Glossary of Key Terms

**access and equity**

Policies and approaches aimed at ensuring vocational education and training (VET) is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes

**accessibility**

Appropriate measures to ensure persons with disabilities access, on an equal basis: the physical environment; transportation; information and communications (including information and communications technologies and systems); and other facilities and services open or provided to the public, both in urban and rural areas

**accessible information**

Information provided in formats that allow every learner to access content on an equal basis with others

**alt text**

Alt text (alternative text)—also known as ‘alt attributes’, ‘alt descriptions’ and technically incorrectly as ‘alt tags’— is used within HTML code to describe the appearance and function of an image or table on a page

**assessment**

Process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or an accredited VET course

**assistive technologies**

Adaptive devices that enable people with disability to access technical products and services; they cover a whole range of tools from customised keyboards and speech recognition software to braille computer displays and closed captioning systems

**Australian Skills Quality Authority (ASQA)**

The national regulator for Australia’s VET sector

ASQA glossary

<https://www.asqa.gov.au/news-publications/glossary2>

**captions**

Written description intended for audiences who cannot hear the dialogue; in contrast to subtitles, captions also include a description of who is speaking as well as sounds

**closed captions**

Captions that can be selected to be visible or not (versus captions that are visible by default)

**copyright**

A legal right created by the law of a country that grants the creator of an original work exclusive rights for its use and distribution, usually only for a limited time; the exclusive rights are not absolute—there are limitations and exceptions to copyright law for certain specified purposes; in Australia, copyright law is set out in the Copyright Act 1968 (Cth); the Commonwealth Attorney-General administers Australian copyright law; copyright law differs greatly between jurisdictions

**Department of Education**

The Australian Government Department of Education is responsible for national policies and programs that help Australians access quality early childhood education and care, school education, higher education, international education and research

Department of Education acronym list

<https://www.education.gov.au/acronyms>

**disclosure**

A personal decision to share information about disability, and the impact it has on aspects of a person’s life, in order to determine strategies for support and reasonable adjustment

**educational technology**

Educational technology refers to tools—physical hardware or software—used to facilitate learning, improve performance and assist learners; an example of this may be the use of speech-to-text technology

**e-Learning**

Any forms of electronically supported learning and teaching

**e-Learning/online tool**

Tool or system that supports online learning

**electronic**

Used to refer to materials that are accessible by a computer or other digital devices; may include text, images, audio, video or a combination of these

**format**

How information is converted or packaged (e.g. text-editing programs or presentations) and delivered or presented to the user; the ending within file names usually shows the format the file is saved in (e.g. .doc, .docx, .rtf, .xls, .csv, .jpg, .pdf)

**inherent requirements**

Inherent requirements are the fundamental parts of a course that must be met by all students for them to be deemed competent; they are the abilities, skills and knowledge students need to complete the course; removal of inherent requirements compromises learning outcomes

**information and communication technology (ICT)**

ICT refers to technologies that provide access to information through telecommunications; this includes the Internet, wireless networks, computer and network hardware, software, mobile phones/telephony, broadcast media and all types of audio and video processing and transmission

**open content/open educational resource (OER)**

Learning resources that are freely available in the public domain and are usable, adaptable to specific learning needs, and shareable

**print disability**

Refers to persons who are unable to access printed text

**qualification**

Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs

**reasonable adjustment**

Reasonable adjustment is a legislative term that, for VET, refers to a measure or action taken by an education provider to enable learners with disability to participate in education and training on the same basis as learners without disability

**sans serif font**

A sans serif font (e.g. Arial or Calibri) is a font without curls or strokes at the end of each character

**screen reader**

Software program designed to give access from a computer, tablet, mobile or other digital device by reading the presented information with the use of a synthetic voice; in addition to reading text, a screen reader also allows a user/learner to navigate and interact with the content using their voice; for braille users, a screen reader can also supply the information in braille

**structured text**

Text information that has been organised with an established reading order and headings using software functions such as applying styles or tagging

**training package**

Training packages are developed by Skills Service Organisations (SSOs) to meet the training needs of an industry or a group of industries (training packages were formerly developed by Industry Skills Councils); training packages do not suggest how a learner should be trained—rather, they specify the skills and knowledge required to perform effectively in the workplace

**units of competency**

Units of competency define the skills and knowledge required to perform effectively in a workplace context

**Universal Design for Learning (UDL)**

Universal Design for Learning (UDL) is a framework to improve and optimise teaching and learning for all people; UDL describes a way of teaching and learning that is flexible and facilitates equal access for learners

**usability**

The extent to which a product can be used by identified users to achieve specified goals with effectiveness, efficiency and satisfaction in a specified context of use; usability is different to accessibility

**vocational education and training (VET)**

Vocational education and training (VET) is provided by registered training organisations (RTOs) to enable students to gain qualifications and specific workplace skills for all types of employment; RTOs include technical and further education (TAFE) institutes, adult and community education providers and agricultural colleges, as well as private providers, community organisations, industry skill centres, and commercial and enterprise training providers

**VOCEDplus**

A free international research database for tertiary education, especially as it relates to workforce needs, skills development and social inclusion; it encompasses VET, higher education, adult and community education, informal learning and VET in Schools

VOCED glossary of VET

<http://www.voced.edu.au/glossary-vet>

**Web 2.0**

Web applications that facilitate interactive information sharing, interoperability, user-centred design and collaboration on the World Wide Web; a web 2.0 site gives its users the choice to interact or collaborate with each other, in contrast to websites where users (consumers) are limited to passive viewing of content; examples of web 2.0 include social-networking sites, blogs, wikis and video-sharing sites

**Web Content Accessibility Guidelines (WCAG)**

Web Content Accessibility Guidelines (WCAG) is developed through the W3C process in cooperation with individuals and organisations around the world, with a goal of proving a single shared standard for web content accessibility that meets the needs of individuals, organisations and governments internationally

**World Wide Web Consortium (W3C)**

An international community of Member organisations aimed at progressing the full potential of the World Wide Web through the development of protocols and guidelines that ensure the long-term growth of the Web.