Glossary of Terms

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Scope:	**Course Type**	All
	RTOs:	Open Colleges Pty Ltd Integrated Care & Management Training Pty Ltd College of Fashion Design Pty Ltd
	Partner RTOs	Yes

Communication:

All Policies, Procedures, Forms and Guidelines are loaded into the Quality Management System (QMS) in Firefly. This will automatically update documents in OCTiVE and OpenSpace. Updates are communicated to staff through Firefly Chatter, Trainers and Assessors through OCTiVE News and students through the Student Lounge in OpenSpace.

1. Scope

This document highlights the definitions of key terms used by Open Colleges. This ensures that consistent definitions for key terms and concepts are used across Open Colleges. This document is essential given that there can be differing education and industry definitions of key terms associated with vocational education and training.

2. Glossary of Terms

Term	Definition
Academic Transcript	Refers to the official record of a students' achievement of Units of Competency from a NRT Qualification.
Access and Equity	Policies and approaches aimed at ensuring that vocational education and training (VET) are responsive to the individual needs of learners whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes. Access and equity do not mean that Open Colleges has to accept anyone as a learner.
Admission Requirements	Admissions Requirements refer to: • Education Requirements – the minimum education qualifications or equivalent work experience; • Pre-Requisites – the specific Units of Competency or NRT Qualifications required for entry to the qualification, as stipulated in the Training Package; • Age Requirements – the minimum age required to undertake the Course having regard for the self-discipline required to study by distance or online learning; • English Language Proficiency Requirements –the level of English at secondary school required to undertake the reading and writing tasks associated with the Course; • Computer Requirements –the technical computing specifications, including hardware, software and internet connectivity to undertake the Course; • Audio-Visual Requirements – any specific audio-visual equipment or software (such as digital camera or recording devices) required in the Course; • Physical Requirements – any fitness or mobility requirements to undertake the course, particularly relating Structured Workplace Learning where the student is required to undertake certain activities in the workplace.
Admissions	Refers to the process of gaining entry into a Course.
Adult Learners	At Open Colleges, adult learners refer to individual learners who are over the age of 18 years old or who have significant life experience beyond the completion of secondary school, such as completion of a trade qualification or work experience.
Adult Learning Principles	Refers to the seven principles of adult learning developed by Knowles (1970). These include: (a) adults are internally motivated; (b) adults are self-directed; (c) adults bring life experiences and knowledge to learning experiences; (d) adults are goal oriented; (e) adults are relevancy oriented; (f) adults are practical; and (g) adult learners like to be respected.

Advanced Diploma	As defined in the Australian Qualifications Framework (AQF)
Andragogy	Learning strategies designed to meet the specific needs of adults. See Adult Learners and Adult Learning Principles.
Apprenticeship - Traineeship	A structured training arrangement for a person employed under an apprenticeship/traineeship training contract. It usually involves the person receiving training and being assessed both on and off the job.
Approved Workplace	Refers to a work place approved by a Workplace Assessor as being suitable for a student to undertake a Work Placement as part of a Structured Workplace Learning process.
Articulation	A process that enables students to progress from one completed qualification to another with credit in a defined pathway.
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.
Assessment Appeal	Refers to the formal process by which a student may challenge the outcome awarded by an Assessor for an Assessment
Assessment Centre	An Assessment Centre is a facility where students can undertake both their practical training and workplace assessments. A Workplace Assessor will be present at the Assessment Centre to conduct the workplace assessment.
Assessment Guidelines	The endorsed component of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.
Assessment Instrument	An assessment instrument includes the following components: the context and conditions for the assessment, the tasks to be administered to the candidate, an outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). It also includes the administration, recording and reporting requirements.
Assessment Judgement	The exercise of thinking skills by the Assessor to evaluate whether the evidence provided meets the principles of assessment and rules of evidence and whether the candidate is competent or not yet competent based on the evaluated evidence.
Assessment Methods	The particular technique/s used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, portfolios and review of products.
Assessment Moderation	The process of bringing assessment judgements and standards into alignment. It is the process that ensures the same standards are applied to all assessment results within the same unit(s) of competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences of the difficulty in the tool and/or the severity of judgements.
Assessment Record	Refers to the official record of a student's achievements in individual Assessments within a Course
Assessment Types	Please note: An assessment may contain many assessment methods. *Knowledge Tests* assesses underpinning knowledge. It may come in two forms: • Questions that are not context-specific. E.g. "Define racism" • Questions that require learners to apply knowledge in a given context.

Knowledge Test questions will commonly come in the form of the following:

- *Oral question (OQ)* – A question that is verbally delivered and requires a verbal short answer response. This type of question provides the learner the opportunity to demonstrate verbal understanding of the content in a given context, and their ability to effectively communicate this understanding to an assessor. These questions usually require a response range of 15-70 words.

- *Short answer question (SAQ)* – A question which requires a short answered response. This type of question provides opportunity to learners to apply their knowledge in a given context. These questions usually require a response word range of 20 – 50 words. The slight disadvantage to this form of question is complex issues cannot always be sufficiently addressed.

- *Multiple choice question (MCQ)*
  - *Multiple choice question (MCQ)* – A question that provides a list of possible responses for learners to choose from.
  - *True/False question (T/FQ)* – A question that is objective based and has a 50% pass rate per response. The objective of this type of question is to draw the learner out in an easy/fast exercise that tests their knowledge, on a particular area or field. Examples include legislation type questions.
  - *Matching answers* – A question that requires the learner to match answers to the respective items. Examples include: identifying the correct fire extinguisher to the appropriate hazard, identifying major organs in the human body, etc.

- Scenario-based question – The learner is required to answer questions that are based on a presented scenario.

Case studies require the learner to apply the required knowledge within a given context. Case studies depict real-life situations in which problems need to be solved. They may be used in conjunction with other assessment methods such as a written report, demonstration, portfolios of evidence or project. Skills assessed may include some of the following: problem-solving, teamwork and decision-making skills and application of knowledge.

Written Reports requires learners to research and apply knowledge within a given context. Assessments are deemed as Written Reports if they require students to submit answers as in a report format. The assessment must outline the formatting requirements for the report to the learners.

Demonstrations/Presentations require learners to demonstrate practical skill sets by accomplishing tasks or presenting information. Learners are usually assessed by observation.

Portfolios of Evidence requires learners to submit a collection of documents which demonstrate knowledge based skills and work they have undertaken to be assessed as evidence to meet required skills outcomes. Documents can be in the form of reports, letters, computer printouts, photographs, observation reports, case files, emails, templates etc.

Visual Diary

Projects require learners to submit documents that detail the outworking of a major task. While projects may vary from one assessment to another, they will have one basic characteristic in common: The project documentation will detail how the project progressed over a period of time. As the project progresses, the documentation will include details of each stage of the project. It will provide details of the project plan, records for how the project was implemented and a final evaluation on the project's success rate.

Assessment Validation	Is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course had been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.
Assessor	See Trainer and Assessor.
Australian Qualifications Framework (AQF)	The policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.
Authenticity	One of the rules of evidence. To accept evidence as authentic, an Assessor must be assured that the evidence presented for assessment is the candidate's own work.
Blended Learning	Refers to that Method of Delivery adopted by Open Colleges that involves the completion of Structured Workplace Learning as an integrated part of the Course.
Centrelink	Refers to the Commonwealth agency responsible for the provision of welfare benefits.
Certificate	Refers to the official statement that a student has achieved the requirements of a Course. Also referred to as a Testamur.
Certificate I-IV	As defined in the Australian Qualifications Framework (AQF)
Certificate of Insurance	Refers to the formal documentation provided by Open Colleges' insurers regarding the level and scope of insurance coverage. The Certificate of Insurance is required by some workplaces where a student undertakes a Work Placement
Cheating	To deceive or mislead, especially for personal advantage. At Open Colleges, Cheating is usually associated with the copying of other students' assessments (a form of Plagiarism)
Clustering	The process of grouping competencies into combinations which have meaning and purpose for learning, assessment, or work related needs.
College	Refers to the individual trading name, such as the Open College of Aged Care, owned by Open Colleges under which a Qualification will be awarded.
Competency	Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Competency Standard	See Unit of Competency
Complaint	Refers to a grievance raised by a student. A complaint may be formal (in writing laying out the basis of the grievance) or informal (provided verbally).
Complaints and Appeals Committee	Refers to the Committee, established under the Open Colleges' Education Governance Structure, responsible for the review and determination of all Complaints and Assessment Appeals.
Consistency of evidence	The evidence gathered in respect of an Assessment needs to be evaluated for its consistency with other assessments of the candidate's performance, including the candidate's usual performance levels.

Contextualisation of a qualification	Refers to the substitution of unit/s of competency in a qualification for unit/s from other qualification/s in the same Training Package or from other endorsed Training Packages to maximise its application in industry and/or to meet the needs of particular learners, within the confines of the packaging rules. Contextualisation of qualifications must not distort the qualification purpose or its alignment with the Australian Qualifications Framework (AQF). The substitution must be consistent with the relevant Training Package advice on allowable contextualisation of qualifications.
Contextualisation of a unit of competency	Refers to the articulation of industry or enterprise/organisation specific information relative to the range statement and/or evidence guide of a unit of competency to maximise its application to particular enterprise/organisation contexts. Registered Training Organisations (RTOs) can contextualise units of competency to make them more relevant and meaningful to learners and enterprises. Such changes must not diminish the competency's breadth, reduce its portability, or limit its use. Changes are made in accordance with the relevant Training Package contextualisation guidelines.
Continuous Improvement	Refers to the systematic processes that ensure Open Colleges' Courses, processes and systems are improved and enhanced.
Continuous Improvement Register	Refers to the systematic recording of individual identified improvements to Open Colleges Courses, processes and systems
Core Skills for Work Development Framework	Refers to the framework that describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work. This set of non-technical skills, often referred to as generic or employability skills, contribute to work performance in combination with technical or discipline specific skills and core language, literacy and numeracy (LLN) skills.
Course	For Nationally Recognised Training (NRT): A Qualification or Skill Set as specified in the Training Package. A Course may be a selection of Units that result in a Statement of Attainment For non-NRT: A defined and structured program or learning and assessment as specified in the Learning and Assessment Strategy for the Course.
Course and Careers Advisor	Refers to individuals employed by Open Colleges to provide course and careers advice to prospective students.
Course Duration	Refers to the maximum duration in which a student must complete their Course.
Credit	The value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications, which reduces the amount of learning required to achieve a qualification.
Credit Transfer	A process that provides students with agreed and consistent credit outcomes based on identified equivalence in content and learning outcomes between matched qualifications.
Currency	One of the rules of evidence. In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate the requirements of the assessment. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.
Debit Success	Refers to Open Colleges' partner organisation responsible for the collection of instalment payments from students.

Delivery Method	The particular techniques used to guide, facilitate and support the learning process. In the case of Open Colleges, the delivery method may include online, correspondence or blended.
Dimensions of Competency	Dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills. *Contingency Management Skills:* These skills involve the requirement to respond to irregularities and breakdowns in routine. *Job-Role Environment Skills:* These skills involve demonstrating the ability to deal with responsibilities and expectations of the workplace, including working with others. *Task Management Skills:* These skills involve demonstrating the ability to manage a number of different tasks, operations or activities within the job role or work environment, and; *Task Skills:* These skills encompass the ability to perform individual tasks.
Diploma	As defined in the Australian Qualifications Framework (AQF)
Direct Observation	An assessment method which involves opportunities to view real work/real time activities in the workplace or work activities in a simulated workplace environment.
Division	Refers to the group of professionals engaged by Open Colleges to ensure the quality of learning and assessment within a given discipline area.
Education and Training Advisory Board	Refers to the primary body responsible for the oversight of the education operations and standards of Open Colleges, as established by the Open Colleges' Board of Directors.
Education Governance	Refers to those structures and Committees that oversee the education operations and standards of Open Colleges.
Elements	Elements of a unit of competency that describe actions or outcomes, which are demonstrable and assessable. See also: Performance Criteria
Employability Skills	The non-technical skills and competencies that have always been an important part of effective and successful participation in the workplace. Employability skills are applicable to all occupations, and have been defined in the vocational education and training (VET) sector as: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.
Entry Requirements	See Admissions Requirements
Evidence	Information gathered to support a judgement of competence against the specifications of the relevant unit or units of competency.
Evidence Guide	Provides essential advice for assessment of the unit of competency and must be read in conjunction with the elements, performance criteria and range statement of the unit of competency, and the Training Package Assessment Guidelines.
Face validity	The extent to which the assessment tasks reflect real work-based activities.
Formal Learning	Learning that takes place through a structured program of learning and assessment that leads to the full or partial attainment of a recognised AQF qualification or other formally recognised qualification.

Grade	Refers to the determination of a Trainer and Assessor as to the quality of an Assessment submitted by a student. Grades are awarded in accordance with the Assessment Grading Schedule outlined in the Assessment Procedures.
Holistic Assessment	An approach to assessment that focuses on the assessment of a 'whole of job' role or function. This involves drawing on a number of units or elements of competence, and combining the assessment of the application of knowledge, technical skills, problem solving, and demonstration of attitudes and ethics.
Industry	Includes, but is not limited to, business owners and employers and their representative bodies, employees and unions, and their representative bodies.
Industry Advisory Committee	Refers to the Committee, established under the Open Colleges' Education Governance Structure, responsible for the industry review of Open Colleges' learning and assessment strategies and learning outcomes.
Informal Learning	Learning gained through work-related, social, family, hobby or leisure activities and experiences. Unlike formal and non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support.
Instalment Plan	Refers to the payment of Tuition Fees on a regular basis as stipulated at the time of enrolment.
Language, Literacy and Numeracy (LLN)	Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately, in a range of contexts and the integration of speaking, listening, and critical thinking with reading and writing. LLN includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text.
Learning and Assessment Strategy	Refers to the foundation document in the design, development and delivery of a Course. The Learning and Assessment Strategy identifies, *inter alia*, the needs of the target learners and the design of the learning and assessment approach to meet the needs of the target learners.
Learning Materials	Refers to those materials provided by Open Colleges to support the learning process by students.
Moderation	See Assessment Moderation
National Recognition	Recognition by a Registered Training Organisation (RTO) of the Australian Qualifications Framework (AQF) qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person.
Nationally Recognised Training (NRT)	Training conducted in accordance with the requirements of the VET Quality Framework (VQF).
Nominal Hours	The value assigned to a structured program of study that nominally represents the anticipated hours of self-study, learning activities, assessments and workplace learning within a Course or Unit.
Non-formal Learning	Learning that takes place through a structured program of learning but does not lead to a formally recognised qualification.
NRT Qualification	The formal NRT Certificate, issued by a Registered Training Organisation, in recognition that a person has achieved learning outcomes or competences relevant to identified individual, professional, industry or community needs.
NRT Qualification Code	A unique alpha-numeric code of eight-characters allocated to a qualification and as specified in the Training Package.

NRT Qualification Title	The name given to a NRT qualification that is unique and reflects the identified occupational outcomes of the qualification. Each title has a unique qualification code. These are defined in the Training Package.
OCTiVE	Refers to the Open Colleges Trainer and Assessor Interactive Virtual Environment. This is the dedicated online space for communication, collaboration and support for Trainers and Assessors.
Online Course	Refers to that Method of Delivery adopted by Open Colleges where learning materials, assessments, assessment grades and feedback are accessed online and learner interaction with Trainer and Assessors and other students is conducted online.
Open Colleges	Refers to Open Colleges Pty Ltd
Open Colleges Group	Refers to Open Colleges Australia Pty Ltd, the parent company of Open Colleges Pty Ltd, Integrated Care and Management Training Pty Ltd and College of Fashion Design Pty Ltd.
OpenSpace	Refers to Open Colleges' online learning environment. OpenSpace is integral to the learning experience in Open Colleges.
Open Colleges' Professional Certificate	Refers to the official statement that a student has achieved the requirements of an Open Colleges' non-NRT course.
Order of Studies	Refers to the formal document that outlines those Study Periods and Assessments that need to be completed to progress through the Course.
Partner RTOs	Refers to those RTOs that partner with Open Colleges whereby Open Colleges deliver and assess Courses on behalf of the Partner RTO. In such cases, the NRT Qualification is awarded by the Partner RTO.
Pathways in Training Packages	A path or sequence of learning or experiences that can be followed to attain competency. Pathways also describe the way in which training and assessment is undertaken in an education or training program.
Pay-in-Full	Refers to where students choose to pay their Tuition Fees in full prior to commencing their course.
Performance Criteria	Specify the standard to which elements must be achieved and reflect the applied knowledge that enables competent performance.
Plagiarism	The intentional use of intellectual property, the source of which is not properly acknowledged: and/or the direct use of intellectual property, referenced or unreferenced, without a clear indication that the intellectual property was taken verbatim from its source.
Predictive validity	A form of criterion validity concerned with the ability of the assessment outcomes to accurately predict the future performance of the candidate.
Pre-requisite Units of Competency	Units of competency that are to be successfully completed, and critical to achieving the subsequent competency.
Principles of Assessment	To ensure quality outcomes, assessment should be: *Fair*: Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Flexible: To be flexible, assessment should: reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Valid: Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that: (a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance; (b) assessment of knowledge and skills must be integrated with their practical application; and (c) judgement of competence must be based on sufficient evidence.

Reliable: Reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.

Quality and Continuous Improvement Committee	Refers to the Committee, established under the Open Colleges' Education Governance Structure, responsible for the systematic review of feedback mechanisms to identify improvements and the oversight of the implementation of identified improvements.
Range Statement	A statement that contextualises the competency, provides a link to knowledge and a range of enterprise requirements, and provides a focus for assessment.
Reasonable Adjustment	Adjustments that can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions and/or awarding grades should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.
Recognition of Prior Learning (RPL)	An assessment process that involves assessment of the individual's relevant prior learning to determine the credit outcomes of an individual application for credit.
Registered Training Organisation (RTO)	A training organisation registered by a registering body in accordance with the RTO Standards within a defined scope of registration. A training organisation must be registered in order to deliver and assess Nationally Recognised Training (NRT) and issue nationally recognised qualifications.
Required Skills and Knowledge	The essential skills and knowledge identified in units of competency as required for competent performance, defined as: • Knowledge - identifies what a person needs to know to perform the work in an informed and effective manner; • Skills - describes the application of the knowledge to situations where understanding is converted into a workplace outcome. Also referred to as Performance and Knowledge Evidence in relation to Training Package Standards endorsed in 2013.
Risk indicators in assessment	The potential factors that may increase the risk associated with the assessment. These factors should be considered when selecting a representative sample for validation and/or moderation. Risk factors may include safety (e.g., potential danger to clients from an incorrect judgement), equity (e.g., outcomes impacting on highly competitive selection procedures), human capacity (e.g., experience and expertise of assessors) etc.

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.
Scope of Registration	The particular services and products a Registered Training Organisation (RTO) is registered to provide. The RTO's scope defines the specific Australian Qualifications Framework (AQF) qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide: (a) both training delivery and assessment services, and to issue the relevant AQF qualifications and statements of attainment, or (b) only assessment services, and to issue AQF qualifications and statements of attainment.
Simulated Skill Development Activities (SSDAs)	Open Colleges is increasingly adopting the use of SSDAs prior to a learner commencing Structure Workplace Learning. This enables the Open Colleges' Workplace Assessor to determine whether a student has obtained a basic level of skill prior to entering the workplace. This ensures the learners are able to undertake basic work-related tasks prior to commencing in a workplace. SSDAs are assessed through the provision of direct evidence – such as a short video or photographs of the learner conducting the specified activities. The SSDA involves the student reviewing an instructional video in relation to a particular task or activity and then demonstrating their ability to conduct that task. SSDAs are generally limited to those activities that can be conducted in the home and that do not require any specialist or technical equipment.
Skill	The ability to perform a particular mental or physical activity which may be developed by training or practice. The skill may be intellectual, manual, motor, perceptual, or social. Specified skills are identified as part of each competency standard. Competence usually requires a combination of skills in the application of cognitive and psycho-motor functions. See also: Required Skills and Knowledge
Skill Development Workshop	A Skill Development Workshop is designed for students who would like to gain more practical skills. If the course contains Structured Workplace Learning, attendance hours at the workshops can be counted towards the work placement hours.
Skill Sets	Single units or combinations of units within Training Packages which link to a licence or regulatory requirement, or defined industry need.
Statement of Attainment	Issued by a Registered Training Organisation when an individual has completed one or more units of competency from NRT qualification(s)/courses(s).
Structured Workplace Learning	Refers to that component of a Course that requires the student to undertake a range of structured tasks and assessment activities within a workplace.
Student Code of Conduct	Refers to those expected behaviours displayed by students enrolled in Open Colleges Courses.
Student Support Officer	Refers to those individuals employed by Open Colleges to provide administrative and enrolment support to Open Colleges' students.
Study Period	Refers to a coherent and discrete component of learning and assessment within a Course.
Traineeship	See Apprenticeship-Traineeship
Trainer and Assessor	Refers to a suitably qualified and experienced individual engaged by Open Colleges to support students and grade Assessments. Trainers and Assessor engaged in NRT Courses must meet the specific requirements stipulated by the VQF.

Training Package	A nationally endorsed, integrated set of competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.
Tuition Fee	Refers to the fees paid by students to enrol in a Course with Open Colleges.
Unit Descriptor	Communicates the content of the unit of competency and the skill area it addresses.
Unit of Competency	Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.
Unit of Competency Code	The unique alpha-numeric code assigned to a unit of competency, which does not exceed 12 characters, in the Training Package.
Validation	See Assessment Validation
Validity in Assessment	There are five major types of validity: face, content, criterion (predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g., competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.
Versioning of Training Packages	The first release of the Training Package, including reviewed Training Packages, is Version 1. If NSSC Endorsement Required changes are made to a Training Package during the endorsement period, its version number must be incremented by a whole number.
Vocational Competency	Broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competencies must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.
Vocational Education and Training (VET)	The sector responsible for developing the skills and knowledge of individuals for work. It includes VET undertaken in industries, enterprises, government agencies, and community and school settings. The VET sector encompasses both recognised training leading to a qualification/statement of attainment under the Australian Qualifications Framework (AQF), and non-recognised training, such as in-house, product-based training.
Vocational Education and Training Quality Framework (VQF)	Refers to the set of standards and conditions that the Australian Skills Quality Agency (ASQA) uses to assess whether an RTO meets the requirements for registration. This includes the: • Standards for Registered Training Organisations (RTOs) 2015; • Australian Qualifications Framework, Second Edition 2013; • Financial Viability Risk Assessment Requirements 2011; and • Data Provision Requirements 2011.

Work Placement	Refers to the process of a student undertaking defined tasks and activities over a defined period in an Approved Workplace under the supervision of a Workplace Supervisor as part of a Structured Workplace Learning process.
Work Placement Centre	A Work Placement Centre is a facility that has been assessed by Open Colleges as having the necessary facilities; supervision, clients, equipment and resources required to undertake SWL and have agreed to take Open Colleges' students. In such cases, a remote Workplace Assessor in accordance with the process outlined in the Workplace Assessment Guide will conduct the workplace assessments.
Workplace Approval Form	Refers to the form required for the approval of a workplace as being suitable to complete a Work Placement as part of a Structure Workplace Learning process.
Workplace Assessment	Refers to the completion of tasks and activities during a Structured Workplace Learning process that are assessed by a Workplace Assessor. Workplace Assessments may include the following:

Workplace Logbook: Refers to the record of tasks completed in a workplace as part of a Structured Workplace Learning process. The Attendance Report is part of the Workplace Logbook and records hours completed by a student in an Approved Workplace as part of a Structured Workplace Learning process.

Workplace Portfolio: Refers to the development of direct evidence and completion of tasks related to workplace experience as part of a Structured Workplace Learning process.

Student and Supervisor Interviews (Questions): Refers to the structured discussions between the Workplace Assessor and Workplace Supervisor and student during a Structured Workplace Learning process.

In some cases, a Workplace Assessor may also visit a workplace to conduct observations of the student in the workplace. |
Workplace Assessor	Refers to suitably qualified and experienced individual engaged by Open Colleges to support and assess students undertaking Workplace Assessments. Workplace Assessors engaged in NRT Courses must meet the specific requirements stipulated by the VQF.
Workplace Initial Interview Checklist	Refers to the form completed by the Workplace Assessor when checking the workplace resources and workplace supervisors to ensure they meet the specific course requirements.
Workplace Supervisor	Refers to an individual within an Approved Workplace that is approved by a Workplace Assessor as having appropriate skills and experience to supervisor a student undertaking Workplace Assessments as part of a Structured Workplace Learning process
Workplace Training and Assessment Plan	Outlines the specific approach to the Workplace Assessments for the individual student based on completion of the initial interviews by the Workplace Assessor. This includes dates and times for the student and supervisor interviews with the Workplace Assessor.

3. Quality and Continuous Improvement

This Policy, and its related Procedures, Forms and Guidelines, are subject to systematic annual review by the date noted on Page 1. In addition, this Policy may be reviewed at any time based on feedback from:

- Quality and Continuous Improvement Committee

4. Other Related Documents

- Policies, Procedures, Forms and Guidelines
- Student Handbook
- Trainer and Assessor Handbook

5. Related Legislation & Guidelines

- VET Quality Framework
- Standards for Registered Training Organisations (RTOs) 2015
- NCVER Glossary of Terms
- Australian Flexible Learning Framework - Definitions

How can we improve this document?

If you can identify opportunities for us to improve this document, please email improvements@opencolleges.edu.au. This request will automatically be logged on our Continuous Improvement Register. Please include the document reference number in your email and specific details about how we can improve the document.