

## GLOSSARY OF TERM USED IN HIGHER EDUCATION

Below is a list of terms commonly used in Higher Education. This glossary has been compiled from TEQSA's [Glossary of Terms](#), the [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) and the Department of Education and Training's [Improving the Transparency of Higher Education Admissions: Phase two common terminology and information sets..](#)

<b>Academic governance</b>	A subset of the overall governance of a higher education provider. Academic governance deals with the framework that regulates providers' academic decisions and quality assurance. Academic governance includes the policies, processes, definitions of roles, relationships, systems, strategies and resources that ensure academic standards and continuous improvement in academic activities. It is concerned with the integrity and quality of the core higher education activities of teaching, research and scholarship.
<b>Academic standards</b>	An agreed specification (such as a defined benchmark or indicator) that is used as a definition of a level of performance or achievement, rule or guideline. Standards may apply to academic outcomes, such as student or graduate achievement of core discipline knowledge and core discipline skills (known as learning outcomes), or to academic processes such as student selection, teaching, research supervision, and assessment.
<b>Academic staff</b>	A member of staff of a higher education provider who is appointed wholly or principally to undertake a teaching and/or research function. For definition or 'member of staff' refer to the <a href="#">Department of Education and Training's HEIMS-HELP glossary</a>
<b>Accrediting Authority</b>	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.
<b>Adjustment factors</b>	Often referred to previously as "bonus points", these are additional points that may be used in combination with an applicant's ATAR to derive a person's course Selection Rank. Adjustments do not change applicants' ATARs, but change their Selection Rank for a particular course or courses. Common types of adjustment factors are: <ul style="list-style-type: none"> <li>• <b>Elite Athlete and Performer adjustments:</b> Adjustments available on the basis of the applicant's sporting or artistic prowess.</li> <li>• <b>Equity adjustment:</b> Adjustment available on the basis of characteristics associated with disadvantage.</li> <li>• <b>Location adjustment:</b> Adjustment available on the basis of the applicant's proximity to the institution offering the course.</li> <li>• <b>Subject adjustment:</b> Adjustment available on the basis of the particular relevance of a secondary subject to the academic requirements of the higher education course.</li> </ul> <b>Maximum adjustment:</b> The maximum total adjustments possible to an applicant's Selection Rank from the combination of all adjustments they are eligible for.
<b>Admission Pathway</b>	Any one of the options available to a prospective higher education student that will enable them to meet the entry requirements of their chosen courses.
<b>Advanced Standing</b>	A form of credit for any previous learning (Australian Qualifications Framework definition) – see also the definitions for 'credit transfer' and 'recognition of prior learning'.
<b>Applicant</b>	A person who has already lodged an application to study a specific course.
<b>Applicant Background</b>	The following grouping of applicants is used to help prospective students, family and others easily find the admission information most relevant to their circumstances. The groupings do not themselves determine how an application will be assessed but direct an information seeker to the most useful information. <ul style="list-style-type: none"> <li>• <b>Higher education study:</b> Applicants whose highest level of study enrolment since leaving secondary education is a higher education course, whether at a university or non-university provider.</li> <li>• <b>Vocational education and training (VET) study:</b> Applicants whose highest level of study enrolment since leaving secondary education is a VET course.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Work and life experience</b> (includes less recent secondary results): Applicants who left secondary education more than two years previously and have not undertaken VET or higher education study since then.</li> <li>• <b>Recent secondary education:</b> Applicants whose admission is based mostly on secondary education undertaken at school, TAFE or other VET or higher education provider (Australian or overseas equivalent) that was completed (or will be) in the current year or within the previous two years.</li> </ul>
<b>Articulation Arrangements</b>	Create a defined pathway that enables a student to progress form a completed course of study to another course of study with admission and/or credit.
<b>Assessment</b>	A process to determine a student’s achievement of identified learning outcomes and may include a range of written and oral methods and practice or demonstration.
<b>ATAR (Australian Tertiary Admission Rank)</b>	A ranking from 30 (lowest) to 99.95 (highest) agreed by COAG as a nationally equivalent measure of a person’s relative academic ranking within their complete age cohort in the year they graduated from senior secondary school (including those who did not complete Year 12 or completed but were not eligible for an ATAR). The ATAR is derived from the scaled scores achieved for senior secondary school subjects. The specific calculation used is different in each state and territory but the result is designed to be nationally equivalent.
<b>ATAR-related thresholds</b>	<p>(where relevant – not all institutions use ATAR to determine eligibility. Different institutions may use only some of the following types of eligibility thresholds)</p> <ul style="list-style-type: none"> <li>• <b>Lowest ATAR to which an offer was made:</b> the lowest “raw” or unadjusted ATAR of an applicant to which an offer of a place was made in the relevant year or year-to-date.</li> <li>• <b>Lowest Selection Rank to which an offer was made:</b> The lowest Selection Rank of an applicant to which an offer of a place was made in the relevant year or year-to-date (including the consideration of any adjustments the applicant may have been eligible for).</li> <li>• <b>Minimum ATAR [or Selection Rank] required for consideration to enter in next intake:</b> For use where a threshold minimum ATAR or Selection Rank must be achieved to be considered for admission to a course or institution.</li> <li>• <b>Guaranteed Entry ATAR [or Selection Rank]:</b> Where achievement of a specified ATAR or Selection Rank (as appropriate) will guarantee acceptance into a course or institution, subject to any non-ATAR criteria being met, such as prerequisite study or English language proficiency.</li> </ul>
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<b>Attrition</b>	See below Student Attrition
<b>Australian Higher Education Graduation Statement (AHEGS)</b>	A supplementary statement to a testamur and record of results that provides additional information to enhance understanding of the qualification by students, employers, industry and professional associations both locally and internationally.
<b>Australian Skills Quality Authority (ASQA)</b>	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. For more information visit <a href="#">ASQA’s website</a> .
<b>Australian Qualifications Framework (AQF)</b>	<p>Australia’s national policy for regulated qualifications. The AQF encompasses higher education, vocational education and training and school education. It provides for national recognition and a consistent understanding of what defines each qualification type.</p> <p>The Qualification Standards enshrined in the TEQSA Act strongly reflect the AQF which requires awards issued to be quality assured, protected against fraudulent use and to serve as pathways for further learning. The Qualification Standards incorporate by reference the following AQF policy documents:</p> <ul style="list-style-type: none"> <li>• AQF Levels Criteria and AQF Qualification Type Descriptors</li> <li>• AQF Qualifications issuance Policy</li> <li>• AQF Qualifications Pathways Policy</li> <li>• AQF Qualifications Register Policy</li> <li>• AQF Qualification Type Addition and Removal Policy.</li> </ul> <p>More information on the AQF is available on from the <a href="#">AQF website</a>, or the TEQSA <a href="#">Australian Qualifications Framework page</a>.</p>
<b>Australian Universities Quality Agency (AUQA)</b>	Prior to the establishment of TEQSA, AUQA was the principal national quality assurance agency in higher education with the responsibility of providing public assurance of the quality of

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	Australia's universities and other institution of higher education. AUQA also assisted in enhancing the academic quality of these institutions.
<b>Benchmarking</b>	<p>A means by which an entity can:</p> <ul style="list-style-type: none"> <li>• Demonstrate accountability to stakeholders</li> <li>• Improve networking and collaborative relationships</li> <li>• Generate management information</li> <li>• Develop an increased understanding of practice, process or performance</li> <li>• Garner insights into how improvements might be made</li> </ul> <p>For example, in the context of course accreditation, benchmarking involves comparing performance outcomes and /or processes of similar courses of study delivered by other providers. 'Internal benchmarking' against other relevant courses offered by the provider may also be undertaken</p>
<b>Bridging course</b>	A course designed to cover subject knowledge, which assists students to gain knowledge in specialist areas that are a core component of the course. If a course requires a prerequisite in an area that students have not studied or worked with before, a bridging course will help students to bridge the gap in that knowledge and gain admission.
<b>Campus</b>	The physical location form where a course of study is being delivered. This location may or may not be the higher education provider which enrolls the student. For e-learning (online) or other coursed this would be the location at where the electronic course material is maintained
<b>Casual Staff</b>	Staff who are engaged and paid on an hourly or sessional basis, and who have no entitlement to paid annual, sick or long service leave
<b>COAG</b>	
<b>Commencing Student</b>	See definition on the <a href="#">Department of Education and Training's HEIMS-HELP glossary</a>
<b>Compulsory Study Period</b>	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) of the National Code 2018. A compulsory study period does not include periods in which the student can elect to undertake additional studies. See also 'Study period'.
<b>Course completion</b>	The successful completion of tall the academic requirements of a course of study. This includes any required attendance, assignments, examinations, assessments, dissertations, practical experience and work experience in industry. Where a combined course automatically leads to two separate awards, a course completion will only occur when the requirements of both have been satisfied
<b>Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)</b>	<p>The Commonwealth Register of Institution and Courses of Overseas students (CRICOS) is the register prescribed under section 14A of the ESOS Act. It is a searchable database, run by the Australian Government, which lists all Australian education providers (and their courses) for people studying in Australia on student visas. The <a href="#">CRICOS database</a> operates under the Education Services for Overseas Students (ESOS) legislative framework.</p> <p>NOTE: TEQSA is responsible for assessing applications for inclusion on CRICOS.</p>
<b>Confirmation of Enrolment (CoE)</b>	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
<b>Course</b>	Has the meaning in the <a href="#">ESOS Act</a>
<b>Course with a major research component</b>	<p>A course of study where the student load is comprised of two-thirds or more research leading to a thesis/dissertation. Examples include:</p> <ul style="list-style-type: none"> <li>• Bachelor Honours Degree</li> <li>• Masters Degree (Research)</li> <li>• Masters Degree (Extended)</li> <li>• Doctoral Degree.</li> </ul>
<b>Course credit</b>	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
<b>Course Progress</b>	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

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<b>Credit arrangements</b>	Formal negotiated agreements within and between issuing organisations or accrediting authorities regarding student entitlement to credit. They may also be formal arrangements made between issuing organisations and students. Credit can be given in the form of block, specified or unspecified credit (as provided by (HESF 2015) Qualification Standard 3.3).
<b>Credit transfer</b>	A process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications (Australian Qualifications Framework definition).
<b>Critical incident</b>	A traumatic event, or the threat of such (with or outside Australia), which causes extreme stress, fear or injury
<b>Department of Education and Training (DET)</b>	The Australian Government department with responsibility for developing and administering higher education policy and programs and administering funding under the <a href="#">Higher Education Support Act 2013</a>
<b>Designated State Authority (DSA)</b>	Has the meaning given in the <a href="#">ESOS Act</a>
<b>Direct Application to Provider</b>	Application made directly to a higher education provider rather than through a tertiary admission centre.
<b>Early offer</b>	Where an offer of enrolment is made to a recent secondary school student prior to release of ATARs or equivalent (e.g. OP in Queensland, IB). Such offers are generally conditional on other requirements being met, such as successful completion of a Senior Secondary Certificate of Education or achievement of a specified minimum ATAR.
<b>Education Agent</b>	A person or organisation (in or outside Australia) who recruits overseas students and defers them to education providers. In doing so, the education agent may provide education counselling to overseas student as well as marking 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)
<b>Education Services for Overseas Students (ESOS)</b>	The legal framework which governs the delivery of education to overseas students studying in Australia on a student visa. The framework sets out clear roles and responsibilities for providers of education and training to international students and complements Australia's student visa laws. For more information visit the <a href="#">Department of Education and Training's website</a>
<b>eLearning</b>	Use of any digital technology or resources to deliver and support specific teaching and learning aims/outcomes. Also referred to as 'online learning'
<b>Enabling Course</b>	A course designed to provide students with skills needed for success in further study, to assist in the transition to tertiary education – for example study techniques or English language skills. Successful completion helps prepare a person to be admitted to a course that leads to a higher education award.
<b>English Language Intensive Courses for Overseas Students (ELICOS)</b>	Courses offered to students studying in Australia on student visas. 'Intensive' denotes full-time study load (20 scheduled course contact hours per week)
<b>English Language Proficiency</b>	The ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their course of study
<b>Enrolment</b>	Where that student has been issued with a CoE to confirm acceptance by the registered provider and is occupying a place in the CRICOS registered for which the student was accepted and is progressing towards the completion of the course requirements. The period of enrolment includes schedule breaks between study periods
<b>EFTSL</b>	One Equivalent Full-Time Study Load. This is the measure of the study load, for a year, of a single student undertaking a course of study on the fulltime basis
<b>ESOS agency</b>	Has the same meaning given by section 6C of the <a href="#">ESOS Act</a>
<b>Experience based entry schemes</b>	A selection method used by higher education providers to assess and select students who may not have educational qualifications sufficient for an offer of admission to a course but who have other relevant work and life skills and experience that make them a suitable candidate.
<b>Field of education/Field of Study</b>	The classification system (split in to three levels) used by higher education providers to classify courses of study, specialisations and units of study. Field of education groupings of courses and specialisations are on the basis of similarity of potential professions, rather than similarity of content, while units of study are coded on the basis of a likeness in terms of their subject

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	<p>matter.</p> <p>For more information visit the <a href="#">Department of Education and Training's HEIMS-HELP website</a>.</p>
<b>Financial viability</b>	Financial resources and financial management capacity to sustain higher education provision consistent with the requirements of the Provider Registration Standards outlined in the Higher Education Standards Framework (Threshold Standards) 2015
<b>FTE</b>	Fulltime equivalence, as defined on the <a href="#">Department of Education and Training's HEIMS-HELP glossary</a>
<b>Governing body</b>	The body with ultimate decision making authority over the higher education provider and its operations
<b>Government Accreditation Authority (GAA)</b>	State and territory government accrediting authorities who were previously responsible for accrediting higher education qualifications and authorising non-self-accrediting higher education providers. NOTE: these functions are now conducted by TEQSA.
<b>Grade Distribution</b>	Set by each higher education provider, they involve analyzing the aggregation of final grades using data by subject, course of study, student cohort or other grouping. Grade distribution may be determined using norm-referencing methods, criterion-referencing methods, or a combination of both. Criterion-referencing requires a focus on identified learning outcomes and provides transparency for students.
<b>Graduate attributes</b>	Generic learning outcomes that refer to transferable, non-discipline specific skills that a graduate may achieve through learning that have application in study, work and life contexts
<b>Higher education award</b>	<ul style="list-style-type: none"> <li>• a diploma, advanced diploma, associate degree, bachelor degree, graduate certificate graduate diploma, masters degree or doctoral degree</li> <li>• a qualification covered by level 5, 6, 7, 8, 9 or 10 of the Australian Qualifications Framework</li> <li>• an award of a similar kind, or represented as being of a similar kind, to any of the above awards</li> <li>• other than an award offered or conferred for the completion of a vocational education and training course.</li> </ul>
<b>Higher education provider (provider/HEP)</b>	<p>Defined in the TEQSA Act as:</p> <ol style="list-style-type: none"> <li>1. a constitutional corporation that offers or confers a regulated higher education award</li> <li>2. a corporation that: <ul style="list-style-type: none"> <li>• offers or confers a regulated higher education award</li> <li>• is established by or under a law of the Commonwealth or a Territory</li> </ul> </li> <li>3. a person who offers or confers a regulated higher education award for the completion of a course of study provided wholly or partly in a Territory.</li> </ol>
<b>Higher education services</b>	<p>Includes functions such as:</p> <ul style="list-style-type: none"> <li>• delivery of teaching and learning services (including student assessment)</li> <li>• student learning support (such as access to library materials, academic learning support, and English language support)</li> <li>• personal student support services (such as career services, advocacy, counselling, accommodation services, health and welfare services)</li> <li>• marketing, advertising and promotion of course(s) of study</li> <li>• student recruitment</li> <li>• maintenance of and/or access to electronic resources and/or websites to support higher education operations</li> <li>• maintaining student records and data</li> <li>• student admission services</li> <li>• provision of teaching and learning or research facilities</li> <li>• student complaint management; and research supervision.</li> </ul>
<b>Higher Education Standards Panel (HESP)</b>	<p>A legislative advisory body, established under the <a href="#">Tertiary Education Quality and Standards Agency Act 2011</a> (TEQSA Act), with responsibility related to the standards for delivery of higher education in Australia.</p> <p>More information is available on the <a href="#">Department of Education and Training's HESP page</a>.</p>
<b>Higher Education Support Act 2003</b>	The HESA Act provides for the Commonwealth to give financial support for higher education and certain vocational education and training through:

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<b>(HESA Act)</b>	<p>a. grants and other payments made largely to higher education providers</p> <p>b. financial assistance to students (usually in the form of loans).</p> <p>Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework): set by the Minister for Education and Training on the advice of a panel with expertise in the delivery of higher education, the HES Framework is the minimum level of achievement that a provider must meet and maintain to registered to deliver higher education courses of study. The HES Framework is a legislative instrument and the Higher Education Standards Framework (Threshold Standards) 2011. More information is available on <a href="#">our Higher Education Standards Framework page</a>.</p>
<b>Intending overseas student</b>	Has the meaning given in the <a href="#">ESOS Act</a>
<b>International Baccalaureate (IB):</b>	Formerly known as the International Baccalaureate Organisation (IBO) is an international educational foundation founded in 1968 and headquartered in Geneva, Switzerland. The IB Diploma program is a senior secondary education curriculum and assessment framework offered by some schools as an alternative to the Australian National Curriculum and overseen by state and territory curriculum and assessment authorities. Australian tertiary admission centres convert IB scores to a notional ATAR or QTAC Selection Rank, enabling IB students to be ranked for tertiary entrance alongside their peers.
<b>Key Personnel</b>	<p>Includes senior executive officers such as:</p> <ul style="list-style-type: none"> <li>• The Principal/Chief Executive Officer</li> <li>• Academic Director (or other senior executive officer with primary responsibility for a academic operations)</li> <li>• And others who will: <ul style="list-style-type: none"> <li>○ Make decisions about the governance, management or direction of the academic and corporate operations of a higher education provider</li> </ul> </li> </ul> <p>Exercise a notable degree of control or influence over the decision making about the governance, management or direction of the academic and corporate operations of a higher education provider</p>
<b>Learning outcomes</b>	The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning
<b>Material Change</b>	<p>Under section 29(1) of the Tertiary Education Quality and Standards Agency Act 2011, a registered higher education provider is required to notify TEQSA if any of the following events occur or are likely to occur:</p> <ul style="list-style-type: none"> <li>• an event that will significantly affect the provider’s ability to meet the Threshold Standards</li> <li>• an event that will require the National Register to be updated in respect to the provider.</li> </ul> <p>Material changes to an accredited course of study or to the operations of a higher education provider may lead TEQSA to take regulatory action. Any action we take will be mindful of not discouraging change, innovation and continuous improvement.</p>
<b>Marketing</b>	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
<b>Migration Agent</b>	A person registered as a migration agents as per section 286 of the <a href="#">Migration Act 1958</a>
<b>Moderation of assessment</b>	<p>Quality assurance, control processes and activities such as peer review that aim to assure:</p> <ul style="list-style-type: none"> <li>• consistency or comparability, appropriateness, and fairness of assessment judgments</li> <li>• the validity and reliability of assessment tasks, criteria and standards.</li> </ul> <p>Moderation of assessment processes establish comparability of standards of student performance across, for example, different markers, locations, subjects, providers and/or courses of study.</p>
<b>Mode of delivery/ Mode of Study</b>	<p>The range of options for study available to students. Examples include:</p> <ul style="list-style-type: none"> <li>• attendance face-to-face in a classroom</li> <li>• supervised study on a higher education provider’s campus</li> <li>• eLearning (online learning)</li> <li>• distance or independent learning</li> <li>• work-integrated learning (work-based learning)</li> </ul>

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	<ul style="list-style-type: none"> <li>• fast track</li> <li>• intensive delivery</li> <li>• block release</li> <li>• and mixed (or blended) delivery.</li> </ul>
<b>The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)</b>	<p>Provides nationally consistent standards for the conduct of registered providers and the registration of their courses. These standards set out specifications and procedures to ensure that registered providers of education and training courses can clearly understand and comply with their obligations.</p> <p>For more information visit <a href="#">the National Code page</a>.</p>
<b>National Protocols for Higher Education Approval Processes</b>	<p>Developed in 2000 and revised in 2007, these protocols were a key element of the national quality assurance framework for Australian higher education. The National Protocols were drafted as guidelines rather than standards and do not contain measures of performance. Aspects of the National Protocols were incorporated into the Higher Education Standards Framework (Threshold Standards) 2015.</p>
<b>National Register of Higher Education Providers (National Register)</b>	<p>The authoritative source of information on the status of registered higher education providers in Australia. The National Register was established and maintained under section 198 of the Tertiary Education Quality and Standards Agency Act 2011</p>
<b>Nested courses</b>	<p>Course of study leading to higher education awards that include articulation arrangements from a lower level higher education award into a higher level higher education award. Nested courses also enable multiple entry and exit points</p>
<b>Non-AQF award</b>	<p>A course leading to a qualification or an award not covered by the Australian Qualifications Framework (AQF). Registered higher education providers can apply to TEQSA for accreditation of a non-AQF course where the award or qualification is similar to a qualification covered by level 5, 6, 7, 8, 9 or 10 of the AQF (other than an award offered or conferred for the completion of a vocational education and training course).</p> <p>In line with this, non-award short courses, for example, do not fall within our regulatory functions under the TEQSA Act as they would not be regarded as similar. Non-AQF qualifications or awards must not use AQF terminology.</p>
<b>Offer round/s</b>	<p>Refers to the series of dates on which offers of higher education places are issued to applicants throughout the year, whether through a tertiary admission centre or directly by a higher education provider.</p>
<b>Overall Position</b>	<p>The Overall Position (OP) refers to a Queensland student's position in a state-wide tertiary entrance rank order based on their overall achievement in senior secondary subjects. It indicates how well a student has done compared to all other OP-eligible students in Queensland. Students are placed in one of 25 OP bands from OP1 (highest) to OP25 (lowest). Queensland students seeking admission to higher education in other states can have their OP converted to an ATAR. Interstate students looking to study in Queensland can have their ATAR converted to a Queensland Tertiary Admissions Centre (QTAC) Selection Rank. Queensland will adopt the ATAR instead of the OP for students who commence Year 11 in 2019 and beyond.</p>
<b>Overseas Student</b>	<p>Has the same meaning given in the <a href="#">ESOS Act</a></p>
<b>Pathways</b>	<p>Allow students to move through Australian Qualifications Framework (AQF) qualification levels with full or partial recognition for the completed course of study and/or learning outcomes they already have</p>
<b>Principal course of study</b>	<p>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</p>
<b>Prospective Student</b>	<p>A person who is thinking about lodging an application to study a particular course but has not yet done so.</p>
<b>Provider</b>	<p>HAS the meaning given in the <a href="#">ESOS Act</a></p>
<b>PRISMS</b>	<p>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</p>
<b>Provider Case Manager (TEQSA)</b>	<p>Managers employed in the provider assessment and evaluation are of TEQSA who manage activities relating to a higher education provider</p>

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<b>Provider Category</b>	Relates to a category of provider outlined in the Higher Education Standards Framework (Threshold Standards) 2015
<b>Provider Default</b>	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 <a href="#">ESOS Act</a>
<b>Recognition of Prior Learning (RPL)</b>	A process used to assess an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit that may be granted towards completion of a qualification.
<b>Record of results</b>	A record of all learning leading to an Australian Qualifications Framework (AQF) qualification or an accredited unit in which a student is enrolled. This may be called a <ul style="list-style-type: none"> <li>• transcript of results</li> <li>• academic transcript</li> <li>• record of achievement</li> <li>• or statement of results.</li> </ul>
<b>Recruitment</b>	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
<b>Registered Training Organisation (RTO)</b>	Means a training organisation that is listed as a Registered Training Organisation on the National Register referred to in section 216 of the <i>National Vocational Education and Training Regulator Act 2011</i> .
<b>Registered Provider</b>	As defined in section 5 of the <a href="#">ESOS Act</a> the registered provider for a course for a location means a provider that is registered to provide the course at the location
<b>Regulatory Risk</b>	Actual or potential risk events (regarding providers' operations and performance) which indicate that they may not meet the Higher Education Standards Framework (Threshold Standards) 2015 – either currently or in the future. NOTE: this definition is in the context of TEQSA's regulatory operations
<b>Risk Assessment Framework</b>	Previously Regulatory Risk Framework described TEQSA's regulatory risk management policy and processes. It enabled TEQSA to give effect to the principle of reflecting risk in its regulatory activities, as required under the Tertiary Education Quality and Standards Agency Act 2011. For more information visit <a href="#">our Risk Assessment Framework page</a> .
<b>Reviewable decision</b>	A decision covered by section 183 of the Tertiary Education Quality and Standards Agency Act 2011.
<b>Risk assessment</b>	The overall process of risk identification, risk analysis and risk evaluation.
<b>Schedule Course Contact Hours</b>	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
<b>School recommendation</b>	A recommendation from a school or other secondary education provider on the abilities of a student. Previously referred to by some as a principal's recommendation.
<b>Selection Rank</b>	The ranking that tertiary admission centres and most universities actually use to assess admission to a course. A person's course Selection Rank can include their ATAR, any adjustments they are eligible for, such as equity or subject adjustments, other contributions calculated on the basis of work experience or previous non-secondary study, portfolio assessments, results of the Special Tertiary Admissions Test, other supplementary tests, etc.
<b>Self-accrediting Provider</b>	Self-accrediting institutions are established by or under relevant Commonwealth or state or territory government legislation with the authority to accredit their own courses
<b>State</b>	Has the meaning given in the <a href="#">ESOS Act</a>
<b>Statement of Attainment</b>	Recognition that one or more accredited subjects have been achieved.
<b>Student</b>	Means an overseas student (or intending overseas student) as the contact requires
<b>Student Attrition</b>	The proportion of students commencing a course of study in a given year who neither complete nor return in the following year. It does not identify those students who defer their study or transfer to another institution. The 'drop out' rate from providers represents one dimension of the effectiveness of the delivery of educational services. NOTE: The <a href="#">Risk Assessment Framework</a> is a key reference explaining measures such as attrition rates. Appendices 1 and 2 provide detailed descriptions of key measures and elements used and their calculations.

## GLOSSARY OF TERM USED IN HIGHER EDUCATION

<b>Student cohort</b>	<p>All students commencing a course of study in a particular year with a higher education provider. Student cohorts may be classified by:</p> <ul style="list-style-type: none"> <li>• entry pathway</li> <li>• mode of study</li> <li>• place of study</li> <li>• other groupings.</li> </ul>
<b>Student completion rates</b>	<p>The rate of completion for a cohort of students completing in minimum time. The <u>Risk Assessment Framework</u> does not currently measure completion rates due to limitations in trend data across the sector.</p> <p>A guide for completion rates is provided below. Some approaches to completion rates allow for a longer period for completion beyond the minimum timeframe, for example taking into account no more than one consecutive year of deferment.</p> <p>Completion rates are defined as the number of completions of students in a course as a proportion of the total number of students who commenced in a course in a given year. The rate may be defined as completing in minimum time or minimum time plus one year. For a three year bachelor degree for students undertaking the course full-time the calculation would be:</p> <ul style="list-style-type: none"> <li>• number of completing students in year N+3 (2010)/Base students in Year N (2008)</li> <li>• where based students are the number of students commencing a course in 2008</li> </ul> $CR = \frac{\text{Completing Student in N + 3}}{\text{Number of Students in Cohort N}}$
<b>Student contact hours</b>	<p>Time spent by students in timetabled teaching and learning activities, such as:</p> <ul style="list-style-type: none"> <li>• face-to-face lectures</li> <li>• tutorials</li> <li>• supervised study</li> <li>• field trips</li> <li>• work-integrated learning activities</li> <li>• clinical and other placements.</li> </ul>
<b>Student Contact Officer</b>	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 student son a range of matters
<b>Student Defaults</b>	Where an overseas student does not start a course or withdraws from a course as defined in Section 47A(2) of the <u>ESOS Act</u>
<b>Student progress rates</b>	<p>A measure of educational achievement and the effectiveness of educational delivery. The student progress rate measures successful student subject load.</p> <p>NOTE: The <u>Risk Assessment Framework</u> is a key reference explaining measures such as student progress rates. Appendices 1 and 2 provide detailed descriptions of key measures and elements used and their calculations.</p>
<b>Student Visa</b>	Has the meaning given in the <u>ESOS Act</u>
<b>Study Period</b>	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 registered provider as long as that period does not exceed six months. See also 'Compulsory Study Period'
<b>Subject</b>	A separate unit of study and a combination of subjects make up a course of study.
<b>Support staff</b>	<p>A member of staff of a higher education provider without an academic staff classification who provides support functions for teaching and/ or research activities. Examples of support functions include:</p> <ul style="list-style-type: none"> <li>• management</li> <li>• academic learning support</li> <li>• English language support</li> <li>• student counselling</li> <li>• librarian</li> <li>• IT support</li> <li>• laboratory assistance</li> <li>• technical assistance</li> <li>• general administrative functions</li> </ul>

## GLOSSARY OF TERM USED IN HIGHER EDUCATION

	student administration functions such as provision of student advice, student admissions, student enrolments and student graduations.
<b>TAC application</b>	Application made through a tertiary admission centre, namely QTAC, UAC, VTAC, SATAC, TISC and University of Tasmania, in relation to applications to study in that state.
<b>Testamur</b>	An official certification document that confirms a qualification has been awarded to an individual. In Australia this may be called an award, parchment, laureate or certificate.
<b>Third party, agent or partner arrangements</b>	<p>Where a higher education provider has, or intends to have, aspect of its course(s) of study carried out by a partner, agent or third party arrangement. These arrangements may include:</p> <ul style="list-style-type: none"> <li>• partnerships with other institutions, higher education providers, or entities</li> <li>• the formation of joint ventures or special purpose companies</li> <li>• sub-contracting of services</li> <li>• franchising arrangements.</li> </ul> <p>For more information, view the Third party arrangements guidance note on TEQSA's <a href="#">Guidance notes page</a></p>
<b>Threshold Standards</b>	<p>Threshold Standards are defined as:</p> <ol style="list-style-type: none"> <li>a. the Provider Standards, which are: <ol style="list-style-type: none"> <li>1. the Provider Registration Standards; and</li> <li>2. the Provider Category Standards; and</li> <li>3. the Provider Course Accreditation Standards;</li> </ol> </li> </ol> <p>and</p> <ol style="list-style-type: none"> <li>b. (b) the Qualification Standards.</li> </ol> <p>Further information on the Threshold Standards can be found at the <a href="#">Higher Education Standards Panel</a> website.</p>
<b>Tuition Fees</b>	Has the meaning given in the <a href="#">ESOS Act</a>
<b>Unit</b>	A discrete component of study within a course; the term includes 'subject' and 'module'
<b>Unit</b>	A separate unit of study and a combination of subjects make up a course of study.
<b>Work integrated learning</b>	<p>Where structured and purposefully designed learning and assessment activities integrate theory with the practice of work.</p> <p>Work-integrated learning includes service learning, and activities normally involve students interacting with industry and community within a work context or similar situation. This may be simulated and generally allows students to learn, and apply/demonstrate skills and knowledge applicable to the course of study being undertaken (Adapted from ALTC, The WIL (Work Integrated Learning) Report, Patrick, et al, 2009).</p>