National Disability Services – NDIS: <https://www.nds.org.au/images/stpvic/ndis_Glossary_Key_Terms_and_Acronyms.pdf>

Department of Education and Training: <https://www.education.gov.au/acronyms>

Department of Employment: <https://www.employment.gov.au/acronyms>

Department of Education and Training Victoria: <http://www.education.vic.gov.au/about/department/Pages/acronyms.aspx#link90>

Vocational Education and Training: <http://www.voced.edu.au/glossary-vet>

Department of Health: <http://www.health.gov.au/internet/main/publishing.nsf/content/glossary>

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| Acronym | Title | Description | Website |
| ACE | Adult Community Education | The Adult Community Education (ACE) program provides a supportive entry point for people to participate in learning and to transition to volunteering, further education, training and work. | http://www.acevic.org.au/ |
| ADCET | Australian Disability Clearinghouse on Education and Training | ADCET provides information, advice and resources to disability practitioners, academics, teachers and students on inclusive practices within the post-secondary education sector. | <https://www.adcet.edu.au/> |
| AFDO | Australian Federation of Disability Organisations | AFDO is the peak organisation in the disability sector representing people with lived experience of disability. | <http://www.afdo.org.au/about-us/> |
| AMAZE | Previously Autism Victoria Inc | Amaze is the peak body for people on the autism spectrum and their supporters in Victoria. | <http://www.amaze.org.au/> |
| AND | Australian Network on Disability | AND is a national, membership based organisation that makes it easier for organisations to welcome people with disability in all aspects of business. | <https://www.and.org.au/> |
| AT | Assistive Technology | AT is any products, equipment, and systems that enhance learning, working, and daily living for persons with disabilities. | <https://www.atia.org/at-resources/what-is-at/> |
| ATAR | Australian Tertiary Admission Rank | The Australian Tertiary Admission Rank (ATAR) is the primary criterion for entry into most undergraduate-entry university programs in Australia. | <http://www.vtac.edu.au/results-offers/atar-explained.html> |
| ATEND | Australian Tertiary Education Network on Disability | ATEND is the peak professional body for Disability Practitioners in the Tertiary Education and Training sector. | <https://www.atend.com.au/> |

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| Acronym | Title | Description | Website |
| ATSI | Aboriginal and Torres Strait Islander | Aboriginal and Torres Strait Islander people |  |
| AQF | Australian Qualifications Framework | The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. | <https://www.aqf.edu.au/> |
| CA | Carers Australia | Carers Australia is the national peak body representing Australia’s carers, advocating on behalf of Australia’s carers to influence policies and services at a national level. | <http://www.carersaustralia.com.au/> |
| CALD | Culturally and Linguistically Diverse | A person from a culturally and linguistically diverse background |  |
| CDAA | Career Development Association of Australia | CDAA is Australia’s largest and only cross-sectoral community of career development practitioners, with members in every state and territory and across all sectors of the profession. | <https://www.cdaa.org.au/> |
| CEAV | [Career Education Association of Victoria](http://www.ceav.vic.edu.au/) | CEAV is a not for profit association that has a purpose of the advancement of education for the public benefit, particularly in relation to career development. | <http://www.ceav.vic.edu.au/> |
| DAP | Disability Action Plan | A disability action plan is a strategy for implementing and monitoring inclusive policies and practices for the benefit of people with disability. | <https://www.humanrights.gov.au/our-work/disability-rights/action-plans/register-disability-discrimination-act-action-plans> |
| DCA | Diversity Council Australia | DCA is a not for profit peak body leading diversity and inclusion in the workplace. | <https://www.dca.org.au/> |
| DDA | Disability Discrimination Act 1992 | The DDA was an act passed by the Parliament of Australia in 1992 which prohibits discrimination against persons with disabilities in employment, education, publicly available premises, provision of goods and services, accommodation, clubs and associations, and other contexts. | <https://www.legislation.gov.au/Details/C2017C00339> |
| DEA | Disability Employment Australia | Disability Employment Australia is the peak industry body for Australia's Disability Employment Services (DES). | <https://disabilityemployment.org.au/> |
| DES | Disability Employment Service | DES helps people with disability find work and keep a job. | <https://www.employment.gov.au/disability-employment-services> |

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| Acronym | Title | Description | Website |
| DET | Department of Education and Training | DET is responsible for national policies and programs that help Australians access quality and affordable early child care and childhood education, school education, higher education, vocational education and training, international education and research. | <https://www.education.gov.au/> |
| DET Vic | Department of Education and Training Victoria | DET Vic offers learning and development support, services and resources for all Victorians, from birth through to adulthood. | <http://www.education.vic.gov.au/Pages/default.aspx> |
| DHHS | Department of Health and Human Services Vic | Victorian State Government deliver policies, programs and services that support and enhance the health and wellbeing of all Victorians. | <https://dhhs.vic.gov.au/> |
| DHS | Department of Human Services | Australian Government delivers social and health payments and services. | <https://www.humanservices.gov.au/> |
| DLO | Disability Liaison Officer | The DLO main duties are: To support students with disabilities studying at TAFE or University; To provide advice and support for staff in meeting the needs of students with disabilities; To provide strategic advice within their organisation to assist their TAFE institute in meeting its legislative responsibilities. | <https://www.adcet.edu.au/resource/2867/tafe-victoria-disability-liaison-officers/> |
| DMS | Disability Management Services | DMS is for job seekers with disability, injury or health condition who need assistance to find a job and occasional support to keep a job, through a DES. | <https://www.employment.gov.au/disability-employment-services> |
| DP | Disability Practitioner | Also known as Disability Liaison Officer, Disability Advisor, Integration Coordinator, Teacher Consultant or Disability Officer, |  |
| DSA | Disability Services Australia | DSA support people to develop the skills and capabilities they need to participate in society and contribute to the economy. Our purpose is to support the lives of people with a disability by enabling opportunities for choice, inclusion and achievement at home, in the community, through education and training and in employment. | <http://www.dsa.org.au/Pages/Home.aspx> |
| DSC | Disability Services Consulting | Consultants specialising in NDIS - NDIS strategy, readiness, transformation, business modelling, training or anything NDIS relate, subject matter expertise on disability housing, employment, marketing, finance, ILC or support coordination. | <http://www.disabilityservicesconsulting.com.au/> |

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| Acronym | Title | Description | Website |
| DSP | Disability Support Pension | Financial help through Centrelink - if you have a permanent physical, intellectual or psychiatric condition that stops you from working. | <https://www.humanservices.gov.au/individuals/services/centrelink/disability-support-pension> |
| EAF | Employment Assistance Fund | The EAF gives financial help to eligible people with disability and mental health condition and employers to buy work related modifications and services. | <https://www.jobaccess.gov.au/employment-assistance-fund-eaf> |
| EPP | Employment Pathway Plan – now known as Job Plan | The Job Plan records items for the job seeker to undertake or participate in such as, job search requirements, the requirement to attend provider appointments, the requirement to attend job interviews with prospective employers and to act on any referrals from employment services providers to specific job opportunities. | <http://guides.dss.gov.au/guide-social-security-law/3/2/8/30> |
| ESAt | Employment Services Assessment previously known as JCA – Job Capacity Assessment | The assessment helps Centrelink to understand the person’s ability to work and the best employment services program for individual circumstances. | <https://www.humanservices.gov.au/individuals/enablers/employment-services-assessments#a1> |
| ESL | Early School Leavers | ESL policy in DES is to assist students with significant disability to transition from school to post-school open employment. | <https://www.employment.gov.au/engaging-early-school-leavers> |
| ESS | Employment Support Services | ESS provides assistance to people with permanent disability and who need regular, ongoing support to keep a job, through a DES provider. | <https://www.humanservices.gov.au/individuals/services/centrelink/disability-employment-services> |
| FFYA | Futures for Young Adults | FFYA program provides support to students with a disability who need additional assistance to make the transition to post-school options. The program is available to eligible students from when they complete school until they turn 21.  This will be superseded by NDIS when available in your area. | <http://www.wallara.com.au/wp-content/uploads/2017/03/2017-school-leavers-and-the-National-Disability-Insurance-Scheme.pdf> |
| HEPPP | Higher Education Participation and Partnerships Program | From 1 January 2018, the Government will reform HEPPP into two components—the Access and Participation Fund and the National Priorities Pool. The Participation and Partnership components of HEPPP will be combined to form the Access and Participation Fund, with universities required to allocate a minimum amount of funding to partnership activities. | <https://www.education.gov.au/higher-education-participation-and-partnerships-programme-heppp> |

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| Acronym | Title | Description | Website |
| ICAN | I Can Network | I CAN Network is driving a rethink of Autism, from ‘I Can’t’ to ‘I CAN’. They mentor young people on the Autism Spectrum to live life with an ‘I CAN’ attitude. We bring out the ‘awe’ in AWEtism through education, advocacy and providing opportunities. They build networks across schools, universities, TAFEs, communities, businesses and governments. | <http://icannetwork.com.au/> |
| ILC | Information, Linkages and Capacity Building | As part of the NDIS, the Australian Government established ILC. ILC focusses on building an individual’s capacity to live an ordinary life and creating opportunities in the community to do so. Funding is distributed through Grants. | <https://ndis.gov.au/communities/ilc-home.html> |
| JCA | Job Capacity Assessment | Refer ESAT | <https://www.humanservices.gov.au/individuals/enablers/employment-services-assessments#a1> |
| JobAccess | JobAccess | JobAccess is the national hub for all things disability employment. JobAccess is funded by the Australian Government Department of Social Services. JobAccess provides information on, for example: financial support, workplace modifications, help with finding and changing jobs, creating flexible work environments, links to career advice and training courses, connecting with employers, providers and peak bodies and a range of other tools and resources for people with disability, employers and service providers. | <https://www.jobaccess.gov.au/> |
| JobActive | JobActive | Jobactive is the Australian Government’s way to get more Australians into work. It connects job seekers with employers and is delivered by a network of Jobactive providers in over 1700 locations across Australia. | <https://jobactive.gov.au/> |
| JVEN | Jobs Victoria Employment Network | The JVEN is an initiative of Jobs Victoria. Through a network of Jobs Victoria Partners throughout the state, they help jobseekers get job-ready and work with employers to identify the skills and experience they are looking for. | <http://jobs.vic.gov.au/about-jobs-victoria/jobs-victoria-employment-network> |

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| Acronym | Title | Description | Website |
| LAC | Local Area Coordination (NDIS) | Local Area Coordination (LAC) is an important part of Australia’s transition to the NDIS. Coordinators work with participants on the ground to help them enter and make the most of the Scheme. They also support participants to build strong, inclusive relationships and connect with their community, a move away from the traditional centralised model of program delivery. | <https://www.ndis.gov.au/communities/local-area-coordination> |
| LGA | Local Government Area | Local government in Victoria describes the 79 municipal districts often referred to as LGAs. | <http://www.abs.gov.au/websitedbs/D3310114.nsf/Home/Finding+data+for+Local+Government+areas> |
| LLEN | Local Learning Employment Network | LLENs are made up a range of groups and organisations including education and training providers, business and industry, community agencies, and parent and family organisations.  LLENs have a particular focus on young people at risk of disengaging, or who have already disengaged, from education and training and are not in meaningful employment.  Each LLEN creates strategic, sustainable partnerships that improve education and transition outcomes for young people, including increasing Year 12 or equivalent attainment rates. LLENs use their knowledge of the region to influence strategic planning and broker partnerships among key stakeholders to support young people to remain engaged, or re-engage, in education or training. | <http://www.education.vic.gov.au/about/programs/pathways/Pages/llens.aspx> |
| LLN | Language, Literacy and Numeracy |  | <https://www.education.gov.au/language-literacy-and-numeracy-lln-assessment-tool-information> |
| MIPS | Managed Individual Pathways | MIPs funding is provided to ensure all young people aged 15 years and over (Years 10 to 12) in Victorian government schools are provided with an individual Career Action Plan and associated career education support as a means to make a successful transition to further education, training or employment. | <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/mips.aspx> |

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| MOU | Memorandum of Understanding | An MOU is a document that records the common intent of two or more parties where the parties do not wish to assume legally binding obligations. An MOU is usually less complex and less detailed than a contract, but provides a framework and set of principles to guide the parties in undertaking a project or working arrangement. | <http://www.vgso.vic.gov.au/content/memoranda-understanding#definition> |
| NDAP | National Disability Advocacy Program | NDAP provides people with disability with access to effective disability advocacy that promotes, protects and ensures their full and equal enjoyment of all human rights enabling community participation. | <https://www.dss.gov.au/our-responsibilities/disability-and-carers/program-services/for-people-with-disability/national-disability-advocacy-program-ndap> |
| NDCO | National Disability Coordination Officer | The NDCO Program aims to improve the transition of people with a disability aged 15 to 64 into tertiary education and employment. Key Objectives:  Improve linkages between schools, tertiary education providers, employment service providers and providers of disability programs and assistance at all government levels;  Improve transitions for people with disability between school / community and tertiary education, and then to subsequent employment; and  Improve participation by people with disability in tertiary education and subsequent employment. | <https://www.education.gov.au/national-disability-coordination-officer-programme>  <http://www.ndcovictoria.net.au/> |
| NDIA | National Disability Insurance Agency | NDIA is an independent statutory agency who role is to implement the NDIS. NDIA are responsible for all things NDIS, they are the gatekeepers who will ensure timely rollout of NDIS. | <https://www.ndis.gov.au/about-us> |

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| NDIS | National Disability Insurance Scheme | The National Disability Insurance Scheme (NDIS) is the new way of providing support for Australians with disability, their families and carers.  The NDIS will provide about 460,000 Australians under the age of 65 with a permanent and significant disability with the reasonable and necessary supports they need to live an ordinary life.  As an insurance scheme, the NDIS takes a lifetime approach, investing in people with disability early to improve their outcomes later in life.  The NDIS gives all Australians peace of mind that if their child or loved one is born with or acquires a permanent and significant disability they will get the support they need.  The NDIS supports people with disability to build skills and capability so they can participate in the community and employment. | <https://www.ndis.gov.au/index.html> |
| NDP | National Disability Practitioners | NDP is a professional membership for all workers within the disability sector. As a division of National Disability Services (NDS) NDP resulted from the merger of two professional bodies, Australian Disability Professionals and Disability Professionals Victoria. | <https://www.ndp.org.au/> |
| NDRC | **National Disability Recruitment Coordinator** | NDRC is the employer engagement arm of JobAccess.  The NDRC helps large employers build their disability knowledge and skills and access the talents of employees with disability. | <https://www.jobaccess.gov.au/employers/about-national-disability-recruitment-coordinator> |
| NDS | National Disability Services | The NDS is the peak body for all non-government disability services. | <https://www.nds.org.au/> |
| P2E | Passport to Employment | The NDCO’s P2E program aims to empower young people with disabilities to build their confidence and skills in leadership and self-advocacy. | <https://skillsplus.com.au/news/passport-2-employment-p2e-recognised-nationally/> |

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| PaTH | Youth Jobs PaTH (Prepare-Train-Hire) Internship | work experience in a local business by taking part in a PaTH internship. An internship is an opportunity to show an employer what you can do and how you fit into their business with the potential to get a job at the end of it. Internships can run for between 4 and 12 weeks and include 30 to 50 hours of work experience per fortnight.You may be eligible to take part in an internship if you are aged 17 to 24, on income support with mutual obligation requirements and have been registered with jobactive, Transition to Work or Disability Employment Services for at least six months. Your provider will be able to confirm your eligibility for a PaTH internship. | <https://jobsearch.gov.au/path/jobseekers/internships> |
| PWD | People/Person with Disability  SWD Student with Disability |  |  |
| PD | Professional Development | Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. | https://www.vit.vic.edu.au/registered-teacher/renewing-my-registration/professional-development |
| RPL | Recognition for prior Learning | Recognition of prior learning (RPL) is the process of assessing and granting credit to students for skills, knowledge and experience gained through work experience and previous learning. | <https://www.education.gov.au/recognition-prior-learning-rpl-assessment-toolkits> |
| RTO | Registered Training Organisation | RTOs are those training providers registered by ASQA (or a state regulator) to deliver VET services.  RTOs are recognised as providers of quality-assured and nationally recognised training and qualifications. | <https://training.gov.au/> |
| SBAT | School Based Apprenticeships and Traineeships | SBAT is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program (VCE or VCAL), with at least one day per week timetabled to be spent on the job or in training during the normal school week. | <http://www.vcaa.vic.edu.au/Pages/vet/programs/sbat.aspx>  <https://www.australianapprenticeships.gov.au/australian-apprentices> |

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| SDS | Special Development School |  | <http://acd.org.au/government-specialist-schools-units/>  <https://www.australianschoolsdirectory.com.au/search-specialneeds.php> |
| SEAS | Special Entry Access Scheme | SEAS adjusts your ATAR in recognition of circumstances that may have affected your education. This gives you a better chance of getting an offer for the course you want. There are four categories within SEAS that cover personal information and location, disadvantaged financial background, disability or medical condition and difficult circumstances. | <http://www.vtac.edu.au/who/seas.html> |
| SHEDN | Southern Higher Education Disability Network | Victoria and Tasmania have combined to form the SHEDN. The network has over 60 members, and offers the opportunity for practitioners to share ideas and practice, and often includes a guest speaker. | <https://www.atend.com.au/State-Committees/victoria/> |
| SLES | School Leaver Employment Supports (NDIS) | SLES is an early intervention approach to employment for Year 12 school leavers with disability. The aim is to provide eligible NDIS participants with a supported pathway from school into employment. SLES offers individualised support for up to 2 years after finishing year 12 to help you get ready for work and plan your pathway to employment. | <https://www.ndis.gov.au/people-disability/sles> |
| SWS | Supported Wage System | SWS is a process that allows employers to pay a productivity-based wage for people with disability that matches an independently assessed productivity rate. | <https://www.employment.gov.au/supported-wage-system> |
| TAFE | Technical and Further Education | Institutions that provide a wide range of predominantly [vocational](https://en.wikipedia.org/wiki/Vocational_education) [tertiary education](https://en.wikipedia.org/wiki/Post-secondary_education) courses, mostly qualifying courses under the [National Training System](https://en.wikipedia.org/wiki/National_Training_System_(Australia))/[Australian Qualifications Framework](https://en.wikipedia.org/wiki/Australian_Qualifications_Framework)/Australian Quality Training Framework. Fields covered include business, finance, hospitality, tourism, construction, engineering, visual arts, information technology and community work. | <https://www.tafecourses.com.au/> |

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| TDN | TAFE Disability Network | The TDN is the network of Disability Liaison Officers (DLOs) from across the TAFE sector in Victoria. | <http://www.vta.vic.edu.au/networks/tafe-disability-network> |
| TTW | Transition to Work | TTW supports young people aged 15-21 on their journey to employment. The service will provide intensive, pre-employment support to improve the work-readiness of young people and help them into work (including apprenticeships and traineeships) or education. | <https://www.employment.gov.au/transition-work> |
| VALID | Victorian Advocacy League for Individuals with Disability | VALID is an award-winning organization that has been at the forefront of advocating for people with a disability in Victoria since 1989. | <http://www.valid.org.au/> |
| VCAA | Victorian Curriculum and Assessment Authority | The VCAA is a statutory authority of the Government of Victoria responsible for the provision of curriculum and assessment programs for students in Victoria, Australia. | <http://www.vcaa.vic.edu.au/> |
| VCAL | Victorian Certificate of Applied Learning | VCAL is a hands-on option for students in Years 11 and 12. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. | <http://www.vcaa.vic.edu.au/Pages/vcal/students/studentfaq.aspx> |
| VCAL | Foundation, Intermediate, Senior | The VCAL has three levels - Foundation, Intermediate and Senior. You would complete your VCAL at the level that matches your needs and abilities. | <http://www.vcaa.vic.edu.au/Pages/vcal/students/studentfaq.aspx> |
| VCE | Victorian Certificate of Education | The VCE is awarded to students who successfully complete their secondary education. It is recognised internationally, and provides pathways to employment as well as to further study at university and TAFE (Technical and Further Education). | http://www.education.vic.gov.au/school/parents/learning/Pages/vce.aspx |
| VET | Vocational Education and Training | Designed to deliver workplace-specific skills and knowledge VET covers a wide range of careers and industries, including trade and office work, retail, hospitality and technology. | <http://www.australia.gov.au/information-and-services/education-and-training/vocational-education-and-training> |

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| VIT | Victorian Institute of Teaching | VIT is an independent statutory authority for the teaching profession, whose primary function is to regulate members of the teaching profession. It is a legal requirement for all teachers to be registered with VIT. | <https://www.vit.vic.edu.au/> |
| VTAC | Victorian Tertiary Admissions Centre | VTAC is the administrative body which processes applications for universities (and other tertiary institutions) in the Victoria. | <http://www.vtac.edu.au/> |
| YACVIC | Youth Affairs Council Victoria | YACVIC is the leading advocate for young people aged 12–25 in Victoria. Refer YDAS. | <https://www.yacvic.org.au/> |
| YDAS | Youth Disability Advocacy Service | The Youth Disability Advocacy Service (YDAS) is a state-wide advocacy service for young people with disabilities in Victoria. We are the only advocacy service in Australia which exists specifically to work directly with young people with disabilities to achieve their human rights. | <https://www.yacvic.org.au/ydas> |