses.
In progress	<p>Class enrolment status – interim</p> <p>Student is continuing study in the qualification or program.</p>
Incomplete	<p>The enrolment has passed the candidature expiry date and the student has failed to satisfy the requirements to receive the qualification and has not requested 'Withdrawal' from the course.</p> <p>NB: Deprecated. Not used in Axcelerate.</p>
Independent validation	<p>Validation carried out by a validator or validators who:</p> <p>are not employed or subcontracted by the RTO to provide training and assessment; and have no other involvement or interest in the operations of the RTO.</p> <p>Ref Clause 1.25 of the NVR Standards</p>
Industry	<p>The bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:</p> <ul style="list-style-type: none"> • enterprise/industry clients, e.g. employers; • group training organisations; • industry organisations; • industry regulators; • industry skills councils or similar bodies; • industry training advisory bodies; and unions.
Industry bodies	Bodies that have a stake in the training, assessment and client services provided by RTOs. These representative bodies could include industry skills councils, industry associations, unions, regulatory bodies, licensing bodies and group training companies (not an exhaustive list).

Term	Definition
Industry engagement	Includes, but is not limited to, strategies such as: <ul style="list-style-type: none"> • partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs; • involving employer nominees in industry advisory committees and/or reference groups; • embedding staff within enterprises; • networking in an ongoing way with industry networks, peak bodies and/or employers; • developing networks of relevant employers and industry representatives to participate in assessment validation; and • exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.
Industry regulator	A body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation.
Industry Skills Councils (ISC)	National bodies recognised and funded by the Australian Government to develop and maintain Training Packages specific to the industry area(s) for which they have coverage.
Interview	Assessment method used to collect specific or further evidence. It may include a set of standard questions developed beforehand but may also be used by the assessor to collect further evidence, such as during an RPL application. In this case, the questions and focus of the interview will be determined by the evidence required.
Knowledge questions	Assessment method used to gather evidence of underpinning knowledge. Commonly this is to assess declarative or factual knowledge where it is anticipated there are standard or 'correct' answers. However, it can also be used to collect evidence of procedural or conditional knowledge which will vary with context and for which marking criteria, rather than sample answers, would be developed. Knowledge questions are most commonly asked as short or long answer questions but may also include multiple choice or other quiz-based questions. Usually these are written but questions may be answered orally, with the assessor noting the responses provided.
Learner	An individual who is receiving, responding to and processing information in order to acquire and develop competence. This incorporates the process of preparing and presenting for assessment. <i>Also a student, a participant or a candidate.</i>
Learning	Learning program See <i>Training program</i> .
Learning activity	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. <i>Also Learner Portal Activity</i>
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.

Term	Definition
Learning material	The resources provided to support learning, including: <ul style="list-style-type: none"> • Program overview containing information on UNE Partnerships policies and procedures, program requirements and student support mechanisms. • Learning materials covering knowledge areas for each unit of competency. • Assessment details containing instructions to students on assessment requirements. • Marking guides containing benchmarks for assessment for each unit of competency.
Learning outcomes	Evaluative statements that specify what is to be learned and assessed. In a competency-based training system, learning outcomes are derived from competency standards.
Licensed or regulated outcome	Means compliance with an eligibility requirement for an occupational licence or a legislative requirement to hold a particular training product in order to carry out an activity.
Management system	The framework of structures, policies and processes used to ensure that the organisation can achieve its objectives.
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.
Mode of delivery	The method adopted to deliver training and assessment, eg: <ul style="list-style-type: none"> • Online/ distance • Blended • Classroom • Workplace
Moderation	The process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.
Module	<ol style="list-style-type: none"> 1. A group of learning outcomes in an accredited course where the copyright owner can establish that it is not possible to develop an appropriate unit of competency. (<i>Standards for VET Accredited Courses</i>) 2. A grouping of 2 or more courses (units or subjects) with related concepts that are brought together for teaching and/or assessment purposes.
Moodle	Learning Management System (LMS) in use at UNE Partnerships used to create and distribute online learning content to enrolled students.
Multi-site delivery	An arrangement in which an RTO manages delivery and assessment from a site or sites other than its head office. This definition includes inter-jurisdiction delivery as well as transnational/offshore delivery.
Mutual recognition	A principle that underpins national standards for RTOs that: <ul style="list-style-type: none"> • 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.
NAS – Non-assessable activity – satisfactorily completed (81)	Unit outcome for use when students successfully complete a non-assessable course component, e.g. <ul style="list-style-type: none"> • workshop attendance and participation • completion of a diagnostic or formative assessment component

Term	Definition
NAS – Non-assessable activity – withdrawn or not satisfactorily completed (82)	Unit outcome for use when students do not successfully complete a non-assessable course component, e.g. <ul style="list-style-type: none"> • do not attend or participate in a workshop • do not complete a diagnostic or formative assessment component
NCVER	Independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training nationally
National recognition	Recognition by an RTO of the AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person. Recognition by each state and territory’s registering body of the training organisations registered by any other state or territory’s registering body and of its registration decisions. Recognition by all state and territory course-accrediting bodies and registering bodies of each other’s accredited courses and accreditation decisions.
National Register	The register maintained by the Commonwealth Department responsible for VET and referred to in section 216 of the <i>National Vocational Education and Training Regulator Act 2011</i> .
Nationally Recognised Training (NRT) logo	The logo used nationally to signify that training and assessment products and services meet the requirements agreed under the National Skills Framework. 
Nominal Duration	The total number of hours assigned to a study program when all nominal hours for individual units of study are aggregated. The total length of time allocated to a student for completion of a study program at enrolment. <i>See Study Period</i>
Nominal Hours	The value assigned to a unit of competency or structured program of study that nominally represents the anticipated hours of supervised learning and/or training deemed necessary to conduct training/learning and assessment activities associated with the unit or program of study
Non-compliance	The requirements of the <i>NVR Standards for Registered Training Organisations</i> have not been met, based on the evidence reviewed. There are three categories of non-compliance, each explained below. <p>Minor non-compliance</p> The requirements of the <i>NVR Standards for Registered Training Organisations</i> have not been met, based on the evidence reviewed, but there is no, or minor, adverse impact on learners and/or other consumers of goods and services produced in the training environment or the current (or future) workplace. <p>Significant non-compliance</p> The requirements of the <i>NVR Standards for Registered Training Organisations</i> have not been met, based on the evidence reviewed, and there are indications of a significant adverse impact on learners and/or other consumers of goods and services produced in the training environment or the current (or future) workplace. <p>Critical non-compliance</p> The requirements of the <i>NVR Standards for Registered Training Organisations</i> have not been met, based on the evidence reviewed, and there is a critical adverse impact on learners and/or consumers of goods and services produced in the training environment or the current (or future) workplace.

Term	Definition
NR – Not reported for AVETMISS (0)	Unit outcome – final. Should only be used where no other interim or final outcome is appropriate. See the UNEP Director of Education for further advice.
NYS – Not Yet Started (85)	Unit outcome – interim Enrolled student has not commenced study in the unit
Off-shore Student	A student whose primary place of residence is outside of Australia and does not hold a student visa for study in Australia
Operations	An RTO's operations include training, assessment and support services related to its scope of registration, including those delivered across jurisdictions and offshore.
Outcomes	The consequences of actions implemented by an RTO to achieve high-quality training, assessment and client services. Also Enrolment outcome See <i>Enrolment status – qualification</i> See <i>Enrolment status - unit</i>
Outcomes-focused auditing	An audit approach in which the primary role for the audit team is to confirm that outcomes from RTO processes meet the requirements of the Standards. This decision will be informed by data collected in relation to Quality Indicators and other evidence provided by the RTO.
Overseas Student	A person studying in Australia who holds a student visa as defined by the ESOS Act. See <i>ESOS Framework</i>
Packaging	The process of grouping competencies into combinations that are meaningful in the workplace and that receive recognition as an AQF qualification.
Part-time Study	Anything less than 75% of a full-time study load. See <i>Full-time study</i>
Participation	The student has interacted and participated in training in a manner that exceeds mere attendance; and the RTO has documented this interaction and participation. NSW State Training Services operating guidelines state that: <i>"...interaction means to react to training provided under specific UoCs".</i>
Partnering arrangements	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.
Pathway (Credit Pathway)	A path or sequence of learning or experiences that can be followed to attain competency. Credit pathway Also known as articulation arrangements , a credit pathway enables students to progress from one recognized training program to another with an agreed amount of credit in the new award once enrolled. NB the existence of a credit pathway or articulation arrangements does not guarantee a students' entry to the new award.
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
Person	Includes a body politic or corporate as well as an individual.

Term	Definition
Policy	A documented statement of a definite course of action that is to be adopted and implemented
Practical demonstration	<p>Practical demonstrations are used to gather evidence of observable skills. This can be through the use of role play or scenario or based on work tasks. Most commonly this will be through an oral presentation that may occur face-to-face, or via a phone call, Skype, or other Webinar-based software. It may also require the student to record themselves performing the required task using audio or video.</p> <p>However, practical demonstrations may also include observation of practical skills such as clinical skills and negotiation skills during workshops or in the workplace, as well as the observation of other skills while sharing screen using Skype or GoToMeeting. This might include demonstration of the application of management or financial skills, for example, using appropriate software.</p>
Pre-requisites	Units of competency that are critical to achieving the subsequent competency.
Principal course of study	The principal course of study refers to the main course of study to be undertaken by an overseas student where a student visa has been issued for multiple courses of study. The principal course of study would normally be the final course of study where the overseas student arrives in Australia with a student visa that covers multiple courses.
Principles of assessment	To ensure quality outcomes, assessment should be fair, flexible, valid, and reliable. See also: Fairness, Flexibility, Reliability and Validity.
Procedure	A documented method or set of instructions that describes how a process is carried out.
Process	The systematic actions, people and resources required to achieve an outcome.
Professional development	<p>Activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment. Examples of professional development activities include:</p> <ul style="list-style-type: none"> • participation in courses, workshops, seminars, conferences, or formal learning programs; • participation in mentoring, professional associations or other learning networks; • personal development through individual research or reading of publications or other relevant information; • participation in moderation or validation activities; and • participation in industry release schemes.
Program	<p>The educational qualifications and services offered by UNE Partnerships are grouped into discipline or study areas called Programs. Sometimes defined by a market sector (eg Health). The services offered by UNE Partnerships are grouped into the following programs:</p> <ul style="list-style-type: none"> • Community Services • Government • Health • Infrastructure • Leadership and Management <p>See <i>Training Program</i>.</p>
Program manager	Manages a suite of offerings in a similar study area – eg Health. Each program has a manager responsible for the timely and effective delivery of services in that program.

Term	Definition
Program overview	<p>The UNEP document provided to enrolled students containing information related to the training program including:</p> <ul style="list-style-type: none"> • Aims and learning outcomes • Program structure • Workload • Accreditation and recognition arrangements • Third party arrangements (where applicable)
Progression	Evidence that an enrolled student is working through course or unit requirements.
Qualification	<ol style="list-style-type: none"> 1. An endorsed component of a training package consisting 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). 2. 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. 3. An Accelerate term for a course of study set up in order to hang 'classes' off it. May or may not be nationally recognised or accredited.
Quality	The ability of a set of inherent characteristics of a product, system or process to meet specified standards or objectives and fulfil the expectations of customers and interested parties.
Quality Indicators	<p>Quality Indicators are a set of three indicators which are part of the <i>AQTF Essential Conditions and Standards for Continuing Registration</i>. When considered in the context of the RTO's business, data against the Quality Indicators provides a measure of the RTO's performance and the quality of outcomes it is achieving for clients.</p> <p>Three Quality Indicators have been identified as being useful for the purpose of continuous improvement within RTOs and to inform the risk profile of RTOs as established by registering bodies. The quality indicators are:</p> <p>Learner engagement (learner engagement and competency development). This indicator focuses on the extent to which learners are engaging in the types of activity that are likely to promote high-quality skills, as well as on learners' perceptions of the quality of their competency development and the support they receive from the RTO.</p> <p>Employer satisfaction (including satisfaction with competency development and the quality of training and assessment). This indicator focuses on employers' evaluations of learners' competency development, its relevance to work and further training, and the overall quality of training and assessment.</p> <p>Competency completion rate. This will be calculated for qualifications and units of competency or modules delivered, based on data provided by RTOs about:</p> <ul style="list-style-type: none"> • the number of enrolments in the previous calendar year, and • the number of qualifications completed and/or units of competency or modules awarded in the previous calendar year.
Reasonable adjustment	Adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.

Term	Definition
Recognition process	<p>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.</p> <p>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.</p> <p>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.</p>
Recognition of Current Competency (RCC)	<p>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.</p>
Recognition of Prior Learning (RPL)	<p>An assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.</p> <p>Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);</p> <p>Non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business);</p> <p>Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).</p>
Record	<p>A written, printed or electronic document providing evidence that activities have been performed.</p>
Recruitment	<p>The pre-enrolment processes of engaging and assisting students (or parent or guardian if the overseas student is under 18) to apply for a place in a course with a provider leading up to the formal enrolment, including assistance with administrative issues and the issuing of a Confirmation of Enrolment for an application for a student visa.</p>
Reflective diary	<p>Assessment method used to gather evidence of non-observable skills over time, or where multiple occurrences are required. It will usually require the student to record tasks or activities completed and expect them to reflect on these and link them to aspects of procedural or conditional knowledge relevant to those tasks.</p>
Refund	<p>Portion of enrolment fees returned to student following withdrawal from a course within the refund period.</p>
Registered Training Organisation (RTO)	<p>A training organisation registered by a VET Regulatory body in accordance with the Standards for Registered Training Organisations</p>
Registering body	<p>The authority responsible, under the VET legislation and decision-making framework, and in accordance with the AQTF 2007 Standards for State and Territory Registering Bodies, for registering training organisations, including all the processes relating to registration and the imposition of sanctions on RTOs.</p>
Registration	<p>Registration as an RTO by the VET Regulator, where that registration is then entered on the National Register.</p>

Term	Definition
Reliability	<p>One of the principles of assessment. There are five types of reliability:</p> <ul style="list-style-type: none"> • internal consistency • parallel forms • split-half • inter-rater • intra rater <p>In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.</p>
Retention	Student progression or continuation of studies through the milestones to successful completion.
Retention rate	A measure of the proportion of students who continue their studies after their first year.
Risk indicators	<p>Performance risk indicators</p> <p>Performance risk indicators are indicators that reflect the performance outcomes from audit compliance, data from quality indicators and complaints history. They are indicators of the likelihood that quality skills outcomes will not be achieved.</p> <p>Financial risk indicators</p> <p>Financial risk indicators are indicators that reflect the financial health of an applicant/RTO and the potential impact on the delivery of quality skills outcomes. They are indicators of the likelihood that quality skills outcomes will not be achieved.</p> <p>Governance risk indicators</p> <p>Governance risk indicators are indicators that reflect the adequacy of governance structures in place to deliver quality skills outcomes. Indicators of Governance risk include quality of business planning and transparency of ownership and management structure. They are indicators of the likelihood that quality skills outcomes will not be achieved.</p> <p>Supplementary risk indicators</p> <p>Supplementary risk indicators are indicators that reflect aspects of the applicants/RTO operations. They are indicators of the potential impact if quality skills outcomes are not delivered and may also influence the scope of an audit or monitoring activity.</p>
RPL-G – Recognition of Prior Learning – granted	<p>Unit outcome-final</p> <p>Student evidence for RPL has been assessed as sufficient in accordance with the rules of evidence.</p>
RPL-NG – Recognition of Prior Learning – not granted	<p>Unit outcome-final</p> <p>Student evidence for RPL has been assessed as insufficient in accordance with the rules of evidence.</p>
RTO	means a Registered Training Organisation.
RTO code	means the registration identifier given to the RTO on the National Register.
Rules of evidence	These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

Term	Definition
Sanction	<p>An action that a registering body imposes on an RTO for non-compliance with the <i>AQTF Essential Conditions and Standards for Continuing Registration</i>. Sanctions may include:</p> <ul style="list-style-type: none"> • The imposition of specific conditions on the RTO's registration (which can cover any aspect of its registration, including its scope of registration, the locations where it may provide training or the type of delivery and assessment activities it may provide) • Amendment of registration (including a reduction in the RTO's scope of registration) • Suspension of registration • Cancellation of registration
Scheduled Hours	Specifies the number of supervised hours, including assessment time, that the training organisation actually allocates for the delivery of a unit of competency or module.
Scope of registration	<p>The particular services and products that an RTO is registered to provide. The RTO's scope defines the specific AQF qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide:</p> <ul style="list-style-type: none"> • Both training delivery and assessment services, and to issue the relevant AQF qualifications and statements of attainment, or • Only assessment services, and to issue AQF qualifications and statements of attainment.
Senior officer	A senior officer includes directors, secretaries and other people who manage an RTO. A senior officer of an RTO that is neither an individual nor a corporation means a partner in the partnership if the entity is a partnership or an office holder of the unincorporated association if the entity is an unincorporated association. It can also include a person who makes, or participates in making, decisions that affect the whole, or a substantial part, of the business of the entity or who has the capacity to affect significantly the entity's operations or financial standing.
Services	mean training, assessment, related educational and support services and/or any activities related to the recruitment of prospective learners. It does not include services such as student counselling, mediation or ICT support.
Short Course	Singular training event
Simulated work environment	<p>The requirement for a unit of competency to be assessed in a simulated workplace environment may be identified either within the unit of competency itself or within the relevant Training Package Assessment Guidelines. A simulated workplace may be required for the following reasons:</p> <ul style="list-style-type: none"> • The learner may not have access to a workplace. • The available workplace may not use the relevant skill, equipment or process. • Conducting assessments may be disruptive or interfere with work requirements, e.g. there may be ethical, privacy or confidentiality issues to consider. • It may not be appropriate to apply the skills in the workplace due to potential risks such as health and safety or equipment being damaged.
Site audit	An audit conducted by a registering body at the premises of an applicant seeking registration or an RTO and/or at locations where it delivers training and assessment.
Skill set	A single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need.

Term	Definition
Skills Service Organisation	<p>Skills Service Organisations (SSOs) are independent, professional service organisations that support Industry Reference Committees (IRCs) in their work developing and reviewing training packages.</p> <p>There are six SSOs funded by the Australian Government Department of Education and Training.</p> <ul style="list-style-type: none"> • Artibus • Australian Industry standards • IBSA Manufacturing • PWCs Skills for Australia • Skills Impact • Skills IQ <p>SSOs support industry engagement while remaining independent from both industry and the training sector.</p> <p>Each SSO provides agreed services to several IRCs. This includes providing secretariat services and travel and accommodation support, preparing documents such as the skills forecast and proposed schedule of work, and assisting with developing and reviewing training packages.</p> <p>SSOs are also a key access point for other industry stakeholders who want to play a part in the development of training packages.</p>
Special Extension of Time	<p>Students who cannot complete the course within the standard candidature period may apply for a Special Extension of Time (SET). UNE Partnerships will decide whether or not a SET can be offered to a student on a case by case basis. The SET date cannot exceed the expiry date for accreditation of the course.</p> <p>NB: Not used in Axc</p>
Staff	Individuals working for the RTO, including contractors.
Stakeholders	Individuals or organisations affected by, or who may influence, the RTO's services but who are not directly involved in purchasing or using the RTO's services.
Standards for VET Accredited Courses	The standards made under subsection 188(1) of the <i>National Vocational Education and Training Regulator Act 2011</i> or the equivalent requirements adopted by a non-referring State.
Statement of attainment	A statement of attainment is issued by a registered training organisation when an individual has completed one or more units of competency/modules from nationally recognised qualification(s)/course(s).
Statistically valid	means for the purposes of these Standards, a random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated.
Strategic audit	Where a specific area of risk has been identified, a strategic industry audit is conducted to confirm that a RTO's training and assessment services are meeting the requirements of a particular industry or licensing authority.
Student	Currently or previously enrolled in a course of study. Also a learner, a participant or a candidate. Current student, past student.
Student Identifier	See Unique Student Identifier. Has the meaning given in the <i>Student Identifiers Act 2014</i> .
Study guide	<p>The UNEP document containing learning material for a course. Generally consisting of:</p> <ul style="list-style-type: none"> • Introduction • Several Topics • Summary

Term	Definition
Study period	The length of time allotted to a student at enrolment in which to complete the requirements of the study program.
Subject	A Unit of Competency or equivalent. A sub-component of a Topic like a chapter.
Substantial shareholder	Substantial shareholders in a listed company are those who hold an interest in 5% or more of the total number of votes attached to the voting shares in a company. Substantial shareholders in an unlisted company are those who hold an interest in 25% or more of the total number of votes attached to the voting shares in a company.
Sufficiency	One of the rules of evidence. Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.
Suspended	Enrolment status – interim. Delivery of services has been suspended due to non-payment of fees or other breach of terms and conditions of enrolment. Student must be advised of the breach in writing and given a period in which to rectify
System	A series of processes that are inter-related and repeatedly provide quality outcomes.
Teacher	Moodle term Teacher and non-editing teacher are manually changed to Assessor when each unit is set up in New Moodle
Tentative (Enrolment)	A prospective student has registered interest in enrolment but not yet paid. Procedurally needed to issue invoice from Xero.
Term	A structured period of study in which an agreed set of components is delivered. For example the Certificate IV in Medical Practice Assisting is separated into three terms.
Terms and Conditions of Enrolment	General provisions, requirements and rules related to enrolment with UNE Partnerships. Students are required to sign a declaration stating that they have read and agree to the Terms and Conditions of Enrolment as stated on the enrolment form and updated from time to time. The version number appears in the page header and can be used for later reference if a dispute arises.
Third party	Means any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee.
Third party report	Assessment method used to collect evidence of the student's <i>performance in the workplace</i> .
Trainer	Suitably qualified and experienced person, approved by UNE Partnerships, to provide face to face or web-based training to an individual or a group of students.
Training	The process used by an RTO or a third-party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration.
Training and assessment credential	are those qualifications, skill sets and units of competency, or relevant combination of those qualifications, skill sets and units of competency, specified in the table at Schedule 1.

Term	Definition
Training and assessment strategies and practices	are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.
Training and assessment strategy	A framework that guides the learning requirements and the teaching, training and assessment arrangements of a vocational education and training qualification. It is the document that outlines the macro-level requirements of the learning and assessment process, usually at the qualification level.
Training Package	<p>A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.</p> <p>The components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are:</p> <ul style="list-style-type: none"> • units of competency; • assessment requirements (associated with each unit of competency); • qualifications; and credit arrangements. <p>The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.</p>
Training Plan	A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.
Training product	An AQF qualification, skill set, unit of competency, accredited short course or module.
Training program	<p>A program (also known as a learning program), developed by an RTO, that meets the training and assessment requirements of a qualification from a Training Package, one or more designated units of competency, or an accredited course. The training program may specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources required. It may form part of a training and assessment strategy.</p> <p>Overarching term encompassing any multi-part offering whether it be a qualification, AQF/non AQF award, skillset, other group of units.</p>
Unique student identifier	A unique national VET student number for all nationally recognised training. The system and details are yet to be implemented. However, some jurisdictions have a state VET student number. If RTOs are required to submit data as part of funding arrangements, then this will be part of the reporting requirements. RTOs will need to contact the appropriate jurisdiction which will advise on collection requirements.
Unit	<p>A unit of competency is the smallest component that can be enrolled, assessed and recognised under the AQF</p> <p>A unit of competency is the specification of knowledge and skill, and the application of that knowledge and skill, to the standard of performance expected in the workplace.</p>
Unit of competency	Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace as described in a Training Package.
Unit outcome	<p>Once reported via TVA annual or state funded monthly/regular student data reporting, this should not be changed.</p> <p>See <i>Enrolment Status – Unit</i></p>

Term	Definition
Validation	The quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.
Validity	<p>One of the rules of evidence and one of the principles of assessment. There are five major types of validity:</p> <ul style="list-style-type: none"> • face • content • criterion (i.e. predictive and concurrent) • construct • consequential <p>In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence.</p> <p>Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.</p>
VET	Vocational education and training.
VET accredited course	A course accredited by the VET regulator in accordance with the Standards for VET Accredited Courses.
VET Quality Framework (VQF)	<p>The set of nationally agreed quality assurance arrangements for training and assessment services delivered by training organisations. The NVR Standards comprise:</p> <p>Standards for NVR Registered Training Organisations</p> <p>This document contains the Standards for initial and continuing registration.</p> <p>Australian Qualifications Framework</p> <p>This publication provides the complete set of AQF policies and objectives and information about the governing and monitoring arrangements for the AQF.</p> <p>Fit and Proper Person Requirements</p> <p>This document sets out the criteria for assessing suitability for registration of the RTOs Chief Executive, directors and senior staff.</p> <p>Financial Viability Risk Assessment Requirements</p> <p>This document sets out the requirements relating to financial viability of NVR registered training organisations.</p> <p>Data Provision Requirements</p> <p>This document sets out the data provision requirements for NVR registered training organisations.</p>
VET Regulator	The National VET Regulator (ASQA); and a body of a non-referring State that is responsible for the kinds of matters dealt with under the VET legislation for that State.

Term	Definition
VET Student Loan	A loan that allows eligible students to repay tuition fees for any approved diplomas or advanced diplomas or pay some of your tuition fees upfront and repay the balance when your income reaches the repayment threshold.
Volume of Learning	<p>Volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification.</p> <p>The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.</p>
W – Withdrawn/ discontinued (40)	<p>Unit outcome – final</p> <p>Student does not wish to or cannot continue study and requests withdrawal from the unit. Where the course fee has been paid in full the student has the option of re-enrolling for up to 12 months for an additional fee. The enrolment SHOULD NOT be reactivated after it has been reported’.</p>
Workshop	<p>Face to face learning component.</p> <p>May or may not lead to completion of nationally recognised training.</p> <p>Duration could be hours or days depending on the course or client.</p>