National Training Register Glossary of Terms

The National Training Register glossary of terms provides key terminology and definitions referred to throughout the National Training Register.

Where there is any conflict between definitions provided in this document and the AVETMISS data element definitions, Training Products Organising Framework (TPOF), VET legislation, and advice from regulators, please refer to the latter source as the correct definition.

Accredited course

An accredited Vocational Education and Training (VET) course is a structured sequence of training developed to meet training needs that are not addressed by existing training packages or developed for regulatory reasons.

It is formally recognised and published to the national register by one of the VET regulators in accordance with the Standards for VET Regulators 2015 and the Standards for VET Accredited Courses 2021.

Advanced Diploma

See Australian Qualifications Framework (AQF).

Australian and New Zealand Standard Classification of Occupations (ANZSCO)

The Australian and New Zealand Standard Classification of Occupations is a statistical classification of AQF-level VET courses. The NCVER applies ANZSCO to training package qualifications. Accredited course developers nominate an ANZSCO when applying for accreditation.

All ANZSCO classifications are 6-digits to comply with AVETMISS – e.g. a qualification classified as having a broad outcome of the ANZSCO major group 1: Managers would be classified as 100000.

Historical NRT components prior to the release of ANZSCO are classified under the previous occupational classification scheme, ASCO.

Australian Core Skills Framework (ACSF)

The Australian Core Skills Framework (ACSF) is a tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy.

Australian Digital Capability Framework

The Australian Digital Capability Framework describes the broad digital capabilities required by the Australian workforce. Using common, easily understood language, and a simple, intuitive structure, the Framework can be used as a tool to improve and identify generic digital capability requirements in different occupations.

The Australian Standard Classification of Education (ASCED)

The Australian Standard Classification of Education (ASCED) is a statistical classification for fields of education. The NCVER applies ASCED to training package qualifications and units of competency. Accredited course developers nominate an ASCED when applying for accreditation.

Assessment requirements

An endorsed component of a training package associated with each unit of competency which underpins assessment. Assessment requirements set out the industry approach to valid, reliable, flexible and fair assessment. It includes an overview of the assessment system and information on assessor requirements, designing assessment resources and conducting assessment.

Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. The AQF defines 10 levels of education, 7 of which are used in the Australian VET system including:

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma
- Bachelor Degree (Pass)
- Graduate Certificate
- Graduate Diploma

Australian Skills Quality Authority (ASQA)

The national regulator for Australia's vocational education and training sector.

Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)

The Australian Vocational Education and Training Management Information Statistical Standard is a national data standard which ensures the consistency and accuracy of vocational education and training (VET) information. It is maintained by NCVER in consultation with the sector and with agreement of senior skills officials.

Bachelor Degree (Pass)

See Australian Qualifications Framework (AQF).

A small number of historical bachelor degree level qualifications are on the national register from when some jurisdictions previously accredited VET courses at this level.

Certificate I

See Australian Qualifications Framework (AQF).

Certificate II

See Australian Qualifications Framework (AQF).

Certificate III

See Australian Qualifications Framework (AQF).

Certificate IV

See Australian Qualifications Framework (AQF).

Classifications

See ANZSCO and ASCED.

Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)

The Commonwealth Register of Institutions and Courses for Overseas Students is an online database of courses and educational institutions or providers in Australia that are registered to offer courses to overseas students with student visas. ‘CRICOS providers’ are registered on CRICOS and can offer courses to overseas students with student visas. ASQA is responsible for regulating CRICOS providers in the VET sector.

Companion volume

Non-endorsed documents produced by training package developers to support RTO implementation of training packages. All training packages have an associated companion volume implementation guide (CVIG).

Core Skills for Work Developmental Framework

The Core Skills for Work Developmental Framework describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work. These skills are often referred to as employability or generic skills. They include skills such as problem solving, collaboration, self-management, communication and information technology skills.

Current

See Usage recommendation.

Deleted

See Usage recommendation.

Delivery notification

Information provided by an RTO to their VET regulator at the time of scope application, indicating which states (and countries) they intend to deliver an explicit scope item. Does not apply to implicit scope.

Delivery location

A permanent training site owned or leased by an RTO. Delivery may also occur at the RTO's head office location, which may be listed separately as a delivery location. Delivery locations have been on the national register since 2021.

Diploma

See Australian Qualifications Framework (AQF).

Educational level

See Australian Qualifications Framework (AQF)

Entry requirements

A section of each qualification that describes conditions that must be met for a student to commence the qualification.

Evidence Guide

The evidence guide provides guidance on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Equivalence

See Superseded training products.

Explicit

See Scope.

Graduate Certificate

See Australian Qualifications Framework (AQF).

Graduate Diploma

See Australian Qualifications Framework (AQF).

Implicit

See Scope.

Industry Skills Councils (ISCs)

Replaced by Jobs and Skills Councils

ISCs were established in 2003 to replace industry training advisory bodies. Their function was to provide advice to Australian, state and territory governments on training needs of industry. ISCs were replaced by Skills Service Organisations under the new arrangements for developing training products that came into effect on 1 January 2016.

Jobs and Skills Council (JSC)

A Jobs and Skills Council (JSC) is a not-for-profit company that is industry-owned and industry-led. They are part of a national network of 10 JSCs that provide leadership to address skills and workforce challenges for their industry. They:

- align effort across industries to improve VET system responsiveness
- build stakeholder confidence
- drive high-quality outcomes for the VET sector, learners and business.

JSCs are responsible for the following four core functions:

- Workforce Planning

Workforce Planning is the strategic centrepiece for JSCs and informs the other functions. Workforce planning will underpin intelligence-gathering for strategic priorities and will be a critical focus to guide strategic planning.

- Training Product Development

JSCs develop training products in line with standards set by Skills Ministers to improve the quality, responsiveness, and speed to market of training products.

- Implementation, Promotion and Monitoring

JSCs partner with training providers and organisations to align workforce planning objectives and national training products with career advice and ‘on the ground’ training delivery.

- Industry Stewardship

JSCs will act as a source of expertise on workforce issues affecting their industries and provide advice on national training system policies.

Licensing Outcome

NRT components are often used for licensing and regulatory purposes. Where this is known at the time of development, it will be noted in the NTR product. As there is a diverse range of licensing across Australia, much of it determined by state and territory industry bodies. Existing NRT content on the national register is not updated when it is used for a new licensing purpose. Licensing enquiries should be directed to the responsible body in the relevant jurisdiction, or to the relevant Jobs and Skills Council.

Major change

Major changes are updates that are subject to the full development and endorsement process. These changes will typically have implications for all RTOs delivering the relevant training package. A major change will result in a major release of the training package.

Also see Training Package Products Development and Endorsement Process Policy (TPPDEPP).

Minor change

Minor changes are updates to training packages that are not subject to the full development and endorsement process. These result in a minor release of the training package.

Also see Training Package Products Development and Endorsement Process Policy (TPPDEPP).

Modification History

A section in training package components where the training package developer documents the changes made as part of a minor change.

National Centre for Vocational Education Research (NCVER)

The National Centre for Vocational Education Research is an independent, not-for-profit Australian company owned by the Commonwealth, state and territory ministers responsible for VET. It is responsible for collecting, managing, analysing and communicating research and statistics on the Australian VET sector.

National Register of VET

Training.gov.au is the National Register of VET. It contains authoritative information about RTOs, Nationally Recognised Training (NRT), and the approved scope of each RTO to deliver NRT as required in national and jurisdictional legislation within Australia.

Nationally recognised training (NRT)

Training that leads to vocational qualifications and credentials recognised across Australia. Only registered training organisations (RTOs) that meet government quality standards such as TAFEs,

private providers, enterprise registered training organisations, vocational divisions of universities, community RTOs and can provide nationally recognised training. Nationally recognised training can also be delivered by schools and community organisations provided they are registered as RTOs Nationally recognised training is listed on the National Training Register (training.gov.au) and includes accredited courses, endorsed training package qualifications, training package skill sets, and associated subjects.

Nominal hours

The anticipated hours of supervised training needed to conduct training and assessment activities associated with a program or subject. They are generally used by jurisdictions for funding and reporting purposes as an indicator of the amount of effort that has been applied to produce outcomes.

Not equivalent

See Superseded training products.

Parent training package

The parent training package of a component is the training package it was first released in. It can be identified by the first 3 letters of a component's code.
Units of competency can be imported into other training packages outside of their parent training package.

Prerequisite

The unit(s) of competency that a student must have previously completed prior to enrolment in a particular unit.

Recognition managers

The bodies responsible for nationally recognising accredited courses and registered training organisations. Currently refers to the three VET regulators (regulatory authorities).

Registered Training Organisation (RTO)

The three VET regulators register vocational education and training (VET) providers to deliver nationally recognised training (NRT). RTOs are the only organisations in the Australian VET system authorised to:

- deliver and assess nationally recognised training
- issue nationally recognised qualifications and statements of attainment
- apply for government funding to provide VET services.

ASQA also registers providers seeking to enrol overseas students who are on student visas as Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) providers.

Also see VET Regulator.

Registration managers

The bodies responsible for managing Registered Training Organisations.
Currently refers to the three VET regulators (regulatory authorities).

Release

A new version of a training package and its components as part of a major or minor change.

- A minor release of a training package will result in a decimal increase in its release number (e.g. release 8.1 to 8.2); and a single integer increase to the release number of the components that changed as part of the release (e.g. release 3 to release 4).
- A major release of a training package will result in an integer change to the training package release number, e.g. from 8.2 to 9.0, new codes (and potentially titles) for any superseding components, and a single integer increase to the release number of existing components that had a minor change as part of the release.

Also see Major/Minor Change

Scope (of registration)

An RTO's scope defines the specific qualifications, skill sets, units of competency and accredited courses it is registered to provide.

The 'extent' of its scope describes whether it is registered to provide:
(a) provide both training delivery and assessment services, and to issue the relevant AQF qualifications and statements of attainment, or;
(b) provide only assessment services, and to issue AQF qualifications and statements of attainment.

Scope can also be 'explicit': where the RTO has applied to deliver a particular qualification, unit, or accredited course; or 'implicit': where the skill sets and units of competency are added to scope as a result of being approved to deliver a qualification or accredited course.

Skills Service Organisations (SSOs)

Replaced by Jobs and Skills Councils

SSOs were funded by the Australian Government to support Industry Reference Committees (IRCs) in their role. They were replaced by Jobs and Skills Councils.
SSOs acted as independent, professional service organisations and undertook the training package related work commissioned by the Australian Industry and Skills Committee (AISC), under direction of the relevant IRC(s). SSOs:

- supported IRCs in their engagement with industry/employers/enterprises and other stakeholders (including across industry sectors) to identify the skills required for jobs, and to drive the training package development and review process so that units of competency and qualifications align with modern work-practices
- developed quality training packages that were fit for purpose in the economy, were embraced by industry and maximised the potential for individuals to access employment
- provided technical, operational and secretariat support to IRCs.

Skills sets

Skill sets are single units of competency, or combinations of units of competency from training packages with a volume of learning below an AFQ-level qualification. They link to a licensing or regulatory requirement, or a defined industry need.

Skill sets are identified by the inclusion of 'SS' in the NRT code after the three-letter training package code. In addition to nationally recognised training package skill sets, RTOs and licensing and regulatory bodies can also combine units to create local skill sets which are not published on the national register.

Specialisations

Elective units of competency that relate to a specific focus area can be combined into 'Groups', which can be used to provide a qualification with a Specialisation(s) that is included on the appropriate AQF certification documentation. For a Group to be a Specialisation, the training package developer must: provide the name of the Specialisation/s; and indicate how many units of those listed in the Group are required to be completed to meet the Specialisation. With the release of the new training.gov.au, most specialisations have been extracted into standalone data fields for current qualifications.

Standards for Registered Training Organisations (RTOs) 2015

The purpose of the Standards is to:

- describe the requirements that an organisation must meet to be an RTO in Australia
- ensure that training delivered by RTOs meets industry requirements (as set out in training packages and accredited courses) and has integrity for employment and further study
- ensure RTOs operate ethically and consider the needs of both students and industry.

The Standards are currently being revised with the aim of providing greater clarity for RTOs and regulators, strengthening the focus on quality outcomes for learners and employers, and allowing for more flexibility and innovation in training delivery (see Quality Reforms - Department of Employment and Workplace Relations, Australian Government).

Standards for Training Packages

Sets the overarching design and development requirements of training products for endorsement by Skills Ministers.

Standards for VET Accredited Courses 2021

A legislative instrument used to formally identify the requirements for accrediting VET (vocational education and training) courses.

Standards for VET Regulators 2015

A legislative instrument used to formally identify the standards for VET (vocational education and training) regulators performing functions under the National Vocational Education and Training Regulator Act 2011.

Statement of attainment

A statement given to a person confirming that the person has satisfied the requirements of the units of competency specified in the statement.

Status

The Nationally Recognised Training records and Registered Training Organisation records have a status to reflect the currency and life cycle including:

Nationally Recognised Training

- Current
- Superseded
- Deleted
- Current (re-accreditation pending)
- Cancelled
- Non-current

Registered Training Organisation

- Current
- Current (re-registration pending)
- Current (suspended)
- Current (in administration/liquidation)
- Non-current
- Withdrawn
- Cancelled

Status filters can be applied when searching for records. If a status filter is incompatible with another applied filter, no search results will be displayed.

Superseded training products

See usage recommendation.

Training Accreditation Council

The Training Accreditation Council (the Council, TAC, or WA TAC) is Western Australia's Vocational Education and Training (VET) Regulator and was established under the Vocational Education and Training Act (WA) 1996.

Also see VET Regulator.

Training package

Training packages define the competencies required by different occupations and industries. They describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework (AQF). Training packages are developed by Jobs and Skills Councils (JSCs) to meet the training needs of an industry, or a group of

industries. Each training package is made up of three components: units of competency, qualifications framework levels of education and assessment guidelines.

Training package developer

The organisation responsible for developing and managing training packages.

- Current: Jobs and Skills Councils
- 2016 – 2022: Skills Service Organisations
- Prior to 2016: Industry Skills Councils

The register only records the current training package developer as the owner for all current and historic training packages, but the associated training package documents (Word and pdf) will identify the original developer.

Training Package Organising Framework (TPOF)

Owned by Skills Ministers, the Training Package Organising Framework comprises the:

- Standards for Training Packages ('the Standards') – set the overarching design and development requirements of training products for endorsement by Skills Ministers.
- Training Package Products Policy (TPPP) – outlines the design rules that must be adhered to when developing or modifying a training product.
- Training Package Products Development and Endorsement Process Policy (TPPDEPP) – outlines the process for developing and seeking the endorsement of training products.

Training Package Products Development and Endorsement Process Policy (TPPDEPP)

Outlines the process for developing and seeking the endorsement of training products.

Training Package Products Policy (TPPP)

Outlines the design rules that must be adhered to when developing or modifying a training product.

Training product

Training products include units of competency, assessment requirements (associated with each unit of competency), skill sets, qualifications aligned to the AQF, and credit arrangements.

Training product development

Jobs and Skills Councils (JSCs) are responsible for developing training products, based on identified workforce needs and other information. The timing of this development is described in the JSC's Annual Training Product Development Plan and is consistent with the requirements set out in the Training Package Organising Framework (TPOF).

Transition period

Where a training product has been superseded, or deleted from the National Register, the allowable timeframe within which the learner's training, assessment, and AQF certification documentation issuance must be completed. In the case of a superseded training product, the timeframe within

which the learner is transitioned into the replacement training product. Transition periods can be extended by the regulators in certain circumstances, sometimes for particular RTOs or student cohorts.

Unit of competency

The specification of the standards of performance required in the workplace as defined in a VET accredited course or Training Package.

Units are classified as core or elective.

- Core units
    - Units of competency specified in the packaging rules of a qualification that are mandatory for the completion of the qualification.
- Elective units
    - Units of competency specified in the packaging rules of a qualification that are not mandatory for the completion of the qualification but can be used, including as part of a specialisation.

Usage recommendation

Describes the currency status of training packages and their components. Values are current, superseded, or deleted. Clauses 1.26 to 1.27 of the Standards for RTOs 2015 outline the requirements for RTOs in relation to superseded and deleted components.

Usage recommendations include:

- Current training products
    - Indicate the latest release or version of a training component.
- Superseded training products
    - When qualifications, skill sets, and units of competency in a revised training package replace previously endorsed products, those previously endorsed products are referred to as 'superseded'.
    - When superseding occurs, the training package developer must indicate whether the revised qualifications and units of competency are equivalent or not equivalent to the superseded product.
    - Refer to the Training Package Products Policy for more details.
- Deleted
    - A status indicating that the component is non-current and has no direct (superseding) replacement.

VET Regulator

The independent bodies responsible for the registration and audit of registered training organisations (RTOs), and accreditation of courses in the vocational education and training (VET) sector.

The Australian Skills Quality Authority (ASQA) is the national VET regulator.

The Victorian Registration and Qualifications Authority (VRQA) and the Training Accreditation Council (TAC) in Western Australia are also responsible for regulatory functions within their jurisdictions, and prospective RTOs that intend to only deliver to domestic students within these jurisdictions can apply to be regulated by them.

Vocational education and training (VET)

Refers to education and training that provides people with occupational or work-related knowledge and skills. It also includes programs which provide the basis for subsequent vocational programs.

Victorian Registration and Qualifications Authority (VRQA)

The Victorian Registration and Qualifications Authority is the VET regulator in Victoria. The VRQA is a statutory authority established under the Education and Training Reform Act 2006, and is responsible to the Minister for Education, the Minister for Skills and TAFE, and the Minister for Economic Growth.

Also see VET Regulator.

Work placement hours (minimum)

A period of unpaid work with an employer undertaken by vocational education and training (VET) students to satisfy the requirements of a course or unit, with supervision provided by the employer, the training provider or both. Minimum work placement hours have been extracted as standalone data fields for select current training package components on release of the new training.gov.au website.

Your Career

The Your Career website is a platform of the National Careers Institute. It is designed to provide clear and simple careers information and to help people of all ages and circumstances better plan and manage their career. It includes information on VET courses and RTOs (including where government support may be available) to support decision making.

Support

For feedback on this knowledge article, contact TGAHelp@dewr.gov.au.