2022 AOMI INFORMATION HANDBOOK

Revision	By Whom	Date
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WELCOME

- This information is provided for students, parents, staff and friends of AOMI and aims to provide key information about operating procedures, guidelines and other general policies of relevance
- Students are encouraged to familiarise themselves with all information contained herein
- Students may also contact appropriate staff should they require clarification
- AOMI reserve the right to update, alter or otherwise amend this document without notice

VALUES AND VISION STATEMENT

The core values of AOMI are what inform our present practice along with driving our progress into the future. These core values comprise three philosophical elements --

1. Take education to the people
2. Innovate and create
3. Be excellent

We believe that as AOMI grows and expands, our core philosophies will keep us centered, ensuring that we act with integrity and excellence.

[1] **Take Education to the People**

AOMI's core philosophy is that music education is something all individuals should have access to, regardless of geographical location, work schedule, or otherwise. Our innovative course structure and learning environment has been birthed from this philosophy, and will continue to inform our practice and methodology in the future.

[2] **Innovate and Create**

Thinking outside the box is what has birthed AOMI. In order to stay on the forefront and the cutting edge of music education, we will strive to embrace new models and emerging technologies, and create innovative pathways, always keeping *take education to the people* philosophy at the forefront of our mind.

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[3] **Be Excellent**

Delivering excellence to our students is the third core tenet of AOMI. This philosophy applies not only to our course content, but the manner in which our staff and students interact with each other, the way in which we present ourselves, and much, much more. *Be Excellent* is the underpinning tenet of AOMI and informs our values, our ethics and our practice.

The vision statement of AOMI ties in with the above core values --

> Australian Online Music Institute's vision is for excellence and quality of online music education, known and recognised by industry as a leading education provider and distinguished by innovative and inclusive teaching strategies

Both the core values and the vision statement are the yardstick by which future actions can be measured.

STATEMENT OF ETHICS

AOMI will at all times conduct itself with professionalism, compassion and fairness, respecting all individuals alike for their uniqueness and intrinsic value as human beings. AOMI will endeavor to treat all persons alike and with equal respect and dignity regardless of social standing, race, gender, learning abilities or religious beliefs.

PRIVACY ACT 1988

This federal government legislation makes provision for the protection of an individual's privacy. It acknowledges the right of persons to not be subjected to arbitrary or unlawful interference to their privacy, family, home or correspondence.

Students of AOMI are protected by this legislation and no information will be provided or sold to a third-party without prior consent. This includes parents and/or legal guardians of students who are over 16 years of age.

EMAIL CONTACT

Students may contact AOMI using the appropriate email addresses below --

General enquiries	admin@aomi.edu.au
Administration	admin@aomi.edu.au
Student support	studentsupport@aomi.edu.au
RPL and credit transfer	admin@aomi.edu.au

PHONE AND MAIL

Students may also contact the AOMI office during nominal business hours, listed above --

- Phone   1300 556 145
- Mailing Address   PO Box 10515 Adelaide BC South Australia 5000

PRE-REQUISITES AND ENGLISH LANGUAGE PROFICIENCY

AOMI's courses have pre-requisites. These are as follows --

Certificate III + IV	Applicant must play a musical instrument or sing
	Applicant must provide a reference from an industry professional
Diploma [CSP]	Submit two-minute video with reasons for wanting to study at AOMI
	Online links to musical performances (Soundcloud or YouTube)
	Applicant must provide a reference from an industry professional
Diploma [SP]	Submit two-minute video with reasons for wanting to study at AOMI
	Applicant must provide a reference from an industry professional

Additionally, English is the language in which the course content is delivered and therefore, prospective students must be proficient in the English language to be approved for enrolment.

GENERAL COMPUTING REQUIREMENTS

There are a number of required essentials that all students must have in order to undertake online study with AOMI.

- **Modern computer with Internet access**

A modern PC or Mac computer with high-speed Internet access is required. The computer should be a recent model (i.e. no more than 2-3 years old) in order to run specific software. Recommended minimum specifications for the computer are as follows --

- 64-bit OS (operating system)
- Intel i5 processor or equivalent
- 8GB of RAM minimum, 16GB or more recommended

Additional computer requirements are detailed in the document "Computing Requirements."

- **Office software**

Standard suite of office-style software incl. Microsoft Word and Adobe Reader. Alternatives, such as "Open Office" may also be used.

- **Email**

Students require an active email account that is checked regularly!

- **Video hosting account**

We suggest either a YouTube or Vimeo account --

- https://www.youtube.com
- https://www.vimeo.com

Registration is free. Video is used for assessing select subjects such as "Music Performance" for the Cert. IV program. Students are required to upload videos and share these for assessment purposes.

- **Cloud storage**

We suggest one of the following accounts for cloud storage --

- OneDrive   https://onedrive.live.com/about/en-au/
- Google Drive   https://www.google.com/drive/
- Dropbox   https://www.dropbox.com

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The cloud storage services listed above are free to use and are required in order to share download links for specific subjects.

- ■ **Video recording device**

This could be a dedicated video camera, an iPhone or iPod, or a laptop's webcam.

- ■ **Scanning device**

This is used to scan worksheets and to upload assessment work. In lieu of a scanner, students may also take screenshots or digital images and compile these into a word document for upload. Adobe Acrobat for mobile (i.e. iOS and Android) has the ability to convert photos to PDF.

- ■ **Musical instruments incl. practice or rehearsal space**

Obviously, students are required to provide their own musical instrument and any associated peripherals such as picks, leads, or an amplifier etc. In addition, students must ensure they have access to a dedicated practice and/or rehearsal space.

ENROLMENT PROCESS

The following information details the enrolment process for potential students of AOMI --

- ■ **Application for enrolment**

Prospective students may submit the student enrolment form at any time, along with the required documentation --

1. Proof of identity (i.e. certified copy of birth certificate or passport etc.)
2. If applicable, parental or guardian consent

The student enrolment form is available on the AOMI website, and is a downloadable PDF document. This document may be printed, filled in and mailed to the AOMI office, or it may be printed, scanned and then emailed to the enrolment officer.

- ■ **Application assessment**

An administration staff member will assess the application and in some circumstances, may require additional information. In that event, he/she will make contact using the details provided on the enrolment application. This may take the form of a follow up phone call, or an email.

If the applicant is unsuccessful, (i.e. does not meet the required standard for approval) the application will not progress beyond this stage. However, all potential applicants receive correspondence advising them of the outcome.

- **Formal letter of offer**

All approved applicants receive a formal letter of offer detailing their acceptance to study with AOMI. Approved applicants who wish to withdraw their application during this time are advised to do so in writing as soon as possible. However, applicants are advised that the enrolment fee is non-refundable.

- **Fees**

Please refer to our Fee Schedule and Fees and Refunds Policy

- **Enrolment cutoff dates**

Please note, AOMI study terms have specific cut off dates that exclude enrolment after the fact. Generally speaking, students may enrol up until the end of week prior to the study term commencing. Applicants are advised to refer to the study dates at the end of this document for further clarification.

- **Guarantee**

AOMI guarantees to complete the training and/or assessment once the student has commenced study in their chosen qualification or course. If in exceptional circumstances AOMI is unable to fulfil this guarantee, then AOMI are obligated to refund the fees applicable to the incomplete portion of the study.

- Please note the "guarantee" does not take into account each student's individual circumstances, their attitude to learning, nor the assessment process and/or outcomes
- It is simply a guarantee of AOMI continuing to offer a service with respect to the commencement of study

ACCESS AND EQUITY

In accordance with AOMI's statement of ethics (p. 4) AOMI is committed to providing opportunities to all individuals regardless of their background. AOMI does not tolerate any form of discrimination or exclusion, thereby providing a selection criteria and admission process that that is non-discriminatory.

AOMI has an open doors policy with regards to collaboration and consultation with applicable agencies and government departments pertaining to support for student learners. Prospective students who would like further information regarding AOMI's policy in this regard are advised to download the AOMI policy document "Access and Equity Policy and Procedure" available on the website.

PAYMENTS

AOMI provides the following payment options:

- **Payment Plan**
  Payments are processed using a third party payment provider. Please see weekly, fortnightly, monthly or term-by-term payment plan options below.
- **VET Student Loan [Diploma only]**
  Please refer to our VET Student Loan application guide for eligibility criteria and more information
- **ZIP Money [Short Courses only]**

Please refer to the fees and refunds policy and fee schedule for further details.

WITHDRAWING FROM STUDY

Students may choose to withdraw from an enroled program of study, i.e. Cert. IV or Diploma of Music Industry. AOMI respects the right of students in this matter and offers a total of two weeks from the commencement of the initial study term in which students may formally withdraw without penalty.

- **Withdraw without penalty**

AOMI offer a two-week window (considered a cooling off period) from the commencement of the study term in which students may voluntarily choose to withdraw from study at no charge. To do this, students must:

1. Complete the "Withdraw from Study" form, available on the AOMI website
2. Should there be fees paid in advance, students will also need to submit a "Refund Application" form, also available on the AOMI website.

Students must advise the enrolment officer of their intention to withdraw, by the applicable date.

- **Exceptions**

Please note that AOMI does not offer withdrawal without penalty for short-courses.

Please refer to the withdrawal and cancellation policy for further details.

EXCEPTIONAL CIRCUMSTANCES

Enroled students who experience exceptional circumstances (i.e. a major accident, death in the family or similar emotional or physical trauma) may apply for a leave of absence during which their study commitments may be suspended for one complete study term.

In such a case, students must complete:

1. "Leave of Absence" form, available on the AOMI website
2. Students are asked to first consult with student support before applying formally for a leave of absence
3. Please note that supporting evidence may be requested

REFUNDS

AOMI employs a refund policy that is fair and equitable, and in accordance with national VET regulations.

Please refer to the fees and refunds policy and fee schedule for further details.

COMPETENCY BASED TRAINING

AOMI programs of study employ competency-based training. This form of training has an emphasis on industry-specific workplace skills, i.e. what the learner can achieve as a result of engaging in study. Upon completion of a study term, the student must be able to demonstrate competency in their skill, and be able to transfer these newly acquired skills to different situations and environments.

Unlike other systems of training, competency-based training does not employ a percentile or lettered grading system. Students are deemed either Competent [C] or Not Yet Competent [NYC] for each applicable unit of study, as follows --

| COMPETENT ✓ | The student successfully demonstrated the skills and knowledge to the required standard within the given time-frame |
| NOT YET COMPETENET ✗ | The student was unable to successfully demonstrate the skills and knowledge to the required standard, or failed to do so within the given time-frame |

Competency is a broad concept that includes all aspects of work-based performance. To be eligible for competency, students must complete the requirements of the entire unit or subject within the given time frame and to an industry standard level. There are a number of units of competency within each of the programs of study offered by AOMI and students must achieve competent status within each unit of competency to be eligible for their award.

Moreover, assessments within a unit of study or subject are graded as follows --

SATISFACTORY ✓	The student has demonstrated proficiency in the required skills and knowledge, and within the given time-frame
UNSATISFACTORY ✗	The student has demonstrated proficiency in only some of the required skills and knowledge or has not completed the assessment within the given time-frame
INCOMPLETE ✗	The student has not submitted sufficient evidence

Further information re assessments is found within the "Assessment Guidelines" section of this document.

UNITS OF COMPETENCY

A unit of competency is made up of several elements and associated performance criteria. PDF documents of each applicable unit are found at the top of the respective subject feed, in the AOMI study portal. Individual units have a code that consists of a series of capital letters and numbers, along with a descriptive name, for example --

- CUAMLT301 Develop and Apply Aural Perception Skills

The unit code consists of a series of acronyms --

CUA	Creative arts units (i.e. music, visual arts etc.) have the CUA designation
MLT	Units that focus on written musical skills (i.e. music literacy) have the MLT designation
301	The number specifies that this is a Cert. III and higher-level unit
Develop and Apply Aural Perception Skills	Descriptive unit name

Each unit of competency has a range of assessment items that have been formulated specifically by AOMI staff for online study. In addition, assessments may be either formative or summative --

Formative	Assessment carried out as part of the learning process
Summative	Assessment that is submitted at the conclusion of the study term

SUBJECTS

Units of competency are typically clustered into subjects. Dependent upon the program of study, this may be up to 3 units of study. These units are grouped according to unit guidelines, providing a wholistic assessment processes relevant to industry and workplace outcomes.

RETAKING A SUBJECT

Students who are deemed NYC (i.e. not yet competent) may retake a subject at a later date, in consultation with their subject lecturer and/or student support. When retaking a subject, it is generally assumed the student has acquired many of the required skills and knowledge on their first attempt and as such, the following guidelines apply --

1. Retaking a subject is considered the exception, not the rule!
2. Because students are retaking the subject, it may not be necessary to complete all given assessment work expected on the initial attempt
3. Due to point two, assessments for retakes are graded on the first attempt, i.e. students are not given two opportunities for each respective assessment
4. Students are expected to consider the feedback given to them on their initial attempt of the subject, using the retake to build upon existing skills and knowledge
5. Students may retake a subject a maximum of two times

Please note that AOMI programs of study are not setup with retaking subjects in mind, nor are they advertised or marketed with retake fees built into the overall course cost. Accordingly, the nominal course fees DO NOT INCLUDE fees associated with retaking a subject.

LANGUAGE, LITERACY AND NUMERACY

- AOMI is committed to providing support to students who have identified issues relating to LLN -- language, literacy and numeracy
- All information provided to AOMI in this regard will be held in the strictest confidence
- Students who self-identify as needing LLN support are encouraged to speak with the enrolment officer at the time of enrolment

Prospective students who would like further information regarding AOMI's policy in this regard are advised to download the policy document: "LLN Policy and Procedure," available on the AOMI website.

PRINCIPLES OF TRAINING AND ASSESSMENT

AOMI conducts assessment in accordance with competency standards for assessment whilst applying the following principals --

- **Validity**

Ensuring that training package and industry standards are met.

- **Reliability**

Ensuring that assessments are conducted consistently in order to reflect a common standard.

- **Flexibility**

Assessments are conducted to accommodate varying circumstances and learner types whilst also maintaining consistency and validity. Additionally, assessments are conceived in order to accommodate the online-based learning environment.

- **Fairness**

All assessments are conducted fairly and equitably. AOMI's statement of ethics embraces student diversity and sets a standard of conduct that ensures fairness in assessment.

- **Support services**

AOMI can (upon request) provide students with additional levels of learning support in order to assist them in their studies. This support may include language, literacy and numeracy support, individualised video tutorials, video calls, additional email correspondence and/or flexible assessment procedures.

Requests for additional assistance can be made by contacting student support or via consultation with the applicable subject lecturer.

RECOGNITION OF PRIOR LEARNING

AOMI acknowledges both traditional and non-traditional forms of learning as valid pathways to acquiring skills and gaining competency. RPL (recognition of prior learning) is an assessment protocol that provides acknowledgement for knowledge and skills gained through on-the-job training and work experience and formal education.

AOMI recognises qualifications and statements of attainment awarded by other registered training organizations. In order to apply for RPL, students must:

1. Contact AOMI enrolment staff, providing details of prior experience and education along with explaining what unit or program of study the RPL applies to
2. Fill out the RPL form available on the AOMI website
3. Please note that supporting documentation will be required
4. Fees and charges apply

A more in-depth RPL policy is available on the AOMI website.

SAFETY GUIDELINES

Online study is undertaken within the student's place of residence, or elsewhere at the student's discretion. Students use a computer to access the online study portal and as such, several important guidelines should be considered whilst engaged in, or undertaking online study.

AOMI recommends all students read and employ the guidelines contained in the document --

- Officewise – A Guide to Health and Safety in the Office

https://tinyurl.com/yct7snbp

STUDENT CONDUCT

Students of AOMI are held responsible for the commitments they make, and for their conduct whilst engaged in online studies. All students are asked to respect the rights and dignity of other students, as well as staff members. The following general guidelines apply to students enroled in study with AOMI --

- **Academic integrity and plagiarism**

All AOMI students must submit their own original work, representing their own thoughts, ideas and creativity. Plagiarism is an academic offense and can best be described as: "passing off the work of another as one's own." Plagiarism may involve outright copying and pasting, marginal rewording or lifting the conceptual framework of another author, without appropriate credit.

- **Musical plagiarism**

Musical plagiarism may involve unauthorised sampling or, directly copying the melodic work of another composer, without appropriate permission. Again, all work that students submit for assessment must be their own original work and appropriate referencing conventions must be employed when using another source. Students who breach this standard will be subject to disciplinary action.

- **Cheating**

This may include the use of information or study aids not authorised. This may also include a failure to adhere to academic standards within a test or assessment scenario.

- **Bribery**

Any attempt to provide a service, or to impart financial reward, or incentive, in exchange for academic reward, or to influence conduct is considered bribery.

- **Falsification**

This may include inventing or falsifying information, sources or results, in order to gain an academic advantage.

- **Impersonation**

The use of another individuals name and/or identity in order to provide an academic advantage. Submitting assessments on behalf of another individual is also considered impersonation.

- **Sabotage**

The act of preventing others from completing study, or submitting assessment items through either threats or blackmail, or disrupting the study environment and resources of other individuals. AOMI takes very seriously allegations or inferences of academic integrity and dishonesty and will investigate any and all claims bought to attention regarding students or staff members.

- **Due process**

All students and staff members have the right to due process in the event of a charge of academic dishonesty and will be given the benefit of the doubt until the matter has been investigated.

ATTITUDE TO LEARNING

Zig Ziglar (1926-2012) once stated -- "*It is your attitude, more than your aptitude that will determine your altitude.*" On this note, students of AOMI are expected to develop and foster a positive and receptive attitude regarding the learning process.

Examples of a positive and receptive attitude to the learning process would include the following --

1. Submitting set weekly work on time and to the required standard
2. Communicating with fellow students, subject lecturers and staff of AOMI in a respectful manner
3. Responding to communication received in a respectable time-frame
4. Taking any constructive criticism received on-board without seeing it as a personal attack

Examples of a poor attitude to the learning process would include the following --

1. Failure to log into the study portal on a regular basis
2. Failing to reciprocate communication with the subject lecturer or other staff of AOMI
3. Failure to submit set weekly work on time and to the required standard
4. Arguing about assessments incl. deadlines set, or the details (i.e. minutiae) of the assessment process
5. Providing unsolicited commentary about the teaching material offered at AOMI
6. Communicating with fellow students, subject lecturers or staff of AOMI in a manner deemed to be openly confrontational or passive aggressive

Students who demonstrate ongoing examples of a poor attitude to learning may have their enrolment status reviewed and further, may be subject to disciplinary action, at the discretion of AOMI management.

STUDENT OF THE TERM

Commencing in 2017, AOMI implemented a merit-based incentive called "Student of the Term." This is awarded based on both exemplary assessment work and attitude to learning and is at the sole discretion of the head of curriculum.

Whilst subject to change, recipients are awarded the following:

- $50 JB Hi-Fi gift voucher
- Official certificate
- Where appropriate, acknowledgement on AOMI social media platforms

NETWORK POLICY

The online student portal is to be used by enroled students of AOMI only. Students are advised not to give out login details (i.e. username and password) or student numbers. Moreover, students are expected to take appropriate precautions against the discovery of this information by third parties.

All active online accounts are subject to AOMI's network policy. Enroled students, by logging in and using the AOMI study portal, acknowledge and agree to the following --

- **Academic use only**

Students acknowledge that their online account is exclusively allocated for academic use only, for the duration in which they are enroled at AOMI. Use of the study portal for personal gain, consultation, business endeavors or any other pursuit that not directly related to academic study within the context of AOMI is forbidden.

- **Portal access**

Students acknowledge online access to the AOMI study portal will be --

1. Terminated upon completion of the program of study
2. Terminated in the event that they have withdrawn from study
3. Suspended where a financial commitment on their part has been unmet

Note that portal access may be temporarily suspended for portal upgrades and maintenance.

- **Correspondence**

Students acknowledge that correspondence from AOMI will be primarily to the student portal messaging account and students agree to monitor the messaging account accordingly.

- **Unlawful activity**

Students acknowledge that they are not to use the AOMI study portal for any unlawful purposes. This may include, but is not limited to --

- Use and distribution of copyrighted material
- To host, share or link to child-pornography or other related illegal content
- To infringe upon the privacy rights of other students
- To engage in harassing behavior or any other potentially illegal and unlawful activities

Any student involved in illegal activity within the context of the AOMI study portal may be subject to criminal prosecution, under applicable state and federal laws.

ASSESSMENT APPEALS

Students have the right to appeal an assessment outcome in which they are unsatisfied or feel they have been unfairly treated. Assessment appeals should be --

1. Submitted in writing to student support
2. Submitted within seven days from the date of receiving the assessment result

Students who wish to appeal an assessment must supply the "Assessment Appeals" form, available on the AOMI website. Upon receipt of written communication, student support liaises with the subject lecturer to determine the results of the assessment in more detail. Students receive a formal notification in writing regarding their appeal. Please note the following --

- Whilst not guaranteed, students may be offered another opportunity to complete the assessment
- Where applicable, any learning issues or barriers that have been identified will be incorporated into the new assessment
- In determining an assessment appeals decision, AOMI may liaise with an industry representative who can act as an objective third party

Students who wish to further explore this topic are advised to read the AOMI "Assessment Policy and Procedure" document, available on the AOMI website.

COMPLAINTS

Students have the right to make a complaint about any aspect of service offered by AOMI. Complaints and feedback are welcome and are a means of ensuring that AOMI can engage in continuous improvement process. Students may lodge complaints formally, (in writing) by completing the "Complaints Form," available on the AOMI website. However, students may also make contact by either by phone or email with a staff member regarding anything that is of concern to them.

Alternatively, students may contact the NTCH or National Training Complaints Hotline:

- 13 38 73 [select option #4]
- https://www.education.gov.au/NTCH

HELICOPTER PARENTING AND MUSIC TUTORS

"Helicopter Parenting" is a term used to describe over-involvement of parents with regard to a student's educational experience. Several studies suggest this method of parenting is detrimental to a child's mental state. Moreover, it is generally viewed as counterproductive to learning outcomes.

Examples of helicopter parenting would include the following --

1. Recurring contact to check on student progress
2. Direct contact with a subject lecturer to dispute marks, grading or assessment criteria
3. Offering unsolicited commentary related to the learning content offered by AOMI

AOMI programs of study are adult learning environments and helicopter parenting is not tolerated. Enroled students are responsible for their own decisions and are to communicate and work collegially with the subject lecturer and AOMI admin staff.

Further, contact with a student's nominated "music tutor" to discuss course content, learning outcomes, assessment criteria or otherwise is not accepted. Whilst a student may choose to enlist an external music tutor for assistance, AOMI staff are under no obligation to engage in this regard.

STUDENT FORMS

Additional forms that students may need to utilise are available on the AOMI website. These forms are used for a variety of reasons, and a listing is as follows:

- **Assessment Appeals**

Students may fill out this form as part of the procedure for appealing an assessment decision.

- **Assessment Extension**

Students seeking an extension for an assessment item are asked to first fill out this form as a part of the procedure to securing an extension. Additional supporting documentation may be requested.

- **Withdrawal from Study**

Enroled students who wish to withdraw from study must first fill out this form as a part of the procedure to formally withdraw from study.

- **Complaints**

Students, parents of students or anybody engaged with AOMI in a professional capacity may fill out the complaints form in order to resolve a grievance.

- **Leave of Absence**

Students experiencing "exceptional circumstances" may request a leave of absence from their studies, up to and including a full study term. Additional supporting documentation may be required.

- **Parent or Guardian Consent**

Underage students will need their parent/guardian to complete this section that is found on page 6 of the student enrolment form. This is a required form in order secure enrolment.

- **Refund Application**

Students who have formally withdrawn from study (or in instances where a prohibitive medical condition has arisen) and who have paid fees in advance may submit this as a part of the refund process.

- **Reissuance Request**

Past students who have completed studies with AOMI but who have misplaced their academic records (incl. statements of attainment) are required to fill out this form. Please note: fees and charges may apply for reissuance of records.

- **RPL**

Any student wishing to gain recognition of prior learning (RPL) are required to fill out this form as a part of the formal process. Informal inquiries can be made by contacting the enrolment officer directly.

- **Student Enrolment**

Required for all prospective students, in order to secure enrolment at AOMI. Underage students will need their parent/guardian to complete the parent/guardian consent form in order to secure enrolment.

- **Feedback**

The voluntary feedback form is an internal document within AOMI that serves to improve courses and services. Even though it is voluntary, students are encouraged to provide feedback following the conclusion of a program of study. The feedback generated from these forms is a key element of AOMI's continuous improvement process.

POLICY AND PROCEDURE DOCUMENTS

AOMI endorses a range of working policies and procedures, in accordance with VET regulatory guidelines. These policies and procedures are documents that stipulate how AOMI is to deal with various issues, if and when they arise.

These policy documents are available freely on the AOMI website and are as follows --

- Access and equity
- Advertising and marketing
- Assessment
- Complaints and appeals
- Continuous improvement
- Document control
- Fees and refunds
- Financial Management
- Industry consultation
- Issuance
- Legislation
- LLN
- Moderation
- Privacy and confidentiality
- RPL
- Records management
- Student support
- Training package transition
- Validation

STUDENT ASSESSMENT GUIDELINES

CONTENTS

INTRODUCTION

- This guide outlines assignment submission, preparation and presentation
- In this guide, potential questions are addressed ensuring students are suitably informed about submission, file preparation and general presentation of assessments
- Studying at Certificate III, IV or Diploma level requires that a student take an active role in their learning -- completing assignments on time, in the correct manner and using the methods and presentation styles outlined below
- AOMI reserve the right to update, alter or otherwise amend this document without notice

WHAT IS COMPETENCY BASED ASSESSMENT?

Competency based assessment is the process of gathering evidence to confirm that a student can perform the required skills and demonstrate sufficient knowledge. To complete a unit of competency or a subject (i.e. multiple units of competency) students are required to --

1. Successfully demonstrate the required skills and knowledge on all assessment activities
2. Do so within the set time-frame, nominally a study term of 10 weeks

Rather than using a numerical or lettered marking scale, competency-based assessment uses the following scale to grade individual assessment items --

Satisfactory ✓	The student has demonstrated proficiency in the required skills and knowledge, and within the given time-frame
Unsatisfactory ✗	The student has demonstrated proficiency in only some of the required skills and knowledge, or has not completed the assessment within the given time-frame
Incomplete ✗	The student has not submitted sufficient evidence

At the conclusion of the study period, students are formally graded, as follows --

- **Competent [C]** ✓

The student successfully demonstrated the skills and knowledge to the required standard within the given time-frame.

- **Not Yet Competent [NYC]** ✗

The student was unable to successfully demonstrate the skills and knowledge to the required standard in the given time-frame.

Please note the following --

- Students are required to successfully demonstrate competence in ALL assessment activities, relating to the unit or subject
- Students are given one opportunity to be reassessed, referred to as reassessment
- Where a student is unable to demonstrate competency after two assessment attempts, the subject lecturer will discuss further opportunities to complete the unit, or subject in question

Please refer to the section "Reassessment" and "Retaking a Subject" (p. 6-7) below for more information.

GENERAL POINTS AND ASSESSMENT TYPES

Assessment may be undertaken in the student's own time from home or another study environment. In most cases, students may utilise reference material (incl. AOMI content) as required to assist in completing assessment work.

- **Written exams**

One exception to the above (i.e. where students are unable to utilise reference materials) is the supervised exam quiz. This is one type of what is referred to as a written examination.
Written examinations take place at the conclusion of the study term, in weeks 9 and 10 --

1. Supervised Exam

Where the student is supervised by a nominated person to ensure the integrity of the assessment process. No reference materials or aids are allowed.

2. Open Book Exam

Where the student employs reference materials and resources openly.

- **Third party verification**

A third-party verification may be required for some subjects and is to be completed by the workplace supervisor (i.e. teacher, work associate, industry professional or employer) to confirm that the student is incorporating the required skills and knowledge in the workplace. The supervisor may also be someone who oversees the student in a paid or volunteer role.

- **Practical assessment activities**

Practical assessment activities provide the student with the opportunity to demonstrate skills and knowledge in either a simulated or workplace environment.

- **Other**

Please note the following --

- Students are required to keep a copy of all assessment submissions
- Students must clearly indicate which assessment section or question is being addressed
- AOMI will keep student assessment submissions on file for a maximum of 18 months
- Exemplary assessments may be utilised as a guideline for future study term resources
- Assessments must be submitted in the manner outlined and are not accepted via post

DEADLINES AND EXTENSIONS

A crucial component of competency-based assessment is submitting all required work within the set timeframe. AOMI uses a 10-week study term as the timeframe in which all training and assessment for subject is to take place. Accordingly, all students are to keep on top of formative assessment tasks, as follows --

- Formative assessment tasks are to be completed on time, nominally during the week in which the formative assessment task is given
- It is a general expectation that students fall no more than two weeks behind with respect to formative assessment however this would be the exception, and not the norm!
- Students who fall more than two weeks behind may be forfeiting one of the two assessment attempts -- this is at the discretion of the subject lecturer
- Consistently falling behind calls into question the concept of competence, and whether the student is managing time and resources adequately

Due dates for summative assessments are outlined in the subject guide but generally fall due in study term week 9 -- students are to refer to the AOMI learning portal for specific the dates that apply.

Students seeking an extension for an assessment item will be required to fill out the assessment extension request form as a part of the procedure to securing an extension. Please note that additional supporting documentation will be requested.

REASSESSMENT

Students are given two opportunities to submit each assessment item providing the following conditions are met --

1. The initial assessment was submitted on time
2. Providing it is their first attempt at the unit or subject (see p.32 below)

Accordingly, formative assessment quizzes should not be reattempted until the subject lecturer has marked the first attempt. Further, students are advised to use reassessment to clarify the assessment expectations and/or seek feedback from the subject lecturer.

RETAKING A SUBJECT

Students who are deemed NYC (i.e. not yet competent) may retake a subject at a later date, in consultation with their subject lecturer and/or student support. When retaking a subject, it is assumed the student has acquired many of the required skills and knowledge on their first attempt and as such, the following guidelines apply --

1. Retaking a subject is considered the exception, not the rule!
2. Because students are retaking the subject, it may not be necessary to complete all given assessment work expected on the initial attempt
3. Due to point two, assessments for retakes are generally graded on the first attempt, i.e. students are not given two opportunities for each respective assessment
4. Students are expected to consider the feedback given to them on their initial attempt of the subject, using the retake to build upon existing skills and knowledge

Please also note the following --

- AOMI programs of study are not setup with retaking subjects in mind, nor are they advertised or marketed with retake fees built into the overall course cost
- There are fees associated with retaking a subject or unit of study
- Students are to speak with the student support should they have questions re the above

Moreover, students may retake a single subject a maximum of two times. If a student is deemed to be NYC after two reattempts, it is the general decision of AOMI that the challenges posed by online study are too great.

At this point, students receive written notice and ongoing enrolment is cancelled from this point onwards. Students will receive a statement of attainment for any units they have successfully completed.

DIFFERENCES BETWEEN FEEDBACK, TRAINING AND ASSESSMENT

Feedback is where the subject lecturer provides a response to submitted assessment work. This is a crucial component of competency based assessment. Please note the following --

- Students are given feedback on all assessment activities (generally) within 7 days of the assessment item being submitted
- Where a resubmission is required, students must incorporate the feedback received into the new attempt
- Failure to incorporate feedback indicates that the student lacks the skills and knowledge required to demonstrate competence

On this note, it is important to differentiate training from assessment. Training takes place during the study term and is organised incrementally. A key component of incremental learning methodology are formative assessment tasks, and these are designed to build knowledge and prepare students for summative assessment.

By the time a student submits summative assessment tasks, it is assumed that they have gained the required skills and knowledge (through training) to do so. As such, the subject lecturer is not obligated to re-explain fundamental or important concepts.

Further, as the student progresses through the program of study, it is also expected that they will do so in a progressive manner, building on the knowledge and skills gained from earlier subjects or units.

WORD DOCUMENT CONVENTIONS

Whether the student is presenting an essay, case-study response, or a report, the way documents are presented is important. Students should become accustomed to presenting work according to standardised conventions, as follows:

■ **Format and composition**

All written assessments must be composed in a word-processing software environment. Students may employ programs such as:

- Microsoft Word
- Pages
- Open Office

There are many paid and open source (i.e. free) programs to use and it is up to the student to decide which will best suit their operating system and budget requirements.

■ **General conventions**

Word-processed assessments are to adhere to specific conventions. These conventions include the type of font used, the size of the font and more. The following is a list of conventions AOMI adheres to --

Color

- All word-processed assessments are to use black only
- Students are not to use other colored fonts for quotes, titles or headings etc.

Font

- Serif style fonts are preferred
- Serif style fonts are those employed by books, magazines and newspapers as they make long stretches of text easier to read and additionally, italics are far more emphasized when compared to non-serif fonts
- Examples of serif style fonts are: Times New Roman, Century Schoolbook, Georgia, Cambria, Garamond, Hoefler & Palatino

Size

- Students are to employ a text size that is set universally across the document at between 10 and 12, depending on the choice of font

Layout and Spacing

- The document should be set to portrait and A4 sizing style layout
- Word-processing software will typically have these layouts built into a template
- AOMI does not require double spacing throughout the document, nor an indentation when beginning a new paragraph
- All text should be left aligned

Headings and Quotes

- Headings should use formal capitalization -- this is where the first and last words are capitalised, along with any other words excepting articles (the, an, a, etc.), prepositions (on, by, to, etc.) and short conjunctions (but, and, or, etc.)
- Sub-titles should also follow the rule of formal capitalisation

Images and Tables

- Images and tables are encouraged
- Any inserted images, or tables should be center aligned and sized evenly and appropriately on the page

Title Page

- AOMI does not require students to include a title page

Page Numbers

- Page numbers are not required

- **Final submission**

Students are to upload a PDF (portable document file) version of their word-document and not the word-document itself. This ensures the student's original file is kept intact, and that multiple file versions are not confused with one other. This final PDF version should be named according to the assessment task along with an underscore before the student's name, for example:

- Task 1_Joe Blogs.pdf

Mac users may print to PDF by choosing this option under the print menu although some software versions (Microsoft Word, for example) allow users to export their word-processed file to PDF from within the program.

Windows users may have to install a third-party application such as Nitro PDF, or Primo PDF. These applications install as a virtual printer and this allows users to print to PDF from the print menu. Alternatively, the student's software (i.e. Microsoft Word) may also support export to PDF.

Lastly, students must ensure that they do not encrypt or lock PDF files, as subject lecturers will make notes from within the PDF before sending them back to the student for review or resubmission.

DOCUMENT CONTENT

The content of the word-document constitutes what will be assessed. As such, students must ensure they read and understand the question, along with demonstrating comprehension of the topic throughout.

Students should become familiar with the topic they are researching or writing about, and source other material such as books, magazines, websites and more. Taking notes, summarising chapters and reviewing an author's sources are all useful skills that will assist the student when composing their document.

The assessment document should be ordered logically, read standalone and importantly, get the required points across! To accomplish this, the following should make up the word-processed assessment --

- **Introduction**

This can be used to introduce the reader to the topic at hand. Students may wish to recite the question, and setup the reader for what is to follow. The introduction should approximate 15% of the document.

- **Body**

This is where the student lays out an argument and states a case. The body should be appropriately sub-titled. Moreover, the body of the document should follow logical thought processes and give the reader valuable information about the topic at hand. The body should approximate 70% of your document.

- **Conclusion**

The conclusion is where the student sums up the document and presents the reader with a summary of what has been covered throughout. It is the closing statement before the student bids the reader farewell. In it, students should reference the body of their document and draw concluding arguments. The conclusion should approximate 15% of your document.

PORTFOLIO ASSESSMENTS

In cases where the student is required to submit a portfolio of files (i.e. a mixed file-format) this is best accomplished by placing all of the required files into a single folder on their computing device. This folder should be named appropriately with the student's name and the assessment name as the folder, for example:

- Joe Blogs Digital Music

Once the folder has been named, students may then zip or compress the folder, before it is uploaded to cloud storage such as OneDrive, Google Drive or Dropbox. The link to download this zipped file is then copied and pasted into the assessment text area.

- **Mac**

Right click on the appropriate folder and choose "compress." This makes a zipped file of the folder, and all the files within the folder. This zipped file can then be uploaded to cloud storage and the download link shared.

- **PC**

Right click on the appropriate folder and choose "send to compressed (zipped) folder." This makes a zipped file of the folder, and all the files within the folder. This zipped file can then be uploaded to cloud storage and the download link shared.

DAW SUBMISSIONS

When submitting recordings and compositions for assessment, students are generally required to submit both an exported 24-bit digital audio file (WAV, or AIFF), along with a zipped file of the session folder they are working on.

The term session (also called "project" or "set" depending on the DAW used…) refers to a folder that is in use and is being added to, as the student works on their composition, from within their DAW of choice. This folder stores audio files, MIDI information, edits, volume positions and revision history that the student has performed on their session and saved.

The session folder may have various subfolders within it, or it may be just an icon with hidden folders, as is the case with Logic Pro on a Mac. Before the student submits their completed assessment, the following is a generalised overview of what the student should checklist, prior to submission:

- **Clean up all tracks**

Tracks should be clearly labeled, according to the instrument or sound being used on that track. Additionally, ensure that any pops, clicks, background noise, or other unwanted anomalies are removed prior to submission.

- **Arrange tracks in a logical order**

Tracks should be arranged logically. Rhythm section instruments are typically ordered first, with drums, bass, guitars and keys/ piano being the orthodox layout.

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- **Delete unused items**

This could include unused or bypassed plugins or, unused (i.e. no longer needed) audio, MIDI or instrument tracks. The only items in your DAW session should be sounds, plugins or data that are being utilised.

- **Include all required audio files**

Some DAW's only link to where an audio file is stored and do not (by default) store the audio file in the above-mentioned session folder. Consult the DAW manual (or liaise with the subject lecturer) to ensure that all required audio files have been copied into the session folder that will be zipped and uploaded.

- **Levels and clipping**

When mixing or submitting a composition for assessment, students must ensure that audio levels are evenly balanced across the spectrum, and that the mix is appropriate for the style of music. Any levels that are red-lining, peaking or clipping should be turned down, or plugins on that track should be adjusted to facilitate this.

Additionally, students must ensure that they have met the criteria for their assessment. The composition should meet the required length, track count and other assessment minimums. Failure to adhere to this will result in a mark of unsatisfactory.

Following this, the student can then navigate to the session folder and zip/compress this folder for upload or delivery. Students must ensure they name both the folder and the audio file appropriately.

PRESENTATIONS AND PERFORMANCES

Presentations and performances are submitted in video formats. The recorded video must show the performer (or the presenter) clearly in the frame and have audio quality sufficient for assessment purposes. If the video submission does not show the students face, or contains distorted audio that is unintelligible, the subject lecturer may either ask for another version to be sent or may choose to mark the assessment item as unsatisfactory.

Recorded video files may be edited to remove any non-essential footage that will not form part of the assessment. This may include warm up footage, crowd banter, or the like.

Presentations especially benefit from editing to ensure the finished and submitted version does not include long pauses, lost trains of thought or interruptions from outside sources. However, performance assessments should not be edited in any other way and must demonstrate an honest real-world performance by the student.

Due to the larger file size of recorded video files, students are to upload the video to a website such as YouTube or Vimeo. If students do not have an active account for one of the above services, they must sign up for one.

ASSESSMENT MODERATION AND VALIDATION

Moderation and validation are conducted internally on an annual basis to ensure the following --

- Assessments align to the units of competency requirements
- Evidence gathering techniques are in line with industry standards and recommendations
- There is sufficient information regarding context and conditions for students
- Sufficient instructions are provided to both subject lecturers and the students
- Sufficient detail is provided regarding how evidence is collected and the basis on which assessment decisions are made
- Supporting documentation and manuals are appropriately referenced and included
- Assessment protocols and tools meet principles of assessment and evidence guideline requirements

ASSESSMENT TOOLS

An assessment tool (also called an evidence gathering technique) forms part of an overall assessment process. It includes checklists and instructions required to conduct one aspect of a competency-based assessment. Each tool outlines evidence the learner will need to supply, and further, describes how the evidence gathered will be used to judge the quality of performance.

When analysing a unit of competence, there are often several ways in which assessment may be conducted and carried out. As an example, a tool such as direct observation may be used for all elements within a unit of competency. Or a combination of direct observation and written testing may be needed. Much of it will depend on the specific unit of competency in question, and how the evidence gathering aligns to the elements within the unit of competency.

AOMI employs the following assessment tools and evidence gathering techniques --

- Video performances and recordings
- Audio files and recordings
- Reflective journals and documents
- Essay responses
- Case study responses
- Reporting and record keeping
- Portfolio of evidence -- also referred to as an activity or exercise portfolio
- Written examinations -- supervised exams and open book style
- Third-party verification reports -- written reports from work colleagues, associates, supervisors and other industry personnel etc.
- Written questionnaires -- primarily used for self-assessment and RPL process
- DRF (Discussion Room Forum) responses
- Interviews

The following information identifies the evidence that will be used to assess the student's competency within each unit. All evidence gathering as a part of the AOMI course is submitted electronically by the learner and there are a range of mediums used to assess competence:

- **Video**

Video performances and recordings constitute direct observation and are designed to show real-time footage of the student performing an assessment task. The assessment task may be a musical performance, or it may be an oral presentation the student is required to give. The video is uploaded to video hosting site such as YouTube or Vimeo. Specific criteria relative to the video performance is outlined in the subject feed for the unit of competency in question.

- **Audio**

Audio files and recordings constitute indirect observation and may be used as a stand-alone evidence gathering tool, or as a part of a portfolio of evidence gathering. Recorded audio files of the student's work will take the form of both rendered audio files (finished product) along with specific session files/folders relative to the students DAW of preference. Specific criteria relative to the video performance is outlined in the subject feed for the unit of competency in question.

- **Word processed documents**

Word-processed documents are composed by way of word-processing software and are used for evidence gathering techniques such as --

- Essays
- Reflective journals
- Responding to case study reports, discussion room forum posts and/or problem-solving activities
- Formulating resumes, bios or document portfolios
- Specific and general reporting
- Record keeping

Students are to submit the final document in PDF format which ensures the integrity of the original file is kept intact and secure. Specific criteria relative to word processed documents is outlined in the subject feed for the unit of competency in question.

- **Portfolio**

This is a zipped (i.e. compressed) file submission that may entail multiple file formats, as per the requirements for the unit of competency or subject in question. The portfolio of evidence is submitted at the conclusion of the study term, and is a compilation of various tasks that have been undertaken by the student to demonstrate competence. The portfolio may also take other names such as: career portfolio, activity portfolio and exercise portfolio. These names are used in context and reflect the content of the portfolio and the unit of competency.

- **Exams**

Written examinations can take the form of both supervised exams -- where the student is supervised by a nominated supervisor -- along with open book examinations, wherein the student employs resources openly. Written examinations are also referred to as an exam quiz and take place at the conclusion of the study term, within the designated study week.

- **Third party reports**

Third party reports are reports that are filled out by work associates, supervisors, colleagues, and other individuals who can attest to the competence of the student, with respect to a unit of competence, or a program of study. AOMI provides student learners with templates.

Third party reports are also employed when the learner is seeking RPL (recognition of prior learning) for a unit of competence, or a program of study.

- **Forum postings**

The Discussion Room Forum (DRF) is an element of the AOMI LMS and facilitates recorded written dialogue between students and the subject lecturer. The DRF allows the student to consult, seek information and/or clarify requirements as per the subject or unit of competence. Students may be required to answer questions, engage in discussion on a relevant topic, respond to a reading or seek feedback within this medium.

- **Interviews**

The is an assessment tool employed by AOMI for the student to gain valuable insight into the music industry. It provides a useful medium so far as networking with industry professionals while at the same time as gathering information about a topic.

SUPPLIED EQUIPMENT

CONTENTS

- AOMI provides Certificate level students the following equipment (incl. postage costs) to students, as part of course fees
- Equipment is sent out on a per study term basis, not at the commencement of the program of study
- Equipment listed may be required for later subjects
- Importantly -- **do not discard download cards** supplied with hardware
- Download cards contain alphanumeric authorisation keys required to activate software
- Students who discard download cards will be required to purchase software at their own expense
- Diploma students have the option to purchasing an equipment package or independently sourcing the required resources from a retailer of their choice

CERTIFICATE III IN MUSIC INDUSTRY

Music Literacy

1. Arturia MiniLab MKII MIDI keyboard
2. DAW Ableton LIVE 10 Lite
3. Textbook "Practical Theory Complete"
4. A4 manuscript pad

[CORE] Copyright

1. Textbook "Copyright Essentials" (B127v04)

Record and Perform Music

1. Focusrite Scarlett Solo
2. Shure PGA58
3. Studio headphones

CERTIFICATE IV IN MUSIC INDUSTRY

Music Literacy

1. Arturia MiniLab MKII MIDI keyboard
2. DAW Ableton LIVE 10 Lite
3. Textbook "Practical Theory Complete"
4. A4 manuscript pad

[CORE] Copyright

1. Textbook "Copyright Essentials" (B127v04)

Digital Music #1

1. Focusrite Scarlett 2i2
2. AKG PG120 condenser microphone
3. Studio headphones
4. 1 XLR cable

Digital Music #2

1. Novation LaunchPAD mini

DIPLOMA OF MUSIC INDUSTRY [COMPOSITION + SOUND PRODUCTION]

**The following is a list of required resources. Students can contact the enrolment officer for an equipment package fee list or alternatively purchase the following from a retailer of their choice.

Digital Music #1

1. Native Instruments A25 MIDI Keyboard (13GB of included content)
2. DAW Ableton LIVE 10 Lite

Music Production #1

1. Yamaha MG10XU
2. DAW Pro Tools -- perpetual license with 12 months of support and upgrades
3. PACE iLok3 authorisation key
4. Beyerdynamic DT990 Pro studio headphones
5. RODE M5 stereo condenser microphones
6. 2 XLR cables

Music Production #2

1. DAW Harrison Mixbus bundle includes -- Mixbus, Mixbus 32c plus all included plugins

[CORE] Manage Copyright Arrangements

1. Textbook "Copyright and Music" (B137v02)
2. Textbook "Copyright and Publishers" (B147)

DUAL QUALIFICATION
CERT. IV + DIPLOMA OF MUSIC INDUSTRY

**The following is a list of required resources. Students can contact the enrolment officer for an equipment package fee list or alternatively purchase the following from a retailer of their choice.

Music Literacy

1. Native Instruments A25 MIDI keyboard (13GB of included content)
2. DAW Ableton LIVE 10 Lite
3. Textbook "Practical Theory Complete"
4. A4 manuscript pad

[Cert. IV CORE] Copyright

1. Textbook "Copyright Essentials" (B127v04)

Music Production #1

1. Yamaha MG10XU
2. DAW Pro Tools -- perpetual license with 12 months of support and upgrades
3. PACE iLok3 authorisation key
4. Beyerdynamic DT990 Pro studio headphones
5. RODE M5 stereo condenser microphones
6. 2 XLR cables

Music Production #2

1. DAW Harrison Mixbus bundle includes -- Mixbus, Mixbus 32c plus all included plugins

[Diploma CORE] Manage Copyright Arrangements

3. Textbook "Copyright and Music" (B137v02)
4. Textbook "Copyright and Publishers" (B147)

Digital Music #2 [Cert. IV]

1. Novation LaunchPAD mini

DIPLOMA OF MUSIC INDUSTRY [SOUND PRODUCTION]

**The following is a list of required resources. Students can contact the enrolment officer for an equipment package fee list or alternatively purchase the following from a retailer of their choice.

Music Production #1

1. Yamaha MG10XU
2. DAW Pro Tools -- perpetual license with 12 months of support and upgrades
3. PACE iLok3 authorisation key
4. Beyerdynamic DT990 Pro studio headphones
5. RODE M5 stereo condenser microphones
6. 2 XLR cables

Audio Production #1

1. Behringer X-Touch One
2. Audio Technica AT875R

Music Production #2

2. DAW Harrison Mixbus bundle includes -- Mixbus, Mixbus 32c plus all included plugins

[CORE] Manage Copyright Arrangements

1. Textbook "Copyright and Music" (B137v02)
2. Textbook "Copyright and Publishers" (B147)

STUDY SCHEDULE AND UNIT BREAKDOWN

CONTENTS

SUBJECT CODES

[C] = Qualification "core" unit

[SP] = Structured as a self-paced subject i.e. no set weekly work

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CERTIFICATE III MUSIC INDUSTRY CUA30915

8 SUBJECTS | 11 UNITS
FULL TIME STUDY LOAD
40 WEEKS @ 15 -- 20 HOURS PER WEEK

TERM	SUBJECT	UNIT CODE	UNIT NAME
1	Music Literacy	CUAMLT301	Develop and Apply Aural Perception Skills
		CUAMLT303	Notate Music
	Develop Technical Skills in Performance [SP]	CUAMPF301	Develop Technical Skills in Performance
2	Record and Perform Music	CUAMPF304	Make a Music Demo
		CUAMPF406	Perform Music as a Soloist
	Copyright [C]	CUACMP301	Implement Copyright Arrangements
3	Digital Music	CUAMCP301	Compose Simple Songs or Musical Pieces
		CUAMCP303	Develop Simple Musical Pieces Using Electronic Media
	Style and Genre [C]	CUAMLT302	Apply Knowledge of Style and Genre
4	Music Industry [C]	CUAIND313	Work Effectively in the Music Industry
	Work Health Safety [C][SP]	BSBWHS201	Contribute to Health and Safety of Self and Others

CERTIFICATE IV MUSIC INDUSTRY CUA40915

9 SUBJECTS | 14 UNITS
FULL TIME STUDY LOAD
40 WEEKS @ 25 HOURS PER WEEK

TERM	SUBJECT	UNIT CODE	UNIT NAME
1	Music Literacy	CUAMLT301	Develop and Apply Aural Perception Skills
		CUAMLT303	Notate Music
	Music Performance [SP]	CUAMPF405	Develop Instrumental Techniques
		CUAMPF406	Perform Music as a Soloist
2	Musical Analysis	CUAMLT402	Articulate Ideas About Music
		CUAMLT403	Develop Skills in Analysis of Functional Harmony
	Copyright [C]	BSBIPR401	Use and Respect Copyright
3	Digital Music #1	CUAMCP401	Develop Techniques for Arranging Music
		CUAMCP402	Develop Techniques for Composing Music
	Digital Audio Theory	CUAIND401	Extend Expertise in Specialist Creative Fields
4	Digital Music #2 [SP]	CUAMPF409	Perform Music Using Digital Media
	Work Health Safety [C][SP]	CUAWHS302	Apply Work Health and Safety Practices
	Music Industry [C]	BSBSMB301	Investigate Micro Business Opportunities
		BSBCRT401	Articulate, Present and Debate Ideas

CERTIFICATE IV MUSIC INDUSTRY CUA40915

9 SUBJECTS | 14 UNITS
PART TIME STUDY LOAD
60 WEEKS @ 15 HOURS PER WEEK

TERM	SUBJECT	UNIT CODE	UNIT NAME
1	Music Literacy	CUAMLT301	Develop and Apply Aural Perception Skills
		CUAMLT303	Notate Music
2	Music Performance [SP]	CUAMPF405	Develop Instrumental Techniques
		CUAMPF406	Perform Music as a Soloist
	Copyright [C]	BSBIPR401	Use and Respect Copyright
3	Musical Analysis	CUAMLT402	Articulate Ideas About Music
		CUAMLT403	Develop Skills in Analysis of Functional Harmony
	Work Health Safety [C][SP]	CUAWHS302	Apply Work Health and Safety Practices
4	Digital Music #1	CUAMCP401	Develop Techniques for Arranging Music
		CUAMCP402	Develop Techniques for Composing Music
5	Digital Audio Theory	CUAIND401	Extend Expertise in Specialist Creative Fields
	Digital Music #2 [SP]	CUAMPF409	Perform Music Using Digital Media
6	Music Industry [C]	BSBSMB301	Investigate Micro Business Opportunities
		BSBCRT401	Articulate, Present and Debate Ideas

DIPLOMA OF MUSIC INDUSTRY
CUA50815 [COMPOSITION + SOUND PROD.]

9 SUBJECTS | 16 UNITS

FULL TIME STUDY LOAD

40 WEEKS @ 25 -- 30 HOURS PER WEEK

TERM	SUBJECT	UNIT CODE	UNIT NAME
1	Digital Music #1	CUAMCP401	Develop Techniques for Arranging Music
		CUAMCP402	Develop Techniques for Composing Music
	Music Production #1	CUASOU405	Record Sound
		CUASOU407	Edit Sound
2	Digital Music #2	CUAMCP501	Compose Music Using Electronic Media
		CUAMCP502	Compose Music for Screen
	Sound Design and Synthesis	CUASOU503	Develop Sound Designs
		CUASOU505	Implement Sound Designs
3	Digital Audio Theory	CUAIND401	Extend Expertise in Specialist Creative Fields
	Music Production #2	CUASOU409	Mix Recorded Music
		CUASOU506	Create a Final Sound Balance
		CUAWRT503	Write About Music
4	Creative Practice [C][SP]	CUAPPR505	Establish and Maintain Safe Creative Practice
	Copyright Arrangements [C]	CUACMP511	Manage Copyright Arrangements
	Music Industry [C][SP]	CUAIND402	Provide Freelance Services
		BSBCRT501	Originate and Develop Concepts

DIPLOMA OF MUSIC INDUSTRY CUA50815 [SOUND PRODUCTION]

9 SUBJECTS | 16 UNITS

FULL TIME STUDY LOAD

40 WEEKS @ 25 -- 30 HOURS PER WEEK

TERM	SUBJECT	UNIT CODE	UNIT NAME
1	Music Production #1	CUASOU405	Record Sound
		CUASOU407	Edit Sound
	Digital Audio Theory	CUAIND401	Extend Expertise in Specialist Creative Fields
2	Audio Production #1	CUASOU406	Develop and Implement Sound Plans
		CUASOU408	Edit Dialogue
	Sound Design and Synthesis	CUASOU503	Develop Sound Designs
		CUASOU505	Implement Sound Designs
3	Audio Production #2 [SP]	CUASOU410	Record Sound on Location
		CUASOU411	Coordinate Sound Recording Operations on Location
	Music Production #2	CUASOU409	Mix Recorded Music
		CUASOU506	Create a Final Sound Balance
		CUAWRT503	Write About Music
4	Creative Practice [C][SP]	CUAPPR505	Establish and Maintain Safe Creative Practice
	Copyright Arrangements [C]	CUACMP511	Manage Copyright Arrangements
	Music Industry [C][SP]	CUAIND402	Provide Freelance Services
		BSBCRT501	Originate and Develop Concepts

DIPLOMA OF MUSIC INDUSTRY
CUA50815 [COMPOSITION + SOUND PROD.]

9 SUBJECTS | 16 UNITS

PART TIME STUDY LOAD

80 WEEKS @ 15 HOURS PER WEEK

TERM	SUBJECT	UNIT CODE	UNIT NAME
1	Digital Music #1	CUAMCP401	Develop Techniques for Arranging Music
		CUAMCP402	Develop Techniques for Composing Music
2	Music Production #1	CUASOU405	Record Sound
		CUASOU407	Edit Sound
3	Digital Music #2	CUAMCP501	Compose Music Using Electronic Media
		CUAMCP502	Compose Music for Screen
4	Sound Design and Synthesis	CUASOU503	Develop Sound Designs
		CUASOU505	Implement Sound Designs
5	Music Production #2	CUASOU409	Mix Recorded Music
		CUASOU506	Create a Final Sound Balance
		CUAWRT503	Write About Music
6	Digital Audio Theory	CUAIND401	Extend Expertise in Specialist Creative Fields
	Creative Practice [C][SP]	CUAPPR505	Establish and Maintain Safe Creative Practice
7	Copyright Arrangements [C]	CUACMP511	Manage Copyright Arrangements
8	Music Industry [C][SP]	CUAIND402	Provide Freelance Services
		BSBCRT501	Originate and Develop Concepts

DIPLOMA OF MUSIC INDUSTRY CUA50815 [SOUND PRODUCTION]

9 SUBJECTS | 16 UNITS
PART TIME STUDY LOAD
80 WEEKS @ 15 HOURS PER WEEK

TERM	SUBJECT	UNIT CODE	UNIT NAME
1	Music Production #1	CUASOU405	Record Sound
		CUASOU407	Edit Sound
2	Digital Audio Theory	CUAIND401	Extend Expertise in Specialist Creative Fields
3	Audio Production #1	CUASOU406	Develop and Implement Sound Plans
		CUASOU408	Edit Dialogue
4	Sound Design and Synthesis	CUASOU503	Develop Sound Designs
		CUASOU505	Implement Sound Designs
5	Audio Production #2 [SP]	CUASOU410	Record Sound on Location
		CUASOU411	Coordinate Sound Recording Operations on Location
6	Music Production #2	CUASOU409	Mix Recorded Music
		CUASOU506	Create a Final Sound Balance
		CUAWRT503	Write About Music
7	Creative Practice [C][SP]	CUAPPR505	Establish and Maintain Safe Creative Practice
	Copyright Arrangements [C]	CUACMP511	Manage Copyright Arrangements
8	Music Industry [C][SP]	CUAIND402	Provide Freelance Services
		BSBCRT501	Originate and Develop Concepts

DUAL QUALIFICATION | CUA40915 CUA50815 PERFORMANCE COMPOSITION AND SOUND PROD.

16 SUBJECTS | 27 UNITS
FULL TIME STUDY LOAD
80 WEEKS @ 25 -- 30 HOURS PER WEEK

Study schedule and unit breakdown shown on following page

TERM	SUBJECT	UNIT CODE	UNIT NAME
1	Music Literacy	CUAMLT301	Develop and Apply Aural Perception Skills
		CUAMLT303	Notate Music
	Music Performance [SP]	CUAMPF405	Develop Instrumental Techniques
		CUAMPF406	Perform Music as a Soloist
2	Musical Analysis	CUAMLT402	Articulate Ideas About Music
		CUAMLT403	Develop Skills in Analysis of Functional Harmony
	Copyright [C]	BSBIPR401	Use and Respect Copyright
3	Digital Music #1	CUAMCP401	Develop Techniques for Arranging Music
		CUAMCP402	Develop Techniques for Composing Music
	Music Production #1	CUASOU405	Record Sound
		CUASOU407	Edit Sound
4	Digital Music #2	CUAMCP501	Compose Music Using Electronic Media
		CUAMCP502	Compose Music for Screen
	Sound Design and Synthesis	CUASOU503	Develop Sound Designs
		CUASOU505	Implement Sound Designs
5	Music Production #2	CUASOU409	Mix Recorded Music
		CUASOU506	Create a Final Sound Balance
		CUAWRT503	Write About Music
	Digital Audio Theory	CUAIND401	Extend Expertise in Specialist Creative Fields
6	Digital Music #2 [Cert. IV] [SP]	CUAMPF409	Perform Music Using Digital Media
	Music Industry [Cert. IV] [C]	BSBSMB301	Investigate Micro Business Opportunities
		BSBCRT401	Articulate, Present and Debate Ideas
7	Work Health Safety [C][SP]	CUAWHS302	Apply Work Health and Safety Practices
	Copyright Arrangements [C]	CUACMP511	Manage Copyright Arrangements
8	Creative Practice [C][SP]	CUAPPR505	Establish and Maintain Safe Creative Practice
	Music Industry [C][SP]	CUAIND402	Provide Freelance Services
		BSBCRT501	Originate and Develop Concepts

DUAL QUALIFICATION | CUA40915 CUA50815 PERFORMANCE COMPOSITION AND SOUND PROD.

16 SUBJECTS | 27 UNITS
PART TIME STUDY LOAD
120 WEEKS @ 15 HOURS PER WEEK

Study schedule and unit breakdown shown on following page

TERM	SUBJECT	UNIT CODE	UNIT NAME
1	Music Literacy	CUAMLT301	Develop and Apply Aural Perception Skills
		CUAMLT303	Notate Music
2	Music Performance [SP]	CUAMPF405	Develop Instrumental Techniques
		CUAMPF406	Perform Music as a Soloist
3	Musical Analysis	CUAMLT402	Articulate Ideas About Music
		CUAMLT403	Develop Skills in Analysis of Functional Harmony
	Copyright [C]	BSBIPR401	Use and Respect Copyright
4	Digital Music #1	CUAMCP401	Develop Techniques for Arranging Music
		CUAMCP402	Develop Techniques for Composing Music
5	Music Production #1	CUASOU405	Record Sound
		CUASOU407	Edit Sound
6	Digital Music #2	CUAMCP501	Compose Music Using Electronic Media
		CUAMCP502	Compose Music for Screen
7	Sound Design and Synthesis	CUASOU503	Develop Sound Designs
		CUASOU505	Implement Sound Designs
8	Music Production #2	CUASOU409	Mix Recorded Music
		CUASOU506	Create a Final Sound Balance
		CUAWRT503	Write About Music
9	Digital Audio Theory	CUAIND401	Extend Expertise in Specialist Creative Fields
	Digital Music #2 [Cert. IV] [SP]	CUAMPF409	Perform Music Using Digital Media
10	Music Industry [Cert. IV] [C]	BSBSMB301	Investigate Micro Business Opportunities
		BSBCRT401	Articulate, Present and Debate Ideas
11	Work Health Safety [C][SP]	CUAWHS302	Apply Work Health and Safety Practices
	Copyright Arrangements [C]	CUACMP511	Manage Copyright Arrangements
12	Creative Practice [C][SP]	CUAPPR505	Establish and Maintain Safe Creative Practice
	Music Industry [C][SP]	CUAIND402	Provide Freelance Services
		BSBCRT501	Originate and Develop Concepts

APPENDIX

CONTENTS

COMPUTER REQUIREMENTS AND SPECIFICATIONS

■ **Minimum system requirements**

The following specifications are considered the minimum for use within a modern music production environment. Please note that Apple computers are preferred for Diploma or dual qualification students --

Component	Minimum	Recommended
CPU	Quad core Intel i5 or equivalent	Six core Intel i7 or greater
HDD	250GB SSD	500GB SSD or larger
RAM	8GB	16GB+
OS	Windows 10 or MacOS 64 bit	N/A

■ **Peripherals**

Please ensure your computer has the following --

- At least 2 free USB ports for devices/peripherals incl. Novation MIDI keyboard and audio interface
- USB port for iLok authorisation -- Diploma students only
- Full size USB or Bluetooth wireless keyboard with numeric keypad recommended for shortcuts and enhanced functionality
- External USB or Thunderbolt hard drive (SSD recommended) for saving and running DAW sessions along with backup of important audio files incl. loop libraries and samples

Students may also wish to use a second monitor. Whilst this is not mandatory, we strongly recommend this for full-time students.

■ **Mac versus PC**

MacBook Pro or iMac computers made within the past 2 years would suit the specifications listed above. Macintosh computers also "pair" with an iPad or iPhone and there are many official and third-party applications that may downloaded and used for music production. PC's are far more subject to variation and students are advised to consult the manufacturer and/or retailer to determine the internal specifications of the machine.

Diploma students are further advised to check the following links that reference qualified (i.e. supported and tested) computers for operation of AVID Pro Tools software --

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URL	Explanation
https://tinyurl.com/pwkofdo	Pro Tools system requirements and announcements
https://tinyurl.com/yblfaar9	Pro Tools OS optimization guidelines

■ **General expectations**

Working in an online environment, AOMI students will be expected to --

- Install, authorise and maintain DAW software incl. plugins and applicable device drivers
- Maintain a range of digital resources incl. DAW session folders and loops/sample libraries
- Zip (i.e. compress) files for upload to cloud storage services

Students must communicate promptly if there are issues with software or hardware.

■ **Assumed digital literacy**

The following are assumed from prospective and current AOMI students --

- Valid email address checked regularly (min. once per day)
- Fluency navigating the World Wide Web incl. entering a specific URL and performing searches via Google (or another search engine) related to topics of interest
- Experience with at least two modern web-browsers i.e. Safari, Firefox, Chrome, Opera or Edge
- Cloud storage account (OneDrive, Google Drive, Dropbox etc.) with min. 2GB of free data
- Capable of sharing cloud storage links enabling third parties' access to large file-size attachments
- Ability to open, edit and save basic document files such as Microsoft Word, Excel and PDF
- Ability to take a computer-generated digital screenshot (i.e. not taken with an external device) and annotate, if required
- Ability to download, authorise and run a range of program applications
- Ability to compress (i.e. zip) folders in addition to decompressing downloaded zipped folders
- Basic understanding of file attachments and file extensions, for example .doc (word file) .pdf (PDF document) .jpg (image file) and .zip (compressed folder file)
- Good digital file management practice i.e. regularly deleting old files, naming new files and folders logically and backing up important data to external storage and/or the cloud

INTRODUCTION TO VET

Welcome to online study with AOMI. I want to personally thank you for choosing to study with us and it is my hope that together, we can work to achieve a successful outcome for your study goals.

Before you jump in and get started, I thought it best to explain how vocational education and training (i.e. VET) works. In case you were not aware, a Cert. III, IV or Diploma (in music) is a vocational qualification and each qualification comprises a training package (these are various units of competence that are grouped together…) that have been endorsed by the Australian Industry and Skills Committee or AISC. The AISC are in turn advised by Industry Reference Committee's (IRC's) which consist of individuals considered to have close links to industry. What do IRC's do? The following quote from the AISC website explains the role of IRC's --

> IRCs gather information from their industry sector -- including challenges, opportunities, trends and industry requirements for training - to advise on training packages. They use this information to develop and review training packages to help make sure the national training system provides the qualifications, knowledge and skill sets that industry needs…

VET focuses on the skills relevant to a particular industry and the emphasis with VET is on the student being able to demonstrate competency in these newly acquired skills through various forms of evidence.

This is different to other forms of training in that competency based training does not employ a percentile or lettered grading system from A through D. Rather, assessment undertaken within the competency based training model grades a student as -- **[1]** satisfactory, **[2]** unsatisfactory or **[3]** incomplete, with an overall grade for a unit of study as follows:

- Competent ✓
- Not Yet Competent ✗

These definitions are covered within the **AOMI Information Handbook** in detail but essentially, a mark of satisfactory indicates that you have met the standard of evidence required to demonstrate competence in that particular assessment item, relative to the subject or unit of study.

So that leads us to our next question -- what is competency? Competency is a fairly broad concept and it includes all aspects of work-based performance. It essentially means you are capable, "competent" and knowledgeable, and can perform to an industry standard level. To be eligible for competency, the student must satisfactorily complete the requirements of an entire unit (or subject) within a given timeframe and to an industry standard level.

Certificate III Music Industry	11 units of competency
Certificate IV Music Industry	14 units of competency
Diploma of Music Industry	16 units of competency

In order to gain your qualification, you must pass all of the units within the designated training package. So, what that means is that you can't (for example) fail one unit but do really well in another -- you have to be marked as *satisfactory* for all assessments in every single unit. Provided you do that, you will receive an overall grade of competent for that unit.

However, in saying all of this, the great thing about VET is that students are given feedback for all assessment items and then a second chance to correct initial mistakes, if that applies. In other words, students are given two opportunities to demonstrate competence, provided of course that the first assessment item is submitted on time by the applicable due-date. Let me give you a quick example on the above --

> A student (let's call him Johnny...) has been studying the "Notate Music" unit as part of the *Music Literacy* subject. He undertakes all of the training and sits his end of study term exam. Unfortunately, Johnny doesn't do very well in the exam and doesn't meet the minimum required pass mark. So, has Johnny failed this unit of competence?

> Johnny will receive feedback on his answers and is shown where and how he went wrong. As I said before, this is an important part of VET -- the student receives feedback and a chance to correct their mistakes. In our case, Johnny is then allowed another chance (his second and final attempt) to undertake the assessment. If he again doesn't meet the minimum pass mark, then at this point he would be marked as Not yet Competent. Accordingly, he would need to retake this subject at a later date in order to gain his qualification.

Vocational education acknowledges that we should learn from our mistakes and that oftentimes, the first time you do something doesn't necessarily represent your best work. Was the first time you played a song your absolute best version? I doubt that it was! The VET system is a great fit as musicians inherently work this way, and we tend to refine things in an incremental process.

In conclusion, I hope this introduction was informative and has helped you to understand how VET works, and how it may be different to other systems of learning you might be familiar with. It's important that you stay on top of your weekly work and maintain contact with your subject lecturer. He (or she) is here to help you and importantly, they'll be the one assessing you at the end of study term. On that note, it's important you have a good working relationship with this person and if you are struggling (for whatever reason) drop them a line and get in touch.

Thanks for reading and I wish you all the best in your studies!

William [Bill] Palmer

AOMI CEO and Head Lecturer

SUMMARY

- VET focuses on skills relevant to a particular industry
- There is no percentile grading system for students
- The grading system comprises either Competent or Not Yet Competent within the unit of study being undertaken
- Within the AOMI study portal, satisfactory is represented by a mark of 8/10 or 80%
- Assessments for a subject may be formative (i.e. undertaken as part of the weekly training) or summative (i.e. undertaken at the end of the training period) or a combination of the two
- Students must complete all assessment work within the designated timeframe of a 10-week study term
- Students receive feedback for all assessments and then a second chance to reattempt the assessment, where applicable

SOCIAL MEDIA INTERACTION

AOMI maintain a number of social media accounts. These are as follows --

Platform	URL
Facebook	facebook.com/aomusicinstitute/
Instagram	instagram.com/aomusicinstitute/
YouTube	tinyurl.com/vnrpysf
Vimeo	vimeo.com/austonlinemi

Social media accounts are used primarily for marketing and informational purposes only. Social media is not employed as a method of interaction with students or other relevant stakeholders. Please note the following --

- Contact with a subject lecturer is to be via the AOMI portal only
- Inquiries regarding equipment, portal access etc. are best directed to student support via email
- Making a complaint via social media is not considered an acceptable method of dispute resolution
- AOMI reserve the right to delete any social media content (i.e. comments or posts) that do not align with our vision and values statement or that we feel are best addressed via our prescribed means

NAVIGATING THE LMS

Study with AOMI is undertaken using a dedicated LMS or Learning Management System. AOMI uses an LMS called "Moodle," developed in Australia by an educator named Martin Dougiamas. The first version of Moodle was released in 2002 and over the years, has grown into a highly configurable and customisable interface. In terms of interaction, Moodle is very similar to Facebook and/or other social media sites. Student access is restricted based on a pre-determined username and password and interaction between students and teachers takes place solely within the LMS.

- **Login**

Login to the AOMI Moodle LMS by navigating to -- https://aomiportal.com

Users are automatically logged out should they be inactive for a predetermined period of time. Note that this is a security feature of the LMS and cannot be disabled.

- **Home screen navigation**

Once logged in, students are greeted with the home screen. Across the top panel, the following five tabs are shown --

My Courses	Courses (i.e. subjects) in which the user is currently enroled
My Profile	AOMI user profile that is visible to other enroled students and subject lecturers
My Materials	Provides an overview of the user's courses, the calendar, upcoming events and more
News	Shortcut to the "site news" bulletin forum
Calendar	Displays the calendar which lists the study term week in addition to assignment due dates

There are five additional "icon" style tabs towards the right of the top panel, as follows

1. Search [magnification icon]
2. Editing [cog icon]
3. Notifications [bell icon]
4. Messaging [speech bubble icon]
5. User Profile [user picture and name]

The home screen also contains the most recent site news post, an email link to student support, tabs for Music Australia, APRA|AMCOS and Sound on Sound along with the subjects in which the student is enroled.

The black footer section at the bottom of the page shows the "latest announcements" "online users" and a condensed version of the calendar.

■ **Notifications**

Notifications are displayed when a subject lecturer grades student work or when a new forum post is submitted. Students will receive a notification in the top panel (i.e. the bell icon) along with an email. Students can click "view full notification" to be taken to the appropriate section of the portal.

Users are advised to check their email "spam" folder to ensure that AOMI notification emails are not sent there by default by the designated email service provider.

■ **Messaging other users**

Students are encouraged use the portal messaging function to directly contact a subject lecturer. To message another user directly, click on their profile picture and select "message" underneath their name. Points to consider when messaging other users --

- Always be professional and courteous in your dealings with others
- Subject lecturers are employed to grade student work therefore will not get into discussions about anything other than this
- Under no circumstances should you discuss anything sexual, religious or political
- If you encounter any hostility or "attitude" from another user, please advise student support ASAP

AISC	Australian Industry Skills Committee	Setup to give industry a formal role in approving VET training packages for implementation
AOMI	Australian Online Music Institute	An RTO that offers online music qualifications
AQF	Australian Qualifications Framework	The policy for regulated qualifications in the Australian education and training system
ASQA	Australian Skills Quality Authority	The national regulator for Australia's vocational education and training sector
C	Competent	Indicates successful completion of a unit of study
CERT	Certificate	Pre tertiary level qualification
CPU	Central Processing Unit	A physical component of a computer system
DAW	Digital Audio Workstation	A program like Pro Tools, Ableton etc.
DIP	Diploma	Tertiary level qualification
DRF	Discussion Room Forum	A forum within the AOMI LMS where students must post answers to questions

DOC	Document	A digital file created in Microsoft Word or similar
FT	Full Time	A study load with set hours per week
HDD	Hard Disk Drive	A storage device used within a computer system
IRC	Industry Reference Committee	A body that gathers information from a particular industry
LLN	Language Literacy and Numeracy	Required skills that learners must have to successfully engage in a program of study
LMS	Learning Management System	Moodle is an LMS however, there are many others
NTCH	National Training Complaints Hotline	Enables complainants to record their contact details and outline their complaint and desired outcome
NYC	Not Yet Competent	Indicates unsuccessful completion of a unit of study
OS	Operating system	A software program that controls the functionality of a computing system, for example MacOS or Windows 10

PDF	Portable Document File	A file format that preserves text and layout formatting
PT	Part Time	A study load with set hours per week
RAM	Random Access Memory	A physical component of a computer system
RPL	Recognition of Prior Learning	An assessment protocol
RTO	Registered Training Organisation	A training provider registered with ASQA to deliver VET qualifications
SSD	Solid State Drive	A storage device used within a computer system
ST	Study Term	A period of 10 weeks in which AOMI subjects are to be completed
VET	Vocational Education and Training	Education and training that focuses on providing skills for a particular industry
WD	Withdrew	Indicates the student withdrew from the program of study or unit of competence
WK	Week	The shorthand version for week within the AOMI LMS