

Glossary of TVET terms

This resource supports the development of level 1, stage 1 core capabilities.

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COMMONWEALTH
of LEARNING

This resource was created by Commonwealth of Learning for the TVET Professional Development Toolkit for the Pacific

Glossary terms

Term	Definition
Accredited learning	Learning that leads to a recognised qualification.
Andragogy	<p>Andragogy is an approach to teaching adult learners. It focuses on engaging adults in learning by considering:</p> <ul style="list-style-type: none">• the learner's previous experience and existing knowledge• how they can feel control over their learning• their motivation and readiness to learn• the relevance of the skills and knowledge to the learner• their understanding of why the subject is important to them and how it will help them. <p>This approach contrasts with traditional views of pedagogy, which focus on teaching children.</p>
Assessment	Assessment is the process of collecting evidence and making judgments to see if a learner is competent to perform a task related to a National Competency Standard.
Assessment tools	Assessment tools are resources designed to support the assessment process. These can include tests, exam questions, observation checklists, marking guides, and practical projects.
Assessor	An assessor is a person responsible for evaluating a learner's competence against a National Competency Standard. An assessor is often also a trainer.
Blended delivery	<p>Blended delivery is a delivery mode where a trainer presents a course using both face-to-face and online delivery methods.</p> <p>As an example, learners might attend a class for one day per month. Between classes they access their course materials from a learning management system.</p>
Brainstorm	<p>Brainstorming is a free-form process of thinking of ideas. The ideas are not evaluated or analysed during the process. The process encourages creative thinking and the exploration of diverse perspectives.</p> <p>The ideas raised can be shown using a graphic organiser such as a mind map or flowchart to help structure and visualise the information.</p>
Case studies	Case studies are a type of activity that can be used in both learning and assessment. They use real-world scenarios to explore problems and find solutions.

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	<p>As a learning activity, learners may be asked to research solutions to develop their skills and knowledge. Complex case studies can also prompt meaningful group discussions.</p> <p>In assessment, case studies ask learners to apply their skills and knowledge. This kind of activity can also improve question-based assessment tools.</p>
Co-design	<p>Co-design is a process where a programme of learning is developed collaboratively by the education provider with various stakeholders. The stakeholders often include industry representatives, community members, and learners. The goal is to ensure that the programme meets everyone's needs, resulting in more relevant and effective learning experiences.</p>
Community of practice (CoP)	<p>A Community of Practice is a group of people who come together because they share a common interest or passion. They interact regularly to learn from each other and improve their skills and knowledge. CoPs are a form of informal learning and are used in many professions, including teaching.</p> <p>Research shows that CoPs are an effective approach to professional learning. They can increase collaboration, improve professional practice, and enhance job satisfaction.</p>
Competence	<p>Competence refers to a person's ability to perform tasks to the standard needed in the workplace.</p> <p>During assessment, a learner demonstrates their competence by applying the relevant knowledge, skills, and behaviours or attitudes to a given work task.</p> <p>In competency-based training, the assessor will result the learner 'competent' if they pass the assessment. If they do not pass the assessment, they can be resulted as 'not yet competent.'</p>
Competency	<p>Competency is the combination of skills, knowledge, and behaviours or attitudes needed to perform work tasks effectively.</p> <p>A National Competency Standard defines the competencies for the tasks related to a given job role.</p>
Competency-based training (CBT)	<p>Competency-based training (CBT) is an approach to training that focuses on a learner's ability to demonstrate specific skills, knowledge, and behaviours or attitudes. This contrasts with traditional approaches that focus on the amount of time spent in training. This method ensures that learners achieve competence by meeting predefined</p>

Term	Definition
	<p>standards. These standards are often defined in a National Competency Standard.</p> <p>CBT is learner-centred and flexible. In principle, it allows individuals to progress at their own pace as they focus on mastering the competencies needed in their field.</p> <p>CBT is widely used in TVET and training to make sure that graduates are work-ready and capable of performing tasks to industry standards.</p>
Competency conversation	<p>A competency conversation is used as part of a recognition of prior learning assessment. It is a structured discussion between the assessor and the candidate. The assessor asks targeted questions to verify the candidate's competence against a National Competency Standard.</p>
Contextualisation	<p>Contextualisation is the process of adapting learning and assessment resources to reflect the context of a particular industry or workplace.</p> <p>Trainers and assessors contextualise their programmes to include relevant examples, terminology, and scenarios to make the content more meaningful for learners and applicable to the workplace. The goal is for the training to prepare the learner for the reality of the workplace and meet the standards in the National Competency Standards.</p> <p>Contextualisation is a useful process to make the learning environment more inclusive. Trainers can adapt resources to reflect both the learners and their environment. Some examples are using photographs from the local area, or writing scenarios based in a relevant workplace.</p>
Continuous improvement	<p>Continuous improvement is an ongoing approach to improving products, services, and processes.</p> <p>In a TVET environment, this involves regularly reviewing and updating training programmes, learning resources, assessment methods, and teaching practices to make sure they are effective and relevant.</p> <p>Continuous improvements can be large or small. They can be made over time or all at once.</p>
Course	<p>A course is a structured series of lessons or modules that teaches the competency for a specific workplace task. The structure, content, and duration of courses may vary. Generally, a course is aligned with a National Competency Standard. In some countries, a course is referred to as a unit or a module. Courses are often part of a broader programme of study that leads to a recognised qualification or certification.</p>

Term	Definition
Creative Commons licenses (CC)	<p data-bbox="536 250 1398 385">Creative Commons (CC) licenses allow people to use, share, and adapt resources freely, without needing to ask for permission, if they follow the rules specified in the license.</p> <ul data-bbox="536 416 1417 801" style="list-style-type: none"> • CC BY: use it freely, just give credit to the creator. • CC BY-SA: use and change it, share it under the same terms, give credit. • CC BY-ND: use it as it is, no changes allowed, give credit. • CC BY-NC: use it for non-commercial purposes, give credit. • CC BY-NC-SA: non-commercial use, give credit, share alike. • CC BY-NC-ND: non-commercial use, no changes, give credit. <p data-bbox="536 833 1423 904">Understanding these licenses will help TVET practitioners to find and use educational resources legally for no cost.</p>
Curriculum	<p data-bbox="536 931 1398 1039">A curriculum is a set of documents about a programme or course. These documents explain the where, when, what, why, and how of the programme or course.</p> <p data-bbox="536 1066 1398 1200">A curriculum includes the content, teaching methods, and assessments used to achieve the learning goals. In TVET, curricula are usually designed to align with National Competency Standards.</p>
Delivery mode	<p data-bbox="536 1236 1359 1370">The delivery mode for a course refers to the format the learning materials are presented in. Different delivery modes suit the needs of learners' various needs, preferences, and circumstances.</p> <p data-bbox="536 1402 976 1433">Common delivery modes are:</p> <ul data-bbox="587 1442 849 1648" style="list-style-type: none"> • face-to-face • online • blended • distance • mixed mode • self-paced.
Diagnostic assessment	<p data-bbox="536 1684 1385 1783">Diagnostic assessment is used to work out a person's current level of knowledge and skills. This kind of testing can be used for several reasons.</p> <ul data-bbox="536 1814 1372 2056" style="list-style-type: none"> • To see which programme will best suit a learner. • To find a learner's strengths and areas for improvement before or during a course. • To tailor a course to meet the specific needs of a learner group. • To design support for a learner so they can achieve competence in the course.

Term	Definition
Didactic	<p>Didactic teaching is a method where the instructor verbally explains information directly to students. This method is often used to explain theories and facts. This method may help students understand important foundational concepts. A lecture is an example of a didactic teaching method.</p>
Digital literacy	<p>Digital literacy is the ability to use information and communication technology (ICT). This includes using mobile phones, mobile phone apps, computers, computer applications, as well as digital technology specific to an occupation or industry. The skills associated with digital literacy include finding, evaluating, understanding, creating, and sharing information in a digital form.</p>
Directed learning	<p>Directed learning is a teaching method. The trainer guides the learning process by providing structure and direction. This approach can involve a variety of teaching and learning activities, such as lectures, demonstrations, and discussions.</p> <p>In TVET, trainers often use a learning management system (LMS) to support directed learning. LMS features include online discussion forums, online tutorials, and audio and video conferencing. Using these features can help a trainer provide clear guidance and support.</p>
Distance delivery	<p>Distance delivery is a delivery mode where the learner does not attend physical classes. They can receive the learning materials by post or access them online.</p> <p>Distance delivery is useful for learners who live in remote areas, or who cannot travel to a class due to illness, transport, or other difficulties.</p>
Dual system	<p>Dual system is an educational approach that combines classroom-based learning with practical training in the workplace.</p> <p>In TVET, this means that learners spend part of their time in an educational institution and part in a real work environment. This system allows learners to develop theoretical knowledge and practical skills at the same time.</p> <p>An example of a dual system is a formal apprenticeship programme. Learners are both students and employees. A key benefit of this approach is that employers are confident that learners are work-ready when they are qualified.</p>
E-learning	<p>E-learning is a teaching and learning method. Learners use digital technology to engage with learning materials, take part in online discussions, and complete assessments.</p>

Term	Definition
	<p>In TVET, e-learning can include online courses, virtual classrooms, and multimedia resources. E-learning can provide flexibility for learner in two ways.</p> <ul style="list-style-type: none"> • If it is self-paced delivery, learners can engage when they wish. • If it is internet-based, learners can engage from where they wish (if they have an internet connection).
<p>Embedded literacy and numeracy</p>	<p>The term 'embedded literacy and numeracy' refers to an approach where the trainer teaches essential reading, writing, and numeracy skills as part of a vocational training course. This approach helps learners develop foundation skills in the context of their field of study.</p> <p>In TVET, explicitly teaching foundation skills can help learners apply them directly to workplace tasks. For example, a course in construction might include calculating material quantities, so the trainer might teach or revise basic addition and multiplication as a part of the course.</p> <p>Research shows that this approach improves:</p> <ul style="list-style-type: none"> • learner engagement and motivation • workplace readiness • vocational learning outcomes.
<p>Evaluation</p>	<p>Evaluation is the process of reviewing a programme, course, or institution to see how effective it is. The goal is to make sure training is high quality and relevant for both learners and industry.</p> <p>In TVET, evaluation involves collecting and analysing information, such as assessment results as well as feedback from learners, trainers, and employers.</p> <p>Evaluation helps TVET practitioners to see what is working well and where they can make improvements.</p>
<p>Face-to-face delivery</p>	<p>Face-to-face is a delivery mode where the trainer and the students are in the same location at the same time. This could be:</p> <ul style="list-style-type: none"> • in a group or one-on-one • in a classroom, workplace, or community setting.
<p>Feed forward</p>	<p>Feed forward is a technique that trainers use to give feedback in a way so that learners can understand how they can improve their future performance. This contrasts with only responding to what a learner did, without offering suggestions for improvement.</p>
<p>Feedback</p>	<p>Feedback is information shared between trainers and learners.</p>

Term	Definition
	<ul style="list-style-type: none"> • Trainers give feedback to learners to help them understand what they did well and what they can improve. • Learners give feedback to trainers about the course to help them understand how to make the course more engaging and relevant. <p>Useful feedback is clear, timely, and helpful (constructive).</p>
Formal learning	<p>Formal learning is structured education that takes place within an organised system, such as a school, college, or university. It follows a curriculum and leads to a recognised qualification.</p> <p>In TVET, formal learning involves participation in instructional activities associated with a particular occupation.</p>
Formative assessment	<p>Formative assessment is used to monitor learner progress during a course. It can include quizzes, practice tasks, and ongoing observations. This type of assessment helps the trainer find the areas where learners still need development. The trainer may respond by providing timely and constructive feedback. They may also adapt their delivery plans to review course content that was not well understood.</p> <p>Formative assessment serves a different purpose to summative assessment.</p>
Foundation skills	<p>Foundation skills refer to:</p> <ul style="list-style-type: none"> • literacy (reading and writing) • numeracy • oral communication • digital literacy • work readiness skills. <p>Work readiness skills can also be called employability skills and core skills. These include skills such as:</p> <ul style="list-style-type: none"> • problem-solving • planning and organising • decision-making • teamwork • communication • self-management • following procedures • adapting to change.
Graphic organiser	<p>A graphic organiser is a visual tool that helps organise and display information clearly. They are used to structure ideas and show relationships between different pieces of information. Different types of graphic organisers can be</p>

Term	Definition
	<p>used for different purposes. They can be useful learning activities.</p> <p>Some examples are mind maps, concept maps, flow charts, Venn diagrams, fishbone diagrams, and T-charts.</p>
Group activities	<p>Group activities involve two or more learners working on a task together. This can include discussions, collaborative projects, and problem-solving tasks. When they are well-structured, group activities help learners to:</p> <ul style="list-style-type: none"> • develop skills to work effectively in a team • work inclusively with diverse groups and perspectives • learn from and share knowledge with colleagues • develop listening skills and explain their ideas clearly • collaborate on large projects by taking responsibility for smaller tasks. <p>Group activities can also break up trainer-talk and increase engagement during class.</p>
Industry currency	<p>Industry currency means that a TVET trainer keeps their skills and knowledge up to date with current industry practices. This ensures that what they teach is relevant and reflects the latest practices and technologies used in the workplace.</p>
Informal learning	<p>Informal learning is the type of learning that happens naturally through everyday experiences. We all learn informally as a part of daily life. It is not structured or planned like formal education.</p> <p>In TVET, informal learning happens on the job, through social interactions, and during hands-on practice.</p>
Intellectual property (IP)	<p>Intellectual property (IP) refers to something physical or digital that shows a unique expression of an idea. This could be writing, a video or audio recording, a photograph, a design drawing, music, and more. The person or organisation who created the property owns the intellectual property, which is protected by law in many countries.</p> <p>In TVET, this includes learning materials, assessments, and other resources created by trainers or institutions. TVET trainers must ask for permission to use other people's IP in their courses unless the resources are licensed as Creative Commons.</p>
Learning outcome	<p>A learning outcome is a clear statement of what a learner is expected to know or be able to do after completing a</p>

Term	Definition
	<p>course or training. For example, a learning outcome for a cooking course, might be 'the learner can bake a cake.'</p> <p>In TVET, learning outcomes are defined in National Competency Standards. They are written as measurable knowledge, skills, and behaviours or attitudes.</p>
<p>Learning management system (LMS)</p>	<p>A Learning Management System (LMS) is a software platform that helps create, deliver, and manage online courses and training programmes.</p> <p>Teachers use an LMS to:</p> <ul style="list-style-type: none"> • upload course content • assign tasks • track student progress • communicate with learners. <p>Students use an LMS to:</p> <ul style="list-style-type: none"> • access to course materials • submit assignments • participate in discussions and quizzes • attend online classes.
<p>Learning resource</p>	<p>A learning resource is anything that helps the process of learning. Some common examples of learning resources are workbooks, handouts, textbooks, PowerPoint presentations, videos, and online modules.</p>
<p>Lesson plan</p>	<p>A lesson plan is a document that outlines the content and activities that will be covered in a lesson. It can also include timing for activities and the resources the trainer will need.</p> <p>The process of writing a lesson plan is extremely useful for trainers. It helps to check that they have time to cover the topics they need to cover. It also helps them to think about using a variety of engaging activities. They can then use the plan as they prepare for and deliver the lesson.</p>
<p>Micro-credential</p>	<p>Micro-credentials recognise learning that strengthens professional capabilities. They are designed to be flexible, targeted, and quickly attainable. They are used to recognise and confirm competence in a narrow field of skills or knowledge.</p> <p>This can be a formal micro-credential or an informal micro-credential.</p> <p>A formal micro-credential is one that is recognised by your profession and/or your country's TVET regulator.</p> <p>An informal micro-credential is a certificate or badge issued by an organisation, but it is not formally recognised.</p>

Term	Definition
	Examples of informal micro-credentials are a certificate of completion or a LinkedIn learning badge.
Micro-learning	<p>Microlearning can be formal or non-formal learning. Training content is accessed by the learner in small chunks to meet a specific learning need. Micro-learning is intended to:</p> <ul style="list-style-type: none"> • be quickly and easily accessed and understood • address an immediate need for the knowledge or skills. <p>A common example of micro-learning is accessing an online video to learn how to do something.</p>
Mind mapping	<p>A mind map is a type of graphic organiser. Mind mapping involves writing down a central idea and then drawing branches to related topics, ideas, or concepts. This method helps learners see connections between different pieces of information and can make complex subjects easier to understand. Mind mapping is useful for brainstorming, planning, and studying.</p> <p>Mind maps can also be called spider grams.</p>
Mixed mode delivery	<p>Mixed mode delivery involves using more than one delivery mode for a course.</p> <p>Blended delivery is mixed mode delivery that uses face-to-face and online learning.</p>
Moderation	<p>Moderation is a quality review process. It involves analysing a sample of marked assessments. The process checks that:</p> <ul style="list-style-type: none"> • assessors are making consistent and fair assessment decisions • the evidence collected meets the rules of evidence. <p>The process can also review the assessment tools to ensure that they allow assessors to follow the principles of assessment.</p> <p>Moderation is also called post-assessment validation.</p>
National Competency Standards (NCS)	<p>National Competency Standards (NCS) are written documents. A Standard defines the skills, knowledge, and behaviours or attitudes needed to perform effectively in a specified occupation. NCSs help to ensure consistency and quality in TVET. They do this by explaining what learners need to be able to do before they can be awarded a qualification.</p>

Term	Definition
	<p>NCSs are developed and approved by employers (represented by industry bodies), government agencies, and representatives from training organisations.</p> <p>Trainers use NCSs to design curricula and develop assessment tools.</p>
Non-formal learning	<p>Non-formal learning involves educational activities that take place outside of formal education programmes. These activities are often flexible and tailored to specific learning goals without following a curriculum or assessment framework.</p> <p>This approach to learning is useful for TVET practitioners to:</p> <ul style="list-style-type: none"> • maintain their industry currency • continue to develop training skills • keep up to date with changes in the TVET sector. <p>Some examples of relevant non-formal learning are conferences, seminars, industry training sessions, communities of practice, online courses, and self-directed research.</p>
Numeracy	<p>Numeracy is the ability to understand and work with numbers in everyday life. It involves basic math skills such as:</p> <ul style="list-style-type: none"> • adding • subtracting • multiplying • dividing. <p>It also involved numerical tasks, such as:</p> <ul style="list-style-type: none"> • estimating • measuring • interpreting data • solving problems.
Online delivery	<p>Online delivery is a delivery mode where the learner accesses their course materials via a digital platform.</p> <p>Learning activities can be self-paced. These are often accessed from a learning management system. This is called asynchronous online delivery, meaning everyone does not have to do them at the same time.</p> <p>Activities can also be virtual classes, where learners come together using web conferencing technology, such as GoTo Training, Zoom, or Microsoft Teams. This is called synchronous online delivery, meaning everyone is doing it at the same time.</p>
Open education resources (OER)	<p>OER Commons is a website that stores educational resources. The resources include textbooks, course</p>

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	<p>materials, lesson plans, videos, and other educational content. All the resources are freely available for anyone to use, adapt, and share at no cost. The resources are licensed as Creative Commons.</p> <p>For more information, visit Open Education Resources.</p>
Pedagogy	<p>Pedagogy is an approach to teaching. It refers to the methods, strategies, and techniques that teachers and trainers use to support students to learn. Pedagogy involves planning lessons, engaging learners, assessing understanding, and adapting teaching approaches to meet the needs of different learners. It aims to create effective and meaningful learning experiences.</p> <p>Pedagogy can refer to any teaching practice. However, sometimes it is contrasted with andragogy, which focusses on teaching adults. In these cases, pedagogy is more narrowly defined as the practice of teaching children.</p>
Portfolio	<p>A portfolio is a collection of evidence compiled by a candidate to prove their competence. The assessor reviews the contents of the portfolio when making an assessment judgement.</p> <p>This is a useful way to collect evidence from a project-based assessment task. It is also useful for recognition of prior learning.</p> <p>Some examples of portfolio contents are photographs, reports, certificates, referee reports, and work samples.</p> <p>A digital portfolio contains evidence in a digital format. Some examples of digital formats are electronic documents, video files, and digital photographs.</p>
Post-assessment validation	See moderation.
Pre-assessment moderation	See validation.
Pre-assessment validation	See validation.
Principles of assessment	<p>The four principles of assessment are validity, reliability, flexibility, and fairness. These terms are defined slightly differently in different countries, but the meanings are the same.</p> <ul style="list-style-type: none"> • A valid assessment accurately measures what it is intended to measure, which is often defined in a National Competency Standard. • A reliable assessment produces consistent results over time and across different assessors.

Term	Definition
	<ul style="list-style-type: none"> • A flexible assessment can be adapted to meet the diverse needs of learners and various learning contexts. • A fair assessment is equitable and unbiased, giving all learners the opportunity to succeed.
Problem solving	<p>Problem solving is a learning activity where learners are presented with a challenge or issue that needs a solution.</p> <p>In TVET, problem solving often involves real-world scenarios that learners might come across in the workplace. Through this activity, learners can practice identifying problems, as well as finding, evaluating, and implementing possible solutions.</p> <p>Some examples are troubleshooting equipment malfunctions, addressing a customer complaint.</p>
Process evidence	<p>Process evidence is a type of assessment evidence. It shows that the learner can follow a specific process or method. This type of evidence focuses on the steps taken and the procedures followed, rather than just the final result.</p> <p>In TVET, process evidence can include observation records, detailed notes, logs, or other records that show the learner can perform steps in the correct order.</p> <p>An example is following a pre-start check on a piece of machinery.</p>
Product evidence	<p>Product evidence is a type of assessment evidence. It shows that the learner can produce a specified product that meets the appropriate standard.</p> <p>An example is preparing a culinary dish.</p>
Programme	<p>A programme is a structured set of courses or modules designed to develop the specific skills and knowledge for a particular occupation or field.</p> <p>In TVET, a programme includes learning activities and assessments that align with National Competency Standards. Programmes often lead to recognised qualifications or certifications.</p>
Quality assurance (QA)	<p>Quality assurance (QA) in TVET refers to the processes involved in ensuring that relevant standards and requirements for training, assessment, and management are met. These processes align with legal and organisational requirements. QA involves regular monitoring, evaluation, and continuous improvement to maintain and enhance the quality of education and training.</p>

Term	Definition
Quality assurance system (QA system)	<p>A quality assurance system in TVET refers to a training provider's framework of policies, procedures, and practices. The QA system is designed to check that training, assessment, and management meet set standards. Standards are often set and checked by a country's TVET authority, board, or commission.</p> <p>A QA system includes ways of monitoring, evaluating, and improving all aspects of the educational process. It can cover processes such as curriculum development, teaching methods, and assessment practice.</p> <p>Some examples of these processes are validation, moderation, audits, and academic standards committees.</p>
Reasonable adjustment	<p>Reasonable adjustment refers to changes that a trainer can make to the learning or assessment process, so all learners have an equal chance to take part and show their competence.</p> <p>These adjustments are made to meet the individual needs of learners with disabilities or other requirements. Reasonable adjustment does not change the validity of the assessment or evidence. That is, the assessment still produces evidence that the learner is competent at the required standard.</p> <p>Some examples of reasonable adjustment are:</p> <ul style="list-style-type: none"> • providing more time • offering alternative formats for assessment (such as oral responses rather than written responses) • using assistive technologies.
Recognition of current competence (RCC)	<p>Recognition of current competence is a formal process of assessing a person's existing skills and knowledge against National Competency Standards.</p> <p>The person does not need to enrol in a learning program. They can take part in an assessment process and receive credit toward a qualification.</p> <p>This process is useful for people with:</p> <ul style="list-style-type: none"> • strong experience in a vocational area, but without a qualification • an older qualification and ongoing experience if they want to upgrade to a newer qualification. <p>An RCC candidate often needs to demonstrate their competence for the assessor.</p> <p>RCC and RPL are closely related and can be used together.</p> <ul style="list-style-type: none"> • RCC focusses on assessing the skills and knowledge a person can demonstrate. • RPL focusses on past learning experiences.

Term	Definition
Recognition of prior learning (RPL)	<p>Recognition of prior learning is a process of assessing a person’s ability to meet a National Competency Standard by considering their previous learning. Their learning can be formal, informal, or non-formal.</p> <p>The RPL process includes identifying and documenting evidence. An RPL candidate usually needs to prepare a portfolio and take part in a competency conversation with their assessor.</p> <p>RPL and RCC are closely related and can be used together.</p> <ul style="list-style-type: none"> • RCC focusses on assessing the skills and knowledge a person can demonstrate. • RPL focusses on past learning experiences.
Role-play	<p>A role-play can be used as a learning or assessment method. The trainer provides a scenario and the learners act out the parts involved. This is a useful approach to demonstrate behavioural skills and respond to unexpected situations.</p> <p>Some examples are managing customer service interactions, managing a conflict, and conducting a negotiation.</p>
Rubric	<p>A rubric is a documented framework used by assessors to grade assessment evidence. It outlines the criteria and expected standard of work for each assessment task.</p> <p>Rubrics can use a table format for graded assessments to show the performance requirement at each level, for each assessment criterion.</p>
Rules of evidence	<p>The four rules of evidence are that a learner’s evidence must be valid, current, sufficient, and authentic. These terms are defined slightly differently in different countries, but the meanings are the same.</p> <ul style="list-style-type: none"> • Valid evidence clearly shows that the learner has the required skills and knowledge described in the competency standard. • Current evidence is from the present or recent past and it reflects the learner’s competence at the time of assessment. In general, evidence from within two years is considered current. • Sufficient evidence means there is enough evidence to make a well-founded judgment about the learner's competence. Sufficiency can be improved by having more than one type of evidence. • Authentic evidence is the learner's own work. That is, the learner produced the evidence themselves.

Term	Definition
Scaffolding	<p>Scaffolding is a teaching approach. The trainer provides a high level of support and guidance to learners as they introduce a new concept or skill. As the learner becomes more confident, the trainer gradually reduces the level of support.</p> <p>Some examples of scaffolding techniques are as follows.</p> <ul style="list-style-type: none"> • Introduce a simplified version and gradually add more complex aspects. • Provide templates, models, and examples. • Model how to solve a problem, then support the learner to solve the problem using prompts, then allow the learner to solve the problem independently.
Self-directed learning	<p>Self-directed learning is an approach used for both formal and non-formal learning. The learner takes responsibility for their own learning goals. They also choose their own learning resources and strategies.</p>
Self-paced delivery	<p>Self-paced delivery is a delivery mode where the learner works through the study materials at their own pace. The trainer provided the study materials either online or as a printed pack.</p> <p>Self-paced courses can be flexible, to allow the learner to study where and when it suits them. they can also be offered in a classroom setting, where a trainer can give support as the learners work through materials at their own speed.</p> <p>In TVET, self-paced courses usually specify a date when assessment tasks need to be completed.</p>
Seminar presentations	<p>A seminar presentation can be used as a learning or assessment method. A learner presents on a specific topic related to their course. Presentations can be individual or small groups tasks. The learner may choose to use visual aids to support their presentation, such as PowerPoint slides, handouts, or whiteboarding ideas.</p> <p>For assessment purposes, a presentation is a useful way for the learner to show that they:</p> <ul style="list-style-type: none"> • understand the topic • can communicate their ideas effectively • engage with their audience.
Simulation	<p>Simulations can be used as learning or assessment methods. In a simulation the trainer creates a real-world scenario for the learner to apply their skills and knowledge. This is a useful way to explore decision-making and to practice hands-on tasks with a very low level of risk.</p> <p>Some useful applications are learning to work:</p>

Term	Definition
	<ul style="list-style-type: none"> • with vulnerable people • in emergency situations • with expensive materials • with dangerous materials. <p>An example is learning to apply weed control chemicals using a sprayer, but only using water.</p>
Summative assessment	<p>Assessors use summative assessment at a planned point in time to evaluate student performance against a pre-defined standard or outcome.</p> <p>In TVET summative assessment is often used at the end of a training programme to evaluate learners' competence against National Competency Standards.</p> <p>Summative assessment is often more structured than formative assessment.</p>
Technical and Vocational Education and Training (TVET)	<p>Technical and Vocational Education and Training (TVET) refers to education and training programmes that teach and assess workplace skills and knowledge.</p> <p>The learning outcomes for TVET programmes are often defined by National Competency Standards. These set out a level of performance needed to work in a particular job role.</p> <p>TVET qualifications can help people to enter occupations. Sometimes a TVET qualification is necessary to enter an occupation, particularly licensed trades.</p> <p>TVET programmes are offered in high schools, colleges, and universities. They are also often used as the formal learning part of traineeships and apprenticeships.</p> <p>Other terms used with the same meaning:</p> <ul style="list-style-type: none"> • Vocational education and training (VET) • Vocational and technical education and training (VTET) • Technical and vocational education (TVE) • Vocational and technical education (VTE) • Further education and training (FET) • Career and technical education (CTE).
Trainer	<p>A trainer is a person who gives practical instruction and guidance to learners. Trainers focus on workplace and industry needs by supporting learners to develop competencies related to a specific job role. Many trainers are also assessors.</p>
Validation	<p>Validation is a quality review process. It is carried out before assessment tools are used by learners. This process checks that:</p>

Term	Definition
	<ul style="list-style-type: none">• the assessment tools follow the principles of assessment• the evidence collected will meet the rules of evidence. <p>Sometimes validation is called pre-assessment validation or pre-assessment moderation.</p>

Other useful glossaries

UNESCO TVETipedia Glossary

<https://unevoc.unesco.org/home/TVETipedia+Glossary>

UNESCO-UNEVOC's TVETipedia is a collection of more than 1,300 terms that are relevant to Technical and Vocational Education and Training (TVET). It also includes information on normative instruments, international TVET actors, and Regional Qualifications Frameworks. The aim of this glossary is to help create a common TVET language and to reduce misunderstandings in global TVET discussions. This will improve communication, discussion and debate amongst TVET experts from different parts of the world. The glossary does not cover specific TVET fields like construction industry, agriculture, hospitality, and welding.

NCVER Glossary of VET

<https://www.voced.edu.au/vet-knowledge-bank-glossary-vet>

This glossary is a compilation of Australian vocational education and training (VET) terms and acronyms. It includes both current and historical terms, concepts, acronyms and other abbreviations found in Australian VET research, policy and data.