

Glossary of Terms

ASQA, SRTOs 2015, SVTS,
DTWD, VSL and ANMAC



Institute of Health and
Nursing Australia

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Purpose

1. The purpose of this policy is to establish guidelines for the usage of a glossary of terms within the organization. A glossary of terms serves as a standardized reference document that provides definitions and explanations of commonly used terms, acronyms, abbreviations, or jargon within the organization. This policy aims to ensure consistency, clarity, and effective communication across all departments and individuals. By following this policy on the usage of the glossary of terms, the organization aims to promote consistent and effective communication across all departments and individuals.

Scope

2. This policy applies to all employees, contractors, consultants, and any other personnel associated with the organization who utilize or contribute to the glossary of terms.

Guidelines

3. The following guidelines will be followed in the development of terms And other practices.

3.1 Glossary of Terms Development

- 3.1.1 The organization shall establish a centralized process for developing and maintaining the glossary of terms.
- 3.1.2 The responsibility for the creation, update, and review of the glossary of terms shall be assigned to a designated individual or a team.
- 3.1.3 The designated individual or team shall collaborate with subject matter experts from relevant departments to ensure accuracy and completeness of the glossary content.
- 3.1.4 Regular reviews and updates of the glossary shall be conducted to incorporate new terms or revise existing definitions as needed.

3.2 Access and Distribution

- 3.2.1 The glossary of terms shall be made easily accessible to all employees through a central repository, such as an intranet portal or knowledge management system.
- 3.2.2 The organization may also provide offline versions of the glossary for individuals who require access without online connectivity.
- 3.2.3 Employees shall be encouraged to familiarize themselves with the glossary and utilize it as a reference tool in their day-to-day work.

3.3 Usage Guidelines

- 3.3.1 The glossary of terms shall be considered the authoritative source for definitions and explanations within the organization.
- 3.3.2 When using terms in official documents, communications, or presentations, employees shall consult the glossary to ensure accurate and consistent usage.

3.3.3 In cases where a term is not included in the glossary, employees shall consult with the designated individual or team responsible for its maintenance to consider its inclusion or seek clarification.

3.3.4 The glossary of terms shall not replace professional judgment or domain-specific knowledge but shall serve as a supplement to ensure consistent understanding and effective communication.

Compliance

4. The Policy applies to all IHNA staff, students, contractors, business partners, interns, volunteers, governance Committee members. The reference to the glossary is meant for usage and interpretation of such glossary items to avoid any ambiguity.

4.1 All employees shall comply with this policy and utilize the glossary of terms when necessary.

4.2 Failure to adhere to this policy may result in corrective measures, including but not limited to counselling, retraining, or disciplinary action, as deemed appropriate by IHNA.

Review and Amendment

5. This policy will be amended routinely to capture any changes that may have brought about publication of new standards, new funding contracts or any other relevant publication from the regulatory authorities.

5.1 Amendments to this policy may be made at any time by IHNA, and employees and governance committee members shall be notified of such changes. For all other an updated Policy will be posted on IHNA's website.

Definitions

6. **Glossary of Terms:** A centralized reference document containing definitions and explanations of commonly used terms, acronyms, abbreviations emanating from various regularity standards, government publications etc.

6.1 ASQA

(<https://www.asqa.gov.au/resources/glossary>)

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| Accrediting authority | Refers to the organisation designated by or under legislation of the Commonwealth or appropriate state or territory government to accredit persons or organisations to offer education or training services to Australian students. |
| Compulsory study period | A compulsory study period is one in which the student must enrol unless granted a deferment or suspension from enrolment or leave of absence under Standard 9 (Deferring, suspending or cancelling the student's enrolment). A compulsory study period does not include periods in which the student can elect to undertake additional studies. See also 'Study period'. |
| Confirmation of Enrolment (CoE) | A document, provided electronically, which is issued by the registered provider to intending overseas students and which must accompany their application for a student visa. It confirms the overseas student's eligibility to enrol in the particular course of the registered provider. |

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| Course | Has the meaning given in the ESOS Act. |
| Course credit | Exemption from enrolment in a particular part of the course as a result of previous study, experience or recognition of a competency currently held. Includes academic credit and recognition of prior learning. |
| Course progress | The measure of advancement within a course towards the completion of that course irrespective of whether course completion is identified through academic merit or skill-based competencies. |
| CRICOS | The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is the register prescribed under section 14A of the ESOS Act. |
| Critical incident | A traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear, or injury. |
| Designated State authority (DSA) | Has the meaning given in the ESOS Act. |
| Education agent | A person or organisation (in or outside Australia) who recruits overseas students and refers them to education providers. In doing so, the education agent may provide education counselling to overseas students as well as marketing and promotion services to education providers. Education agent does not refer to an education institution with whom an Australian provider has an agreement for the provision of education (that is teaching activities). |
| Enrolment | Where the student has been issued with a CoE to confirm acceptance by the registered provider and is occupying a place in the CRICOS registered course for which the student was accepted and is progressing towards the completion of the course requirements. The period of enrolment includes scheduled breaks between study periods. |
| ESOS agency | Has the meaning given by section 6C of the ESOS Act. |
| Intending overseas student | Has the meaning given in the ESOS Act. |
| Marketing | Promotion of the provider and its courses and facilities to prospective overseas students and their parents or guardians, agents, international organisations and other interested parties such as alumni. |
| Migration agent | A person registered as a migration agent as per section 286 of the Migration Act 1958. |
| Mode of study | Includes attendance face-to-face in a classroom, supervised study on the registered provider's campus, distance learning, online learning, and work-based learning. |

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| Overseas student | Has the meaning given in the ESOS Act. |
| Principal course of study | The principal course of study refers to the main course of study to be undertaken by an overseas student where a student visa has been issued for multiple courses of study. The principal course of study would normally be the final course of study where the overseas student arrives in Australia with a student visa that covers multiple courses. |
| PRISMS | The Provider Registration and International Student Management System (PRISMS) is the system used to process information given to the Secretary of DET by registered providers. |
| Provider | Has the meaning given in the ESOS Act. |
| Provider default | Where the registered provider fails to provide a course or ceases to provide a course to an overseas student within the meaning of section 46A of the ESOS Act. |
| Recruitment | The pre-enrolment processes of engaging and assisting overseas students (or parent or guardian if the overseas student is under 18) to apply for a place in a course with a provider leading up to the formal enrolment, including assistance with administrative issues and the issuing of a CoE for an application for a student visa. |
| Registered provider | As defined in section 5 of the ESOS Act, the registered provider for a course for a location means a provider that is registered to provide the course at the location. |
| Scheduled course contact hours | The hours for which students enrolled in the course are scheduled to attend classes, course-related information sessions, supervised study sessions, mandatory and supervised work-based training, and examinations. |
| Self-accrediting provider | Self-accrediting institutions are established by or under relevant Commonwealth or state or territory government legislation with the authority to accredit their own courses. |
| State | Has the meaning given in the ESOS Act. |
| Student | Means an overseas student (or intending overseas student) as the context requires. |
| Student contact officer | Employee(s) of the registered provider deemed to have an appropriate level of skill, knowledge and expertise who is able to provide advice to overseas students on a range of matters. |
| Student default | Where an overseas student does not start a course or withdraws from a course as defined in section 47A(2) of the ESOS Act. |
| Student visa | Has the meaning given in the ESOS Act. |
| Study period | A discrete period of study within a course, namely term, semester, trimester, short course of similar or lesser duration, or as otherwise defined by the |

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| | registered provider as long as that period does not exceed six months. See also 'Compulsory study period'. |
| Tuition fees | Has the meaning given in the ESOS Act. |
| Unit | A discrete component of study within a course; the term includes 'subject' and 'module'. |

6.2 SRTOs2015

(<https://www.asqa.gov.au/media/864>)

| Term | Description |
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| Agents | Education agents recruit international students on behalf of Australian Education Providers |
| CARC | CRICOS Annual Registration Charge |
| ASQA | The Australian Skills Quality Authority is the national regulator for Australia's vocational education and training sector |
| CAAW | Confirmation of Appropriate Accommodation and Welfare |
| CoE | Confirmation of Enrolment |
| CRICOS | Commonwealth Register of Institutions and Courses for Overseas Students |
| DESE | Department of Education, Skills and Employment |
| DSA | A Designated State Authority is a state government endorsed body responsible for approving Australian Education Providers and maintaining information about providers and registered courses on CRICOS |
| E-Business Contact | A Contact Record representing a person in an organisation who can act as a backup to the PEO and who receives copies of business-related emails regarding PRISMS to protect overseas students and ensure high quality delivery of courses to those students by providers registered on CRICOS |
| ELICOS | English Language Intensive Course for Overseas Students |
| ESOS Act | The <i>Education Services for Overseas Students Act 2000</i> . This is the primary legislation that sets out the obligations, requirements, and processes for overseas students and for providers of courses to overseas students. |
| Home Affairs | Australian Department of Home Affairs, previously known as Immigration or DIBP |
| MARA | Migration Agents Registration Authority (7-digit number) |
| National Code of Practice 2018 | The <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> is a set of nationally consistent standards designed to protect overseas students and ensure high quality delivery of courses to |

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| | those students by providers registered on CRICOS |
| OSTF | Overseas Students Tuition Fund |
| PEO | Principal Executive Officer |
| PRISMS | Provider Registration and International Student Management System |
| Schools Initial Registration Charge | An initial registration charge for the assessment and registering of new school providers |
| Schools Renewal Registration Charge | A school renewal registration charge for the assessment and registering renewing school providers |
| SCV | Student Course Variation. A Student Course Variation is used to report a change to an international student's course of study which may impact upon the validity and/or conditions of their student visa |
| TEQSA | The Tertiary Education Quality and Standards Agency is Australia's independent national regulator of the higher education sector |
| TPS | The Tuition Protection Service is an initiative of the Australian Government to assist international students and eligible domestic students accessing a VET Student Loan (VSL), FEE-HELP or HECS-HELP (HELP) loan, whose education providers are unable to fully deliver their course of study |
| VET | Vocational Education and Training |
| VSL | VET Student Loan |

6.3 **PRISMS**

(https://prisms.education.gov.au/Information/ShowInformation.aspx?Doc=Provider_User_Guide&key=information-provider-user-guide-coe&Heading=)

| Term | Description |
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| Agents | Education agents recruit international students on behalf of Australian Education Providers |
| Alerts | See Home Page Alerts |
| CARC | CRICOS Annual Registration Charge |
| ASQA | The Australian Skills Quality Authority is the national regulator for Australia's vocational education and training sector |
| CAAW | Confirmation of Appropriate Accommodation and Welfare |



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| CoE | Confirmation of Enrolment |
| CRICOS | Commonwealth Register of Institutions and Courses for Overseas Students |
| DESE | Department of Education, Skills, and Employment |
| DSA | A Designated State Authority is a state government endorsed body responsible for approving Australian Education Providers and maintaining information about providers and registered courses on CRICOS |
| E-Business Contact | A Contact Record representing a person in an organisation who can act as a backup to the PEO and who receives copies of business-related emails regarding PRISMS |
| ELICOS | English Language Intensive Course for Overseas Students |
| ESOS Act | The <i>Education Services for Overseas Students Act 2000</i> . This is the primary legislation that sets out the obligations, requirements, and processes for overseas students and for providers of courses to overseas students |
| Home Affairs | Australian Department of Home Affairs, previously known as Immigration or DIBP |
| MARA | Migration Agents Registration Authority (7-digit number) |
| National Code of Practice 2018 | The <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> is a set of nationally consistent standards designed to protect overseas students and ensure high quality delivery of courses to those students by providers registered on CRICOS |
| OSTF | Overseas Students Tuition Fund |
| PEO | Principal Executive Officer |
| PRISMS | Provider Registration and International Student Management System |
| Schools Initial Registration Charge | An initial registration charge for the assessment and registering of new school providers |
| Schools Renewal Registration Charge | A school renewal registration charge for the assessment and registering renewing school providers |
| SCV | Student Course Variation. A Student Course Variation is used to report a change to an international student's course of study which may impact upon the validity and/or conditions of their student visa |
| TEQSA | The Tertiary Education Quality and Standards Agency is Australia's independent national regulator of the higher education sector |

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| TPS | The Tuition Protection Service is an initiative of the Australian Government to assist international students and eligible domestic students accessing a VET Student Loan (VSL), FEE-HELP or HECS-HELP (HELP) loan, whose education providers are unable to fully deliver their course of study |
| VET | Vocational Education and Training |
| VSL | VET Student Loan |

6.4 ESOS Act

(<https://www.legislation.gov.au/Details/C2022C00066>)

In this Act, unless the contrary intention appears:

| Term | Description |
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| accepted student | of a registered provider means a student (whether within or outside Australia): (a) who is accepted for enrolment, or enrolled, in a course provided by the provider; and (b) who is, or will be, required to hold a student visa to undertake or continue the course. |
| affected provider | for a reviewable decision has the meaning given by section 169AB. |
| agent | of a provider means a person (whether within or outside Australia) who represents or acts on behalf of the provider, or purports to do so, in dealing with overseas students or intending overseas students. |
| agreed starting day | for a course means the day on which the course was scheduled to start, or a later day agreed between the registered provider for the course and the student |
| applicable number of days | has the meaning given by subsection 19(1A). |
| approved school provider | means a school provider approved (however described) by a designated State authority to provide courses to: (a) if the school provider is located in Tasmania or the Australian Capital Territory—students for that State or Territory; or (b) otherwise—overseas students for the State (other than Tasmania or the Australian Capital Territory). |
| associate | of a person has the meaning given by section 6. |
| attendance notice | means a notice given under section 116. |
| Australian Qualifications Framework | has the same meaning as in the <i>Higher Education Support Act 2003</i> . |

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| authorised officer | of the ESOS agency for a registered provider has the meaning given by section 6A. |
| Board | means the TPS Advisory Board established by section 55A. |
| Board member | means a member of the Board appointed under section 55D, including the Chair and the Deputy Chair. |
| call: | a <i>call</i> is made on the OSTF in the circumstances set out in section 50A. |
| compliance audit | has the meaning given by section 112A. |
| condition, | in relation to a provider's registration, means a condition imposed on the registration under section 10B or subsection 83(3). |
| course | has the meaning given by section 5AA. |
| CRICOS annual registration charge | means CRICOS annual registration charge imposed by the <i>Education Services for Overseas Students (Registration Charges) Act 1997</i> . |
| default: | (a) in relation to a registered provider—has the meaning given by section 46A; and (b) in relation to an overseas student or intending overseas student—has the meaning given by section 47A. |
| default day, | in relation to a default, means: (a) if subparagraph 46A(1)(a)(i) or paragraph 47A(1)(a) applies—the agreed starting day; or (b) if subparagraph 46A(1)(a)(ii) applies—the day on which the course ceases to be provided; or (c) if paragraph 47A(1)(b) applies—the day on which the student withdraws from the course; or (d) if paragraph 47A(1)(c) applies—the day on which the registered provider of the course refuses to provide, or continue providing, the course to the student. |
| designated State authority | for a provider or registered provider to the extent the provider is an approved school provider means the person responsible under the law of a State for approving (however described) school providers to provide courses to: (a) if the school provider is located in Tasmania or the Australian Capital Territory—students for that State or Territory; or (b) otherwise—overseas students for the State (other than Tasmania or the Australian Capital Territory). |
| document | includes a copy of a document. |
| DSA assessment certificate | has the meaning given by subsection 6B(1). |

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| DSA recommendation certificate | has the meaning given by subsection 6B(2). |
| ELICOS | means English Language Intensive Course for Overseas Students. |
| ELICOS Standards | has the meaning given by section 176B |
| ESOS agency | for a provider or registered provider has the meaning given by section 6C. |
| exempt provider | has the meaning given by section 6D. |
| Foundation Program Standards | has the meaning given by section 176C. |
| high managerial agent | of a provider means an employee, agent, or officer of the provider with duties of such responsibility that his or her conduct may fairly be assumed to represent the provider in relation to the business of providing courses. |
| Immigration Minister | means any of the Ministers who administer the <i>Migration Act 1958</i> from time to time. |
| Immigration Minister's suspension certificate | means a certificate given under Division 2 of Part 6. |
| Immigration Secretary | means the Secretary of the Department administered by the immigration minister. |
| intending overseas student | means a person (whether within or outside Australia) who intends to become, or who has taken any steps towards becoming, an overseas student. |
| internal reviewer means: | (a) the ESOS agency for an affected provider; or (b) a delegate referred to in paragraph 169AE(1)(b). |
| late payment penalty | means the penalty imposed by section 172. |
| meets the registration requirements | has the meaning giving by section 11. |
| monitoring purpose | means a purpose of determining: (a) whether a registered provider is complying, or has complied, with: (i) this Act; or (ii) the national code; or (iii) if the ELICOS Standards or Foundation Program Standards apply in relation to the provider—those Standards; or (b) whether, because of financial difficulty or any other reason, the provider might not be able to: (i) provide courses to its accepted students; or |

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| | (ii) refund amounts to its accepted students under Division 2 of Part 5. |
| national code | means the National Code of Practice for Providers of Education and Training to Overseas Students in force under Part 4. |
| National VET Regulator | has the same meaning as in the <i>National Vocational Education and Training Regulator Act 2011</i> . |
| non-referring State | has the same meaning as in the NVETR Act. |
| NVETR Act | means the <i>National Vocational Education and Training Regulator Act 2011</i> . |
| NVR registered training organisation | has the same meaning as in the NVETR Act. |
| old ESOS Act | means the <i>Education Services for Overseas Students (Registration of Providers and Financial Regulation) Act 1991</i> . |
| OSTF | see Overseas Students Tuition Fund. |
| overseas student | means a person (whether within or outside Australia) who holds a student visa but does not include students of a kind prescribed in the regulations. |
| Overseas Students Tuition Fund | means the Overseas Students Tuition Fund established under section 52A. |
| premises | means: (a) an area of land or any other place, whether or not it is enclosed or built on; or (b) a building or other structure; or (c) a vehicle or vessel; and includes a part of any such premises. |
| principal executive officer | of a provider that is not an individual means the person who has executive responsibility for the operation of the provider. |
| production notice | means a notice given under section 113 or 113A. |
| provide | a course includes participate in providing the course. |
| provider | has the meaning given by section 6E. |
| provider obligation period | in relation to a default, has the meaning given by section 46D, 47D or 47E (as the case requires). |
| Register | means the Register kept under section 14A. |
| registered | means registered under Part 2. <u>Note:</u> Other grammatical forms of the word registered (such as registration) have a corresponding meaning (see section 18A of the Acts Interpretation Act 1901). |

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| registered higher education provider | has the same meaning as in the TEQSA Act. |
| registered provider | for a course for a location means a provider that is registered to provide the course at the location. |
| registered training organisation | has the same meaning as in the NVETR Act. |
| registered VET provider | means: (a) an NVR registered training organisation; or (b) a registered training organisation (other than an NVR registered training organisation) that provides, or seeks to provide, courses to overseas students at locations in a non-referring State. |
| Regulatory Powers Act | means the <i>Regulatory Powers (Standard Provisions) Act 2014</i> . |
| reinstatement fee | means the fee referred to in section 171. |
| related person | of a provider or registered provider has the meaning given by subsection 7A(3). |
| relevant individual | of a registered provider means: (a) an officer or employee of the provider; or (b) a consultant to the provider; or (c) if the provider is a partnership—a partner in the partnership; or (d) if the provider is a sole trader—the provider; or (e) an officer or employee of an administrator, liquidator or restructuring practitioner (within the meaning of the <i>Corporations Act 2001</i>) of the provider or a former registered provider. |
| resident means: | (a) in the case of a company, a company incorporated in Australia that carries on business in Australia and that has its central management and control in Australia; or (b) in the case of an unincorporated body, a body that carries on business in Australia and that has its central management and control in Australia. |
| reviewable decision | has the meaning given by section 169AB. |
| school provider | means a person or entity that provides courses of education at a level that, under section 15 of the <i>Australian Education Act 2013</i> , constitutes primary education, or secondary education, for the provider. |
| schools initial registration charge | means schools initial registration charge imposed by the <i>Education Services for Overseas Students (Registration Charges) Act 1997</i> . |
| schools renewal registration charge | means schools renewal registration charge imposed by the <i>Education Services for Overseas Students (Registration Charges) Act 1997</i> . |



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| Secretary | means the Secretary of the Department. |
| State | includes the Australian Capital Territory and the Northern Territory. |
| student visa | has the meaning given by the regulations. |
| TEQSA | (Short for Tertiary Education Quality and Standards Agency) means the body established by section 132 of the TEQSA Act. |
| TEQSA Act | means the <i>Tertiary Education Quality and Standards Agency Act 2011</i> . |
| Territories Minister | means the Minister responsible for administering the <i>Christmas Island Act 1958</i> . |
| this Act | includes the regulations. |
| TPS levy | means the TPS levy imposed under the <i>Education Services for Overseas Students (TPS Levies) Act 2012</i> . |
| TPS officer | means: (a) an APS employee in the Department who assists the TPS Director in the performance of the TPS Director's functions; or (b) a consultant engaged by the TPS Director under section 54L. |
| tribunal member | means a member of the Administrative Appeals Tribunal. |
| tuition fees | has the meaning given by section 7. |
| Definition of course | A course is a course of education or training that satisfies one or more of the following: (a) the course leads to a qualification recognised in the Australian Qualifications Framework (b) the course is a course of education at a level that, under section 15 of the <i>Australian Education Act 2013</i> , constitutes primary education or secondary education; (c) the course is a Foundation Program; (d) the course is an ELICOS; (e) the course is offered by a registered higher education provider; (f) the course is a VET course within the meaning of the <i>National Vocational Education and Training Regulator Act 2011</i> . |
| Meaning of associate | In this Act: (1) associate of a person means: (a) the spouse or de facto partner of the person; or (b) a child of the person, or of the person's spouse or de facto partner; or (c) a parent of the person, or of the person's spouse or de facto partner; or (d) a sibling of the person; or (e) if the person is a company: (i) an officer of the company; or (ii) an officer of a company that is related to the first-mentioned company; or (iii) a person who holds a substantial ownership interest in the company; or (f) if the person is an association or a co-operative—the principal executive officer or a member of the body (however described) that governs, manages, or conducts the affairs of the association or co-operative; or (g) if the person is a body corporate established for a public purpose by or under an Australian law and another body is responsible for the management or the conduct of the affairs of the body corporate—the principal executive officer or a member of that other body; or |

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| | <p>(h) if the person is any other kind of body corporate established for a public purpose by or under an Australian law—the principal executive officer or a member of the body corporate; or</p> <p>(i) if the person is a partnership:</p> <p>(i) the principal executive officer or an individual, or a body corporate, that is a member of the partnership; or</p> <p>(ii) an individual who is an officer of a company, or a member of any other body corporate, that is a member of the partnership.</p> <p><u>Related companies</u></p> <p>(2) For the purposes of subsection (1), the question of whether companies are related to each other is to be determined in the same manner as the question of whether bodies corporate (within the meaning of the <i>Corporations Act 2001</i>) are related to each other is determined under section 50 of the <i>Corporations Act 2001</i>.</p> <p><u>Substantial ownership interest</u></p> <p>(3) For the purposes of subsection (1), a person holds a substantial ownership interest in a company if the total of all amounts paid on the shares in the company in which the person holds interests equals or exceeds 15% of the total of all amounts paid on all shares in the company.</p> <p><u>Interests in shares</u></p> <p>(4) For the purposes of subsection (3):</p> <p>(a) a person holds an interest in a share if the person has any legal or equitable interest in the share; and</p> <p>(b) without limiting the generality of paragraph (a), a person holds an interest in a share if the person, although not the registered holder of the share, is entitled to exercise, or control the exercise of, a right attached to the share, otherwise than because the person has been appointed as a proxy or representative to vote at a meeting of members of a company or of a class of its members.</p> <p><u>Mutual associates</u></p> <p>(5) If, under this section, one person is an associate of a second person, then the second person is an associate of the first person.</p> <p><u>Chains of associates</u></p> <p>(6) If, under this section:</p> <p>(a) one person is an associate of a second person (including because of a previous application of this subsection); and</p> <p>(b) the second person is an associate of a third person;</p> <p>then the first person is an associate of the third person.</p> |
| child | without limiting who is a child of a person for the purposes of this section, someone is the child of a person if he or she is a child of the person within the meaning of the <i>Family Law Act 1975</i> . |
| de facto partner | of a person has the meaning given by the <i>Acts Interpretation Act 1901</i> . |
| parent: | without limiting who is a parent of a person for the purposes of this section, someone is the parent of a person if the person is his or her child because of the definition of child in this section. |
| person | includes a provider. <i>Certain family relationships</i> |

| | For the purposes of paragraph (d) of the definition of associate in subsection (1), if one person is the child of another person because of the definition of child in this section, relationships traced to or through the person are to be determined on the basis that the person is the child of the other person. | | | | | | | | | | | | | | | |
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| 6A Meaning of authorised officer | <div>The following table sets out who is an authorised officer of the ESOS agency for a registered provider</div> <table><tr><th>Item</th><th>If the ESOS agency for a registered provider is:</th><th>a person is an authorised officer of the agency if:</th></tr><tr><td>1</td><td>TEQSA</td><td>the person is:<ul style="list-style-type: none">(a) a Commissioner (within the meaning of the TEQSA Act); or(b) the Chief Executive Officer of TEQSA; or(c) an authorised officer (within the meaning of that Act)</td></tr><tr><td>2</td><td>the National VET Regulator</td><td>the person is:<ul style="list-style-type: none">(a) the National VET Regulator; or(b) an authorised officer (within the meaning of the NVETR Act)</td></tr><tr><td>3</td><td>the Secretary</td><td>the person is appointed under subsection (2)</td></tr><tr><td>4</td><td>an entity that is not covered by another item of this table</td><td>the person is appointed under subsection (3)</td></tr></table> | Item | If the ESOS agency for a registered provider is: | a person is an authorised officer of the agency if: | 1 | TEQSA | the person is: <ul style="list-style-type: none">(a) a Commissioner (within the meaning of the TEQSA Act); or(b) the Chief Executive Officer of TEQSA; or(c) an authorised officer (within the meaning of that Act) | 2 | the National VET Regulator | the person is: <ul style="list-style-type: none">(a) the National VET Regulator; or(b) an authorised officer (within the meaning of the NVETR Act) | 3 | the Secretary | the person is appointed under subsection (2) | 4 | an entity that is not covered by another item of this table | the person is appointed under subsection (3) |
| Item | If the ESOS agency for a registered provider is: | a person is an authorised officer of the agency if: | | | | | | | | | | | | | | |
| 1 | TEQSA | the person is: <ul style="list-style-type: none">(a) a Commissioner (within the meaning of the TEQSA Act); or(b) the Chief Executive Officer of TEQSA; or(c) an authorised officer (within the meaning of that Act) | | | | | | | | | | | | | | |
| 2 | the National VET Regulator | the person is: <ul style="list-style-type: none">(a) the National VET Regulator; or(b) an authorised officer (within the meaning of the NVETR Act) | | | | | | | | | | | | | | |
| 3 | the Secretary | the person is appointed under subsection (2) | | | | | | | | | | | | | | |
| 4 | an entity that is not covered by another item of this table | the person is appointed under subsection (3) | | | | | | | | | | | | | | |
| 6D Meaning of exempt provider | <div>(1)A provider or registered provider is an exempt provider if</div> <div>(a) the provider is administered by a State education authority; or</div> <div>(b) the provider:<div>(i) is entitled to receive funds under a law of the Commonwealth for recurrent expenditure for the provision of education or training; and</div><div>(ii) is not a provider prescribed by the regulations for the purposes of this subparagraph; or</div><div>(c) the provider is specified in the regulations.</div><div>(2) To avoid doubt, a private corporate body established in connection with a provider covered by paragraph (1)(a) or (b) is not itself, by virtue of that connection alone, a provider covered by that paragraph.</div></div> | | | | | | | | | | | | | | | |
| 6E Meaning of provider | <div>(1) A provider is:</div> <div>(a) a registered higher education provider; or</div> <div>(b) a registered VET provider; or</div> | | | | | | | | | | | | | | | |

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| | <p>(c) an approved school provider; or</p> <p>(d) a person or entity that provides an ELICOS or a Foundation Program; or</p> <p>(e) another person or entity (other than a person or entity specified under subsection (2));</p> <p>that provides, or seeks to provide, courses to overseas students.</p> <p>(2) The Minister may, by legislative instrument, specify a person or entity for the purposes of paragraph (1)(e).</p> |
| 7 Meaning of tuition fees | <p>In this Act:</p> <p>tuition fees:</p> <p>(a) means fees a provider receives, directly or indirectly, from:</p> <ul style="list-style-type: none"> (i) an overseas student or intending overseas student; or (ii) another person who pays the fees on behalf of an overseas student or intending overseas student; <p>that are directly related to the provision of a course that the provider is providing, or offering to provide, to the student; and</p> <p>(b) without limiting paragraph (a), includes any classes of fees prescribed by the regulations for the purposes of this paragraph; and</p> <p>(c) without limiting paragraph (a), excludes any classes of fees prescribed by the regulations for the purposes of this paragraph.</p> |

6.5 VSL Complaints issue description

(<https://www.myskills.gov.au/media/1865/vet-glossary.pdf>)

| Issue | Description |
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| Loan amount dispute | Complaints about a provider's calculation of the loan amount or advice from a provider relating to the loan amount. |
| Unknown debt or enrolment | Complaints about VET loan assistance debts where a complainant does not recall signing up for a course or was not aware there was a student loan associated with the course. |
| Enrolment information issues | Complaints about inaccurate, incomplete or unclear information a provider or broker gave a prospective student about eligibility for VET FEE-HELP or VET Student Loans, fees for the course or the amount of the loan prior to enrolment. |
| Unsolicited contact to sign up | Complaints about cold-calling, approaching a person in a shopping centre or public space. |
| Inducements to sign up for study | Complaints about providers or brokers offering a prospective student something of value such as a laptop, tablet or money in exchange for enrolling in a course and taking out a loan. |
| Pre-census date withdrawal | Complaints about a provider's handling of a pre-census date withdrawal request. |

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| Post-census re-credit requests | Complaints about withdrawal after the census date where a student has enquired about or applied for a re-credit of their VET student loan, including in special circumstances. (The census date is the last day a student can withdraw from a course without incurring a cost.) |
| Agent/broker conduct | Complaints about an agent or broker and their conduct when enrolling the student in a course. |
| Tuition Assurance Operators | Complaints about the actions or inaction of tuition assurance operators. |
| Debt refund not actioned by provider | Complaints about a provider's delay or failure to action a re-credit, including when a provider informed the complainant they were eligible for a re-credit of a VET debt but did not update DET's system accordingly. |
| Course cancellation due to provider closure | Complaints about course cancellation due to the provider closing. |
| Out of jurisdiction | Complaints about providers or issues that are outside the remit of the Office. In some cases, the provider is within the Office's jurisdiction but the issue is not. For example, complaints from a student who has a VET Student Loan but is complaining about the grade awarded for an assessment. |
| Other | Complaints about a provider which did not fit within the above categories. |

6.6 DTWD

(<https://www.dtwd.wa.gov.au/glossary>)

| Issue | Description |
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| Aboriginal and Islander Education Officer(AEIO) | The Aboriginal and Islander Education Officer (AIEO) Program program was established by the Western Australian Department of Education to support Aboriginal students and assist schools in implementing culturally inclusive education programs.. |
| Aboriginal Study Assistance Scheme(ABStudy) | A Commonwealth Government scheme managed by Centrelink to support Aboriginal and Torres Strait Islander Australians who are studying or undertaking an Australian apprenticeship. |
| Accelerated training | A period of intensive vocational training or retraining which enables individuals to obtain the necessary qualifications in a much shorter period than usual in order to enter an occupation at the required level. |
| Access and equity | A policy or set of strategies that ensures that vocational education and training is responsive to the needs of all members of the community. |

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| Access course or program | A preparatory, pre-vocational or bridging course which prepares a student for further study or training. Access courses are offered particularly for immigrants, overseas students and adults who are seeking to re-enter the workforce. |
| Accreditation | The formal recognition of a vocational education and training course by the state or territory course accrediting body or the Australian Skills Quality Authority. Under a Memorandum of Understanding between ASQA and the Training Accreditation Council, the responsibility for course accreditation in Western Australia depends upon whether or not the course owner is an RTO registered with the TAC then it must apply to TAC for accreditation; an RTO registered with ASQA must apply to ASQA for accreditation; if not an RTO the individual or organisation can apply to any course accrediting body for accreditation. |
| Accredited course | A nationally accredited course is a course that is nationally recognised and that a registered training organisation can issue a nationally recognised qualification or Statement of Attainment for, following its full or partial completion. Details of nationally accredited courses and the training providers that deliver these courses are provided by training.gov.au. |
| Accredited training | An accredited program of study that leads to vocational qualifications and credentials that are recognised across Australia. Only registered training organisations that meet government quality standards such as TAFE, private providers, enterprise registered training organisations and vocational divisions of universities can provide nationally recognised training. It includes accredited courses, endorsed training package qualifications and associated subjects. |
| Adult and community education(ACE) | Adult and community education is a diverse range of structured educational activities organised by local communities generally in response to the interests and requests of people in the community. ACE is funded via local, state and territory governments and by the Commonwealth Government via the Department of Education and Training. |
| Adult education | Education programs designed for adults, often incorporating approaches to education which draw on the learner's life or work experiences, involve learners in planning the learning activities and encourage learning in groups as well as more self-directed learning. |
| Adult Learning Australia(ALA) | Adult Learning Australia is the national peak body for adult and community education providers and participants. It is a not for profit entity with both organisational and individual members in all states and territories. |

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| Adult migrant education | Adult migrant education refers to education programs, including English language and literacy programs, which aim to assist in the settlement of adult immigrants and refugees in Australia. |
| Advanced diploma | An advanced diploma is a level six qualification in the Australian Qualifications Framework which qualifies individuals who apply specialised knowledge in a range of contexts to undertake advanced skilled or paraprofessional work and/or further learning. Advanced diploma qualifications are available for accreditation and issuance in both higher education and vocational education and training. |
| Advanced standing | Recognition granted to a student on the basis of previous study (credit transfer) and/or experience (recognition of prior learning), exempting the student from a particular course, subject or module is called advanced standing. |
| Apprentice | An apprentice is a person who enters into a training contract to learn a trade from a skilled employer over a nominal duration, typically three to four years. An apprentice earns a percentage of a tradesperson's wage which increases as they progress through their apprenticeship. |
| Apprenticeship | An apprenticeship is a structured employment based training program that leads to a person (an apprentice) gaining a nationally recognised qualification. The training program may be delivered through full-time, part-time or school-based arrangements. The term 'apprenticeship' is used as an umbrella term to refer to apprenticeships, traineeships, cadetships and internships. |
| Apprenticeship Network | Refer to Australian Apprenticeship Support Network (AASN). |
| Australian and New Zealand Standard Classification of Occupations(ANZSCO) | A skill-based classification system used to classify all jobs in the Australian and New Zealand labour markets. It defines jobs and occupations according to level of skill and specialisation. It uses similarities between these attributes to organise them into five levels - major group, sub-major group, minor group, unit group and occupation. |
| Australian Apprenticeship Incentives Programme(AAIP) | The objective of the AAIP is to support Australian apprentices and their employers. The criteria and funding of Australian Government Australian Apprenticeships Incentives payments, including eligibility, availability and payment of incentives may change during the term of the Australian Apprenticeship in line with Commonwealth Government priorities. This may result in changed eligibility at the time a payment is due. These changes will be notified by the Apprenticeship Network provider. |
| Australian Apprenticeship Support Network(AASN) | The Australian Apprenticeship Support Network (also known as AASNs or the Apprenticeship Network) replaced Australian Apprenticeships Centres nationally on 1 July 2015. AASNs provide advice and support |

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| | services tailored to the needs of employers and apprentices throughout the apprenticeship lifecycle, from pre-commencement to completion. AASNs provide universal services for all employers and apprentices as well as targeted services for employers and individuals assessed as needing additional support to complete their apprenticeship. |
| Australian Apprenticeships and Traineeships Information Service(AATinfo) | A Commonwealth-funded service that provides apprenticeships and traineeships information and resources for Australian Apprenticeship Support Network (AASN) providers, registered training organisations, group training organisations, Jobactive employment services providers and other service providers and stakeholders. |
| Australian Centre for Energy and Process Training(ACEPT) | ACEPT is the leading provider of process operations training, offering AQTF qualifications for the Australian oil and gas, mineral and chemical-processing industries. ACEPT was developed from collaboration between industry and State and Commonwealth Government and is situated at the South Metropolitan TAFE campus in Munster. |
| Australian Chamber of Commerce and Industry(ACCI) | The peak council of Australian business associations, comprising state and territory chambers of commerce and national industry associations. |
| Australian Core Skills Framework(ACSF) | The ACSF is a tool designed to assist English language, literacy and numeracy practitioners to describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy. It identifies and develops the core skills in three contexts: personal and community; workplace and employment; and education and training. |
| Australian Council for Adult Literacy(ACAL) | The Australian Council for Adult Literacy promotes adult literacy and numeracy policy and practice. |
| Australian Council for Educational Research(ACER) | An independent national research organisation that undertakes educational research and development. ACER creates and distributes research-based knowledge, products and services to improve learning across the lifespan in both formal and informal settings. |
| Australian Disability Enterprises(ADE) | An ADE is a not for profit organisation, with charitable status, which provides meaningful employment for people with significant disability who would otherwise not be able to work. |
| Australian Industry and Skills Committee(AISC) | The AISC was established by the COAG Industry and Skills Council in May 2015 to give industry a formal, expanded role in policy direction and decision-making for the vocational education and training sector. Members include industry leaders nominated by Commonwealth, State and Territory Ministers, responsible for skills and training, a peak body representative (rotating between the Australian Chamber of Commerce and Industry, the Business Council of Australia and the Australian |

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| | Industry Group), and two ex-officio members (senior government officials). |
| Australian Industry Group (Ai Group) | The Australian Industry Group is Australia's peak industry association representing the interests of more than 60 000 businesses employing more than one million staff. The Ai Group has offices in NSW, Qld, South Australia, Victoria and Western Australia. |
| Australian Qualifications Framework (AQF) | The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia, encompassing higher education, vocational education and training and schools. |
| Australian Quality Training Framework (AQTF) | The national set of standards which assure nationally consistent, high-quality training and assessment services for clients of Australia's vocational education and training system. |
| Australian Skills Quality Authority (ASQA) | The Australian Skills Quality Authority is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. |
| Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) | AVETMISS is the national data standard for the collection and analysis of vocational education and training information throughout Australia. It collects data on all persons employed under a training contract, including apprentices/trainees. |
| Call for application (CFA) | An invitation to private training providers to register for the delivery of publicly funded training services for particular client groups. |
| Commonwealth Register of Institutions and Courses for Overseas Students | The official Australian Government website that lists all Australian education providers who offer courses to people studying in Australia on student visas and the courses offered. |
| Community Services, Health and Education Industry Training Council(CSHET) | CSHETC is an industry training advisory body recognised by the State Training Board for the purposes of providing independent industry advice to the State Training Board and the Minister for Education and Training for the ANZSIC industry sectors: Education and Training; Health Care and Social Assistance and Other Services (Religious Services only). |
| Competency standard | Competency standards express common industry requirements for a role. They reflect knowledge and skills and their application to the standard of performance required in employment. Competency |

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| | standards are the basis of the nationally recognised qualifications and provide the consistency and transferability of the qualifications. |
| Council of Australian Governments(COAG) | COAG is the peak intergovernmental forum in Australia. It comprises the Prime Minister of Australia, the Premiers of the six states and the Chief Ministers of the two territories. Its role is to manage matters of national significance or matters that need co-ordinated action by all Australian governments. |
| Course in Applied Vocational Study Skills (CAVSS) | CAVSS is a framework for teaching literacy and numeracy skills to support VET students in direct application to VET training activities. |
| Culturally and linguistically diverse (CALD) | The term 'culturally and linguistically diverse' identifies communities which comprise people for whom English is not their primary language, or who were born into a culture significantly different to the dominant Australian culture. CALD groups include refugees and asylum seekers and migrants. |
| Department of the Premier and Cabinet (DPC) | The Department of the Premier and Cabinet supports the Premier as head of the Western Australian Government and the Minister for Science. DPC is responsible for providing quality policy and administrative advice and support to enable the Premier and Government to serve the WA community well. |
| Department of Training and Workforce Development (DTWD) | The Department of Training and Workforce Development is the State Government department responsible for managing the government's investment in vocational education and training. It is also the State Training Authority for Western Australia, responsible for administering WA's VET system. The Department works closely with industry, government, and the community across WA to support and facilitate training and workforce development strategies that will build, attract and retain a skilled workforce for now and into the future. |
| Disability Access and Inclusion Plan (DAIP) | All local government and selected State Government agencies are required by law to develop a DAIP. DAIPs assist public authorities to plan and implement improvements to access and inclusion across seven outcome areas. These plans benefit people with disability, the elderly, young parents, and people from culturally and linguistically diverse backgrounds. |
| Disability Employment Services (DES) | The DES program helps people with disability find work and keep a job. In September 2013, responsibility for this program was transferred to the Department of Social Services. |
| Disability Services Commission (DSC) | The Disability Services Commission is now part of the Department of Communities. It continues to work in partnership with service providers |

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| | and other government departments to provide information, supports and services to people with disability, their families and carers. |
| Employed full time | In Australia, full time employment means usually working 35 hours or more per week, in all jobs. |
| Employed part time | In Australia, part time employment means usually working 35 hours or less per week, in all jobs. |
| Engineering and Automotive Training Council(EATC) | The role of EATC now falls under UEEATC – the Utilities, Engineering, Electrical and Automotive Training Council. |
| Fair Work Commission(FWC) | The national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to the safety net of minimum wages and employment conditions; enterprise bargaining; industrial action; dispute resolution, termination of employment; and other workplace matters. |
| Full-time equivalent | This is a unit that indicates the workload of an employed person (or student) in a way that makes workloads comparable across various contexts. One FTE is the hours worked by one employee on a full-time basis. |
| Group Training Australia (GTA) | GTA is now known as the Apprentice Employment Network and has offices across the country. |
| Group training organisation (GTO) | A group training organisation is an organisation that employs apprentices and trainees under a training contract and places them with host employers. The organisation undertakes the employer responsibilities for the quality and continuity of the apprentices' employment and training. GTOs are required to be registered with the Department and meet the National Standards for Group Training. |
| Indigenous Employment Program(IEP) | Many companies have IEPs as part of their human resourcing strategy. These programs aim to increase Indigenous Australian's employment outcomes and participation in economic activities, contributing to the Government's commitment to halving the gap between Indigenous and non-Indigenous employment outcomes within a decade. |
| Industry reference committee(IRC) | Committees made up of people with experience, skills and knowledge of particular industry sectors which will ensure that training packages meet the needs of employers. |
| Industry training advisory body(IATB) | An association, whether incorporated or not, which is conversant with, and capable of giving advice in relation to, the vocational education and training requirements of a particular industry. The Board currently recognises 11 industry training advisory bodies comprising: |



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| | <p>the Public Sector Commission for advice on State Government administration;</p> <p>the WA Local Government Association (WALGA) for advice on local government administration; and</p> <p>nine industry training councils.</p> |
| International Education Group | <p>The Australian Department of Education and Training works with the education sector, other government agencies and ministries to ensure Australia is recognised as a regional and world leader in education and a partner of choice for international collaboration. The department provides leadership and coordination across government, delivering programs and policies, to support mobility and the global exchange of knowledge.</p> |
| Job Services Australia(JSA) | <p>JSA is the Commonwealth Government's main employment services program which aims to increase employment participation, build skills in demand and help individual job seekers, particularly disadvantaged job seekers, find sustainable employment. It is delivered by contracted providers across Australia.</p> |
| Jobs and Skills Centres(JSC) | <p>Jobs and Skills Centres offer free career, training and employment services to students, jobseekers and career changers, and culturally sensitive career support services for Aboriginal people. For employers and business, the Jobs and Skills Centres can provide recruitment assistance, including apprentices and trainees, information on training solutions and services that can be customised to meet enterprise-specific needs, workforce development advice, and resources and advice on Aboriginal recruitment and retention strategies.</p> |
| Jobs and Skills WA | <p>Jobs and Skills WA is the way the State Government, through the Department, prioritises its investment in training to focus on courses that equip people to take up jobs that are, or will be, in high demand. Priorities include apprenticeships, eligible traineeships and priority industry qualifications. Many other important industry qualifications are also subsidised under Jobs and Skills WA, including general industry training courses and foundation skills and equity courses. See the Jobs and Skills WA section of our website for more information.</p> |
| Jobs and Skills WA(JSWA) | <p>Jobs and Skills WA is a new brand representing the publicly funded vocational education and training (VET) sector in Western Australia – in particular, the investment in training that equips people to take up jobs that are, or will be, in high demand. To support this, the Jobs and Skills WA website is a one-stop online shop for Western Australians, bringing information and resources about vocational education and training, careers and jobs together for the first time in one place.</p> |

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| Kimberley Group Training(KGT) | Kimberley Group Training, also known as KGT Employment, is an accredited group training organisation that offers Australian apprenticeships in the Kimberley region. |
| Labour force | The labour force is the most widely used measure of the economically active population. The labour force framework classifies the in-scope population into three mutually exclusive categories, at a given point in time: employed; unemployed; and not in the labour force. The employed and unemployed categories together make up the labour force which gives a measure of the number of people contributing to, or actively looking and immediately available for, the supply of labour at that time. The third category (not in the labour force) represents the currently inactive population. |
| Labour force status | Labour force status classifies people in the civilian population aged 15 years and over, as employed, unemployed or not in the labour force. |
| Labour force underutilisation rate | This term refers to the sum of the number of persons unemployed and the number of persons underemployed, expressed as a proportion of the labour force. This term refers to the sum of the number of persons unemployed and the number of persons underemployed, expressed as a proportion of the labour force. |
| Labour market | The labour market refers to the interaction of workers and employers as suppliers of labour services (workers) and the demanders of labour services (employers) and the resulting pattern of wages, employment and income. |
| Labour shortage | A labour shortage is a deficit in the number of people participating in the workforce. |
| Labour supply | The labour supply is the availability of suitable human resources in a particular market. In economic theory it is the number of total hours that workers wish to work at a given real wage rate. |
| Logistics Training Council(LTC) | LTC is an industry training advisory body recognised by the State Training Board for the purposes of independent industry advice to the State Training Board and the Minister for Education and Training for the ANZSIC industry sectors: wholesale trade; and transport, postal and warehousing. |
| Mature age population | All persons aged 45 to 64 years are classed as the mature age population. |
| Maximising Engagement Attainment and Successful Transitions | These are strategies which focus on multiple learning pathways, career development and mentoring, particularly for young people transitioning from school into post school education, training and employment. |

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| Member of the Legislative Assembly(MLA) | A member of the Lower House of Parliament in Western Australia. |
| Member of the Legislative Council(MLC) | A member of the Upper House of Parliament in Western Australia. |
| Migrant | A migrant is a person who was born overseas and has made a conscious choice to move to another country. The scope of several ABS surveys restricts the definition of migrants to include only migrants who arrived in Australia in the last 20 years and who were aged 15 years or more on arrival and who obtained permanent Australian resident status. |
| Migration agent | Migration agents in Australia must be registered with the Office of the Migration Agents Registration Authority. A registered migration agent is able to advise on visa requirements and help lodge a visa application on behalf of a client. |
| National Aboriginal and Islander Day Observance Committee | The origins of NAIDOC can be traced to the emergence of Aboriginal groups in the 1920s who sought to increase awareness in the wider community of the status and treatment of Indigenous Australians. NAIDOC Week is held in the first full week of July. It is a time to celebrate Aboriginal and Torres Strait Islander history, culture and achievements and is an opportunity to recognise the contributions that Indigenous Australians make to our country and our society. |
| National Advisory for Tertiary Education, Skills and Employment(NATESE) | NATESE provides a secretariat structure to facilitate and support the key advisory councils of the Standing Council on Tertiary Education, Skills and Employment. |
| National agreement (NA) | National agreements define the objectives, outcomes, outputs and performance indicators, and clarify the roles and responsibilities that guide the Commonwealth and the States in the delivery of services across key sectors. The National Agreements are available at the Council on Federal Financial Relations website. |
| National Centre for Education and Training Statistics (NCETS) | The National Centre for Education and Training Statistics is based at the ABS and was established in July 2000 to provide timely and relevant data covering a broad range of education and training issues and to coordinate the development and provision of national statistics in the field of education and training. |
| National Centre for Vocational Education Research (NCVER) | Australia's principal provider of vocational education and training research and statistics which informs policy and practice in Australia's training system. It is a professional and independent body responsible for |

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| | collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training nationally. |
| National Disability Insurance Agency(NDIA) | The NDIA is an independent statutory agency whose role is to implement the National Disability Insurance Scheme, which will support a better life for hundreds of thousands of Australians with a significant and permanent disability and their families and carers. |
| National Education and Training Statistics Unit(NETSU) | This unit was established in Canberra by the ABS in partnership with Commonwealth and State agencies responsible for education and training. It focuses on leadership for the development of statistics in education and training, and coordination of statistical developments to improve data quality and comparability of statistics. |
| National ELT (English Language Teaching) Accreditation Scheme(NEAS) | NEAS endorses English language centres in universities, colleges and high schools. Endorsed centres are granted the NEAS quality mark, internationally recognised and valued by students, teachers, agents and governments. |
| National Foundation Skills Strategy(NFSS) | This strategy is a ten year framework which brings a national focus to improving education and employment outcomes for working age Australians with low levels of foundations skills (language, literacy, numeracy and employability skills). |
| National Indigenous Reform Agreement(NIRA) | The NIRA frames the task of closing the gap on Indigenous disadvantage. It sets out the objectives, outcomes, outputs, performance indicators and performance benchmarks agreed by COAG. |
| National Industry Skills Committee(NISC) | In 2010, after reviewing the governance arrangements for the national VET system, the Ministerial Council for Tertiary Education and Employment (MCTEE) agreed to replace NISC as the single source of expert industry advice with four principal committees. |
| National Partnership on Youth Attainment and Transitions(NP-YAT) | The National Partnership on Youth Attainment and Transitions seeks to increase young people's participation in education and training. It also wishes to lift qualifications to meet a national target of 90% of young people aged 20 — 24 attaining a year 12 or equivalent qualification by 2015, and improve successful transitions from school to further education, training or employment. |
| National partnerships(NPs) | These partnerships, funded by the Commonwealth Government, support the delivery of specified projects, facilitate reforms or reward those jurisdictions that deliver on nationally significant reforms. |
| National Police Certificate(NPC) | An NPC lists an individual's criminal and WA traffic court outcomes and pending charges that are deemed disclosable at the time of application. |

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| National Quality Council(NQC) | A former committee of the Ministerial Council for Tertiary Education and Employment (MCTEE). It was established in December 2005 to oversee quality assurance and to ensure national consistency in the application of the Australian Quality Training Framework (AQTF) standards for the audit and registration of training providers and registration and course accrediting bodies. The NQC was dissolved in June 2011 by MCTEE and many of its functions were taken over by the now defunct National Skills Standards Council (NSSC). |
| National recognition of prior learning(NRPL) | National recognition of prior learning is the recognition of learning achieved through formal education and training where there is a current equivalent unit on training.gov.au. Under the Standards for registered training organisations 2015, qualifications and statements of attainment issued by any RTO are to be accepted and recognised by all other RTOs. National recognition allows a student to be awarded a unit of competency/module based on successful completion of the unit which has been previously awarded. |
| National Skills Framework(NSF) | This framework sets out the national training system's requirements for quality and national consistency in terms of qualifications and the delivery of training. The NSF, which applies nationally, was endorsed by the former Ministerial Council for Tertiary Education and Employment. It replaced the National Training Framework. |
| National Skills Needs List(NSNL) | The National Skills Needs List identifies occupations that are deemed to be in national skill shortage. The List is used to determine eligibility for a number of payments available under the Australian Apprenticeships Incentives Programme. |
| National Skills Standards Council(NSSC) | The NSSC is a committee of the Standing Council for Tertiary Education, Skills and Employment. The NSSC is responsible for developing and maintaining the national standards that regulate the vocational education and training sector for approval by SCOTese, and for advising SCOTese of any issues relating to the standards and their implementation. |
| National Training Framework(NTF) | The National Training Framework has been replaced by the National Skills Framework. |
| National Training Information Service(NTIS) | Training.gov.au has replaced the National Training Information Service as the national register for the national training system. The training.gov.au system supports all of the services previously provided by NTIS. |
| National Training System(NTS) | A set of organisational arrangements between the Australian Government and state and territory governments working with industry, employers and training providers to deliver vocational education and training. Its key roles are driving economic growth and addressing areas of skills needs. Through strong industry leadership, the national training |

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| | system provides Australians with the skills needed to enter the workforce for the first time, to re-enter the workforce, to retrain for a new job, to upgrade skills for an existing job, and to learn throughout their lives. |
| National VET Equity Advisory Council(NVEAC) | The Council was established to improve training and employment outcomes for those at risk of disadvantage in the national training system, by providing leadership for cultural and systemic change in vocational education and training. |
| Not elsewhere classified(NEC) | Refers to activities included in an industry that do not constitute homogeneous primary activities, but rather diverse activities which are not sufficiently significant to be classified as a separate industry class. These activities are therefore grouped together within the ANZSIC Group and have an n.e.c. suffix (e.g. C2179 — food manufacturing n.e.c). |
| Not in education, employment or training(NEET) | The term NEET can be applied to a young person who is not engaged in education, employment or training and is not actively seeking work. |
| Not in the labour force | Not in the labour force refers to those people who are classified as neither employed nor unemployed. |
| Notice of arrangements(NOAA) | An NOAA is a form that needs to be submitted for any young person, who at any time during the year they turn 16 or 17, wishes to engage in an option other than full time school. |
| Office of the State Training Board(OSTB) | The OSTB is a business unit of the Department of Training and Workforce Development that provides secretariat support to the State Training Board. |
| Organisation for Economic Cooperation and Development(OECD) | OECD brings together the governments of countries committed to democracy and the market economy from around the world to: support sustainable economic growth; boost employment; raise living standards; maintain financial stability; assist other countries' economic development; and contribute to growth in world trade. |
| Participation rate | The participation rate can be applied to any group and refers to the labour force expressed as a percentage of the civilian population aged 15 years and over in the same group. |
| Performance Evaluation and Statistics(PES) | PES is a branch of the Policy, Planning and Innovation directorate within the Department of Training and Workforce Development. |

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| Policy, Planning and Innovation(PPI) | PPI is a directorate within the Department of Training and Workforce Development. It produces workforce planning strategies that meet Western Australia's economic and community needs. |
| Policy, Planning and Research(PPR) | PPR is a branch within PPI within the Department of Training and Workforce Development. |
| Population projections | Population projections are informed estimates of the size of the population at a time in the future. In Australia, this refers to ABS population projections that take the base year population for each sex by single years of age and advance it year by year by applying assumptions about future mortality and migration. Assumed age-specific fertility rates are applied to the female populations of child-bearing ages to provide the estimates of new births for each year. The ABS produces several series of population projections based on different combinations of assumptions about mortality, fertility and migration. |
| Priority industry qualifications list | Priority industry qualifications equip students to take up jobs in skilled occupations that are in high demand across Western Australia. The Priority industry qualifications list (PIQL) is updated each year to reflect changes in the WA economy. |
| Priority Qualification List(PQL) | The PQL is a list of qualifications that are high priority to WA. The list is created from a comprehensive analysis of labour market data and industry advice. The list is used for the purposes of Future Skills WA. |
| Public private partnership(PPL) | A PPP is a long term contract between the public and private sectors where government pays the private sector to deliver infrastructure and related services on behalf, or in support, of government's broader service responsibilities. |
| Recognition of prior learning(RPL) | RPL is a form of assessment that acknowledges formal and informal learning gained through previous training and education, work experience and life experience. The RPL process involves validation of existing skills and knowledge. Through this process credits in a course and, in some cases, a full qualification may be able to be obtained. |
| Reconciliation Action Plan(RAP) | A RAP publicly formalises an organisation's contribution to reconciliation by identifying clear actions with realistic targets. It is developed in consultation with Aboriginal and Torres Strait Islander communities, organisations and leaders. |
| Recruitment Advertising Management System(RAMS) | RAMS is an online recruitment system for the public sector within WA. RAMS is used to advertise vacancies on the Jobs WA website. |

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| Registered training organisation(RTO) | RTOs provide and assess nationally recognised vocational education and training and issue AQF qualifications and statements of attainment. They must meet AQTF standards. RTOs must be registered with the Training Accreditation Council of Western Australia. |
| Registered training organisation network(RTONet) | RTONet provided registered training organisation access to registration, contract and curriculum information and STARS. Please note that RTONet has now been replaced by the TAMS RTO portal for RTOs at tamsrtoportal.dtwd.wa.gov.au . |
| Resource Allocation Program for Training(RAPT) | RAPT is the internet based system that can be accessed by a contracted registered training organisation to enable lodgement of reports, validation of data and obtain information relating to payments from the Department. |
| School-based apprenticeship(SBA) | A school-based apprenticeship can be undertaken by a full time secondary student. He/she enters into an employment based training contract where the student is both enrolled as a full time school student and employed as a part time employee as per the relevant industry award, with the same responsibilities as a typical apprentice or trainee. The SBA contributes towards the student's Western Australian Certificate of Education. (See also SBT) |
| School-based traineeship(SBT) | A school-based traineeship can be undertaken by a full time secondary student. He/she enters into an employment based training contract where the student is both enrolled as a full time school student and employed as a part time employee as per the relevant industry award, with the same responsibilities as a typical apprentice or trainee. The SBT contributes towards the student's Western Australian Certificate of Education. (See also SBA) |
| Seasonal adjustment | Seasonal adjustment is a means of removing the estimated effects of normal seasonal variation from data so that the effects of other influences can be more clearly recognised. |
| Seasonally adjusted series | A seasonally adjusted series is a time series of estimates with the estimated effects of normal season variation removed. |
| Skilled Migration Western Australia(SMWA) | The Government of Western Australia nominates eligible migrants for the Skilled Nominated and Regional (Provisional) Skilled Nominated visa categories. SMWA processes nominations on behalf of the State Government. Those applicants nominated by SMWA are given an automatic invitation to apply for the visa from the Department of Immigration and Border Protection. |
| Skilled occupation list(SOL) | This list identifies high value occupations and is controlled by the Australian Government's Department of Immigration and Border |

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| | Protection (previously the Department of Immigration and Citizenship). It is used for the overall General Skilled Migration program. |
| Skilling Australia's Workforce(SAW) | Refers to the Skilling Australia's Workforce Act 2005; a Federal Act to grant financial assistance to the states and territories and to other persons for vocational education and training and related purposes. |
| Skilling WA: A workforce development plan for Western Australia | Skilling WA was developed by the State of Western Australia in response to the increasing demand for skills and labour by the State's industries. It recognises the impact the major resources and infrastructure projects have on the State's labour market and is aimed at building, attracting and retaining a skilled workforce to meet the economic needs of the State. |
| Skills and Workforce Development(SWD) | A sub group of the COAG Productivity Agenda Working Group to progress national reforms. |
| Skills Service Organisation(SSO) | Organisations that support IRCs to develop the training packages that industry needs. |
| Skills shortage | The term skills shortage is used when employers are unable to fill or have considerable difficulty in filling vacancies for an occupation or specialised skill needs within that occupation, at current levels of remuneration and conditions of employment, and reasonably accessible location. Shortages are typically for specialised and experienced workers. An occupation may be in shortage even though not all specialisations are in shortage. Occupations may be in shortage in particular geographical areas and not in others. Skills shortages generally involve skills that require a significant period of training and/or experience. |
| South Metropolitan TAFE | Challenger Institute of Technology and Polytechnic West amalgamated in 2016 to form South Metropolitan TAFE, creating one of Western Australia's most diverse training providers with major campuses in Bentley, Carlisle, Fremantle, Murdoch, Rockingham, Thornlie and Mandurah. South Metropolitan TAFE offers more than 500 qualifications, from foundation courses and apprenticeships to associate degrees, with over 39 000 students across its campuses. |
| South Regional TAFE | In 2016, South West Institute of Technology, Great Southern Institute of Technology, the CY O'Connor Institute Narrogin campus and the Goldfields Institute of Technology Esperance campus formed South Regional TAFE. |
| State priority occupation list(SPOL) | The State priority occupation list (SPOL) is produced each year by the Department in consultation with key stakeholders, including the State's industry training councils, to inform and guide workforce planning and development for Western Australia. It is a list of occupations rated according to their priority status for WA. It also informs the WA State training plan, which guides the allocation of subsidised training programs |

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| | into areas of prioritised need. It also informs WA workforce development planning and the Western Australian skilled migration occupation list (WASMOL). |
| State priority occupation list (SPOL) | The State priority occupation list (SPOL) is produced each year by the Department in consultation with key stakeholders, including the State's industry training councils, to inform and guide workforce planning and development for Western Australia. It is a list of occupations rated according to their priority status for WA. It also informs the WA State training plan, which guides the allocation of subsidised training programs into areas of prioritised need. It also informs WA workforce development planning and the Western Australian skilled migration occupation list (WASMOL). |
| State Training Board (STB) | The STB is a statutory body established in accordance with the Vocational Education and Training Act 1996. The role of the Board is to provide high level expert advice to the Minister on matters relating to vocational education and training in Western Australia. |
| State Workforce Planning (SWP) | SWP is a branch within PPI within the Department of Training and Workforce Development, whose aim is to provide workforce planning strategies that meet Western Australia's economic and community needs. |
| Steering committee (SC) | An advisory committee usually comprising of high level stakeholders and/or reputed experts who provide guidance on key issues such as company policy and objectives, budgetary control, marketing strategy, resource allocation, and decisions involving large expenditures. |
| TAC appeals | A person dissatisfied with a decision made by the Training Accreditation Council may appeal to the State Training Board in accordance with section 58G of the Vocational Education and Training Act 1996. |
| TAFE Directors Australia (TDA) | TAFE Directors Australia is the peak national body incorporated to represent Australia's 58 government owned TAFE colleges and university TAFE divisions, and the Australia-Pacific Technical College. The core business of TDA is supporting our member institutes, leading the advocacy for quality skills in Australia, and managing a range of international education and training projects in cooperation with our institutes. |
| TAMS Portal (TAMS) | The TAMS Portal provides registered training organisation access to information including Preferred Provider lists and payment tables. TAMS replaces RTONet / STARS. You can view view the TAMS RTO portal for RTOs at tamsrtoportal.dtwd.wa.gov.au . |

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| Technical and Further Education(TAFE) | A publicly funded post-secondary organisation which provides a range of technical and vocational education and training courses and other programs, eg entry and bridging courses, language and literacy courses, adult basic education courses, personal enrichment courses, and small business courses. Each state and territory has its own TAFE system. They are the primary providers of publicly-funded vocational education and training. |
| Technical and further Education in Western Australia(TAFEWA) | Technical and further education colleges in Western Australia. |
| Trade Training Centre(TTC) | Trade training centres were established in schools to help increase the proportion of students achieving year 12 or an equivalent qualification and to help address skill shortages in traditional trades and emerging industries through financial assistance. In 2017–18 there are 511 TTCs. |
| Training Accreditation Council(TAC) | The Training Accreditation Council is Western Australia's registering and course accrediting body. It is responsible for the quality assurance and recognition of vocational education and training services in WA. The Council, which meets monthly, is committed to strengthening its relationships with stakeholders and improving the overall quality of the VET sector. It is also committed to the great responsibility of responding to identified risks. |
| Underemployed | Underemployed is the term used to describe persons employed for less hours than they need or inadequately employed at a low-paying job that requires less skill or training than they possess. |
| Underemployment rate | Underemployment rate is the term used to describe the number of underemployed workers expressed as a percentage of the labour force. |
| Underpinning Skills for Industry Qualifications course(USIQ) | The USIQ course aims to address the different categories of students who may require additional time and specialised teaching to successfully complete an industry specific vocational qualification, enabling students to develop, consolidate and apply a range of mathematical, technological, cognitive, social communication and problem-solving skills required to be competent in the workplace. |
| Unemployed | An unemployed person is someone who does not have a job but is actively seeking work. |
| Unique Student Identifier(USI) | The Unique Student Identifier is an account (or reference number) made up of numbers and letters, unique to each student, that enables online access to training records and results through a transcript service. This includes students studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate (eg a |



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| | first aid certificate or white card training) or accredited vocational education and training course or qualification. |
| Vocational education and training(VET) | VET is a national system of post-compulsory education and training, designed to skill workers for particular industries. VET also includes programs which provide the basis for subsequent vocational programs. It is underpinned by a national training framework. The education and training is delivered by TAFE colleges and institutes or registered private providers. |
| Vocational Education and Training in Schools(VETiS) | Vocational education and training delivered by schools , which allows students to combine vocational studies with their general education curriculum. Students participating in VETiS continue to work towards their WACE, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. VET in Schools programs may involve structured work placements. Please note: From 2018, the terms 'VET in Schools' and/or 'VETiS' are no longer in use. The new term is 'VET delivered to secondary students'. |
| VOCEDplus(VOCEDplus) | VOCEDplus is a free international research database for tertiary education, especially as it relates to workforce needs, skills development, and social inclusion. VOCEDplus is produced by the National Centre for Vocational Education Research, based in Adelaide. |
| Western Australia State Training Board(STB) | The STB is a statutory body established in accordance with the Vocational Education and Training Act 1996. The role of the Board is to provide high level expert advice to the Minister on matters relating to vocational education and training in Western Australia. |
| Western Australia Training Awards(WATA) | The WA Training Awards recognise and reward outstanding achievements of apprentices, trainees and vocational students, and the contribution to training made by trainers, training organisations and employers. The State Training Board is an Awards partner. |
| Western Australian Adult Literacy Council(WAALC) | The Western Australian Adult Literacy Council was established with the purpose of ensuring that all adult Western Australians have the opportunity to develop the literacy and numeracy skills required to actively participate in our increasingly complex society. |
| Western Australian Skilled migration occupation list(WASMOL) | Applicants who have an occupation identified on the WA Skilled migration occupation list may be eligible for Western Australian State nomination using either the Skilled-nominated (subclass 190) visa or Skilled Work Regional (Provisional) (subclass 491) visa. |
| Working with children check(WWCC) | A comprehensive criminal record check for certain people involved in child related work in Western Australia; for example those working in a childcare facility or school. |

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| Youth unemployment | Youth unemployment is the unemployment of young people, defined by the United Nations as 15 — 24 years old. |
| Western Australian Apprenticeship Management System(WAAMS) | Western Australian Apprenticeship Management System (WAAMS) . WAAMS is an online client portal that will deliver significant benefits, including 24/7 online access to view and manage training contracts and greater flexibility to manage your personal details and/or those of your organisation. For most types of training contract changes, you can submit requests (either individually or in bulk) in the client portal, replacing the current requirement to submit forms via email to the Apprenticeship Office. Where possible, change requests will be instantly approved. |

6.7 NCVER

(https://www.ncver.edu.au/data/assets/word_doc/0044/9675188/Government-funding-of-VET-2021-terms-and-definitions.docx)

| Term | Definition |
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| Accredited courses | Refer to nationally recognised courses accredited by VET regulators. They are courses that result in a statement of attainment outcome. The title of such courses commences with the words 'Course in'. |
| Apprentice/trainee status | Identifies whether a student is undertaking some training under an Apprenticeship/ Traineeship Training Contract. |
| Australian Statistical Geography Standard (ASGS) | The Australian Statistical Geography Standard (ASGS) is a geographical framework created by the Australian Bureau of Statistics for the collection and dissemination of geographically classified statistics. |
| Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) | AVETMISS is a national data standard, which ensures the accuracy and consistency of vocational education and training (VET) information. |
| Capital funding | Funding provided by Australian government and state and territory governments for capital purposes that relate to VET matters. This includes major capital projects, equipment acquisition, and construction of industry-based and school-based skill centres. |

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| Australian Government ongoing specific-purpose payments | Commonwealth payments to state and territory governments under the Federal Financial Relations Act 2009 to support state and territory governments public VET systems, refer to the specific purpose payments for the long-term objectives as identified in the National Agreement for Skills and Workforce Development. |
| Disability (including impairment or long-term condition) | Whether the student self-identifies as having a disability, impairment, or long-term condition. |

6.8 ANMAC

(<https://www.anmac.org.au/glossary>)



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| Academic Staff | Education provider staff who meet the requirements and are engaged in teaching, supervising, supporting and/or assessing students for required skills, knowledge, attitudes and graduate competency outcomes. |
| Accountability/accountable | Nurses and midwives must be prepared to answer to others, such as people in receipt of healthcare, their nursing and midwifery regulatory authority, employers and the public for their decisions, actions, behaviours and the responsibilities that are inherent in their roles. Accountability cannot be delegated. The RN or midwife who delegates an activity to another person is accountable, not only for their delegation decision, but also for monitoring the standard of performance of the activity by the other person, and for evaluating the outcomes of the delegation. However, they are not accountable for the performance of the delegated activity. |
| Accreditation | <p>Form of program evaluation in which the quality of an education program is judged against defined accreditation standards through a combination of self-assessment and external peer review. Accreditation of program ensures that the education and training leading to registration as a health practitioner is rigorous and prepares the graduates to practise the health profession safely.</p> <p>Health Professions Accreditation Council's Forum/Australian Health Practitioner Regulation Agency, (2015) Communication between Accreditation Authorities and National Boards about accreditation and program approval decisions and changes to accreditation standards – a guidance document about good practice</p> |
| Accreditation expiry date | The date the program ceases to be accredited for the purpose of enrolling new students. Accreditation expiry dates are stipulated by ANMAC upon accreditation approval. |
| Accreditation Standards | <p>A standard used to assess whether a program of study and the education provider that provides the program of study, provide persons who complete the program with the knowledge, skills and professional attributes necessary to practise the profession in Australia.</p> <p>National Law, Division 3 of Part 6.</p> |
| Advance care planning | <p>An on-going process of shared planning for current and future healthcare. It allows an individual to make known their values, beliefs and preferences to guide decision-making, even after when the individual cannot make or communicate their preferences and decisions.</p> <p>Nursing and Midwifery Board of Australia (2018) Code of conduct for midwives</p> |

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| Advanced nursing practice | A continuum along which nurses develop their professional knowledge, clinical reasoning and judgement, skills and behaviours to higher levels of capability (that is recognisable). Nurses practising at an advanced level incorporate professional leadership, education and research into their clinically based practice. Their practice is effective and safe. They work within a generalist or specialist context and they are responsible and accountable in managing people who have complex healthcare requirements. Advanced nursing practice is a level of practice and not a role. It is acknowledged that advanced nursing practice is individually attributed within a regulated nursing scope (enrolled nurse, registered nurse or nurse practitioner). |
| Advanced practice nursing (APN) | APN in the Australian nursing context identifies the additional legislative functions of an endorsed nurse practitioner that are outside the contemporary registered nurse scope of practice. Advanced practice nursing as a nurse practitioner is a qualitatively different level of advanced nursing practice to that of the registered nurse due to the additional legislative functions and the regulatory requirements. The requirements include a prescribed educational level, a specified advanced nursing practice experience; and continuing professional development. |
| Advanced standing | Recognition of prior learning through experience and/or studies. |
| Agreement | A shared formal agreement, or deed of agreement, between the education provider and any health service providers where students gain their professional experience. |
| Application pack | Details are provided in this document of how the program meets the standards. |
| Approved Program | For a health profession or for endorsement of registration in a health profession, means an accredited program of study – a. approved under section 49(1) by the National Board established for the health profession; b. included in the list published by the National Agency under section 49(5) (APoS) National Law, Part 1, Section 5 |
| Approved Program of Study list (APoS) | Programs that have achieved ANMAC accreditation and NMBA approval are recorded on the active approved program of study list available on the NMBA website. ANMAC (2018), Prolongation Policy Retrieved from: https://www.anmac.org.au/standards-and-review/policies-and-explanatory-n... |
| Assessing authority | An independent organisation authorised by law to conduct skills assessment on behalf of the Department of Home Affairs and Department of Education and Training. |
| Assessment contexts | The environment in which the assessment is undertaken which includes online, the classroom, professional practice context and simulated or laboratory contexts. |

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| Assessment decision | The outcome of the migration skills assessment and issued as a 'Letter of Determination'. |
| Assessment mapping | Mapping across all subjects showing how each subject's assessments are used to evaluate the subject's learning outcomes and maps to the relevant NMBA standards for practice. Supports assessment of the number, type and context of subject assessments as well as formative and summative assessments. |
| Assessment tasks | Written papers, oral presentations or demonstrations of competence in nursing and midwifery practice. |
| Assessment types | Formative assessment (intended to provide feedback for future learning, development and improvement) and summative assessment (that indicates whether certain criteria have been met or certain outcomes have been achieved). See also formative and summative definitions. |
| Attributes | Characteristics that underpin competent performance. Refer to the NMBA standards for practice for all nursing and midwifery professions. Nursing and Midwifery Board of Australia (2014) Nurse practitioner standards for practice Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Australian and New Zealand Standard Classification of Occupations (ANZSCO) Code | A statistical classification designed by the Australian Bureau of Statistics that defines skill level and specialisation necessary to perform the tasks of a specific occupation. Australian Bureau of Statistics (2009), Australian and New Zealand Standard Classification of Occupations, First Edition, Revision 1 Retrieved from: https://www.abs.gov.au/AUSSTATS/abs@.nsf/Previousproducts/2EFCC979A2B4A78DCA2575DF002DA70B?opendocument |
| Australian Core Skills Framework (ACSF) | A tool which assists both specialist and non-specialist English language, literacy and numeracy practitioners to describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy. Department of Education (2019) Australian Core Skills Framework Retrieved from: https://www.education.gov.au/download-acsf |
| Australian Council for Educational Research (ACER) | The organisation that undertakes development and provision of assessment and reporting tools and services for schools, universities, technical and further education institutes and registered training organisations, health professionals, employers and governments in Australia and internationally. ACER offers online assessment tools that are matched to the Australian Core Skills Framework and identify and measure an individual's foundation skills levels in English language literacy and numeracy skills. |

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| Australian Health Practitioner Regulation Agency (AHPRA) | The organisation responsible for the implementation of the National Registration and Accreditation Scheme across Australia. AHPRA supports the National Health Practitioner Boards in implementing the National Registration and Accreditation Scheme. AHPRA manages the registration and renewal processes for registered health practitioners and students around Australia. |
| Australian Nursing and Midwifery Accreditation Council (ANMAC) | The independent accrediting authority for nursing and midwifery under the National Registration and Accreditation Scheme. In this role ANMAC is responsible for developing the content of accreditation standards and determining whether programs of study for nurses and midwives seeking to practice in Australia meet the required education standards. ANMAC is the skills assessing authority for nurses and midwives wishing to migrate under the Australian Government's General Skilled Migration program. |
| Australian Nursing and Midwifery Council (ANMC) | Evolved into ANMAC following approval as the accrediting authority for nursing and midwifery. ANMC authored the original set of accreditation standards as well as the National Competency Standards for nursing and midwifery |
| Australian Qualifications Framework (AQF) | The national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. Australian Qualifications Framework Council (2013) Australian Qualifications Framework Retrieved from: https://www.aqf.edu.au/ |
| Australian Qualifications Framework (AQF) qualification | The result of an accredited complete program of learning leading to formal certification that a graduate has achieved learning outcomes as described in the AQF. Australian Qualifications Framework Council (2013) Australian Qualifications Framework Retrieved from: https://www.aqf.edu.au/ |
| Australian Skills Quality Authority (ASQA) | The national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. Australian Skills Quality Authority Retrieved from: https://www.asqa.gov.au/about |
| Australian university | A higher education provider that is established by the Commonwealth or a state or territory government as a university and registered with the Tertiary Education Quality Standards Agency (TEQSA) in the 'Australian university' provider category. Australian Qualifications Framework Council (2013) Australian Qualifications Framework Retrieved from: https://www.aqf.edu.au/ |

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| Basic key skills builder® (bksb) | <p>Organisation that provides online literacy, numeracy and foundation skills assessment tools. The bksb assessment tool has been mapped to the Australian Core Skills Framework and provides an overview of an individual's learning strengths and determines their English and Maths level.</p> <p>Basic key skills builder</p> <p>Retrieved from: https://www.bksb.com.au/</p> |
| Best practice | <p>A technique, method, process, activity or incentive which has been proven by evidence to be most effective in providing a certain outcome.</p> <p>Nursing and Midwifery Board of Australia (2016) Enrolled Nurse standards for practice</p> <p>Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro...</p> |
| Block Credit | <p>Credit granted towards whole stages or components of a program of learning leading to a qualification.</p> <p>Australian Qualifications Framework (AQF) (2013) AQF Glossary of Terminology</p> <p>Retrieved from https://www.aqf.edu.au/sites/aqf/files/aqf_glossary_jan2013.pdf</p> |
| Bullying and harassment | <p>When people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless'[1] (Australian Human Rights Commission definition).</p> <p>Australian Human Rights Commission (2012) What is bullying?: Violence, Harassment and Bullying Fact sheet</p> <p>Retrieved from https://www.humanrights.gov.au/our-work/commission-general/what-bullying...</p> |
| Capability | <p>Moves beyond competency and is the extent to which an individual can adapt to change, generate new knowledge and continue to improve practice. Capability and its dimensions include:</p> <ul style="list-style-type: none"> • knowing how to learn • working well with others • being creative • having a high degree of self-efficacy • applying competencies to both novel and familiar situations. |
| Caseload midwifery | <p>A model of maternity care where women have a primary midwife assigned to them throughout pregnancy, labour and birth and the postnatal period. Each midwife has an agreed number (caseload) of women per year and acts as a second or "back-up" midwife for women who have another midwife as their primary carer.</p> |



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| Collaboration | <p>All members of the health care team working in partnership with women and other consumers of midwifery practice, and each other to facilitate access to the highest standard of health care. Collaborative relationships depend on mutual respect. Successful collaboration depends on communication, consultation and joint decision making within a risk management framework, to enable appropriate referral and to ensure effective, efficient and safe health care (Nursing and Midwifery Board of Australia, 2013, p. 16).</p> <p>Nursing and Midwifery Board of Australia (2018) Midwife standards for practice</p> <p>Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro...</p> |
| Collaborative practice | <p>Where health professionals work as an effective team, optimising individual skills and talents and sharing case management to reach the highest of patient care standards.</p> |
| Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) | <p>The official Australian Government website that lists all Australian education providers that offer courses to people studying in Australia on student visas and the courses offered.. Only these providers can enrol overseas students or issue AQF qualifications and statements of attainment to them.</p> <p>CRICOS</p> <p>Retrieved from: http://cricos.education.gov.au/default.aspx</p> |
| Competence | <p>The combination of skills, knowledge, attitudes, values and abilities that underpin effective and/or superior performance in a profession/occupational area.</p> <p>Nursing and Midwifery Board of Australia (2014) Nurse practitioner standards for practice</p> <p>Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro...</p> |
| Complex needs (midwifery) | <p>Women requiring care beyond what would be considered routine or normal by the health service. Refers to the application of care principles for a range of experiences including maternity emergencies and recognising and responding to clinical deterioration in women with complex needs. This is inclusive of situations where women may be experiencing risks to social and psychological wellbeing, mental health or requiring medical or surgical care.</p> |
| Complex/Complexity | <p>People requiring care beyond what would be considered routine or normal by the health service. It refers to the application of care principles for a range of experiences including emergencies and recognising and responding to clinical deterioration. This is inclusive of risk to social and psychological wellbeing, mental health or requiring medical or surgical care.</p> |

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| Conceptual framework | Promotes coherence in the program of study by identifying how underpinning educational, nursing and midwifery philosophies are used to guide teaching and learning approaches and support program learning outcomes. |
| Consultation or consult | Professional advice from a qualified, competent source and making decisions about shared responsibilities for care provision. It is dependent on the existence of collaborative relationships, and open communication, with others in the multidisciplinary health care team (Nursing and Midwifery Board of Australia, 2013, p. 16). Nursing and Midwifery Board of Australia (2018) Midwife standards for practice Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Consumer | A person who uses, or potentially uses health services, including their family and carers. Consumers may participate as individuals, groups, organisations of consumers, consumer representatives or communities. Health Consumers Queensland (2019) For Consumers Retrieved from http://www.hcq.org.au/for-consumer-representatives/ |
| Continuing competence (midwifery) | Ability of midwives to demonstrate they have maintained their competence in their current area and context of practice. |
| Continuing professional development | Means by which members of the professions maintain, improve and broaden their knowledge, expertise and competence, and develop the personal and professional qualities required throughout their professional lives. |
| Continuity of care experience (midwifery) | Ongoing midwifery relationship between the student and the woman from initial contact in pregnancy through to the weeks immediately after the woman has given birth, across the interface between community and individual health care settings. The intention of this experience is to enable students to experience continuity with individual women through pregnancy, labour, birth and the postnatal period, irrespective of the carers chosen by the woman or the availability of midwifery continuity of care models. In terms of the student of a re-entry to the register midwifery program, it is likely that the relationship between the student and the woman will begin late in the pregnancy and include antenatal, intrapartum and postnatal care experiences. |
| Continuity of care model | A model of maternity care where women have a primary midwife assigned to them throughout pregnancy, labour and birth and the postnatal period. Each midwife has an agreed number (caseload) of women per year and acts as a second or "back-up" midwife for women who have another midwife as their primary carer. |
| Contractual arrangements/ Agreement | A shared formal agreement, or deed of agreement, between the education provider and any health service providers where students gain their professional experience. |



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| Council of Australian Governments (COAG) | <p>Peak intergovernmental forum in Australia, comprising the Prime Minister, State and Territory Premiers and Chief Ministers and the President of the Australian Local Government Association. Its role is to manage matters of national significance or matters that need co-ordinated action by all Australian governments.</p> <p>Council of Australian Governments ABOUT COAG</p> <p>Retrieved from https://www.coag.gov.au/about-coag</p> |
| Country of birth | <p>The name of the country you were born in.</p> <p>Country of Initial registration</p> <p>The country where you first obtained registration as a nurse/midwife.</p> |
| Course | See Program, Approved program |
| Credit | <p>Value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.</p> <p>Australian Qualifications Framework (AQF) (2013) AQF Glossary of Terminology</p> <p>Retrieved from https://www.aqf.edu.au/sites/aqf/files/aqf_glossary_jan2013.pdf</p> |
| Criminal history | <p>Defined in the National Law as:</p> <ul style="list-style-type: none"> • Every conviction of the person for an offence, in a participating jurisdiction or elsewhere, and whether before or after the commencement of this Law. • Every plea of guilty or finding of guilt by a court of the person for an offence, in a participating jurisdiction or elsewhere, and whether before or after the commencement of this Law and whether or not a conviction is recorded for the offence. • Every charge made against the person for an offence, in a participating jurisdiction or elsewhere, and whether before or after the commencement of this Law. • Under the National Law, spent convictions legislation does not apply to criminal history disclosure requirements. <p>Australian Health Practitioner Regulation Agency (2018) Legislation</p> <p>Retrieved from https://www.ahpra.gov.au/About-AHPRA/What-We-Do/Legislation.aspx</p> <p>Australian Health practitioner Regulation Agency (2015) Criminal history registration standard</p> <p>Retrieved from https://www.ahpra.gov.au/Registration/Registration-Standards/Criminal-hi...</p> |



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| Criteria/criterion | <p>Specific statements against which a program is to be evaluated, and which are designed to be addressed by an education provider when undergoing accreditation.</p> <p>Australian Pharmacy Council (2019) Accreditation Standards for Pharmacy Degree and Intern Training Programs (Australia/New Zealand) Retrieved from https://www.pharmacycouncil.org.au/standards-review/june19-accreditation...</p> |
| Cultural safety | <p>Concept was developed in a First Nations' context and is the preferred term for nursing and midwifery. Cultural safety is endorsed by the Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM), who emphasise that cultural safety is as important to quality care as clinical safety. However, the "presence or absence of cultural safety is determined by the recipient of care; it is not defined by the caregiver" (CATSINaM, 2014, p. 9[1]). Cultural safety is a philosophy of practice that is about how a health professional does something, not [just] what they do. It is about how people are treated in society, not about their diversity as such, so its focus is on systemic and structural issues and on the social determinants of health. Cultural safety represents a key philosophical shift from providing care regardless of difference, to care that takes account of peoples' unique needs. It requires nurses and midwives to undertake an ongoing process of self-reflection and cultural self-awareness, and an acknowledgement of how a nurse's/midwife's personal culture impacts on care. In relation to Aboriginal and Torres Strait Islander health, cultural safety provides a de-colonising model of practice based on dialogue, communication, power sharing and negotiation, and the acknowledgment of white privilege. These actions are a means to challenge racism at personal and institutional levels, and to establish trust in healthcare encounters (CATSINaM, 2017b, p. 11[2]). In focusing on clinical interactions, particularly power inequity between patient and health professional, cultural safety calls for a genuine partnership where power is shared between the individuals and cultural groups involved in healthcare. Cultural safety is also relevant to Aboriginal and Torres Strait Islander health professionals. Non-Indigenous nurses and midwives must address how they create a culturally safe work environment that is free of racism for their Aboriginal and Torres Strait Islander colleagues (CATSINaM, 2017a[3]).</p> <p>Nursing and Midwifery Board of Australia (2018) Code of conduct for midwives Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro...</p> <p>Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM) (2017) CATSINaM definition of Cultural Safety Retrieved from https://www.catsinam.org.au/policy/cultural-safety</p> |

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| Current registration | Country where you currently hold registration as a nurse/midwife. Current registration number Registration number you were assigned when you first registered with a nursing/midwifery board. |
| Curriculum | Incorporates the nursing or midwifery program's total planned learning experience including: <ul style="list-style-type: none"> • educational and professional philosophies • program structure and delivery modes • subject outlines • links between subject learning outcomes, their assessment and the national competencies or standards for practice • teaching and learning strategies • practice experience placement plan. |
| Curriculum or program document | Contains the program philosophy, education and professional theoretical framework, program structure and sequencing, content, delivery strategies, assessment descriptors and evaluation processes. |
| Date of first registration | Date you were first registered as a nurse/midwife. |
| Deep versus surface learning | Surface learning is when students accept information at face value and focus on merely memorising it as a set of unlinked facts. This leads to superficial, short-term retention of material, such as for examination purposes. In contrast, deep learning involves the critical analysis of new ideas, linking them to already known concepts and principles. This leads to understanding and long-term retention of concepts so they can be used to solve problems in unfamiliar contexts. Deep learning promotes understanding and application for life. |
| Delegation/delegate | Relationship exists when one member of the health care team delegates aspects of care, which they are competent to perform and which they would normally perform themselves, to another member of the health care team from a different discipline, or to a less experienced member of the same discipline. Delegations are made to meet people's needs and to ensure access to health care services — that is, the right person is available at the right time to provide the right service to a person. The delegator retains accountability for the decision to delegate and for monitoring outcomes. Nursing and Midwifery Board of Australia (2016) Registered nurse standards for practice Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Delivery mode | Means by which programs are made available to students: on-campus or in blended mode, by distance or by e-learning methods. |
| Digital Health | Electronic connection of the points of care so that health information can be shared securely. May also be referred to as eHealth. |
| Direct supervision | When the supervisor is actually present and personally observes, works with, guides and directs the person who is being supervised. |

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| Discrimination | <p>Unjust treatment of one or more person/s based on factors such as race, religion, sex, disability or other grounds specified in anti-discrimination legislation.</p> <p>Nursing and Midwifery Board of Australia (2018) Code of conduct for nurses</p> <p>Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro...</p> |
| Duty of care/standard of care | <p>Responsibility or relationship recognised in law. For example, it may exist between health professionals and their clients. Associated with this duty is an expectation that the health professional will behave or act in a particular way. This is called the standard of care, which requires that a person act toward others and the public with watchfulness, attention, caution and the prudence that would be made by a reasonable person in those circumstances. If a person's actions do not meet this standard of care, whereby they fall below the acceptable standards, any damages resulting may be pursued in a lawsuit for negligence.</p> <p>Nursing and Midwifery Board of Australia (2016) Enrolled Nurse standards for practice</p> <p>Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro...</p> |
| Education provider | <p>Organisational entity responsible for the design and delivery of a program of study from which graduates are eligible to apply for nursing or midwifery registration or endorsement.</p> |
| Emotional intelligence | <p>Ability to understand, identify in oneself and others, and manage emotions. Includes the domains of self-monitoring, self-regulation, self-motivation, empathy and social skills.</p> |
| Enrolled nurse (EN) | <p>Person who provides nursing care under the direct or indirect supervision of a RN. They have completed the prescribed education preparation and demonstrate competence to practise under the Health Practitioner Regulation National Law as an enrolled nurse in Australia. Enrolled nurses are accountable for their own practice and remain responsible to a RN for the delegated care.</p> <p>Nursing and Midwifery Board of Australia (2016) Registered nurse standards for practice</p> <p>Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro...</p> |
| Enrolled nurse standards for practice | <p>Standards for practice developed by the NMBA by which performance and professional conduct is assessed to obtain and retain registration as an enrolled nurse.</p> <p>Nursing and Midwifery Board of Australia, (2016) Enrolled nurse standards for practice.</p> <p>Retrieved from: https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx</p> |
| Entry to practice program | <p>NMBA approved program of education for eligibility to register as an Enrolled Nurse, Registered Nurse or Midwife. (see approved program).</p> |

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| Episode of care | a single provision of care of one type (e.g. antenatal/postnatal). |
| Equivalent professional experience | In the absence of a formal qualification, the person has sufficient professional experience in the discipline being taught, to demonstrate competence in applying the discipline's principles and theory (see explanatory note). |
| Evidence-based practice | Assessing and making judgements to translate the best available evidence, which includes the most current, valid, and available research findings and the individuality of situations and personal preferences as the basis for practice decisions. Nursing and Midwifery Board of Australia (2016) Registered nurse standards for practice Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Expiring/expired accredited program | An accredited program that has reached its accreditation expiry date. |
| Formative assessment | Provides feedback for future learning, development and improvement. |
| Full skills assessment | An assessment type for applicants who have a minimum nursing bachelor degree in UK, Ireland, USA, Canada, Hong Kong, with corresponding registration. |
| Full-time equivalent | Based on a full-time working week in Australia of 38 hours per week. |
| Governance | Framework, systems and processes supporting and guiding an organisation towards achieving its goals and the mechanisms by which it, and its people, are held to account. Ethics, risk management, compliance and administration are all elements. |
| Graduates | Those who, having successfully undertaken a program of study that enables them to apply for registration or endorsement with the NMBA. |
| Head of discipline/school | Lead academic responsible for the design and delivery of the program on behalf of the education provider. |
| Health informatics and Health Technology | Appropriate and innovative application of the concepts and technologies of the information age to improve health care and health (see digital health). |
| Health Practitioner Regulation National Law Act 2009 (the National Law) | Adopted in each state and territory, setting out the provisions of the Health Practitioner Regulation National Law. The National Law has been adopted by the parliament of each state or territory through adopting legislation. The National Law is generally consistent in all states and territories. New South Wales did not adopt Part 8 of the National Law. Australian Health Practitioner Regulation Agency (2019) Glossary Retrieved from https://www.ahpra.gov.au/Support/Glossary.aspx#N |
| Health service providers | Health units or other appropriate service providers where students undertake supervised workplace experience as part of a program, the graduates of which are eligible to apply for nursing or midwifery registration. |

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| Health Workforce Australia (HWA) | HWA was an initiative of the COAG, established to meet the challenges of providing a health workforce that responded to the needs of the Australian community. HWA closed on 6 August 2014 the essential functions were transferred to the Federal Department of Health. |
| High Risk | Policy and/or action that is likely to result in failure, harm or injury to the public, student or academic. |
| Higher education provider | Tertiary education provider who meets the Higher Education Standards Framework (Threshold Standards) as prescribed by the Tertiary Education Quality and Standards Agency Act 2011 and is registered with TEQSA. |
| Indirect supervision | When the supervisor works in the same facility or organisation as the supervised person but does not constantly observe their activities. The supervisor must be available for reasonable access. What is reasonable will depend on the context, the needs of the person receiving care and the needs of the person who is being supervised. |
| Inherent requirements | The ability to perform tasks which are essential to perform a job productively and to the required quality. The ability to work effectively in a team or other organisation. The ability to work safely. Australian Human Rights Commission Retrieved from: https://www.humanrights.gov.au/quick-guide/12052 |
| Integrated professional practice (Nurse practitioner programs) | Integrated learning approach that enables nurse practitioner students to develop and demonstrate the Nurse Practitioner Standards for Practice within the clinical practice setting. Supports the use and generation of theory to enhance emerging and developed knowledge, behaviours and clinical and professional judgement. Also provides a supported learning environment for the development of clinical practice skills, including, but not limited to: <ul style="list-style-type: none"> • comprehensive assessment, diagnosis and management of complete episodes of care • prescription of medicines • ordering and interpreting of diagnostic tests • initiating and accepting referrals from other health professionals for the purposes of care coordination. The concept includes 'clinical training' as embodied in the National Law. |
| Internationally qualified nurse | For ANMAC purposes an internationally qualified nurse is defined as a registered nurse not registered in Australia but who obtained their nursing qualification(s) and registration in a country outside of Australia. |
| Interprofessional learning | Occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care. |
| Intraprofessional learning | Occurs when learners from the one/similar profession learn about, from and with each other to enable effective collaboration and improved outcomes. |

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| Learning outcomes | Skills, knowledge and attitudes identified as the requirements for satisfactory program completion including, but not limited to, the relevant NMBA standards for practice. Letter of Determination (LOD) The outcome issued by ANMAC on completion of a migration skills assessment. |
| Life-long learning | Involves the learner taking responsibility for their own learning and investing time, money and effort in training or education on a continuous basis. The learning may be based in clinical practice situation, formal education, continuing professional development and informal learning experiences within the workplace. |
| Mandatory notification/reporting | Requirement under the National Law (section 143) for registered health practitioners, employers and education providers to report notifiable impairment. Australian Health Practitioner Regulation Agency (2018) Legislation Retrieved from https://www.ahpra.gov.au/About-AHPRA/What-We-Do/Legislation.aspx |
| Medicare Benefits Schedule | Listing of the Medicare services subsidised by the Australian Government. The schedule is part of the wider Medicare Benefits Scheme managed by the Department of Health. Department of Health, MBS Online Retrieved from: http://www.mbsonline.gov.au/internet/mbsonline/publishing.nsf/Content/Home |
| Midwife | Protected title for a person with prescribed educational preparation and competence for practice who is registered by the NMBA. The NMBA has endorsed the International Confederation of Midwives definition of a midwife and applied it to the Australian context. Nursing and Midwifery Board of Australia (2018) Code of conduct for midwives Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Midwife Standards for Practice | Core standards for practice by which performance and professional conduct is assessed to obtain and retain registration as a midwife. Nursing and Midwifery Board of Australia (2018) Midwife standards for practice Retrieved from: https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx |
| Midwife-led continuity of care(r)/Midwife-led continuity of care(r) | where the midwife is the lead professional starting from the initial booking appointment, up to and including the early days of parenting. |

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| Midwifery practice experience placement | Component of midwifery education that allows students to put theoretical knowledge into practice within the consumer care environment. Includes, but may not be limited to, continuity of care experiences. Simulation is integral to preparing students for clinical placement experiences; however, it is not a component of midwifery practice experience placement. |
| Midwifery Practice Experiences | involves placement, for a set period, in settings across health facilities including in the community. During this period, students apply theoretical knowledge in the health care setting to develop practice skills and become socialised into the midwifery profession. |
| Migration agent | A migration agent provides immigration advice and assistance to potential immigrants. A migration agent can act on behalf of an applicant in the skilled migration assessment process. |
| Migration skills assessment | The Australian Government requires prospective migrants to undergo an assessment of their skills, qualifications and/or work experience to ensure they meet the standard needed for employment in Australian in a nominated occupation. |
| Modification of a program | Change to an accredited program. |
| Modified Plus skills assessment | Assessment type for applicants that hold current “Notice of in principal approval of registration subject to proof of identity” from AHPRA. |
| Modified skills assessment | Assessment type for applicants that hold registration as a nurse/midwife in Australia or New Zealand. |
| Monitoring | As described in Section 50 of the National Law, ANMAC monitors programs of study approved by the NMBA to ensure the program and education provider continue to meet the approved accreditation standards. This consists of routine or targeted monitoring methods. |
| National Competency Standards for the Midwife | Core competency or practice standards by which performance and professional conduct is assessed to obtain and retain registration as a registered midwife. Now superseded by NMBA Midwife standards for practice. |
| National Competency Standards for the Registered Nurse | Core competency standards against which performance and professional conduct is assessed to obtain and retain registration as a registered nurse. Now superseded by NMBA Registered nurse standards for practice. |
| National Health Training Package - HLT07 | The HLT07 Health Training Package was collaboratively developed by the Industry Skills Council with funding from the Department of Education and Training and represents national industry standards for health professionals in the vocational education and training sector, which includes enrolled nurses. |
| National law (ANMAC - Health Practitioner Regulation National Law Act 2009 (the National Law)) | See Health Practitioner Regulation National Law Act 2009 (the National Law) Australian Health Practitioner Regulation Agency (2019) Glossary Retrieved from https://www.ahpra.gov.au/Support/Glossary.aspx#N |



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| Newly qualified nurse | Considered by ANMAC to be within 12 months of obtaining registration for the first time. |
| NRAS | National Registration and Accreditation Scheme. |
| Nurse | Refers to a registered nurse, enrolled nurse or nurse practitioner. The term is reserved in Australia, under law, for a person who has completed the prescribed training, demonstrates competence to practise, and is registered as a nurse under the National Law. Nursing and Midwifery Board of Australia (2018) Code of conduct for nurses Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Nurse Practitioner | Advanced practice nurse endorsed by the Nursing and Midwifery Board of Australia (NMBA) to practise within their scope under the legislatively protected title 'nurse practitioner'. Nursing and Midwifery Board of Australia (2014) Nurse practitioner standards for practice Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Nurse Practitioner Standards for Practice | Core standards for practice by which performance and professional conduct is assessed to obtain and retain endorsement as a nurse practitioner. Nursing and Midwifery Board of Australia (2014) Nurse practitioner standards for practice Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Nursing and Midwifery Board of Australia (NMBA) | The national body responsible for the regulation of nurses and midwives in Australia. |
| Office of Best Practice Regulation (OBPR) | Administers the Australian Government's regulatory impact analysis requirements. It has a number of roles, including: assisting agencies in preparing regulation impact statements through training and guidance; monitoring and reporting on the Government's regulatory impact analysis requirements; and administering COAG guidelines for regulation making by national bodies. Department of Prime Minister and Cabinet, Regulation Retrieved from: https://www.pmc.gov.au/regulation |
| Personal Complaint | In which the complainant seeks to have a matter investigated and addressed so as to bring about a change to their personal situation. This would include, for example, matters such as governance related to accreditation, staffing and equipment and opportunities to meet the learning objectives. ANMAC, (2018) Complaints Policy Retrieved from: https://www.anmac.org.au/standards-and-review/policies-and-explanatory-notes |

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| Pharmaceutical Benefits Scheme (PBS) | Run by the Australian Government to subsidise prescription medicines for Australians who have a Medicare card. If a medicine is subsidised under the scheme, the patient pays a lower price for the medicine, and the Australian Government pays the rest. |
| Pharmacodynamics | Study of the biochemical and physiological effects of drugs and the mechanisms of their action in the body. |
| Pharmacokinetics | Study of the bodily absorption, distribution, metabolism, and excretion of drugs. |
| Pharmacotherapeutics | Study of the therapeutic uses and effects of drugs. |
| Practice | Any role, whether remunerated or not, in which the individual uses their skills and knowledge as a practitioner in their regulated health profession. Practice is not restricted to the provision of direct clinical care. It also includes using professional knowledge in a direct non-clinical relationship with patients or clients, working in management, administration, education, research, advisory, regulatory or policy development roles and any other roles that impact on safe, effective delivery of health services in the health profession. |
| Practice (midwifery) | Means any role, whether remunerated or not, in which the individual uses their skills and knowledge as a midwife. Practice is not restricted to the provision of direct clinical care. It also includes working in a nonclinical relationship with women, working in management, administration, education, research, advisory, regulatory or policy development roles, and any other roles that impact on safe, effective delivery of services in the profession and/or use their professional skills. Nursing and Midwifery Board of Australia (2018) Code of conduct for midwives Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Prescribing | Steps of information gathering, clinical decision making, communication and evaluation which results in the initiation, continuation or cessation of a medicine. Nursing and Midwifery Board of Australia (2014) Nurse practitioner standards for practice Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Primary Birth Attendant | Midwife primarily responsible for the woman's care during labour and birth. |

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| Primary health care principles | <p>Universal access to care and coverage on the basis of need, commitment to health equity as part of development oriented to social justice, community participation in defining and implementing health agendas, and intersectoral approaches to health (World Health Organisation, 2003). Primary health care in midwifery involves a woman centred and holistic approach to care that is made accessible by being provided as close as possible to where the woman lives and supports the woman's full participation in care.</p> <p>Nursing and Midwifery Board of Australia (2018) Midwife standards for practice</p> <p>Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro...</p> |
| Primary language | <p>Language primarily used for reading, writing, listening, and speaking and the language known best and most comfortable with.</p> <p>Nursing and Midwifery Board of Australia (2015) English language skills registration standard</p> <p>Retrieved from https://www.ahpra.gov.au/Registration/Registration-Standards/English-lan...</p> |
| Procedural fairness | <p>Involves the following principles:</p> <ul style="list-style-type: none"> • The decision-maker must be impartial and unbiased regarding the matter to be decided, and must have no pecuniary or [proprietary] interest in the outcome; • Those who may be adversely affected by a decision must be given prior notice of the case and a fair opportunity to prepare for and answer the case and present their own case; • The decision must be based on sound argument and evidence; and • Those affected must be given the reasons for the decision. |
| Professional experience placement | <p>Component of nursing/midwifery education that allows students to put theoretical knowledge into practice within the consumer care environment. It includes, but is not limited to, the hospital setting, and may include general practice, remote and rural health clinics, and community care environments. It excludes simulation.</p> |
| Professional experience placement record | <p>Record/logbook/portfolio used as evidence for professional experience placement attendance and assessment.</p> |
| Professional reference | <p>A reference letter addressed to ANMAC providing employment details and information that relates to the applicant's clinical skills and competencies.</p> |
| Program Changes | <p>Change to an approved program of study against the relevant standard the program is accredited against.</p> |
| Program Monitoring Report | <p>Report (completed by the education provider) designed to confirm that a program continues to be delivered as accredited, against the relevant accreditation standards. This report is required to be submitted to ANMAC routinely on the anniversary of the program's accreditation. If the document is not submitted, it may place the ongoing accreditation of the program in jeopardy.</p> |

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| Program or program of study | Full program of study and experiences that are required to be undertaken before a qualification, statement of completion or attainment can be awarded (see also approved program of study). |
| Program provider | A school or faculty responsible for the design and delivery of a program leading to nursing or midwifery registration or endorsement. |
| Prospective Program Change | Change that must be notified to ANMAC BEFORE it is implemented. |
| Qualification | Official completion of a course that has led to recognition as a registered practitioner. Nursing and Midwifery Board of Australia (2016) Enrolled Nurse standards for practice Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Quality | Refers to characteristics and grades with respect to excellence |
| Quality Framework | Quality Framework for the Accreditation Function (Quality Framework). Accreditation authorities, National Boards and AHPRA have agreed to the Quality Framework as the principal reference document to assess the work of accreditation authorities. |
| Quality use of medicines | Part of the National Medicines Policy to ensure the judicious, appropriate, safe and effective use of medicines. |
| Recognition of prior learning | Assessment process for the students formal and informal learning to determine the extent to which they have achieved required learning outcomes, competency outcomes or standards for entry to and/or partial or total completion of a qualification. |
| Reference Number | Skills assessment applicants can locate their assessment reference number in correspondence emailed to you and on your tax receipt. This number is used to verify applicant identity. Nursing and Midwifery Board of Australia (2016) Registered nurse standards for practice Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Registered nurse (RN) | Protected title for a person who has completed the prescribed education preparation, demonstrates competence to practise and is registered under the Health Practitioner Regulation National Law as a RN in Australia. |
| RN in Australia. | Registered nurse standards for practice Core standards for practice by which performance and professional conduct is assessed to obtain and retain registration as a registered nurse. |
| Registered Training Organisation (RTO) | A training provider registered by ASQA (or, in some cases a state regulator such as the Training Accreditation Council Western Australia or the Victorian Registration and Qualification Authority) to deliver vocational education and training (VET) services. |



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| Regulation | Any rule endorsed by government where there is an expectation of compliance. This includes legislation, regulations, quasi-regulations and any other aspect of regulator behaviour which can influence or compel specific behaviour by business, community organisations or individuals. This includes red tape burden imposed by the Commonwealth's procurement, grants and cost recovery frameworks. Australian Government, Department of the Prime Minister and Cabinet (2014) The Australian Government Guide to Regulation Retrieved from http://cuttingredtape.gov.au/sites/default/files/files/Australian_Govern... |
| Regulation Impact Statement (RIS) | A statement Commonwealth agencies must produce as part of the policy making process when a decision is likely to have a regulatory impact on business, community organisations or individuals. |
| Research | Creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. This could include synthesis and analysis of previous research to the extent that it leads to new and creative outcomes. Consistent with a broad notion of research and experimental development comprising of creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humanity, culture and society, and the use of this stock of knowledge to devise new applications. This definition encompasses pure and strategic basic research, applied research and experimental development. |
| Retrospective Program Change | A change that may be notified to ANMAC after it occurs via the Program Monitoring Report. |
| Risk assessment | Risk assessment applies a set of risk determinants and measurable indicators to all nursing and midwifery education programs. It is based on the principles of ISO 31000:2009 Risk Management Standard. Nursing and Midwifery Board of Australia (2016) Enrolled Nurse standards for practice Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Risk management | An effective risk management system is one incorporating strategies to: <ul style="list-style-type: none"> • identify risks/hazards, • assess the likelihood of the risks occurring and the severity of the consequences if the risks do occur, and • prevent the occurrence of the risks, or minimise their impact |
| Routine Monitoring | Monitoring of an approved program undertaken annually in the program monitoring report. |

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| Scholarship | Application of a systematic approach to acquiring knowledge through intellectual inquiry. Includes disseminating this knowledge through various means such as publications, presentations (verbal and audio-visual) and professional practice. Also includes applying this new knowledge to the enrichment of the life of society. |
| School | Organisational entity of an education provider responsible for designing and delivering a program of study in nursing or midwifery. Where the school is part of a larger faculty, the school is regarded as the program provider for these standards. Nursing and Midwifery Board of Australia (2016) Registered nurse standards for practice Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro... |
| Scope of practice | Is that in which health professionals are educated, competent to perform and permitted by law. The actual scope of practice of individual practitioners is influenced by the settings in which they practise, the health needs of people, the level of competence and confidence of the nurse and the policy requirements of the service provider. |
| Simulated learning or practice | Educational methods or clinical experiences that evoke or replicate aspects of the real world in an interactive manner. As an educational method for students it can provide learning conditions to develop knowledge and skills such as how to prescribe and write prescriptions. |
| SMS | Skilled Migration Services |
| Special care needs | Relates to babies experiencing a deviation from physiological functioning or normal postnatal adaptation and who require care beyond what is considered normal or routine by the health service. Refers to the application of care principles for a range of experiences including neonatal resuscitation, stabilisation for transfer and recognising and responding to clinical deterioration in the neonate. |
| Spontaneous vaginal birth | When a woman gives birth vaginally, unassisted by forceps or vacuum extractor. The labour may or may not be spontaneous. |
| Staff Matrix | Staff Matrix |
| Standard | A level of quality or attainment. |
| Statement of attainment/completion | A statement issued by an education provider to a person confirming that the person has satisfied the requirements of the program specified in the statement. |
| Statutory declaration | A written statement that has been signed and declared to be true before an authorised witness. |
| Student | Any person enrolled in a program leading to registration as a nurse or midwife. |
| Student assessment | Process to determine a student's achievement of expected learning outcomes. May include written and oral methods and practice or demonstration. |

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| Student numbers | <p>Approved student numbers is the annual head count of students entering the program including:</p> <ul style="list-style-type: none"> • both full time and part time students • all program entry pathways. <p>ANMAC uses head count to support assessment of human and physical resources including clinical placements.</p> |
| Subject/unit/course/topic | Subject/unit/course/topic of study taught within a program of study. |
| Summative assessment | Indicates whether certain criteria have been met or certain outcomes have been achieved. |
| Supernumerary | The student undertakes supervised practice outside their employed position or when they are not counted in the staffing roster (see also explanatory note). |
| Superseded accreditation standards | <p>Accreditation standards are reviewed on a cyclical basis. When new accreditation standards are introduced the previous accreditation, standards become superseded.</p> <p>Nursing and Midwifery Board of Australia (2016) Enrolled Nurse standards for practice</p> <p>Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro...</p> |
| Supervision/supervise | <p>Supervision can be either direct or indirect:</p> <ul style="list-style-type: none"> • Direct supervision is when the supervisor is actually present and personally observes, works with, guides and directs the person who is being supervised • Indirect supervision is when the supervisor works in the same facility or organisation as the supervised person, but does not constantly observe their activities. The supervisor must be available for reasonable access. What is reasonable will depend on the context, the needs of the person receiving care and the needs of the person who is being supervised. Also see Direct supervision and Indirect supervision. |
| Systemic Complaint | May evidence some systemic matter that could signify a failure of a program or provider to meet accreditation standards. |
| Targeted Monitoring | Monitoring that addresses a specific concern relating to a program or education provider. |
| Teach-out | Describes the timeframe allocation to an 'expiring/expired accredited program' for current students to complete the program they initially enrolled in (see also transition and teach-out policy). |
| Teaching staff | Education provider staff who teach into the program of study, meet the relevant standard's requirements, and are engaged in teaching, supervising, supporting and/or assessing students for acquiring required skills, knowledge, attitudes and graduate competency outcomes. |
| Telehealth | The provision of healthcare remotely by means of telecommunications technology. |



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| Template | <p>A document that is pre-filled with information and fields that required population with specific details.</p> <p>ANMAC provides templates to assist education providers in preparing documentation for accreditation assessment including:</p> <ul style="list-style-type: none"> • Application pack – details are provided in this document of how the program meets the standards • Curriculum or program document – contains the program philosophy, education and professional theoretical framework, program structure and sequencing, content, delivery strategies, assessment descriptors and evaluation processes. • Staff matrix – describes the population of teaching, clinical and support staff, including experience, scholarship, research, professional development, registration details; student: teacher ratios • Assessment mapping – mapping across all subjects showing how each subject's assessments are used to evaluate the subject's learning outcomes. Supports assessment of the number, type and context of subject assessments as well as formative and summative assessments. • Theme mapping – shows how specific content is integrated across the program through subject materials and resources. |
| Tertiary Education Quality and Standards Agency (TEQSA) | <p>Organisation responsible for regulating and assuring the quality of Australia's large, diverse and complex higher education sector. TEQSA registers and evaluates the performance of higher education providers against the Higher Education Standards Framework and undertakes compliance and quality assessments.</p> |
| Theme mapping | <p>Shows how specific content is integrated across the program through subject materials and resources.</p> |
| Therapeutic Medicines Management | <p>The quality use of medicines as per the National Medicines Policy on Quality Use of Medicines.</p> |
| Trans-Tasman Mutual Recognition (TTMR) | <p>An agreement between New Zealand and Australia that enables mutual recognition of professional registration.</p> |
| Transcript | <p>Inventory of the courses completed and grades earned throughout a course of study.</p> |
| Transition | <p>Process of moving current students from the 'expiring/expired accredited program' to the education providers newly accredited program (see also Transition and teach-out arrangements policy)</p> |
| Verification of registration | <p>Confirms registration status and history, also known as a certificate of good standing.</p> |

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| Viva voce clinical examination | <p>Method of assessing students' ability to use knowledge in a face-to-face examination. This assessment approach has two basic models:</p> <ul style="list-style-type: none"> • The 'short case' model is used as a formative assessment. It focuses on specific skills or sub-skills and can take the form of an objective structured clinical examination or a case presentation on a specific clinical activity. • The 'long case' model is used as a summative assessment. It seeks to examine the student's ability to apply knowledge in an actual clinical situation. The 'long case' exam requires the student to use professional communications skills to collect, analyse, synthesise and evaluate clinical information, to use differential diagnostic procedures and determine a management plan. It assesses learning outcomes related to deep learning, application and synthesis of knowledge and high-level clinical reasoning. |
| Vocational Education Training | <p>One of the three major sectors of education and training in Australia, the other two being the school and higher education sectors. VET is provided by industry, adult education, community based and also private training providers. VET is supported by the Commonwealth and State governments in Australia primarily through their TAFE Institutes and TAFE Divisions in dual sector universities.</p> <p>Nursing and Midwifery Board of Australia (2018) Code of conduct for midwives Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro...</p> |
| Woman or women (midwifery) | <p>Individuals who have entered into a therapeutic and/or professional relationship with a midwife. The word woman in midwifery is generally understood to be inclusive of the woman's baby, partner and family. Therefore, the words woman or women include all the women, babies, newborn, infants, children, families, carers, groups and/or communities, however named, that are within the midwife's scope and context of practice. Baby in this document refers to the newborn/s, infant/s and child/children as relevant to the midwife's scope of practice.</p> <p>Nursing and Midwifery Board of Australia (2018) Code of conduct for midwives Retrieved from https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Pro...</p> |
| Woman-centred practice/care | <p>Collaborative and respectful partnership built on mutual trust and understanding through good communication. Each woman is treated as an individual with the aim of respecting women's ownership of their health information, rights and preferences while protecting their dignity and empowering choice. Woman-centred practice recognises the role of family and community with respect to cultural and religious diversity.</p> |
| Workplace Experience | <p>Component of nursing education that students are required to successfully complete, so as to foster sound clinical judgement when applying theoretical knowledge in an actual practice setting. Includes the concept of 'clinical training' as embodied in the National Law.</p> |

Contacts

7. For questions or clarifications regarding this policy, please contact the National Registrar

Associated information

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| Related Legislation, Standards, and Codes | <p>ASQA: https://www.asqa.gov.au/resources/glossary</p> <p>SRTOs2015: https://www.asqa.gov.au/media/864</p> <p>PRISMS: https://prisms.education.gov.au/Information/ShowInformation.aspx?Doc=Provider_User_Guide&key=information-provider-user-guide-coe&Heading=</p> <p>ESOS Act: https://www.legislation.gov.au/Details/C2022C00066</p> <p>VSL Complaints issue description: https://www.myskills.gov.au/media/1865/vet-glossary.pdf</p> <p>DTWD: https://www.dtwd.wa.gov.au/glossary</p> <p>NCVER: https://www.ncver.edu.au/_data/assets/word_doc/0044/9675188/Government-funding-of-VET-2021-terms-and-definitions.docx</p> <p>ANMAC: https://www.anmac.org.au/glossary</p> |
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