

**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** Students' Complaint Regarding Assessments in Management Subject  
**Importance:** High

Dear [REDACTED]

I have received some concerns from your students in Management subject in Term 1 2009. Being the acting director of VET program, I have to respond to students' complaint and request your explanation. Now, I summarize the students' concerns as following:

1. Regarding the mark allocation of class activities. It seems you have allocated 10 marks for class activities. Could you explain what the criteria you have used to allocate the mark to student, attendance, or participation of discussion in class? If the attendance is a criterion, please give me the attendance roll that was used in your lectures and tutorials.
2. Regarding the mark allocation of assignments: Some students complained that you did not receive students' submission only one day after the due date. If it was the case, which school's regulation or rule were you based upon? I also request you to hand in all marked students' assignments with the marking criteria.
3. I read your marking criteria for the final exam. There are some concerns as well. The examination you set up in very theoretical, which was quite different with the teaching style you adopted in your lecture and tutorial (which is more interactive based discussion and real world story illustration based on students' complaint). Students also pointed out that the exam questions were quite different with the review questions you gave, which gave them misleading for their exam preparation. Hence, the exam result was so bad and unacceptable from both students' and school's point of view.

In accordance with our institute's policy, I have to conduct an investigation on above students' concerns and give students feedback ASAP. Hence, could you please respond me on above concerns before the end of this week? Then, I can proceed the investigation based on students' complain and your response.

Kind regards,

[REDACTED]  
**Acting Director of Studies - VET Program**  
[REDACTED]

From: [REDACTED]  
Subject: **RE: Complaint Regarding Assessments in Management Subject**  
Date: 28 May 2009 9:04:09 AM  
To: [REDACTED]  
Cc: [REDACTED]

Dear [REDACTED]

Given the current circumstances and the aggressive way in which [REDACTED] has been speaking emailing me in regard to my teaching over the last month. I believe I have no choice but to leave this organisation.

[REDACTED] behaviour has been unacceptable and amounts to harassment especially since his comments are totally unfounded.

Given that his comments about the "unacceptableness" of my teaching only began after I refused to remark the exams more than 4 weeks after results had been submitted (and no comment by any staff member even hinted of a problem before this) I am of the belief that his comments are linked to my unwillingness to remark the exams without proper reason rather than any issue of teaching. It is interesting that [REDACTED] would accuse me of not being able to explain things but has never been in a lecture of mine nor has he shown me any feedback from students in regard to this. In contrast both [REDACTED] and [REDACTED] who have spoken to many of my students and examined formal and informal student feedback forms for the last three years show that I can explain and teach very well. Furthermore if my ability to explain/teach was in question why am I the longest standing teacher at [REDACTED]? and why have these complaints never been brought by yourself or any of the other Directors of Studies? (You yourself thanked me for my good service to [REDACTED] two weeks ago)

I am also highly concerned with [REDACTED] practices in regard to the finalisation of student marks and the resitting of tests. I have spoken with a number of teachers both past and present in the last few days and they share my concern in regard to this. Students who have failed classes that I have taught have turned up in the next class (Eg Accounting 1A Failures come to Accounting 1B) without any explanation as to how they passed. When asked the only explanation given is that they passed some form of resit test but these papers have never been produced. Given that all tests must be marked by properly qualified instructors with TAA or AWT qualifications I find this very concerning. Having spoken to students who have now graduated I am also concerned that their official marks on their transcript may not match the official marks that I have submitted and this is also concerning.

More recently my suspicions have been raised by [REDACTED] practice in regard to student marks and remarking. I am not sure what [REDACTED] perspective on proper assessment standards is but his comments to me when he requested me to remark (on 15 /5/09) were very concerning. He stated that our Diploma is not first year university but below university and indeed below colleges such as Insearch or SIBT. This is inconsistent with what you have told me. You have told me a number of times over the last three years that we have agreements with Macquarie University and UNE and thus we should keep the highest quality and have high standards comparable with any Australian University. One example of this is where [REDACTED] questioned my marking in regard to a 9 mark question. In this question students were asked to explain SWOT and Porter's 5 forces and how they are to be used, [REDACTED] question me over why I gave a student a low mark ( 3 out of 9) who did not talk about Porter and believed that a SWOT was just Social, technological and Weaknesses. (He believed it should be closer to 5)

As stated above, I can no longer work for an organisation such as this and if [REDACTED] or [REDACTED] chooses to continue in such behaviour, I will have no choice but to raise my concerns with the appropriate



authorities including the Department of Education, NSW VETAB and the Department of Immigration in regard to some of the practices and procedures at [REDACTED]

Sincerely

[REDACTED]

**From:** [REDACTED]  
**Sent:** Monday, 25 May 2009 1:41 PM  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** RE: Complaint Regarding Assessments in Management Subject  
**Importance:** High

Dear [REDACTED]

Thanks for your reply and explanation.

However, I could not agree with most of the viewpoints you identified. From the institution's perspective, and also in accordance with the AQTF and National Code, everything we should do is to facilitate the students' learning, instead of blaming the students. As I am aware of, you have done some qualification in teaching, learning and assessment, etc. However, I am curious about the opinions you have listed, such as the students' concern is wasting time, they are totally false. Being an educator, you should be always trying to find out the best way of delivering knowledge and expertise in accordance with the students' needs, learning abilities, etc. To blame or punish them won't provide any help in this regard. Your TOTALLY defensive response is indeed unacceptable.

Actually, from my survey, the students' feedback on you are quite different. Some students think you have given interested lectures through some case studies. But more students felt that they could not really understand the theory even if you have explained through analyzing the case. As you know, our students need more explanation and repeat in delivering theory or framework. Otherwise, they could not memorize. They will forget everything after class and only have some interest/funny story in their mind (one student used FUNNY as a description of your lecture). I am not saying your lectures are totally bad. I trust that you have sufficient knowledge and good experience in teaching. But how to adjust your teaching style to fit our students' reality is more important in this institution. Apparently, you did not provide enough patience in helping those students who have difficulties in learning, especially with their English problems. That is why your result was so bad!

I tried to talk to you and explain what was happen last time. But I was impressed by your very defensive attitude and criticism on students' problems. You never tried to listen my advices. Obviously, your defensive attitude instead of cooperative attitude resulted in no outcomes from that conversation, which is same as the email you sent to me below. I am so worry if you keep thinking as such and always defending yourself, how will you find out the problem from your perspective and improve it. You have also used some examples from other lecturers, previous director of studies, and asked for the policy change, etc in your email. To be honest, to illustrate some irrelevant examples could not help you to explain what were happened in your class. And also your denial put me in a very hard position. I have to take appropriate investigation procedures to disclose what had happened. You are requested to hand in all marked assignments and marking criteria within this week.

Regarding the students' complaints, I have all of them in writing. Do not worry! You will be disclosed when it is necessary and in an appropriate way. I still wish you could be cooperative in handling this matter instead of keeping such attitude.

Hope it helps,

[REDACTED]

**From:** [REDACTED]  
**Sent:** Monday, May 25, 2009 12:02 PM  
**To:** [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** Complaint Regarding Assessments in Management Subject

Dear [REDACTED]

Thank you for your email. I understand that as acting director you need to listen to students complaints but I am concerned that these students may **be wasting your time** with false allegations in an attempt to cause some trouble as **they are totally false**. I have taught this subject several times before at [REDACTED] without any complaints and have received compliments from [REDACTED] who have all been the Directors of Studies (VET) when I have taught the subject.

In regard to the teaching of this subject I have not done anything overly different from the past and as you can see by the following points, the students accusations have no substance and so I believe that you should dismiss these students complaints.

- 1) Exams – I am not aware of any policy that states that you need to teach in a practical/theoretical way and test in the same manner. In actual fact I believe that your assessments should cover both. Furthermore there is no policy idea that says you should give them review questions which are the same. As an Example of this, [REDACTED] gave his students a very practical Business Plan Activity as their major tutorial work and assessment and gave a very theoretical test (much like mine) and there was never a problem with this. Thus in following his precedent I believe there is no problem. (unless there is a change of policy that I have not been informed about?)

Having said that and to show you exactly why the students accusations are not worth looking at. The Students were all given an Exam guide the week before the exam and I spent the lecture going through this guide. (It was also put on the website for students earlier)

From the guide you will see as an example the following

- Be able to explain and use a SWOT analysis and the BCG matrix
- Be able to explain the different organisational structures (E.g. divisional, matrix etc). The advantages/disadvantages of each structure and give examples of companies that might use this
- Explain and give examples of different types of leadership (transactional, transformational, visionary etc)
- Be able to explain the different types of environments organisations may face and give



examples of how organisations react in these different environments. Also be able to explain what a PEST analysis is and how to use one

- Explain and give examples of comparative advantage and the main strategies that a company may use

When you compare these to the questions some of them are almost EXACTLY the same. So if the students state that the review questions are not similar it is obviously a lie and FALSE

- 2) In regard to assignments I find this comment quite unusual and again FALSE as I don't recall any student handing me their assignment the next day ( Which would have been Saturday incidentally) . But if that were true wouldn't they then have gone to see the Director of Studies at the time and said something? Why would you wait several months till after the exam to say something? [REDACTED] are you aware of any late assignments that you collected from assignments to give to me or students complaining in this area?

I have not seen or been given any policy in regards to late assignments but I am also of the understanding that teachers of the past including the Director of Studies [REDACTED] (and others) have refused to accept assignments in the past. Has there been a policy issued or has there been a policy change?

- 3) In regard to the class mark, as with all such class marks it is somewhat subjective. For Business Management it is allocated on the basis of effort, participation, contribution and homework. Normally I am a little generous and try and give the students a chance to get a higher mark hence some of the marks are high. However if you believe this is too generous I am happy to mark harder in the future. Aside from being a little generous there should be no problems as I have used this same method over 15 times at Top Education without complaint and all the Directors of Studies in the past have not had any problems.

As I mentioned before these students are WASTING both our time and their complaints are unfounded. (in actual fact, given that some of these comments are blatant lies it could be constituted as slander and in line with proper procedure and policy I would like to see the written copies of these complaints when possible)

In future I would direct you to [REDACTED] if you have any problems as he is fully aware of how I taught and any procedures and policies undertaken. Furthermore as the Director of Studies at the time and (therefore in charge and approving of everything I have done) he will be able to answer your questions.

Hope this helps,

Sincerely

[REDACTED]

From: [REDACTED]  
Sent: Thursday, 21 May 2009 5:13 PM