

Glossary of terms

Term	Explanation
Accredited course	An accredited course is a structured sequence of Vocational Education and Training that leads to an Australian Qualifications Framework qualification or Statement of Attainment.
ACSF	Australian Core Skills Framework – describes levels of performance in the five core skills (learning, reading, writing, oral communication, numeracy). It provides a: <ul style="list-style-type: none">• consistent national approach to the identification of core skills requirements in diverse personal, community, work and training contexts• common reference point for describing and discussing performance in the five core skill areas.
Appeal process	A process whereby the person being assessed, or other interested party, such as an employer, may dispute the outcome of an assessment and seek reassessment.
Assessment	Assessment is the process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace as expressed in the relevant endorsed industry/enterprise unit(s) of competency or outcomes of accredited courses.
Assessment context	The environment in which the assessment will be carried out. This will include physical and operational factors, the assessment system within which assessment is carried out, opportunities for gathering evidence in a number of situations, the purpose of the assessment, who carried out the assessment and the period of time during which it takes place.
Assessment guidelines	Assessment guidelines are an endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include the assessment system overview, assessor requirements, designing assessment resources, conducting assessment and sources of information on assessment.
Assessment materials	Assessment materials are any resources that assist in any part of the assessment process. They may include information for the learner or assessor, assessment tools or resources for the quality assurance arrangements of the assessment system.
Assessment method	Assessment method means the particular technique used to gather different types of evidence. This may include methods or techniques such as questioning, observation, third party reports, interviews, simulations and portfolios.

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Assessment plan	A document developed by an assessor, that includes the elements or units of competency to be assessed, when the assessment will occur, how the assessment will occur, the assessment methods to be used and the criteria for the assessment decision.
Assessment process	The agreed series of steps that the learner undertakes within the enrolment, assessment, recording and reporting cycle. The process must best suit the needs of all stakeholders and be both efficient and cost-effective.
Assessment tool	Incorporates both the instrument and the instruction for gathering and interpreting of evidence. A variety of assessment tools should be used in the process of establishing competency. Evidence gathering/assessment tools include specific instructions for learners, examples of acceptable responses, rules of judgements in holistic competency assessment, and descriptions of typical competent performance.
AUSLAN	Australian Sign Language
Australian Qualifications Framework (AQF)	Australian Qualifications Framework (AQF) means the policy framework that defines all qualifications recognised nationally in post-compulsory education and training within Australia. The AQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications and Statements of Attainment.
Australian Quality Training Framework (AQTF)	Australian Quality Training Framework means the nationally agreed recognition arrangements for the vocational education and training sector.
Authenticity	Refers to the confidence that an assessor has that the evidence provided by a learner as part of assessment is actually the learner's own work.
Competency	The ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills and knowledge relevant to effective participation in an industry, industry sector or enterprise.
Competent person	A person whom the employer, in consultation with the site safety committee, ensures has, through a combination of training, education and experience, acquired knowledge and skills enabling that person to currently perform a specified task.
Core skills	Five skills which are essential for people to participate in society including: <ul style="list-style-type: none">• Learning• Reading• Writing• Oral Communication• Numeracy

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Elements	Building blocks (or key outcomes) of a unit of competency.
Evidence and 'quality' of evidence	<p>Evidence is information gathered which, when matched against the performance criteria, provides proof of competency. Evidence can take many forms and be gathered from a number of sources. Assessors often categorise evidence in different ways, for example:</p> <ul style="list-style-type: none"> • direct, indirect and supplementary sources of evidence • evidence collected by the learner or evidence collected by the assessor • historical and recent evidence collected by the learner • current evidence collected by the assessor. <p>Quality evidence is valid, authentic, sufficient and current evidence that enables the assessor to make the assessment judgement.</p>
Fairness	Refers to the controls in place to ensure that assessment is available to all eligible persons regardless of age, gender, ethnicity, disability, language barriers, and geographic location and that, in the course of assessment, persons are not disadvantaged for any reason.
Flexible learning and assessment	Flexible learning and assessment is an approach to vocational education and training which allows for the adoption of a range of learning strategies in a variety of learning environments to cater for differences in learning styles, learning interests and needs, and variations in learning opportunities (including online).
Integrated assessment (or holistic)	An approach to assessment that covers multiple elements and/or units from relevant unit of competency. The integrated approach combines knowledge, understanding, problem solving, technical skills, attitudes and ethics into assessment tasks.
LLN	Refers to Language, Literacy and Numeracy – the speaking, reading, writing or basic maths skills which underpin work functions.
Nationally recognised training	Nationally recognised training is training and assessment, delivered by a Registered Training Organisation, which meets the requirements specified in national industry/enterprise Training Packages or in Australian Qualifications Framework accredited courses where no relevant Training Package exists.
OHS	Occupational Health and Safety
Performance criteria	Evaluative statements which specify what is to be assessed and the required level of performance. The performance criteria specify the activities, skills, knowledge and understanding that provide evidence of competent performance for each element of competency.
Qualification	Qualification is, in the Vocational Education and Training sector, the formal certification, issued by a Registered Training Organisation under the Australian Qualifications Framework, that a person has achieved all the requirements for a qualification as specified in an endorsed national Training Package or in an Australian Qualifications Framework accredited course where no relevant Training Package exists.

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Quality assurance	A planned and systematic process of ensuring that the requirements of the assessment system, unit of competency and any other criteria are applied in a consistent manner. Quality assurance mechanisms or procedures are an integral part of an assessment system.
Range statement	Part of a unit of competency which sets out a range of contexts in which performance can take place. The range helps the assessor to identify the specific industry or enterprise application of the unit of competency.
Recognition of Prior Learning (RPL)	RPL is an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of a qualification.
Registered Training Organisation (RTO)	Registered Training Organisation means a training organisation registered in accordance with the Australian Quality Training Framework, within a defined scope of registration.
Reliability	Refers to the extent in which "consistent" outcomes are achieved in assessment regardless of who does the assessment, when it is conducted and in whatever context it is conducted.
Reporting	The different ways in which the outcomes of assessment processes are reported to the person being assessed, employers and other appropriate personnel or stakeholders.
Review	Planned and systematic analysis of the assessment system.
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.
Self-assessment	Self-assessment is a process that allows learners being assessed to collect and provide evidence on their own performances against the unit of competency. Self-assessment is often used as a pre-assessment tool to help the learner and assessor to determine what evidence is available and where the gaps maybe.
Simulation	Simulation is a form of evidence gathering that involves the learner completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations through the creation of role plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet. In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which learners are able to demonstrate: <ul style="list-style-type: none">(a) technical skills(b) required knowledge(c) generic skills such as decision making and problem solving(d) workplace practices such as effective communication.

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Statement of attainment	<p>Formal certification issued by a Registered Training Organisation (RTO) under the Australian Qualifications Framework that a person has achieved:</p> <ul style="list-style-type: none"> • part of a qualification; or • one or more units of competency from a nationally endorsed Training Package; or • all the units of competency or modules comprising learning outcomes for an accredited course that does not meet the requirements for a qualification.
Sufficiency	Refers to having enough suitable evidence presented by a learner to ensure that an accurate decision can be made about achievement of competency.
Training package	A nationally endorsed, integrated set of units of competency, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.
Training program	A structured set of education and training activities designed to achieve specific competencies or learning outcomes eg. a course, training module (subject), or on- or off-the-job training.
Unit of competency	Specifications of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.
Validity	A valid assessment assesses what it claims to assess. Evidence collected is relevant to the activity and demonstrates that the performance criteria have been met.
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.
VET	Vocational Education and Training
WELL	Refers to Workplace English, Language and Literacy. The main aim of the WELL Programme (Commonwealth Department of Education, Employment and Workplace Relations) is to provide workers with English language, literacy and numeracy skills. Funding is provided for language and literacy training that will be integrated with vocational training to enable workers to meet their current and future employment and training needs.