



**AUSTRALIAN INSTITUTE
OF HIGHER EDUCATION**

AIH Glossary of Terms

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1. Terms

Advanced Standing – Recognition of prior learning is interchangeably referred to as Advanced Standing, Credit or Exemption. The granting of Advanced Standing formally recognises that such prior learning, experience and skills are sufficient to meet the required learning outcomes of a course within a specified timeframe.

Academic freedom – Academic freedom is the principle that staff and students should be free to conduct research, undertake learning and teaching, communicate, and publish, subject to the standards of scholarship without unreasonable interference and restriction.

Academic governance – a subset of the overall governance of an education organisation, and deals with the framework that regulates academic decisions and academic quality assurance within the organisation. Academic governance includes the policies, processes, definitions of roles, relationships, systems, strategies and resources that ensure academic standards and continuous improvement in academic activities, and is concerned with the integrity and quality of the core higher education activities of teaching, research and scholarship.

Academic misconduct – Involvement in cheating, plagiarism or any other conduct that deliberately or inadvertently claims ownership of an idea or concept without acknowledging the source. This includes any form of activity that negates the academic integrity of the student or another student and/or their work.

Academic standards – 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.

Academic staff – a member of staff of a higher education provider who is appointed wholly or principally to undertake a teaching and/or research function.

Academic Transcript – The official record of a student's study at the Institute. It covers all units attempted.

Access and Equity – This refers to policies, procedures and practices which seek to ensure that individuals can participate and achieve equally, and that there is no impediment due to their age, race, colour, ancestry, religion, national origin, gender, sexual orientation, marital status, political beliefs, veteran status or physical or intellectual disability.

Adoptive Learning Technologies – Any learning and teaching tools that utilise learning analytics to adapt the learning content and experiences.

Agreed Working from Home Hours – days, times and/or hours of work agreed between the Manager and the staff member to carry out their duties at the Home Office.

Allegation – A reported suspicion of misconduct with supporting evidence that requires investigation.

Appeal – a process whereby an individual can formally request further investigation into a decision with a view to changing an outcome.

Articulation arrangements – create a defined pathway that enables a student to progress from a completed course of study to another course of study with admission and/or credit.

Assessment – 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.

Assessment Appeal – A challenge made by a student to overturn the result of an assessment for which they are dissatisfied.

Assessment (Formative) – The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Assessment (Summative) – The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include:

- a midterm exam
- a final project
- an assignment
- a final exam

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent units.

Assessment Level – Assessment levels are ratings given to countries by the Department of Home Affairs for student visa applications based on degree of risk regarding compliance with student visa criteria.

'At Risk' – Students are considered to be 'at risk' when they have not maintained satisfactory academic progress and are considered to be at risk of facing sanctions such as exclusion if their performance does not improve.

Attrition – is 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 (refer also to 'student attrition rates' below).

Australian Higher Education Graduation Statement – is a supplementary statement to a testamur and record of results that provides additional information to enhance understanding of the qualification by students, employers, industry, professional associations and internationally.

Australian Qualifications Framework (AQF) – The [Australian Qualifications Framework](#) is 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.

Benchmarking – benchmarking is recognised as a means by which an entity can: demonstrate accountability to stakeholders; improve networking and collaborative relationships; generate management information; develop an increased understanding of practice, process or performance; and garner insights into how improvements might be made. 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.

Breach – Where an individual has knowingly or unintentionally failed to abide by the guidelines set down by the Institute.

Bullying – means any act that is directed at a person and causes a sense of intimidation, fear, offence and/or humiliation.

Business continuity – the ability of the Institute to provide services to students and to maintain its viability before, during, and after a disruption.

Business impact analysis – the process of identifying critical business activities by assessing potential quantitative and qualitative consequences arising from a disruption and determining recovery requirements for these critical business activities.

Campus – the physical location from where a course of study is being delivered. This location may or may not be owned by the higher education provider which enrolls the student. For e-learning (online) or other distance education courses this would be the location at where the electronic course material is maintained.

Casual staff – staff who are engaged and paid on an hourly or sessional basis, and who have no entitlement to paid annual leave, paid sick leave or paid long service leave.

Census Date – the date on which the Institute finalises students’ enrolment. It is the last day on which students can withdraw from units of study without financial penalty and submit HECS-HELP or FEE-HELP loan forms.

Cheating – Includes, but is not limited to, copying the work of another under any assessment condition, with or without the other person’s knowledge; unauthorised collaboration of assessment tasks; communicating with someone else under exam conditions in order to extract information; leaving exam papers exposed under exam conditions that enable others to view the contents; bringing in concealed information or prohibited aids under exam conditions, or receiving answers from another person under exam conditions.

Cheating during examinations – Cheating during examinations includes, but is not limited to, evidence of:

- a) Communication during an examination, including verbal and/or written,
- b) Surreptitiously bringing in unauthorised information into an examination room, including written and electronic sources of information,
- c) Leaving examination papers exposed for others to view,
- d) Persistent attempts to view other students’ examination papers,
- e) Receiving unauthorised notes, papers etc. that relate to the examination, and
- f) Providing unauthorised notes, papers etc. that relate to the examination.

Collusion – Where two or more individuals incite, facilitate and/or conceal involvement in academic misconduct, cheating and/or plagiarism.

Commencing student – has the meaning given by DoE’s HEIMSHHELP at <http://heimshelp.education.gov.au/sites/heimshelp/Resources/Glossary>.

Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) – [CRICOS](#) is the official Australian Government website that lists all Australian education providers offering courses to people studying in Australia on student visas and the courses offered. CRICOS is a searchable database managed by the Department of Education (DoE) under the Education Services for Overseas Students (ESOS) legislative framework. It provides details of those Australian

education institutions approved to recruit, enrol and deliver education and training services to overseas students and details of the courses that they deliver.

Complaint – A complaint can be defined as a person’s expression of dissatisfaction with any aspect of the Institute’s services and activities, including enrolment/orientation processes, quality of teaching and administrative support, academic matters, privacy and confidentiality, and the way someone has been treated.

Completion Letter – A letter confirming that a student has satisfied the requirements of an award.

Conferring – the process of ensuring a student has met all academic and non-academic requirements to be eligible for graduation

Confirmation of Enrolment (CoE) – Electronic confirmation of enrolment, generated through PRISMS. A document issued as evidence of enrolment, it contains information about the institution, course, and duration of study in which the student has enrolled. It is provided to students to verify that they are bona fide students when applying for a study visa.

Consultation – a time for students to seek face-to-face contact with Academic or Administrative staff in order to raise any issues that they may have.

Course – an accredited qualification with an approved sequence of units for academic study known as the course structure.

Course completion – the successful completion of all the academic requirements of a course of study which 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 only occurs when the requirements of both awards have been satisfied.

Credit arrangements – are formal negotiated agreements within and between issuing organisations or accrediting authorities and are about 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 Qualification Standard 3.3).

Credit transfer – is a process that provides students with agreed and consistent credit outcomes for completed components of a course of study based on identified equivalence in content and learning outcomes between matched courses of study.

Critical business activity – any task, process, or action essential to carrying out the Institute’s mission.

Defamation – The act of damaging the good reputation of someone by false and malicious statements.

Department of Education – The Department of Education is the Australian Government department with responsibility for administering funding under the Higher Education Support Act 2003 and for developing and administering higher education policy and programs.

Department of Home Affairs – The Department of Home Affairs (formerly known as the Department of Immigration and Border Protection (DIBP)) is a central policy agency, providing coordinated strategy and policy leadership for Australia’s national and transport security, federal law enforcement, criminal justice, cyber, border, immigration, multicultural affairs, emergency management and trade related functions.

Department of Immigration and Border Protection (DIBP) – now known as the Department of Home Affairs.

Discrimination – is the act of treating a person unfairly or less favourably because of their race, colour, nationality, descent, ethnicity, religion, ethno-religious background, sexual preference, socio-economic background, disability, political beliefs or other personal characteristics.

Disruption – any event, crisis or emergency preventing business activities from operating as normal.

Education Services for Overseas Students (ESOS) – The Education Services for Overseas Students (ESOS) Act 2000 (the ESOS Act) and the associated legislation form the legal framework governing 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.

eLearning – involves electronically designed use of any digital technology or resources to deliver and support specific teaching and learning aims and outcomes. Also referred to as ‘online learning’.

English Language Intensive Courses for Overseas Students (ELICOS) – ELICOS are courses offered to students studying in Australia on student visas. ‘Intensive’ denotes full-time study comprising a minimum of 20 scheduled course contact hours per week of face-to-face classes of English language instruction.

English language proficiency – is 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.

Enrolment – The registration of a person with the Institute for the purpose of undertaking a course of study.

EFTSL – one Equivalent Full-Time Student Load is a measure of the study load, for a year, of a student undertaking a course of study on a full time basis.

Ethics – The guiding values, principles and standards that enable people to determine how things should be done and how they should act. Ethics refers to the judgements that people make and the process that determines those judgements. It is the process by which people make value based decisions which ultimately guides their actions and behaviours.

Exclusion – the cancellation of a student’s enrolment in their course and the termination of their rights and privileges as a student at the Institute including the right to re-enrol in their course or be admitted to another course, for a defined period (two years). An excluded student may apply for re-admission to any course at the Institute according to the Admissions Policy at the expiration of the exclusion period.

External Education Technologies (EETs) – All online and mobile technologies including software, hardware and networks which allow user participation and interaction, that are not supported by the Institute’s IT provisions. These can include:

- Social networking technologies – for establishing and building online relationships with others such as Facebook, Pinterest, and Instagram;
- Synchronous chat systems – for sending, receiving and replying to short messages with others in real-time, such as Twitter;
- Social bookmarking – for storing and sharing web links such as Delicious and Diigo;
- File sharing – for saving and/or sharing files such as Flickr, YouTube, Slideshare and Dropbox;
- Communication tools – for communicating in synchronous and asynchronous ways such as Skype;
- Instant messaging (IM);
- Collaborative writing tools – such as wikis and blogs;
- Collaboration tools – used to co-create documents, presentations, and mindmaps, such as GoogleDocs, Wikispaces, Mindmeister;
- Blogging – for reading, commenting on, or writing blog posts such as Blogger and Wordpress;
- Pod/vodcasting – for creating or listening to audio (MP3) and video (MP4) files such as Audacity; and;
- Curating tools – for collecting, selecting and sharing content such as Scoopit and Flipboard.

Fee Refund – A process where the Institute moves money from the student’s Institute account and makes a payment to the student.

Fee Rollover – A process where the Institute moves money paid towards one semester and allocates it towards another semester.

Field of Education – as defined by the Australian Standard Classification of Education (ASCED), which is a classification of courses, specialisations and units of study, with the same or similar vocational emphasis or principal subject matter in the course of study. ASCED is available at:

[http://www.ausstats.abs.gov.au/ausstats/free.nsf/0/2D08D604CC032093CA256AAF0080766F/\\$File/12720_2001.pdf](http://www.ausstats.abs.gov.au/ausstats/free.nsf/0/2D08D604CC032093CA256AAF0080766F/$File/12720_2001.pdf). Th

e 'Detailed Field of Education' refers to the ASCED six digit code. The 'Broad Field of Education' refers to the ASCED two digit code.

Field of study – see 'Field of Education'.

Financial viability – where there are financial resources and financial management capacity to sustain higher education provision consistent with the requirements of the Provider Registration Standards.

Formative Evaluation – Formative evaluation is a process of ongoing feedback on performance.

FTE – full-time equivalence, as defined by the Department of Education's HEIMS-HELP glossary at <http://heimshelp.education.gov.au/sites/heimshelp/Resources/Glossary>.

Governing body – the body with ultimate decision making authority over the higher education provider and its higher education operations.

Grade distributions – are set by each higher education provider and involve analysing the aggregation of final grades using data by subject, course of study, student cohort or other grouping. Grade distributions 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.

Graduate attributes – 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.

Grounds for Appeal – The circumstances under which an appeal may reasonably be made and as described in the Assessment Appeal Policy or the Student Complaint and Appeal Policy.

Harassment – is any form of behaviour which is unwelcome, unreciprocated, and usually (though not entirely) repeated, which makes the situation unpleasant, humiliating or intimidating for the person who is the target of that behaviour.

Higher education award – means:

- (a) A diploma, advanced diploma, associate degree, bachelor degree, graduate certificate, graduate diploma, masters degree or doctoral degree, or
- (b) qualification covered by level 5, 6, 7, 8, 9 or 10 of the Australian Qualifications Framework, or
- (c) an award of a similar kind, or represented as being of a similar kind, to any of the above awards, other than an award offered or conferred for the completion of a vocational education and training course.

Higher education services – includes functions such as: delivery of teaching and learning services (including student assessment); student learning support (such as access to library materials, academic learning support, and English language support); personal student support services (such as career services, advocacy, counselling, accommodation services, health and welfare services); marketing, advertising and promotion of course(s) of study; student recruitment; maintenance of and/or access to electronic resources and/or websites to support higher education operations; maintaining student records and data; student admission services; provision of teaching and learning or research facilities; student complaint management; and research supervision.

Higher Education Standards Panel – The Higher Education Standards Panel is responsible for developing and monitoring the Higher Education Standards Framework. Panel members are appointed by the Minister for Tertiary Education, in consultation with the Commonwealth Minister for Research.

Higher Education Support Act 2003 (HESA) – The Higher Education Support Act 2003 (HESA) provides for the Commonwealth to give financial support for higher education and certain vocational education and training through:

- (a) grants and other payments made largely to higher education providers; and
- (b) financial assistance to students (usually in the form of loans).

Home Office – the area designated by the staff member when the home is nominated as the worksite in which the staff member will carry out the home-based work as per the Working from Home Agreement.

Hours of Work – Ordinary hours to be worked by a staff member, as detailed in the relevant Award.

IELTS – International English Language Testing System.

Intellectual Property – Intellectual Property means all property protected by statutory and other property rights (including rights to require information to be kept confidential) protected by Australian law and international agreements applying to Australia as amended from time to time.

Intellectual property may be protected by:

- patents for new or improved products or processes;
- trade marks for letters, words, phrases, sounds, smells, shapes, logos, pictures, aspects of packaging or a combination of these, to distinguish the goods and services of one trader from those of another;
- designs for the shape or appearance of manufactured goods;
- copyright for original material in literary, artistic, dramatic or musical works, films, broadcasts, multimedia and computer programs;
- circuit layout rights for the three-dimensional configuration of electronic circuits in integrated circuit products or layout designs;
- plant breeder's rights for new plant varieties; and
- confidentiality/trade secrets including know-how and other confidential or proprietary information.

International English Language Testing System (IELTS) – IELTS stands for International English Language Testing System and it is a test of English language proficiency. The test is designed to assess the language ability of non-native speakers of English who intend to study or work where English is the language of communication.

Intervention – Intervention occurs when a student is identified as being potentially at risk of not maintaining satisfactory progress. It involves identification by the Institute and counselling as appropriate.

IT – Information Technology

IT Facilities or Resources – These include systems, software, hardware and services. May include computers, modems, printers, terminals, networks, telecommunication devices, storage and related equipment, data files, information systems, and services such as internet access and email.

Key personnel – includes senior executive officers such as: the Principal/Chief Executive Officer, Academic Director (or other senior executive officer with primary responsibility for academic operations), and others who will:

- make decisions about the governance, management or direction of the academic and corporate operations of a higher education provider, or
- 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.

Learning Analytics – The collection and analysis of data about student learning, teaching and the learning environment.

Learning Management System (LMS) – A computer-based platform for online learning and teaching.

Learning outcomes – learning outcomes are 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.

Learning Technologies – Digital systems and tools enabling learning and teaching.

Letter of Offer – An official document issued to offer a student a place in a course.

Library – A place set apart to contain books, periodicals, e-Learning resources and other material for reading, viewing, listening, study, or reference.

Material Change – Under section 29(1) of the TEQSA Act, a registered higher education provider is required to notify TEQSA if any of the following events occur or are likely to occur:

- an event that will significantly affect the provider's ability to meet the Threshold Standards; or b) an event that will require the National Register to be updated in respect to the provider.
- 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 by TEQSA will be mindful of not discouraging change, innovation and continuous improvement.

Major academic misconduct – any significant, verifiable, deliberate and/or repeated breach of scholarly integrity and ethical academic practice. Includes, but is not limited to, intentional acts of academic deception such as plagiarism, collusion, contract cheating (completing work on your behalf with paid or not paid, whether it be a tutor, friend, relative, or any other person), cheating (e.g. under examination conditions) and tampering with/falsifying examination scripts, assessment items, grades and records.

Minor academic misconduct – an isolated breach of scholarly integrity and ethical academic practice which is of relatively minor consequence, and which investigation suggests was inadvertent, the result of genuine misunderstanding /ignorance, or largely due to verifiable mitigating circumstances. Includes, but is not limited to, inadvertent plagiarism/collusion.

Minor policy amendment – A minor amendment is editorial in nature and does not change the substance of a policy.

Misconduct – means any conduct by an individual which is prohibited under the Staff Code of Conduct, Student Code of Conduct or other supporting policies and procedures of the Institute.

Moderation of assessment –quality assurance, control processes and activities such as peer review that aim to assure: consistency or comparability, appropriateness, and fairness of assessment judgments; and the validity and reliability of assessment tasks, criteria and standards. Moderation of assessment processes establish comparability of standards of student performance across, for example, different markers, locations, subjects, providers and/or courses of study.

Mode of study – cover the range of options for study that are available to students. Examples include: attendance face-to-face in a classroom; supervised study on a higher education provider's campus; e-learning (online learning); distance or independent learning; work-integrated learning; fast track; intensive delivery; block release; and mixed (or blended) delivery.

Mode of delivery – the way a unit or course is delivered and may include face-to-face, online, or a combination of those modes.

National Code – The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (National Code) 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 under the National Code.

Nested courses – 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 to enable multiple entry and exit points.

Non-AQF Award – means 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. In line with this, non-award short courses, for example, do not fall within TEQSA's regulatory functions under the TEQSA Act as they would not be regarded as similar. Non-AQF qualifications or awards must not use AQF nomenclature.

Offensive – Any conduct or language which a reasonable person would regard as insulting or humiliating in the circumstances.

Online delivery – where course delivery, including communication, learning activities, academic support, resources and assessment occurs exclusively or primarily online.

Passwords – The entry point for secured personal access to IT resources such as email.

Pathway – pathways allow students to move through AQF qualification levels with full or partial recognition for the completed course of study and/or learning outcomes they already have.

Personal Information – Recorded information about a living identifiable or easily identifiable individual.

Plagiarism (intentional) – Intentionally submitting/presenting any part of the work of another person/source without appropriate acknowledgement.

Plagiarism (unintentional) – Unintentionally submitting/presenting the work of another person/source, without adequate acknowledgement, but without an intention to take undue credit or deceive.

Principal Course of Study – A principal course of study is usually the final course of study undertaken by the student. For example, if an international student is studying an English language programme followed by a Bachelors programme, the Bachelor degree is considered the principal course.

PRISMS – Provider Registration International Student Management System.

Professional Academic Misconduct – Professional academic misconduct is intentional deception or dishonesty in the carrying out of academic duties. It includes, but is not limited to, teaching, research and scholarship, behaviour generally unacceptable in the academic field, or failure to comply with published Institute policies or Australian laws. It also includes any activity that negates the academic integrity of the Institute or another academic colleague and/or their work, unsatisfactory performance of professional duties, or unacceptable behaviour.

Professional Development – Professional development involves a range of formal and informal activities and may be supported in the following ways:

- Development and delivery of Institute-wide, in house professional development activities;
- Contracting of external facilitators to provide specific professional development activities;
- Approved leave to participate in professional development activities; this includes approving leave for permanent, sessional /casual staff to participate in professional development activities outside of the Institute;
- Payment of, or a contribution towards, the cost of professional development activities undertaken outside of the Institute;
- Advising staff of available professional development activities;
- Providing opportunities for individual development through acting in a higher position, institutional visits, on the job learning and mentoring by more senior staff;
- Attending workshops organised by government or relevant professional groups (e.g. CPA, ACPET) that relate to the higher education and international students regulatory requirements;
- Attend industry and business based seminars and workshops;
- Academic staff (permanent and sessional/ casual) undertaking professional development through scholarly activity, curriculum development, and teaching and learning related research and improvement;
- Enrolment in a Postgraduate Course in teaching.

Progression – The progress made by a student towards completion of their course.

PTE Academic – Pearson Test of English Academic.

PVA – Pre-visa approval prior to a student visa being granted.

National Register – Refers to the National Register of Higher Education Providers. The Register was established and is maintained under section 198 of the TEQSA Act.

Recognition of prior learning – an assessment process that involves assessment of an individual’s relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual’s application for credit.

Record – Any form of recorded data or information, paper or digital, both received and created, that provides evidence of the decisions and actions of the Institute while undertaking its business.

Record of results – a record of all learning leading to an AQF qualification or an accredited unit in which a student is enrolled. This may be called a ‘transcript of results’, ‘academic transcript’, ‘record of achievement’, or ‘statement of results’.

Recovery timeframe - the time from which an event disrupts the Institute’s critical business activities to the time that the activities must be fully operational.

Registered higher education provider – This term refers to a higher education provider registered under Part 3 of the TEQSA Act and listed on the Register under paragraph 198(1)(a) of the Act.

Registered Provider – Approved providers of courses to international students.

Registered Training Organisation – means a training organisation that is listed as a Registered Training Organisation on the National Register referred to in section 216 of the National Vocational Education and Training Regulator Act 2011.

Regulatory risk – In the context of TEQSA’s regulatory operations, regulatory risk refers to actual or potential risk events (regarding a provider’s operations and performance) which indicate that the provider may not meet the Threshold Standards (either currently or in the future).

Representative – A person who provides support for an individual during an investigation and/or interview process.

Revoke – To officially cancel.

Risk – the possibility of loss, damage, or other adverse or unwelcome circumstance.

Risk assessment – The term ‘risk assessment’ captures the overall process of risk identification, risk analysis and risk evaluation.

Scholarly Activity – Aspects of scholarly activity includes, but is not limited to:

1. Research based investigation focused on discovery and theory development,
2. Interpretation designed to draw meaning from the work of others; such research has an integrative function and connects the results from multiple studies within a discipline or across disciplines,
3. Practical applications of knowledge to problems or opportunities confronting the professions served by the Institute’s programs, and/ or
4. Research in any of the above three categories that reflects on the processes of teaching, learning and pastoral care that are at the core of the Institute’s mission.

Scholarship in categories 2, 3 and 4 will be of particular significance for the Institute’s students in relationship to teaching and learning, and academic development. There are a number of principles that underpin the realisation of this benefit.

Scholarship in the areas of teaching and learning involves:

- Demonstrating current content knowledge and ongoing intellectual engagement in primary and allied disciplines and their theoretical underpinnings;
- Deep reading in the literature of the discipline, disseminating that knowledge through interaction with peers and deploying that knowledge in collective efforts to continuously improve teaching and learning within the Institute;
- Encouraging students to become critical, creative thinkers and enhancing understanding through interaction with students;
- Continuous critical reflection on professional practice within the discipline, with the aim of compulsory professional practice;
- Being informed about the literature on teaching and learning in relevant disciplines and being committed to the ongoing development to teaching practice; and

- Focusing on the learning outcomes of students.

Sensitive Information – Information about a living individual’s race or ethnicity, political opinions, religious or philosophical beliefs, sexual preferences or practices, criminal record, or membership details, such as trade union or professional, political or trade associations.

Statement of Attainment – recognises that one or more accredited subjects has been achieved.

Student cohort – a student cohort refers to all students commencing in a course of study in a particular year with a higher education provider. Student cohorts may be classified by entry pathway, mode of study, place of study or other groupings.

Student contact hours – time spent by students in timetabled teaching and learning activities, such as: face-to-face lectures; tutorials; supervised study; field trips; work-integrated learning activities; clinical and other placements.

Student progress rates – provide a measure of educational achievement and the effectiveness of educational delivery. The student progress rate measures successful student subject load.

Student Attrition Rates – show the ‘drop out’ rate from institutions and represent one dimension of the effectiveness of the delivery of educational services. They are expressed as a percentage of the total number of students who have enrolled and commenced in the course of study between 1 January and 31 December but do not return to study in the course of study in the following year, less those students that completed the course of study.

Student Completion Rates – measure the rate of completion for a cohort of students completing in minimum time.

Summative Evaluation – Summative evaluations are administered at the end of a course

Support staff – a member of staff of a higher education provider without an academic staff classification and who provide support functions for teaching and/ or research activities. Examples of ‘support functions’ include: management; academic learning support; English language support; student counselling; librarian; IT support; laboratory assistance; technical assistance; general administrative functions; and student administration functions such as provision of student advice, student admissions, student enrolments and student graduations.

Suspension – Where an individual has been found guilty of a breach and has been denied access to classes and campus facilities for a specified period.

Tampering – Involves attempts to alter examination scripts, class work, grades or any other academic or administrative records.

Teach-out – Allowance for students to complete all requirements in an expired or soon to be expired course, resulting in the student being awarded the qualification.

Testamur – a testamur is an official certification document that confirms that a qualification has been awarded to an individual. In Australia this may be called an ‘award’, ‘parchment’, ‘laureate’ or ‘certificate’.

TEQSA – The Tertiary Education Quality and Standards Agency (TEQSA) is Australia’s independent national regulator of the higher education sector.

Third party, agent or partner arrangements – means where a higher education provider has, or intends to have, any aspect of its higher education services in relation to its course(s) of study carried out on its behalf through a partner, agent or third party arrangement. A third party, agent or partner arrangement may include, for example: partnerships with other institutions, higher education providers, or entities; the formation of joint ventures or special purpose companies; sub-contracting of services; or franchising arrangements.

Threshold Standards – Threshold Standards are defined as:

- (a) the Provider Standards, which are:
 - (i) the Provider Registration Standards; and
 - (ii) the Provider Category Standards; and

- (iii) the Provider Course Accreditation Standards; and
- (b) the Qualification Standards.

Further information on the Threshold Standards can be found at the [Higher Education Standards Panel](#) website.

TOEFL – Test of English as a Foreign Language.

Transition – All actions required to transfer students from an existing course to a replacement course.

User – An individual who uses any IT system, hardware or service owned or leased by the Institute.

Work Integrated Learning – where structured and purposefully designed learning and assessment activities integrate theory with the practice of work. Work-integrated learning includes service learning, and activities normally involve students interacting with industry and community within a work context or similar situation (that may be simulated) to allow them to learn, apply and 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).

2. Version Control

This Glossary of Terms has been endorsed by the Australian Institute of Higher Education Principal as at November 2019 and is reviewed every 3 years. The Glossary of Terms is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under 'Policies and Procedures'.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2017-1	Ms. McCoy	New document	1 March 2017	6 March 2017
2019-1	Principal	Minor Update: Update Titles. Included contract cheating definition.	20 November 2019	21 November 2019
2020.1	Chief Executive Officer	Minor Update: Update Titles.	24 September 2020	25 September 2020