

Training and Assessment Glossary of Definitions

Adult Community Education (ACE)

Any learning that is non-accredited and occurs in a community setting.

Australian Quality Training Framework (AQTF)

Australian Quality Training Framework means the nationally agreed recognition arrangements for the vocational education and training sector.

Australian Qualifications Framework (AQF)

Australian Qualifications Framework 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 Recognition Framework

An inter-governmental agreement by the Commonwealth of Australia, States and Territories and their respective recognition agencies to enhance mutual recognition and consistency of recognition arrangements across Australia. It is a structure for quality assuring the translation of competency standards into training, the recognition of competencies attained by individuals and the registration of training organisations who issue qualifications.

Client

Client refers to the learner, enterprise or organisation, that uses or purchases the services provided by a Registered Training Organisation.

Competency-Based Training

Training geared to the attainment and demonstration of skills to meet industry-specified standards rather than to an individual's achievement relative to that of others in a group.

Competency Standard

The specification of knowledge and skills and the application of that knowledge and skill to the standards of performance required in the workplace. Competency standards define the outcomes for training delivery, assessment and the issuance of qualifications and Statements of Attainment under the Australian Recognition Framework. Competencies are developed nationally as an endorsed component of Training Packages or, where no relevant Training Packages exist, as the basis for defining the learning outcomes of an accredited course.

Course

A structured sequence of vocational education and training, generally resulting in assessment against a range of specific learning outcomes and usually associated with institutional delivery. It is proposed that in future there will be less focus on course delivery and more on providing a range of flexible training pathways, leading to achievement and assessment against endorsed national competency standards.

Credential

Refers to the recognition of achievement for a defined set of competencies (for a module/ program or a course) and may either be a Statement of Attainment (part of a qualification) or a qualification.

Curriculum

A plan incorporating a structured series of intended learning outcomes and associated learning experiences, i.e. the objectives, structure, content, assessment and sequencing of what has to be learned, generally organised as a related combination of series of modules. Within National Training Packages curriculum or similar materials can be developed and included as part of the learning strategy component.

Training Acronyms and Abbreviations

Delivery and Assessment Strategies

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

Endorsement

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

Evaluation

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.

Experiential Learning

Learning through short, structured and targeted exercises where individuals learn through performance and investigation. Unlike action learning the tasks may not necessarily be related to the workplace but learning opportunities are structure to combine competency, cognitive and emotional aspects of an individual or team's experience in a manner that promotes learning.

Industry Skills Councils (ISCs)

National and State/Territory bodies comprising representation from the industry parties responsible for the development, review and implementation of competency standards in given industries. Formerly known as Industry Training Advisory Bodies (ITABs).

Module

A specific learning segment complete in itself, which deals with one or a number of aspects of vocational education at a given level of understanding or skill performance in accordance with stated aims and objectives. A module must be capable of being separately assessed and standing on its own or being linked to other modules in the same or related study areas. The flexibility of a modular curriculum structure makes it easier to organise learning programs to meet individual student's needs and abilities.

Mutual Recognition

This encompasses recognition by each State authority, Registered Training Organisations, qualifications and training products.

National Training Framework

Identifies the key components of the vocational education and training system at the national level, the relationships between those components and the quality assurance and recognition arrangements that enable individuals to gain national recognition.

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 Information Service (NTIS)

NTIS is the National Register for recording information about Registered Training Organisations (RTOs), Training Packages and Accredited Courses. Information held on the NTIS is searchable and publicly accessible via the Internet. The NTIS contains comprehensive information on endorsed Training Packages which have been approved by Ministers and includes full details of competency standards; a listing of National Training Quality Council noted support materials with contact source; details of Australian Qualifications Framework (AQF) accredited courses/qualifications; and contact details and scope of registration of all RTOs.

Training Acronyms and Abbreviations

On-the-Job Training

This is training which occurs at a normal work situation and which is part of the productive work of an individual. The term on-job training is also used.

Off-the-Job Training

This is training which occurs away from an individual's normal work situation. The term, off-job training is also used.

Partnerships

Formal partnership assessment arrangements are the written agreements that are undertaken between a Registered Training Organisation (RTO) and other organisations or RTOs. These arrangements enable the partners to share for mutual benefit their resources, effort, time, cost, responsibility and expertise. These arrangements are regulated by the AQTF Standards for Registered Training Organisations. See also Collaborative assessment arrangements and Auspicing. Informal partnership arrangements refer to assessors and candidates working together in the assessment process.

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 Endorsed Training Organisation (QETO)

The recognition awarded by a State Training Authority/State Recognition Authority to a Registered Training Organisation, to receive delegated powers of self-management for the scope of their registration and self-management of accreditation of own courses and customised qualifications, in accordance with the parameters set by the Australian Recognition Framework.

Reasonable Adjustment

The nature and range of adjustment to an assessment tool or assessment method which will ensure valid and reliable assessment decisions but also meet the characteristics of the person(s) being assessed.

Recognition of Current Competencies (RCC)

See Recognition of Prior Learning (RPL).

Recognition of Prior Learning (RPL)

The recognition of skills and knowledge against course outcomes, i.e. learning outcomes. RPL also involves the recognition of competencies held against relevant competency standards. RPL is sometimes referred to as Recognition of Current Competencies (RCC).

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 competencies currently held, regardless of how, when or where the learning occurred. Under the Australian Quality Training Framework, competencies 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. 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.

Training Acronyms and Abbreviations

Registered Training Organisation

Any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. This includes TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation which meets the requirements for registration.

Self-Assessment

Self-assessment is a process that allows candidates being assessed to collect and provide evidence on their own performances against the competency standards. 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 may be.

Self Directed Learning

A process of learning where the individual takes full responsibility for diagnosing their needs, priorities, learning goals, the structuring and completion of study to meet learning needs, and follow up evaluation of the progress they have made through study.

Skills Recognition

See Recognition Process.

State Authority

Acceptance by a State Recognition Authority/State Training Authority of the registration decisions of another State Training Authority/State Recognition Authority enabling a Registered Training Organisation to operate within its jurisdiction on the basis of its primary registration.

Statement of Attainment

The formal certification issued by a relevant approved body (Registered Training Organisation or State Recognition Authority), in recognition that a person has achieved competencies identified in a specific Unit/s within a Training Package, accredited course or customised qualification.

Training Packages

Comprehensive, integrated products which provide national benchmarks and resources for delivery, assessment and qualifications in vocational education and training. Training Packages comprise endorsed components of national competency standards, assessment guidelines and qualifications, combined with non-endorsed components which may include a learning strategy, assessment resources and professional development materials.

Unit of Competency

Unit of competency means the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Validation

Validation involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgements 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.

Workplace Learning

Training, education and development structured to deliver specific work related performance that closes the gap between a desired standard of performance and actual current capacity. Capacity is usually determined by that required by an organisation for employment within a specific context/job.