

Glossary of Terms for TVET, Assessment and Verification

This glossary contains terms (including abbreviations) likely to be found in the field of Technical and Vocational Education and Training. Where a term has a broader general meaning, the definition given refers to its use in the TVET context.

Glossary - A

Academic Advisor a person working in an educational institution who assists students to choose and plan their study program

Accelerated Learning Programme ACL an education or training program that progress the learning of trainees / students at a faster rate than usual

Acceleration progression through an education or training program at a faster rate than usual

Access and Equity a policy or set of strategies to make TVET available to all members of the community, to increase participation and to improve outcomes, particularly focusing on those groups that have been traditionally under-represented, especially women, indigenous individuals, people with a disability, people from a non- English-speaking background, and people from rural and remote areas

Access Course a preparatory, prevocational or bridging course which prepares a student for further study or training. Access courses are offered particularly for youth and adults who are seeking to re-enter the workforce

Access Programme a programme providing pre-apprenticeship and pre-traineeship training for people who are registered as unemployed and are disadvantaged in the labor market and need preliminary training before they can successfully participate in an apprenticeship or traineeship

Accreditation the formal recognition of a course by an Accrediting Body

Accredited Course a structured sequence of vocational education and training that leads to an Australian Qualifications Framework qualification or Statement of Attainment

Accrediting Body a body capable of aligning relating groups of competencies with a definable work outcome, to a particular competency standard (level)

Accrediting Authority an organization with the authority and responsibility for accrediting courses and training programmes.

Achievement the attainment of a specified standard of performance

Action Learning learning by working on real problems, implementing solutions, and reviewing and reflecting on the learning process

Active Labor Market Policy ALMP government programmes that intervene in the labor market to help the unemployed find work usually grew out of earlier public works projects designed to combat widespread unemployment in the developed world during the interwar period

Active Learning - learning driven primarily by the learner, with the instructor acting as a facilitator

Admission Criteria requirements, such as educational qualifications, knowledge, skills or experience, for entry to a particular course

Alternative Entry (also called special entry) entry to a course or programme by special arrangement where the learner does not meet the standard entry requirements

Annual Student/ Trainee Contact Hours also called annual hours - the total nominal hours (supervised) for the modules undertaken in a year in a TVET Institution, used as a measure of total system delivery

Apprentice a person undertaking training under an apprenticeship

Apprenticeship a system of training regulated by law or custom which combines formal Off-the-Job Training and On-the-Job Training OJT while in paid employment. The apprentice enters into a contract of training or training agreement with an employer which imposes mutual obligations on both parties.

Approving Authority a body which approves apprenticeships and traineeships and determines the impact of training on productive time for apprenticeships and traineeships

Articulation the arrangements which facilitate the movement or progression of students / trainees from one course to another, or from one education and training sector to another

Assessment the process of gathering and judging evidence of a person's competence against defined standards in order to decide whether the person has achieved a the standard or objective

Assessment Guidelines a set of procedures for those involved in assessment which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include information concerning:

- assessment system overview
- assessor requirements
- designing assessment resources
- conducting assessment
- sources of information on assessment
- the evidence required
- how and when (and how often) assessment takes place
- who will be responsible for assessing the evidence
- method of verification
- how the assessment is recorded / documented

Assessment Materials optional component of Training Packages that complement endorsed industry assessment guidelines and could take the form of assessment exemplars or specific assessment tasks and instructions

Assessment of Competence the means by which evidence of performance is collected, compared with a standard, and a judgment about acceptable performance is made and formally recorded. The person is either Competent or Not Yet Competent. There is no rank order, no grades or banding because an individual's abilities are compared with the standard, not with each other

Assessment Plan Is a plan pertaining to carrying an employee's assessment including details relating to the relevant competency development framework, types of evidence, areas of emphasis, time, place and means by which the assessment process will be implemented

Assessment Tool a method for the gathering of evidence for assessment, such as a knowledge test or a checklist of practical performance

Assessor an experienced and qualified professional who carries out the assessment, compares collected evidences with the performance standards / criteria of the job and then makes a formal assessment of the individual's competence. The assessor formally records the result of the assessment and provides feedback to the individual. The line supervisor / manager normally conduct the first formal assessment of the individual's competence. Other individuals that may be involved in the assessment process could include shift supervisors, shift controllers, job instructors or section heads. The most recognized assessment and verification methods, include some or all of the following:

- Testing (practical and / or written)
- Interview (individual and /or panel)
- Direct observation
- Examining work samples
- Evaluating reports produced by the individual

Assurance Levels assessment and verification levels ranging from "1" to "4", in case of 4-levels assessment, where the higher numeric value indicates a higher level of confidence and certainty in outcome of the process

Attitude Competencies (or personal / behavioral competences) the minimum common and non technical competencies required to be acquired by all trades from different disciplines during their training and development period and they are the opinion or way of thinking that is reflected in a trainee / student's personality or behavior and can be adapted by training but they are based on deep seated values held by the individual

Awareness Level (Standard) the first (basic or fundamental) level in the Scales of Competency Standards (Levels) used when applying Competency Based Education and Training CBET. A person at the Awareness Level is characterized by:

- Knows the basic, has awareness and can work only under supervision.
- Understand on basic level, identify, list, recognize, ask sensibly, know where to look for information and requires supervision

Attainment successful completion of the requirements of a TVET course or a TVET programme module

Attrition a reduction in the number of trainees / students in a TVET institution as a result of dropping out, withdrawing, etc

Attrition Rate the proportion of trainees / students who discontinue through withdrawal, dropping out, etc. from a TVET institution programme

Audit means a systematic, independent and documented process for obtaining evidence to determine whether the activities and related outcomes of a TVET Institution comply with the Quality Training Framework Standards

Glossary - B

Best Practice management practices and work processes that lead to outstanding or top-class performance and provide examples for others

Block Release the release of an employee from the workplace for periods of time, usually of a week or more, in order to undertake related training in a TVET Institution. The term applies particularly to apprentices, trainees and students

Bridging Course a course designed to equip employees / trainees / students to take up a new subject or course by covering the gaps between the employees / trainees / students' existing awareness, knowledge and skills and the subject or course prerequisites and assumed awareness, knowledge and skills

Business the collective term used to describe small and large businesses (in both private and public sectors), associations and unions and the individuals operating within them

Business Critical Role the carrying out of a designated function within employees' jobs relating to business critical activities that have been identified as vital to ensure the Company's business objectives are met

Glossary – C

Campus the grounds and buildings of a TVET Institution; a branch or part of a TVET Institution at a particular location

Career Counseling (also called Guidance Counseling or Vocational Counseling) the process of assisting and guiding people (employees, trainees and students) in their career choices

Casual Employee an employee who generally has no entitlement to paid holiday or sick leave and who lacks the security of ongoing employment, with each job constituting a separate contract of employment. Under some awards casual employees are entitled to either holiday leave or sick leave

Casualisation the trend towards a higher proportion of casual employment in the workforce, often in place of former permanent employment arrangements

Class Based Training (also known as Off-the-Job Training or Instructor Led Training ILT) - training which takes place in class away from a person's job

Class Contact Hours the number of hours in any given period for which a trainer / instructor / teacher is programmed to be in contact with classes of trainees / students

Coach a person who provides training to individuals in order to facilitate their learning experience. The coach's main role is to plan activities that will help the individual grow and develop in the workplace. The coach helps the individual attain the desired outcome and then assess their progress. In some cases the coach may be the person's direct supervisor. It is preferred that the assessor be an individual other than the coach to ensure fair and valid assessment.

Coding is a system to identify each Training Package, its component qualifications and competency units, as well as "stand alone" competency standards

College 1 an institution providing post-secondary education, especially technical and professional training
2 a school, especially a non-government school or a senior secondary school

Committee Interview a committee having responsibility for implementing the verification process at the higher level

Committee Member Is a person who belongs to the committee having responsibility for implementing the verification process

Community Education - education programmes which are community-based and community-directed and intended primarily for the members of the local community

Competencies term which refers to multiple units of competency

Competency the individual's ability to use, apply and demonstrate a group of related awareness, knowledge, skills and attitudes in order to perform tasks and duties successfully and which can be measured against well-accepted standards (levels) required in employment as well as assessed against provided evidences at work location. The competency affects both individual's job responsibility and performance on the job and usually fall into two categories, namely technical and behavioral.

Competency Assurance a management framework to ensure that staff has the required awareness, knowledge, skills and attitudes to perform their roles competently in support of the business

Competency Assurance Management System CAMS the purpose of the Competency Assurance Management System CAMS is to provide guidelines that will enable the management of Enterprises and TVET Institutions to set valid and reliable controls in place with a view to have reasonable assurance that their workers / trainees / students are well trained, acquired the required awareness, knowledge, skills and attitudes, provided evidences, assessed, verified, proved to be competent and can effectively perform all tasks assigned to them, including Health Safety and Environmental Protection HSEP (or Occupational Health and Safety OHS) and Business Critical Tasks, up to the Minimum Competency Level (Standard) LR required at Work Location

Competency Based Assessment CBA the gathering and judging of evidence in order to decide whether a person has achieved a standard (level) of competence

Competency Based Training CBT training which develops the awareness, skills, knowledge and attitudes required to achieve certain competency standards (levels)

Competency Development Framework CDF document describing the required competencies for specific disciplines / professions and made up of modules, units and elements of competence along with criteria for certain number of competency levels (standards)

Competency Element the fundamental component or part or basic building block of a unit of competency (competence standard) and which describe the key activities or elements of the work covered by a particular occupation / trade / job. Assessments are carried out at the element level by virtue of the corresponding criteria for each

Competency Module (also called Subject) a unit of education or training which can be completed on its own or as part of a course and which is considered as component parts that make up a Competency

Development Framework CDF for a given discipline or profession. Competency Module is an aggregation of the awareness, knowledge, skills and attitudes of the tasks which reflect what a competent person in a particular role should be able to perform. Competency Modules may also result in the attainment of one or more units of competency. The Competency Modules should include guidance for assessors pertinent to the related standards. A Competency Module should describe:

1. distinct work activity
2. work outputs expected, not what is put into the work
3. outputs that can be demonstrated and assessed at work
4. precise criteria
5. scope of the standard
6. guidelines for assessors on how to assess against the standard

The four Competency Modules making up a Competency Development Framework CDF are core competence, support competence, general competence and personal / behavioral (or attitude) competencies

Competency Standard an industry-determined specification of performance which includes a composite list of units and elements that apply to a designated job family and which sets out the awareness, skills, knowledge and attitudes required to operate effectively in employment. Competency Standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. The competency Standard enables an individual's assessment to be carried out to identify 'gaps' and related development needs. Competency standards are an endorsed component of a training package.

Competency Transfer the transfer of competency or competencies from one work context to another

Competency Unit units of competency are made up of elements describing the key activities or elements of the work covered by a particular occupation / trade / job

Competent properly or sufficiently qualified or fit to perform tasks associated with the job

Competitive Tendering a system in which providers of a service bid competitively for contracts.

Compliance Audit (also Compliance Assessment) an external assessment of conformity with regulatory requirements, contractual obligations or recognized quality standards

Computer Based Training (also called Computer Aided Instruction) an educational method in which a computer is the primary medium for instruction and learning

Computer Managed Learning CML the use of computer systems and packages for managing learning, automating much of the assessment and administration associated with teaching or training programmes. Computer Managed Learning CML differs from Computer Based Training, in that the computer is not generally used as the primary medium of delivery

Contextualization the addition of industry or enterprise specific information to a unit of competency to improve the standards relevance to industry

Continuing Learning (also called Lifelong Learning) Job-related Continuing Learning or Lifelong Learning is the process in which different craftsmen and adults take part to acquire and / or learn new awareness, knowledge, skills or attitude competencies throughout life via all organized, systematic education, training, work and general life experiences in order to improve their opportunities for advancement and promotion. Continuing Learning or Lifelong Learning programmes are educational

programmes usually offered to adults as part-time or short courses in professional fields, personal, academic or occupational subject areas to update and improve occupational skills.

Continuous Improvement a planned process which allows a TVET Institution to systematically review and improve the quality of its products, services and associated processes

Contract of Training (also called Training Agreement) a legal agreement between an employer and an apprentice or trainee, which defines the rights and responsibilities of each party, including:

- Employer guaranteeing to educate and train the apprentice / trainee / student in the agreed occupation or training area, and to allowing the apprentice / trainee / student time off work to attend any required off-the-job training
- Apprentice or trainee or student agreeing to learn all aspects of the occupation or training area, and to work for the employer for a specified period
- Agreement binding the employer into the service of the apprentice or trainee or student by indenture

Cooperative Learning a learning method in which apprentices or trainees or students work together in small groups

Core Competencies the most important specific technical competencies required to be acquired by a particular discipline as core competencies to carry out the roles covered by the Competency Development Framework CDF. Core competencies identify the core units of competency within a competency standard that an industry has agreed are essential to be achieved if a person is to be accepted as competent at a particular level. All units may be core, but in many cases competency at a level will involve core units plus optional support, general and personal units of competency. Core competencies are normally those central to work in a particular industry.

Core Curriculum that part of the curriculum which is considered essential for all students, and is usually compulsory

Corporate Education educational programmes or services offered by business and industry, either in-house or cooperatively with a TVET Institution

Correctional Education - education or training programmes provided for persons as part of rehabilitation programmes

Course a structured and integrated programme of education or training, usually consisting of a number of modules (subjects) or shorter programmes, and leading to the award of a qualification

Course Content the subject matter, activities, units of competency, etc. of a course of study

Courseware computer software and associated materials designed for educational or training purposes

Credential formal certification issued for successful achievement of a defined set of outcomes, e.g. successful completion of a course in recognition of having achieved particular awareness, knowledge, skills or attitude competencies; successful completion of an apprenticeship or traineeship

Credit (also called Status or Advanced Standing) the acknowledgement and granting of credit to a person who has satisfied the requirements of a course or a module or a unit of competency in a training programme either through previous study (credit transfer) or through work or life experience (Recognition of Prior Learning RPL) and accordingly exempting the trainee / student from that part of the training programme

Credit Transfer the granting of status or credit by a TVET Institution to trainees / students for modules (subjects) or units of competency completed at the same or another TVET Institution

Critical Tasks (Elements) the tasks including key accountability for activities where incompetent actions by an individual could lead to serious injury, illness and fatality to individuals or significant loss and major damage either to the assets or the environment. All competencies must be demonstrated in accordance with Industrial Safety Policy (Health, Safety and Environmental Protection HSEP Policy or Occupational Health and Safety OHS policy) applied by the different sectors of industry and for each work location, where site / operation specific HSEP-critical activities or OHS-critical activities occur. It is therefore the Critical Tasks are called the HSEP-Critical Tasks or OHS-Critical Tasks.

Cross Industry Competency Standards units of competency that is common to a number of industries. The units of competency may be grouped to relate to certain functions of work common across those industries. They are developed by recognized competency standards bodies

Current Competency a competency currently possessed by a person. People can lose competence over time, and having been competent in the past may need further training and practice to demonstrate current competency

Curriculum the specifications for a course or subject (module) which describe all the learning experiences a student undergoes, generally including objectives, content, intended learning outcomes, teaching methodology, recommended or prescribed assessment tasks, assessment exemplars, etc

Curriculum Hours the teaching time deemed necessary to cover the content of a course, subject or module when undertaken in standard classroom delivery mode

Customization the process of tailoring a TVET programme to meet the specific needs and individual requirements of the clients

Glossary – D

Day Release the release of an employee from the workplace, usually for one day per week, in order to undertake related training in a TVET Institution. The term applies particularly to apprentices, trainees and students

Degree a qualification conferred in the higher education sector on successful completion of a course of study or as an honor

Demand Occupation (also called Occupation in Demand) an occupation in which there is an actual or expected shortage of qualified workers

Deregulation the removal of regulations that control or restrict the operations of an industry or enterprise

Developee / Trainee an individual receiving training or undertaking a traineeship and being in the process of acquiring the awareness, knowledge, skills and abilities required to successfully perform the job he / she has been assigned. The individual must demonstrate competence in the position before being allowed to perform the job without supervision

Development the process of an individual undertaking and / or participating in learning events of various types that is part of the individual's Personal Development Plan PDP and which is aiming at closing an individual's competency gap

Diploma a qualification in the TVET and Higher Education HE sectors

Disability a physical or mental incapacity, either congenital or resulting from an injury or illness etc

Disciplines the functional grouping of jobs / job titles or branches / areas of learning e.g. the Mechanical Engineering is a job family or discipline that typically covers few jobs / job titles

Discipline Group a classification which describes the primary content of a module, independently of the course or context in which it may be taught

Distance Education (also called External Studies) a mode of education in which trainees / students enrolled in a course do not attend the TVET Institution, but study off-campus and may submit assignments by mail or email

Dropout a person who discontinues a programme of education or training

Dual Accreditation dual recognition of a course both academically by an Institute, College, Centre or School and vocationally by an Employer or Industry

Dual Enrolment - enrolment of a trainee / student in two TVET Institutions at the same time

Dual Vocational Training – training of individuals, both academically by an Institute, College, Centre or School and vocationally by an Employer or Industry

Glossary - E

Education (1) the process of imparting awareness, knowledge, skills and attitudes or behaviors. (2) the field of study concerned with teaching and learning

Educational Institution any establishment providing education, including universities, colleges, institutes, centres and school

Education Provider an organization which administers or delivers education programmes particularly, but may also deliver training programmes

Equal Employment Opportunity EEO employment base on the prohibition of the discrimination in its programmes and which could be based on race, color, national origin, sex, religion, age, disability, political beliefs, and marital or familial status

Employed Person a person who works in a job or business or on a farm, either as an employee, employer, own account worker, or contributing family worker

Employee an employee is a person who works for a public or private employer and receives remuneration in wages, salary, a retainer fee by their employer while working on a commission basis, tips, piece-rates or payment in kind, or a person who operates his or her own incorporated enterprise with or without hiring employees

Employer an employer is a person who operates his or her own unincorporated economic enterprise or engages independently in a profession or trade, and hires one or more employees

Employment a person's work, occupation, job or business

Employment and Skills Council a council responsible for TVET and Employment issues

Enrolment (1) the registration of a person with an education or training provider for the purpose of undertaking a course or module (2) the total number of registered participants in an education or training programme

Enterprise Agreement

a collective agreement between the employer and employees in an enterprise or workplace, about the employees' wages and conditions of employment. Agreements can be negotiated directly with employees or with their representatives, e.g. unions

Enterprise Bargaining a process of negotiation on wages and conditions between the employer and employees (or their representatives) in an enterprise or workplace, leading to an agreement for that enterprise or workplace

Enterprises and Training Providers Partnerships ETPPs arrangements to describe the cooperation between Enterprises and Training Providers in the area of TVET

Entry Level Skill a skill required to commence employment in an organization or more generally, to gain entry into the workforce

Entry Level Training ELT training undertaken to gain entry into the workforce or further vocational education and training

Entry Requirements the awareness, knowledge, skills and experience required for entry to a qualification or training programme

Equity fairness, social justice in TVET, equity policy incorporates measures to improve access to, participation in the TVET System

Equivalency Test a test to measure the extent to which a person's existing awareness, knowledge or skills satisfy the requirements of an education or training programme or a job / occupation / trade

English as a Second Language ESL or English as a Foreign Language EFL English for speakers of other languages ESOL. all refer to the use or study of English by speakers with a different native language

Evaluation the process or results of an assessment or appraisal in relation to stated objectives, standards, or criteria; in TVET may be applied to organizations, programmes, policies, courses, etc

Evening Class a programme of education or training offered in the evening

Evidence the compilation of data on which to base proof of being competent to perform a relevant task or the sum total of activities within one's job. The three most common types of evidence are 1-observation, 2-work products and 3-replies to questions

Evidence Criteria key statements about tasks or activities in a job which enable an assessor to judge a person's competence

Evidence Guide the part of a competency standard which provides a guide to the interpretation and assessment of the unit of competency, including the aspects which need to be emphasized in assessment, relationships to other units, and the required evidence of competency

Experiential Learning - learning through experience, either in a real situation such as a workplace or in role play

Extension Education educational activities such as Short Duration Courses SDC, evening classes, seminars and workshops provided by educational institutions for people outside their usual student body

External Student / Trainee a student / trainee enrolled in a course and studying at home or off-campus

External Studies (also called Distance Education) a mode of study in which students enrolled in an education or training programme do not attend the TVET Institution, but study off-campus and may submit assignments by mail or email

External Verification a verification process carried out by persons external to the organization. External verification is aimed primarily at verifying an organization's own assessment and verification practices and procedures. Relevant records and feedback is given to external verifiers for this purpose.

Glossary - F

Facilitator a person who helps students / trainees learn by discovering things for themselves

Flexible Learning the provision of a range of learning, education and training approaches, modes or methods, giving learners / students / trainees greater choice of when, where and how they learn. Flexible delivery may involve distance education, mixed-mode delivery, online education, self-paced learning, self-directed learning, etc.

First Line Supervisor / Manager the person who is responsible for overseeing the work efforts, actions and outputs of the individual, organizes, directs and controls the training and development of the individual by identifying the individual's training needs and organizing an action plan to close the gap between what the individual can do to successfully complete the job requirements

Formal Assessment / Informal Assessment - assessment carried out in terms of being considered formal or informal. Formal assessments are scheduled, records are kept and a subsequent verification is carried out. Informal assessments may be carried out at any time as a means of maintaining on-going records of achievements. However, it should be noted that informal assessments will not be considered as having met the requirements for formally planned assessments.

Formal Education and Training learning that occurs within an organized and structured context and which is provided in Educational Institutions such as Universities, Colleges, Schools or provided as Off-the-Job Education and Training in Enterprises' Training Centres (In-company Training Centres) and Workplaces and usually involving direction from a trainer or instructor or teacher and may lead to a formal recognition (diploma, certificate)

Formal Sector or **Formal Economy** defined by governments as the part of an economy that has annual accounts, taxed, monitored by any form of government, belonging to the chamber of commerce and included in any Gross National Product GNP, unlike the informal economy. The GNP is defined as the market value of all products and services produced in one year by labor and property supplied by the residents of a country.

Glossary – G

General Competencies the minimum general technical competencies required to be acquired by all occupations / trades during their training and career development period. They are not specific to work in a particular occupation, job, trade or industry, but is important for work, education and life generally, e.g. communication and information skills, planning and organizational skills, mathematical skills, solving problems, computer literacy, interpersonal competence, and analytical skills.

Group Training Provider a training provider which employs apprentices and trainees, and places them with one or more host employers who are usually small to medium-sized businesses. The host employers provide on-the-job training and experience, while the group training provider organizes off-the-job training, and handles recruitment, rotation and payroll.

Glossary – H

Health, Safety and Environmental Protection HSEP Assessments - assessments undertaken to define how much the organization is complying with Health, Safety and Environmental Protection HSEP regulations

Health, Safety and Environmental Protection HSEP Regulations - regulations for Health, Safety and Environmental Protection HSEP

HSEP - Critical Tasks / Elements (or Critical Tasks / Elements) – tasks / elements involving the identification, assessment, control and recovery functions dealing with Health, Safety and Environmental Protection HSEP major hazards and include key accountability for activities where incompetent actions by an individual could create unacceptable risk and lead to serious injury, illness and fatality to individuals or significant loss and major damage either to the assets, facilities or the environment. All competencies must be demonstrated in accordance with the HSEP Policy (Industrial Safety Policy) applied by the different sectors of industry and for each work location, where site / operation specific HSEP-critical activities occur. In case that the Industrial Safety Policy is referred to as Occupational Health and Safety OHS, then these tasks / elements are called OHS - Critical Tasks / Elements.

Higher Education post-secondary education offered by a university or other recognized higher education institution, or through Open Learning, leading to the award of a degree or higher level qualification

Human Resources HR

Glossary – I

Impact Assessment IA - the process of identifying the main options for achieving the objectives of a project or a programme, assessing the new interventions (initiatives) required to solve problems and analyzing the likely impacts of those interventions (initiatives) on the social, economic and environmental factors which the interventions (initiatives) are developed and designed to affect or may affect without knowledge or intention. It outlines advantages and disadvantages of each option and examines possible synergies, changes and compromises.

Impact assessments may take place before approval of an intervention, after completion, or at any stage in between. The pre- assessment forecasts potential impacts as part of the planning, design and approval of an intervention. The post assessment identifies actual impacts during and after implementation, to enable corrective action to be taken if necessary, and to provide information for improving the design of future interventions.

Incompetent not qualified or fit to perform tasks associated with the job

Indenture the legal agreement between an apprentice and an employer under which the apprentice was bound to the employer for a specified period in return for the training received; superseded by contract of training or training agreement

Industrial Organization / Enterprise organization or enterprise represents an industry, including peak business and employer organizations or enterprises, as well as specific industry advisory bodies including industry skills councils

Industry Reforming or Restructuring a process of changing the forms of work within organizations, enterprises and across industry in order to improve productivity, competitiveness, quality and flexibility. This may involve job redesign, award restructuring, new technology, and ongoing training or retraining of workers.

Industry Training Advisory Body / Industry Training Advisory Board / Industry Advisory Body / Industry Skills Council an organization, usually an incorporated association or company, recognized as representing a particular industry and providing advice to government on the vocational education and training needs of its particular industry

Industry Training Council ITC a body established by an industry or business sector to address training issues

Informal Education and Training organized education and training outside of the formal education system where learning is resulting from daily life activities related to work. It is often referred to as experiential learning i.e. learning in the form of awareness, knowledge or skills derived from experience, reading, social contact, etc. and can, to a certain degree, be understood as accidental learning. It is not structured in terms of learning objectives, learning time and / or learning support. Typically, it does not lead to certification.

Information Literacy the ability to read, write and identify an information need, and then to find, collect, organize, evaluate, and use the information

Informal Sector or Informal Economy defined by governments as the part of an economy that has no annual accounts, not taxed, not monitored by any form of government, not belonging to the chamber of commerce and not included in any Gross National Product GNP, unlike the formal economy. The GNP is defined as the market value of all products and services produced in one year by labor and property supplied by the residents of a country.

In developing countries, some 70% of the potential working population are self-employed outside the formal economy and not on anyone's payroll and earn their living in the informal sector. They live and work in the informal sector not because it is their wish or choice, but because they have no chance to be hired by an employer from the formal sector except for a few hours or days, with no legal right to be hired again.

In-service Training (also known as Work Based Training or On-Site Training or On-the Job Training OJT) defined as the training undertaken at work place or on site as part of the practical training, productive work and professional development of either the trainees and students enrolled in TVET Institutions enterprises and conducted by the relevant trainers and first line supervisors in the industrial organizations / enterprises institutions (institutes, centres and schools) and conducted by the relevant instructors and teachers or the workers in industrial organizations

Instructional Design the design and development of instructional materials and learning activities to meet learning needs

Instructor Led Training ILD (also known as Off-the-Job Training or Class Based Training) - training which takes place in class away from a person's job

Integrated Assessment an assessment approach that covers multiple elements and / or units of the Competency Development Framework CDP from relevant competency levels (standards). The integrated approach attempts to combine 4 sections of competencies / tasks i.e. core, support, general and personal / behavioral (attitude) competencies

Intern a student or a TVET Institution's graduate undergoing supervised practical training

International Organization for Standardization ISO also known as International Standards Organization

ISO 9000 the family of internationally recognized and accepted standards, some of which specify requirements for quality management systems (e.g. ISO 9001), regardless of what the user organization does, its size, or whether it is in the private, or public sector, while others provide guidance

Internship the position of being an intern (student or a TVET Institution's graduate undergoing supervised practical training) or the period during which a person is an intern

Glossary - J

Job any employment, full-time or part-time

Job Evaluation / Analysis a systematic way to gather and analyze information about the content and human requirements of the job, and the context in which the job is performed. This process identifies the existing tasks, duties and responsibilities of the job and what awareness, knowledge, skills, abilities and attitudes are needed to do the job.

Job Guide a guide giving information on jobs, education and training pathways

Job Network a network of private, community and government organizations assisting people to find jobs

Jobseeker a person looking for and available for work

Job Specifications the awareness, knowledge, skills, abilities and attitudes required by an individual to perform the job

Job Standard the level of achievement that an individual is expected to reach by reference to specified rating levels (standards) and criteria that have been decided for each task / activity within a job / job title

Glossary – K

Key Performance Indicators KPIs, also known as Key Success Indicator KSIs Indicators help an organization define and measure progress toward organizational goals. Once an organization has analyzed its mission, identified all its stakeholders, and defined its goals, it needs a way to measure progress toward those goals. Key Performance Indicators are those measurements.

Key Performance Measures KPMs set of measures used to monitor or evaluate the efficiency or effectiveness of a system or service, which may be used to demonstrate accountability and to identify areas for improvement

Knowledge Level (Standard) the second level in the Scales of Competency Standards (Levels) used when applying Competency Based Education and Training CBET. A person at the Knowledge Level is characterized by:

- Knows how to do and can work independently without supervision.
- Describe, participate, contribute, explain, work with guidelines, and know when to refer to guidance

Knowledge Criteria key statements about tasks or activities in a job which enable the trainer / instructor / teacher to train and the individual and the assessor to judge an individual's awareness, knowledge, skills, mastery and attitude

Glossary - L

Labor Force any group, persons who were employed or unemployed

Labor Force Participation Rate the proportion of a defined group of people who are in the labor force

Labor Market the system of relationships between the supply of people available for employment and the available jobs

Labor Market Programme - programme designed to increase the number of people in employment or to improve the employment prospects of a target group, e.g. by the payment of subsidies to businesses who take on long-term unemployed people, young people, etc

Language, Literacy, Numeracy Programme (LLNP) a programme provided in the class to develop students' awareness, knowledge and skills in Language, Literacy and Numeracy

Learning the process of acquiring awareness, knowledge, skills or attitude competencies from study, instruction, or experience

Learning Culture an environment in which opportunities for learning are openly valued and supported and are built, where possible, into all activities

Learning Pathway a path or sequence of learning or experience that can be followed to attain competency and may be included as a non-endorsed component of a training package

Learning Resource Centre LRC a place in an educational institution (institute, college, centre or school) housing a collection of books and other resources (print, electronic, audiovisual, and equipment) for reference or loan to support the educational programmes of the institution. Learning Resource Centres also conduct information literacy programmes, providing instruction in the effective use of information resources.

Learning Society a society in which learning is considered important or valuable, where people are encouraged to continue to learn throughout their lives, and where the opportunity to participate in education and training is available to all

Learning Strategy a non-endorsed component of a training package which provides information on how training programmes may be organised in workplaces and training institutions. This may include information on learning pathways, model training programmes, and training materials

Lifelong Learning (also called Continuing Learning) Job-related Continuing Learning or Lifelong Learning is the process in which different craftsmen and adults take part to acquire and / or learn new awareness, knowledge, skills or attitude competencies throughout life via all organized, systematic education, training, work and general life experiences in order to improve their opportunities for advancement and promotion. Continuing Learning or Lifelong Learning programmes are educational programmes usually offered as part-time or short courses in personal, academic or occupational subject areas

Language, Literacy and Numeracy Programme LLNP a programme seeks to improve participants' language, literacy and / or numeracy, with the expectation that such improvements will enable them to participate more effectively in training or in the labor force and lead to greater gains for them and society in the longer term. The LLNP provides certain number of teaching hours of free accredited Language, Literacy and Numeracy LLN training for eligible job seekers whose LLN skills are below the level considered necessary to secure sustainable employment or pursue further education and training.

Log Book the personal data folder which contains all documentation and evidence relevant to each assignment and each module in the training and development roadmap and keeps a record of the awareness, knowledge, skills and attitude competencies acquired during training and development

Lesson Plan a detailed method and description covering a certain period of instruction and describing the learning objective, the resources needed to instruct, a breakdown of the steps and sequence to be followed during the learning period and what exercises may be carried to facilitate learning. A lesson plan may also specify the method to confirm that the specified learning objective is met.

Glossary – M

Management Enhancement Team Approach META a staff development process designed to improve the management skills of the managers supervising TVET Systems and TVET Institutions

Mastery Level (Standard) the fourth level in the Scales of Competency Standards (Levels) used when applying Competency Based Education and Training CBET. A person at the Mastery Level is characterized by:

- Expert and provide training and coaching to others
- Adapt, create, innovate, originate, conduct troubleshooting, provide guidance and coaching to others (as expert), challenges others thinking, define new standards, take a broad long term perspective, anticipate and plan ahead

Mentor Is an experienced professional, normally outside the individual's direct reporting line, who provides the individual with advice, guidance and support in his or her technical and personal development. The mentor has the added responsibility of acting as a liaison between line personnel and the individual when there is an issue or grievance that affects the training and development process.

Minimum Assessment / Verification Standard Processes a criteria for Competency Standards (Levels) and Performance Assessment / Verification based on assigning a minimum level (standard) of competency for each element or task of the job. An individual is competent if he / she achieves or exceeds the Minimum Competency Level (Standard) Required.

Minimum Competency Level (Standard) Required LR is the minimum level (standard) of competency that is required to be achieved for each element or task of the job and which is selected from identified Scales of Competency Levels (Standards) and compared against a defined requirement. An individual is competent if he / she achieves or exceeds the Minimum Competency Level (Standard) Required.

Moderate Assessment (Moderation in Assessment) the process of establishing comparability of standards of student / trainee performance across different courses, institutions or organizations, in order to ensure that assessment is valid, reliable and fair

Modular Course a course composed of modules

Module (also called Subject) a unit of education or training which can be completed on its own or as part of a course and which is considered as a component that makes up a Competency Development Framework CDF for a given discipline or profession. Module is an aggregation of the awareness, knowledge, skills and attitude competencies which reflect what a competent person in a particular role should be able to perform. Modules may also result in the attainment of one or more units of competency. The modules should include guidance for assessors pertinent to the related standards. A module should describe:

- Distinct work activity
- Work outputs expected, not what is put into the work
- Outputs that can be demonstrated and assessed at work
- Precise criteria
- Scope of the standard
- Guidelines for assessors on how to assess against the standard (level)

Multi-skilling training the students, trainees or workers in a number of skills, enabling them to perform a variety of tasks or functions across traditional boundaries

Mutual Recognition a feature which allows a Training Providers registered in one state or territory to operate in another without a further registration process and to allow the qualifications and statements of attainment issued by any Training Provider to be accepted and recognized by all other Training Providers, and training packages endorsed by the National Training Framework Committee to be delivered by all Training Providers registered to do so

Glossary – N

National Vocational Qualifications NVQ national recognized and endorsed qualifications of an approved standard assessing someone's competence in a work situation and which are based on national occupational standards (levels) and accredited by a National Awarding Body

Non-formal Education and Training learning embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element

Non-standard Employment - employment other than permanent full-time employment, including part-time, temporary, casual, on-call, self-employed, freelance, consulting and contracting arrangements

Not Yet Competent not yet qualified or fit to perform tasks associated with the job

Glossary – O

Observer an independent person who assists in implementing a fair and valid competence based assessment and development scheme. This person's primary role is to assist with the Quality Assurance

QA / Quality Control QC of the assessment and verification processes and to ensure consistency in practice.

Occupational Health and Safety OHS Assessments – Assessments undertaken to define how much the organization is complying with Occupational Health and Safety OHS regulations

Occupational Health and Safety OHS Regulations – regulations for Occupational Health and Safety OHS

Occupation in Demand (also called Demanded Occupation) an occupation in which there is an actual or expected shortage of qualified workers

Off-the-Job Training (also known as Class Based Training or Instructor Led Training ILT) - training which takes place in class away from a person's job

OHS - Critical Tasks / Elements (or Critical Tasks / Elements) – tasks / elements involving the identification, assessment, control and recovery functions dealing with Occupational Health and Safety OHS major hazards and include key accountability for activities where incompetent actions by an individual could create unacceptable risk and lead to serious injury, illness and fatality to individuals or significant loss and major damage either to the assets, facilities or the environment. All competencies must be demonstrated in accordance with the OHS Policy (Industrial Safety Policy) applied by the different sectors of industry and for each work location, where site / operation specific OHS-critical activities occur. In case that the Industrial Safety Policy is referred to as Health, Safety and Environmental Protection HSEP, then these tasks / elements are called HSEP - Critical Tasks / Elements.

One-On-One Assessment the assessment process focusing on two persons; the assessor and the employee. The assessor collects and judges evidence in a review and discussion with the trainee / student / employee being assessed. This is the principle method of assessment within a Competency Assurance Management System CAMS. The quality assurance of the process is maintained by means of a trained Independent Observer observing a percentage of the assessments to ensure consistency of the overall CAMS process as a silent observer offering feedback after completion of the assessment interview.

One-On-One Verification the verification process focusing on two persons; the technical verifier and the trainee / student / employee. However, an Independent Observer is also present observing a percentage of the verification to ensure consistency of the process as a silent observer offering feedback after completion of the verification interview.

Online Education (also online learning and online training) - learning or training conducted via a computer network e.g. using the internet and the World Wide Web, a local area network (LAN), or an intranet

On-the Job Training OJT (also known as Work Based Training or In-service Training or On-Site Training) defined as the training undertaken at work place or on site as part of the practical training, productive work and professional development of either the trainees and students enrolled in TVET institutions (institutes, centres and schools) and conducted by the relevant instructors and teachers or the workers employed by industrial organizations / enterprises and conducted by the relevant trainers and first line supervisors

On-Site Training (also known as Work Based Training or In-service Training or On-Site Training) defined as the training undertaken at work place or on site as part of the practical training, productive work and professional development of either the trainees and students enrolled in TVET institutions (institutes, centres and schools) and conducted by the relevant instructors and teachers or the workers

employed by industrial organizations / enterprises and conducted by the relevant trainers and first line supervisors

Outcome (in education or training) a result or consequence of participation in, or completion of an education or training programme e.g. employment, promotion, higher salary, further study

Outsourcing Training the practice of having training services provided by a training provider or person outside the business or organization.

Glossary – P

Participation taking part in an activity e.g. participation in vocational education or training; labor force participation

Participation Rate the proportion of a defined group of people undertaking a specific activity

Partnership (in TVET) an association between an organization / enterprise and a training provider to achieve recognized training

Pathway a path or sequence of learning or experiences that can be followed to attain competency

Performance Criteria the part of a competency standard specifying the required level (standard) of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent

Performance Standards precise and clearly defined indicators of what needs to be done to perform the job successfully

Personal Development Plan PDP a plan that specifies development activities and priorities that are aimed at identified competence 'gaps' where an individual does not meet the job standard

Personal / Behavioral Competences (or Attitude Competencies) the minimum common and non technical competencies required to be acquired by all trades from different disciplines during their training and development period. They are the opinion or way of thinking that is reflected in a trainee / student's personality or behavior and can be adapted and acquired by training but they are based on deep seated values held by the individual.

Polytechnic an institution in some countries offering vocational or higher education courses in technical areas

Portable Skill a skill or competency that can be transferred from one work context to another

Post-secondary Education all education beyond secondary school level, including that delivered by universities, colleges, community providers, etc

Post-trade Course a course which provides further or more advanced training for qualified tradespersons

Pre-apprenticeship Course (also pre-traineeship course) a course which provides initial training in a particular industry or occupation. Successful completion of the course can assist participants in obtaining an apprenticeship or traineeship, and may enable the term of the apprentice's training agreement to be reduced.

Pre-requisites a requirement for the attainment of a particular unit or units in a Competency Development Framework CDF prior to commencement of another unit of competency

Prevocational course a course designed to prepare people for vocational education and training or work, including bridging courses, English, Literacy and Numeracy ELN training, or training in job skills

Prevocational Education - education preparing students / trainees for the world of work, including counseling on career choices, training in general work skills and habits, and work experience

Prior Learning awareness, knowledge skills and attitude competencies acquired from previous study, work or life experiences

Private Training Provider a non-government training organization, including commercial providers (providing courses to industry and individuals for profit), community providers (non-profit organizations, funded by government or community sponsors), enterprise providers (companies or other organizations providing training mainly for their own employees), and industry providers (organizations providing training to enterprises across an industry)

Public-Private Partnerships PPPs set of institutional relationships between the government or public sector and non-governmental sector. PPPs take on several forms: contracts or concessions for the provision of services usually provided by the government, joint ventures, various forms of build, own, operate, lease, transfer arrangements (for example Build, Operate and Transfer BOT), public financial support or incentives for the private provision of services and various types of formal and informal cooperative arrangements between the government and the non-governmental sector (private business, non-governmental organizations, community-based organizations).

PPPs in the form of formal or informal cooperative arrangements in the field of TVET assist the TVET institutions engaged in skills training to be in close connection with the entities which absorb their graduates with a view to successfully mobilize resources and provide the workforce needs of the labor market.

Glossary - Q

Quality Assurance Management System CAMS system designed and developed to provide guidelines that will enable the management of Enterprises and TVET Institutions to set valid and reliable Quality Controls QC in place with a view to have reasonable Quality Assurance QA that their workers / trainees / students are well trained, assessed, verified, proved to be competent and provided "Evidences" that they can effectively perform all tasks assigned to them, including Health, Safety and Environmental Protection HSEP (or Occupation Health and safety OHS) and Business Critical Tasks, up to the Minimum Competency Level (Standard) required at Work Location

Qualification Certification awarded to a person on successful completion of a course in recognition of having achieved particular awareness, knowledge, skills or attitude competencies

Quality in TVET the level of satisfaction with and effectiveness of TVET Systems and TVET Institutions, their products and services, established through conformity with the requirements set by clients and stakeholders

Quality-endorsed Training Provider a registered Training Provider which has been granted recognition by a state or territory recognition or training authority on the basis of its implementation of a Competency Assurance Management System CAMS. Once quality-endorsed, a registered Training Provider can receive delegated powers of self-management for the scope of its registered operations and self-management of accreditation of its own courses and training programmes.

Quality Endorsement the formal recognition awarded by a state or territory recognition or training authority to a registered Training Provider on the basis of its implementation of a Competency Assurance Management System CAMS

Quality Management encompasses all the activities that determine quality policy objectives and responsibilities, implemented by means such as quality planning, quality control, quality assurance and quality improvement within a Competency Assurance Management System CAMS

Quality System a management system designed to ensure that the Training Provider's products and services are always meeting or exceeding defined quality standards and are subjected to continuous improvement

Glossary – R

Rating Levels descriptions of levels of performance demonstrated by an individual while carrying out specified tasks or activities. The four levels defined in a Competency Assurance Management System CAMS are Awareness, Knowledge, Skills and Mastery.

Recognition - the formal approval of training providers, products and services operating within the TVET sector

Recognition of Prior Learning PRL the acknowledgement of a person's awareness, knowledge, skills and attitude competencies acquired through previous training, work or life experience and which may be used to grant status or credit in a subject or module

Refresher Course a course which revises or updates previously acquired knowledge and skills

Registered Training Provider RTP a Training Provider registered by a state or territory recognition authority to deliver training and / or conduct assessments / verifications and issue nationally recognized qualifications. Training Providers include institutes, colleges, centres, schools, adult and community education providers, private providers, community organizations, higher education institutions, commercial and enterprise training providers, industry bodies and other organizations meeting the registration requirements.

Registration the authorization of training providers to deliver training and / or conduct assessments / verifications and issue nationally recognized qualifications

Reforming (or restructuring) to make basic change or alter the makeup or pattern of an organization or system with a view to improve, correct errors or remove defects and put into a better form or condition

Reliability (in assessment) the consistency of an assessment outcome; for example, different assessors using the same evidence making the same judgment, or the same assessor making the same judgment about the same evidence on different occasions

Renewal of Registration the subsequent registration of a training provider following an inspection audit and evaluation, conducted prior to the expiry of the initial registration period, of the registered training providers against the requirements of the National Recognition Framework Standards for Registered Training Providers

Restructuring (or reforming) to make basic change or alter the makeup or pattern of an organization or system with a view to improve, correct errors or remove defects and put into a better form or condition

Retention Rate the proportion of a group of students, trainees or participants starting who continue to a particular level, e.g. the proportion of school students who complete Year 12

Retraining training of students or trainees who have been trained and proved to be “Not Yet Competent” to facilitate their entry to a new occupation / trade / job

Risk Management the systematic application of management policies, procedures and practices to the tasks of identifying, analyzing, evaluating, treating and monitoring risk

Glossary – S

Scheduled Hours the hours of instruction or teaching activity (including examination / assessment / verification time) that the training provider schedules for a module or unit of competency enrolment

School–industry Programme a programme for students which combines school learning with workplace learning. Many programmes lead to advanced standing in an apprenticeship or traineeship or credit towards a vocational education and training course.

School to Work Program a government program aimed at developing partnerships between schools and industry, business and the vocational education and training sector in order to establish accredited vocational education and training

Self Assessment 1) a process in which learners/ trainees / students collect evidences about themselves, judge and assess their own performance against particular competency standards and criteria 2) a process in which an enterprise or training provider assesses the extent to which it satisfies the criteria for quality endorsement of the training provider’s learning, education and training system and identifies opportunities for improvement

Short Duration Course SDC a TVET course which stands alone and does not usually lead to a full qualification. A statement of attainment may be issued on successful completion

Simulator a device used especially in training to reproduce the conditions of the working situation, enabling tasks to be learned and practiced safely and economically

Skill Level (Standard) the third level in the Scales of Competency Standards (Levels) used when applying Competency Based Education and Training CBET. A person at the Skill Level is characterized by:

- Skilled and able to train and coach others
- Plan and analyze, take accountability for own work area, deal with range of activities and tasks, find ways to increase own and others’ contribution, provide guidance and coaching to others, begin to take an external perspective and demonstrate competence to others

Small Business a business conducted on a small scale generally identified by management units with small number of employees in different sectors of industry

Small and Medium Size Enterprises SME (or Small and Medium Enterprises SME) companies whose headcount or turnover falls below certain limits e.g. Some countries categorize companies with fewer than 10 employees as "micro", those with fewer than 50 employees as "small", and those with fewer than 250 as "medium".

Special Entry (also called alternative entry or alternative category entry) entry to a course by special arrangement where a student or trainee does not meet the standard entry requirements

Stakeholder a person or organization with an interest or concern in the TVET System and generally include governments, ministries, purchasers of training, training providers, industry, industry training advisory bodies, clients and the community

Standard a level or measure of achievement; a statement of performance or outcome criteria

Standard of Competence a performance specification describing what is expected of a person performing a particular work activity. It is expressed in elements of work together with performance criteria

Statement of Attainment certification issued to a student for partial completion of a qualification, including, where relevant, the units of competency achieved under nationally endorsed standards. Achievements recognized by statements of attainment can accumulate towards a qualification within the National Qualifications Framework.

Support Competencies specific technical competencies required to be acquired by a particular discipline from other disciplines to carry out the roles covered by the Competency Development Framework CDF

Syllabus an outline of a course, study or subject (module) pertaining to specified discipline / profession and which lists what is to be taught or learnt

Glossary - T

Task Analysis a process of identifying the elements or steps which make up a task or activity, e.g. listing the elements and evidence required for a unit of competency

Technical and Vocational Education and Training TVET non-academic technical education and practical training that develop the skills and knowledge of apprentices (learners of trades or crafts) working in different sectors of industry and trainees / students trained in different TVET Institutions (TVET Institutes, Centres & Schools). The TVET is that part of the education system that provides courses and training programmes related to employment with a view to enable the transition from Secondary Education to work for young trainees / students (social objective) and supply the labour market with competent apprentices (economic objective). The TVET is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of awareness, knowledge, skills, and attitudes relating to occupations in various sectors of economic and social life.

Technical and Vocational Education and Training Providers (TVET Providers) organizations which delivers Technical and Vocational Education and Training TVET programmes such as adult and community education providers, agricultural colleges, TVET operations of some universities, schools, private providers, community organizations, industry skill centres, commercial and enterprise training providers

Technical and Vocational Education and Training TVET Institution any establishment providing Technical and Vocational Education and Training TVET, including colleges, institutes, centres and schools

Tertiary Education (also referred to as third stage or third level education, post-secondary or further education) formal education following the completion of secondary education, including higher education, vocational education and training, or other specialist post-secondary education or training

Trade Course a course offered by a training provider which covers the off-the-job requirements of an apprenticeship and supplements the on-the-job training

Trainee / Developee an individual receiving training or undertaking a traineeship and being in the process of acquiring awareness, knowledge, skill and attitude competencies required to successfully perform the job assigned to the Trainee / Developee. The individual must demonstrate competence in the position before being allowed to perform the job without supervision.

Traineeship a vocational training system combining Off-the-Job Training, conducted by an approved training provider and accompanied by On-the-Job Training OJT and practical work experience

Trainer a one who makes other persons proficient with specialized instruction and practice

Training the development of awareness, skill, knowledge and attitude competencies through instruction / teaching (Off-the-Job Training) or practice (On-the-Job Training OJT)

Training and Development Roadmap a map identifying the sequence of learning, training and experiences that can be followed to attain competency

Training Lifecycle (or Training Matrix) is the progression of a training system through a series of stages of development

Training Matrix (or Training Lifecycle) is the progression of a training system through a series of stages of development

Training Plan a plan containing the basic guidelines and elements required to suit the training needs of any Enterprise or TVET Institution such as the Training Goals, Learning Objectives & Learning Methodology

Training Package an integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognizing people's skills, developed by industry to meet the training needs of an industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support materials such as learning strategies, assessment resources and professional development materials.

Training Programme a set of education and training activities designed to achieve a specific vocational outcome, e.g. a course, module (subject), on-the-job training, etc

Training Providers organizations which provide TVET and / or assessment and verification services such as institutes, colleges, centres, schools, adult and community education providers, private providers, community organizations, higher education institutions, commercial and enterprise training providers, industry bodies and other organizations meeting the registration requirements

Transition Programme a programme, class or course designed to prepare people for the transfer from one level of education to the next, or from education to the workforce

Glossary - U

Unemployed Person a person who is not employed but is available to work and actively seeking full-time or part-time work

Unemployment Rate the number of unemployed persons expressed as a percentage of the labor force in the same group

Unit Cost the monetary cost of delivering a defined amount of training, usually one student contact hour

Unit of Competency a component of a competency standard. A unit of competency is a statement of a key function or role in a particular job or occupation.

University an institution of higher education, usually offering degree and higher level courses and sometimes offer TVET courses

Up skilling improving skills, e.g.by further training

Glossary – V

Validity it is the soundness of the interpretation and use of the results of an assessment

Verification (or Validation) the process by which the validity of the assessment process is ensured (i.e. the checks and balances in the assessment system to ensure that what should happen when people are assessed, does happen). Its primary purpose is quality assurance, confirming that people in different places are assessed in the same way, with a common interpretation of the standards. There are two levels of verification: Individual (or technical) Verification – ensures employee competence by checking individual assessments undertaken by the Verifier & Process or System Verification – ensures a systematic process is established and procedures are followed.

Verification Interview an interview methodology where an assessed employee is interviewed by a verifier for the purpose of confirming assessment decisions made previously by an assessor

Verifier a person nominated by each company to verify the assessment process to monitor its consistency

Vocational Education - education designed to develop occupational skills

Vocational Education and Training VET the merging between the Vocational Education and the Vocational Training. It is a post-compulsory education and training, excluding degree and higher level programmes delivered by higher education institutions, which provides people with occupational or work-related awareness, knowledge, skills and attitude

Vocational Education and Training Providers (VET Provider) organizations which delivers Vocational Education and Training VET programmes such as adult and community education providers, agricultural colleges, VET operations of some universities, schools, private providers, community organizations, industry skill centres, commercial and enterprise training providers.

Vocational Education and Training VET an establishment providing Vocational Education and Training VET, including colleges, institutes, centres and schools

Vocational Qualification an externally recognized qualification of an approved standard, accredited by an Awarding Body

Glossary - W

Work Based Learning programmes for both secondary and post-secondary students which provide opportunities to achieve employment-related competencies in the workplace. Work-based learning is often undertaken in conjunction with classroom or related learning, and may take the form of work placements, work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in all aspects of industry.

Work Based Training (also known as Work Based Training or In-service Training or On-Site Training) defined as the training undertaken at work place or on site as part of the practical training, productive work and professional development of either the trainees and students enrolled in TVET institutions (institutes, centres and schools) and conducted by the relevant instructors and teachers or the workers employed by industrial organizations / enterprises and conducted by the relevant trainers and first line supervisors

Work Experience a period of unpaid work undertaken by TVET institutions trainees / students as part of their careers education, to provide some insight into the world of work

Workplace Language, Literacy, Numeracy Programme (WLLNP) a programme provided in the workplace to develop workers' awareness, knowledge and skills in Language, Literacy and Numeracy

Work Placement (also called field placement, vocational placement, structured work placement) a period of unpaid work with an employer undertaken by TVET students / trainees in order to satisfy the requirements of a course or module, with supervision provided by the employer, the training provider or both

Glossary - Y

Youth Pathways Programme YPP a special programme designed to assist youths in the transition from school to work by developing links between schools, industry and the local community, and through support, guidance, education and training