

CET Course Progress Guidelines 2020

The following guidelines relate to the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (The National Code 2018)

Standard 8: Monitoring Recording and Assessing Course Progress and Intervention Strategy for Students at Risk.

Standard 10: Review of Student Grades

Section 1-Governing Policies

The Centre for English Teaching, (Provider Codes 0109C and 00026A) recommends that all persons reading this document refer to the following documents, and any other relevant policies of the University of Sydney, and the Education Services for Overseas ACT 2000 (ESOS Act) National Code of Practice for Providers of Education and Training to Overseas Students 2018 (The National Code 2018)

1. The National Code 2018 Standard 8: “Overseas student visa requirements”
2. The National Code 2018 Standard 10: “Monitoring, Recording and Assessing Course Progress and Intervention Strategy for Students at Risk”.
3. Centre for English Teaching Attendance and Suspension Process
<http://sydney.edu.au/cet/docs/cet-student-attendance-and-suspension-process.pdf>
4. The University of Sydney “Under18 International Students Policy 2016
<https://sydney.edu.au/policies/showdoc.aspxrecnum=PDOC2016/420&RendNum=0>
5. The University of Sydney “Under 18 International Students Procedures 2016
<https://sydney.edu.au/policies/showdoc.aspxrecnum=PDOC2016/421&RendNum=0>
6. The University of Sydney coursework policy 2014 reviewed 2019
<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2014/378&RendNum=0>

Section 2- Principles of the CET Student Progress Process

- a. This process applies to all students of the University of Sydney, Centre for English Teaching (“CET”) in respect of all actions and activities (including inaction or inactivity) relating to or impacting on the University of Sydney (“the University”) or its students and employees.
- b. The CET strongly recommends reading this document in conjunction with the statutes, rules, and resolutions of the University, and The Education Services for Overseas Students Act 2000 (ESOS Act) National Code 2018 as well as the relevant clauses of the Migration Act (1958) and related Regulations and Legislative Instruments.
- c. CET will respond to any complaint or appeal the overseas student makes regarding his or her dealings with CET.
- d. CET will commence assessment of the complaint or appeal within 10 working days of it being made.
- e. CET will keep a written record of the complaint or appeal, including a statement of the outcome and reasons for the outcome.
- f. The provisions of this document apply to Course Progress for students enrolled in CET courses who hold a Student Visa. For visa information see <https://immi.homeaffairs.gov.au>.

Section 3-Definitions

For the purpose of these guidelines:

1. Campus: means any property on which CET conducts its activities.
2. Satisfactory Course Progress: means completion of all course requirements including assessment tasks to the required standard and attending a minimum of 80% of course contact hours.
3. Study Period: refers to 1 term which is equivalent to 5 or 6 weeks of study.
4. At Risk: refers to students who are underperforming as demonstrated through completion of diagnostic tests and Assessment Task results.
5. Intervention: refers to the "CET Support Program" a series of targeted additional language classes provided, at no extra cost, to the student with the aim of assisting the student to meet course assessment performance standards within the prespecified course duration.
6. FileMaker: CET's central information management system
7. AWG: CET Assessment Working Group responsible for maintaining high assessment, standardisation and marking standards.
8. LMS: The University of Sydney Centre for English Teaching learning management system, CANVAS.
9. Academic Decision: means a decision by the CET that affects the academic assessment or progress of a person within his or her Non -Award Course.
10. Special Consideration: Refers to a student request for consideration in relation to performance on an assessment task because of the impact of circumstances.
11. Academic Appeal Panel: Is a panel of experienced academic staff who together make a judgement about students who Appeal their Final Grade. The panel usually comprises of The Deputy Director Teaching and Learning, an Education Manager and a member of the welfare counselling team.
12. PRISMS: Provider Registration and International Students Management System
13. SRES : Student Relationship Engagement System.

Section 4- Recording Progress

1. Each class teacher records the progress of their students in the SRES (Student Relationship Engagement System).
2. Progress is recorded in the form of a series of weighted Assessment tasks that combine to measure achievement in the form of a Final Grade.
3. The SRES database combines assessment task results according to the assessment weighting to generate a final student grade which is uploaded to CET's central student Management System, FileMaker.
4. Students are provided with a summary of their progress in the form of a Course Progress report every 5 weeks and a final report with final grades at the end of their course.
5. Final Course Grades are uploaded to CET's student management system "FileMaker" for central recording.
6. Education Managers are responsible for overseeing the recording of progress for each student, issuing progress reports and final reports to students and uploading final grades to FileMaker.
7. On course completion, students are provided with: A certificate of completion, Summary of Results including a final attendance percentage.

Section5-Monitoring Progress

Student progress is monitored every term (5 weeks or 6 weeks) and students are provided with feedback and results in the form of a progress report.

Students identified as making unsatisfactory progress are placed on CET's intervention program known as "CET Learning Support"; put on learning agreements, and identified as "At Risk Stage 1."

If students continue to underperform, their at risk level escalates until "At Risk Stage 3" where students are formally notified in writing of CET's "Intention to Report the student" to DHA for breach of the conditions of a student visa-course progress.

Satisfactory and Unsatisfactory progress is determined by the following indicators;

1. Satisfactory Course progress is indicated and monitored by:
 - a. **student attempt, completion and achievement of Assessment Tasks:**
Students are performing at the prespecified standard to complete the course within the expected duration.
 - b. **diagnostic testing at the start of a course and every term.**
All students perform satisfactorily or above in all language skills
 - c. **monitoring course attendance** (refer to CET Student Attendance and Suspension Process at <http://sydney.edu.au/cet/docs/cet-student-attendance-and-suspension-process.pdf>)
Students attend 80% or above of their total course duration.

2. Unsatisfactory Course Progress is indicated by
 - a. **student non-completion and /or under-achievement of Assessment Tasks:**
Students are identified either by their teacher and/or the course Education Manager as underperforming and placed in the CET Support Program.
 - b. **diagnostic testing at the start of a course and every Term.**
Students complete a skills test designed to diagnose weak skills. Identified students are placed in the CET Support Program
 - c. **monitoring course attendance** (refer to CET Student Attendance and Suspension Process: <http://sydney.edu.au/cet/docs/cet-student-attendance-and-suspension-process.pdf>);
Absence from class is an indicator of unsatisfactory course progress.
Students who are not attending class are not progressing and therefore monitoring attendance patterns is an additional indicator of a student who is at risk of not progressing.

Students who are making unsatisfactory progress are placed on a CET Learning Agreement and must attend the CET Support Program which is an intervention program.

3. Intervention and CET Learning Agreements

- a. Students who are deemed to be making “unsatisfactory progress” are issued with an electronic Learning Agreement generated through the central management system “FileMaker”
- b. The Learning agreement details the classes and activities students must complete to improve progress.
- c. Students who fail to return the learning agreement are sent an email requesting they meet with the Education Manager who explains the purpose of the learning agreement to the student as well as answer any of the student’s questions. Students are able to bring a support person to the meeting.
- d. A student’s failure to meet the conditions of the Learning Agreement/s will result in an immediate warning being issued to the student and escalation of the student’s At Risk status.
- e. The conditions of the learning agreement include:
 - i. Attending Support classes
 - ii. Completion of Support Class Tasks
- f. A record of all meetings with the Education Team Staff and action taken is noted in FileMaker

Section 6-Warnings to the Student about Progress

Students are informed of course requirements including progress and attendance in the “Outline of Course Requirements for Satisfactory Completion” document.

In addition students are informed of Course Assessment and Attendance requirements at the Orientation Welcome Event and further information about course requirements is easily accessible to students through the course learning management system (LMS) e.g. CANVAS

All students are informed initially at Orientation of the requirement to abide by the conditions of their Student Visa in terms of progress and attendance. Students are also informed of the warning system in relation to maintaining satisfactory progress and attendance.

Please refer to the *CET Student Attendance and Suspension Process* for the warning and reporting procedure in relation to attendance

Students who are identified by Education Managers as ***not making satisfactory course progress*** are placed on an “Intervention program” known as the “CET Support Program” and assigned an “At Risk Level” according to the following process:

Students are:

1. Identified as making unsatisfactory progress by the Education Manager
2. Offered a place in the “CET support program”
3. Identified as “At Risk” Level 1. and are emailed an automated Learning Agreement generated from the central management system FileMaker
4. “At Risk” level 1 status is reviewed every **10 weeks** by an Education Manager
5. Based on evidence including Assessment Task achievement, Class attendance & support program attendance, teacher professional judgement, Education Managers will either: update the student “Risk status” as Not at Risk, Same Risk Level or Increased Risk level.
6. Students are formally notified of their risk level by email and it is recorded in Filemaker by an Education Manager
7. The student’s class teacher is informed of the student’s progress status as “At Risk”
8. The following actions are taken depending on the risk level students receive, as follows:
 - At Risk level 1 receive a verbal caution
 - At Risk level 2 receive a final warning letter
 - A Risk level 3 are issued an intention to Report Notification for unsatisfactory course progress.
 - (refer to CET Progress Flowchart at the end of this document)
9. Students on At Risk Level 2 are sent by email a Formal Warning Letter and are invited to a progress interview with an Education Manager. Education Managers have the discretion of not raising the Risk Level if there is compassionate and compelling circumstances influencing progress provided course duration does not change.
10. Students on At Risk Level 3 are issued with an intention to report for breach of student visa for unsatisfactory course progress and provided with information in their ITR notification of the process for making an Appeal.
11. If the student Appeal is upheld, then progress continues to be monitored.
12. If the student demonstrates unsatisfactory progress, a second intention to report is issued and the Appeals process, is implemented again.
13. Students are able to bring a support person to all meetings and hearings.

Summary of At Risk Stages and Warnings

At Risk Stage	Warning	Learning Agreement	Education Manager Communication
1	Verbal Caution	1	<p>Student invited to a meeting with the Education Manager at a prespecified date.</p> <p>Student informed they can bring a support person</p> <p>Meeting includes a discussion of indicators of unsatisfactory progress</p> <p>Explanation of Progress Policy</p> <p>Copy of progress policy provided including CET progress flowchart.</p> <p>Reminder of Visa Conditions</p> <p>VERBAL CAUTION recorded in FileMaker and sent by email to student.</p> <p>Record of Meeting noted in FileMaker including date.</p>
2	Final Warning Letter	2	<p>Student invited to a meeting with the Education Manager at a prespecified date.</p> <p>Student informed they can bring a support person</p> <p>Meeting includes a discussion of indicators of unsatisfactory progress</p> <p>Meeting includes a discussion about the meaning of a final warning letter and its possible consequences</p> <p>Explanation of Progress Policy including CET Progress flowchart</p> <p>Copy of progress policy provided including progress flowchart.</p> <p>Reminder of Visa Conditions</p> <p>FINAL WARNING LETTER sent to student and recorded in FileMaker</p> <p>Record of Meeting noted in FileMaker including date.</p>
s	Intention to Report	3	<p>Student invited to a meeting with the Education Manager at a prespecified date</p> <p>Student informed they could bring a support person</p> <p>Explanation of ITR</p> <p>Email ITR sent to student including information about CET's appeals process and timeframes for submitting an appeal.</p> <p>Record of Meeting, ITR and Email notification noted in Filemaker including date.</p>

Section 7-Notice of Intention to Report and the Internal CET Appeal Process

The Notice of Intention to Report email explains to the student that s/he has 20 working days (not including the day the email is sent) to make any representations to CET, including a request for an Academic Appeal Hearing. Where it is not possible for the student to attend an Appeal Hearing, the Panel will consider any representations made by the student by email.

The principles of natural justice, as laid out by the NSW Ombudsman, apply to the appeal period:
http://posa.org.au/wpcontent/uploads/2010/08/FS_PS14_NaturalJustice_Nov10.pdf

If students reach At risk level 3 and are deemed to have made unsatisfactory progress then an Intention to Report for breach of student visa-course progress is issued to the student.

The intention to report known as ITR-Course Progress is emailed to the student's university email address and an SMS notification is sent to the students mobile.

The Education Manager communicates by email with the student to organise a meeting to explain the meaning of the Intention to Report (ITR) and to advise the student of timeframes for responding to the ITR in terms of an Appeal. This meeting is recorded in FileMaker.

The Intention To Report (ITR) informs the student of the breach, invites the student to an "Appeal Hearing" to provide any "compassionate and compelling" evidence that might influence CET's intention to report the student to the Australian Government, Department of Home Affairs. The ITR notification includes instructions about how to book an appeal hearing ie by going to CET Reception and requesting an Appeal Hearing.

CET reception informs the Deputy Director Teaching and Learning, who is responsible for organising a date for the student to meet with the panel, convening the meeting and communicating the formal outcome of the hearing to the student.

If the student submits further evidence for consideration under compassionate and compelling circumstances within 20 working days, a CET Panel is convened to hear the student's Appeal .

The Appeal Panel-Academic shall consist of:

1. Deputy Director Teaching and learning
2. A CET Education Manager
3. An independent CET Staff member such as a member of the Operations Team or CET Counsellor

The Appeal Panel listens to all evidence presented objectively and makes an "Academic decision" based on the following:

1. Whether or not the student has satisfactory class attendance
2. Whether or not the student has attempted all assessment tasks and the percentage of assessment tasks passed in comparison to those not passed.
3. Whether or not the student has been offered and accepted an intervention Program
4. Whether or not the student has attended the intervention program
5. Whether or not the circumstances claimed by the student are "compassionate and compelling" and relevant evidence is provided.

Outcome of Appeal

The outcome of the Appeal will be either:

Not upheld for one of the following reasons:

1. Appeal not upheld because the student's class attendance pattern is unsatisfactory.
2. Appeal not upheld because the student has not attempted all assessment tasks to date.
3. Appeal not upheld because the student has not attended or not regularly attended the intervention support program.
4. Appeal not upheld because the supporting evidence presented by the student does not constitute compassionate and compelling circumstances.

Or upheld for one of the following reasons:

1. Appeal upheld because the student attendance is satisfactory, all assessment tasks have been attempted and only 1 assessment task is not passed.
2. Appeal upheld because student has not been offered an intervention program and therefore has not been provided with extra support.
3. Appeal upheld as the supporting evidence presented by the student does constitute "compassionate and compelling" circumstances.

Communication of Academic Decision

1. The Academic Panel will use its professional judgement to assess each case on its individual merits.
2. The student must be strongly encouraged to attend class during the internal appeal period.
3. Students will receive a formal email detailing the outcome of the Academic Appeal within 10 working days of the hearing.
4. If the outcome of the Academic Appeal is upheld then the student is able to continue studying.
5. If the outcome of the Academic Appeal is not upheld the student is able to access the University of Sydney formal complaints and grievances processes where the matter will be escalated to The Director CET.

Further Appeals

6. The CET Director will investigate the complaint according to the Complaints and Grievance process. All previous decisions and supporting documentation on behalf of the CET and the student will be submitted to the CET Director. If the student is required to attend a meeting they will be informed in advance and able to bring a support person
7. The CET Director's decision will be final for CET and communicated to the student by email in writing within 10 days.
8. If the outcome of the complaint finds in favour of the student, the recommendations will be implemented without delay by the CET.
9. If the outcome of the complaint finds in favour of the CET the student is provided with information about making an external appeal to the NSW Ombudsman in the form of a complaint
10. The student is advised to continue studying until the outcome of the external appeal.
11. The outcome of the external appeal will be final.

External Appeal

12. If the External Appeal finds in favour of the student and makes recommendations to the CET, CET will implement those recommendations and the student will return to study.
13. If the External Appeal finds in CET's favour, the student will be reported to the Department of Home Affairs (DHA) through PRISMS for breach of visa conditions specifically course progress. The student is no longer able to continue studying.
14. The Deputy Director (Teaching and Learning) and or Deputy Director (Operations) informs the Enrolments Services Manager who updates PRISMS.

Section 8-Supporting Evidence for Compassionate and Compelling Circumstances

Compassionate or Compelling Circumstances

'Compassionate or compelling' circumstances are generally those beyond the control of the overseas student and which have an impact upon the overseas student's course progress or wellbeing. These could include, but are not limited to:

- a. serious illness or injury, where a medical certificate states that the overseas student was unable to attend classes
- b. bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)
- c. major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the overseas student's studies; or
- d. a traumatic experience, which could include:

involvement in, or witnessing of a serious accident; or

witnessing or being the victim of a serious crime, and this has impacted on the overseas student (these cases should be supported by police or psychologists' reports)

- e. childcare/maternity
- f. military service in the student's home country

Please note that reasons relating to finances or work are not considered "compassionate or compelling".

Supporting Evidence In order to support claims of compassionate or compelling circumstances with documentary evidence, students are asked to provide documents from the following list:

Circumstances	Type of documents needed
Serious illness or injury	<ul style="list-style-type: none"> • <u>Professional Practitioner's Certificate (pdf, 320KB)</u> or a signed medical certificate with appropriate letterhead from a doctor stating that you are unable to attend classes. <p>Medical certificates should:</p> <ul style="list-style-type: none"> ○ be issued within three months of the suspension start date ○ have a clear duration of recommended time away from studies and ○ should indicate that you will be impacted for a substantial period of the semester.
Mental health issue	<ul style="list-style-type: none"> • Report issued by psychologist with a clear treatment plan. Report should be less than three months old.

Death of a close family member	<ul style="list-style-type: none"> • Death certificate/medical certificate • Proof of relationship
A traumatic experience	<ul style="list-style-type: none"> • Police or psychologists' reports
Childcare/maternity	<ul style="list-style-type: none"> • Doctor's certificate or hospital statement with expected due date. Medical certificates should be issued within three months of the start date of the suspended period.
Military service in your home country	<ul style="list-style-type: none"> • Passport • Fomal conscription letter that is less than three months old, with translation

During the internal appeal period, the Panel arranges for the veracity and authenticity of any student-supplied documents to be checked. If any of the documents are fraudulent, this constitutes misconduct and any eventual cancellation of the student's enrolment with CET will be on the grounds of misconduct.

Section 9-External Appeals

In accordance with the requirements of the National Code 2018 Standard 10 ("Complaints and appeals"), CET advises the overseas student within 10 working days of their right to access an external appeals process and provides contact details if the overseas student is not satisfied with the outcome of the internal complaints and appeals process.

The student is informed that they have 10 working days to provide evidence of having made an external appeal to the NSW Ombudsman following the decision of the Complaints and Appeals Process.

The relevant CET Education Manager will strongly encourage the student to attend class during the external appeal period.

Section 10-Outcome of External Appeal

Following an external appeal to the NSW Ombudsman, the CET shall do one of the following:

1. If the student's appeal is upheld by the NSW Ombudsman, follow the instructions of the Ombudsman in this matter;
2. If the student's appeal is not upheld by the NSW Ombudsman; cancel the student's enrolment at CET, report the student to the Department of Home Affairs and to the Compliance Officer of the University. In either case, the decision will be conveyed to the appellant/student in writing within 5 working days.

Section 11-Students under 18 years of Age

CET aims to monitor, guide and support students who are under 18 in conjunction with their nominated caregiver or suitable nominated relative. CET monitors Under 18 attendance daily and these students check-in weekly with the CET Counsellor. Academic Progress reports are emailed to the nominated caregiver or suitable nominated relative and parents to ensure communication about progress is clear.

1. All student progress reports will be copied to the nominated caregiver and cc'd to the parent.
2. Any unsatisfactory course progress and unexplained absence of a student who is under 18 years of age must be reported to and investigated by the relevant Education Manager.
3. Any Warning or Intention to Report emails to students will be copied to the parent, caregiver or suitable nominated relative in Australia who is caring for the student.
4. The CET Counsellor will proactively make appointments with under-18 students to meet regularly with them, generally fortnightly.
5. The parent or suitable nominated relative or caregiver in Australia who is caring for the student will be invited to any appeal hearing relating to an Intention to Report.
6. If CET suspends or cancels the enrolment of an underage student, CET (this responsibility is delegated to the Counsellor) must continue to check the suitability of tuition & accommodation arrangements for that student until:
 - a) the student is accepted by another registered provider and that registered provider takes over responsibility for approving the student's accommodation, support and general welfare arrangements
 - b) the student leaves Australia
 - c) other suitable arrangements are made that satisfy the Migration Regulations, or
 - d) the registered provider reports under Standard 5.1.d that it can no longer approve of the arrangements for the student.

Section 12-Intervention

CET provides intervention in the form of Learning Support classes. Intervention is a process of identification of students through monitoring of assessment results, diagnostically testing students at the beginning of courses, issuing learning agreements, monitoring participation and attendance in Learning Support classes including online activity and reporting on student outcomes.

Identification of students for Learning Support classes:

1. In each course, students are identified for Writing, Speaking, Listening and Reading support by week 3.
 - All support classes start in week 3 to maximise the time students have for implementation and practice of the new strategies and techniques they gain in the support classes.
2. Students are identified for support at each stage of their program through diagnostic tasks.
 - Teachers can also use their professional judgement and recommend students for a support class.
3. Students identified by the course Education Manager for the support program and placed on a learning agreement whose diagnostic task scores at a subsequent stage of their course show satisfactory progress and improvement may be removed from the support program.
 - Students may be placed back into the support program at any stage of their DEC program on the basis of their diagnostic task scores and their Assessment task scores.

4. From a compliance perspective, we are identifying and providing intervention and support to students at risk of making unsatisfactory progress well before the half-way point in their course.

Administrative procedures for support classes:

1. Once identified, students are issued automated Learning Agreements through the Student Management System FileMaker.
 - a. Students are encouraged to accept the support offered to maximise their chance of success at CET.
2. Students may be nominated for between 1-4 areas for support and could attend between 1-4 hours of extra class each week at no cost to the student.
3. Once support classes for any course are finalised, a spreadsheet of support class enrolments is made available to teachers.
 - a. This allows teachers to identify which students in their class are attending support classes.
4. The Student Management System FileMaker, under the student's profile, records details of the support classes the student has been nominated for and their attendance in each of these classes.
5. Rolls for each support class are generated through FileMaker and attendance is entered each day by the support teacher.
6. The support class timetables are emailed to students and made available on the Learning Support LMS.
7. Under 18 students identified for support are only able to attend support classes with the permission of their caregiver or nominated relative and/or their parent.

Section 13-Special Consideration due to illness, injury or misadventure

1. Generally, an illness, injury or misadventure will be taken into account when considering a student's performance in a course .
2. Special consideration is provided in circumstances where well-attested illness, injury or misadventure occurs during a course or at the time of an examination. It is an academic judgement which depends on the nature of the illness, misadventure or injury and its impact in relation to assessment or examination.
3. Students who bear a primary carer responsibility toward another person at the time of an assessment may also apply for special consideration on the basis of illness, injury or misadventure on the part of the person for whom they care if their ability to prepare for or perform the assessment is adversely affected.
4. Special consideration is also available to non-award students.
5. Students who are granted special consideration must nonetheless be required to demonstrate achievement of designated learning outcomes.
6. A student who is reasonably capable of attempting an examination should do so, despite any accompanying application for special consideration.
7. All requests for special consideration must be genuine and made in good faith.
 - (a) Attempts to use special consideration as a means of gaining an unfair advantage in an assessment must be rejected.
 - (b) Making a request for special consideration that is not genuine or in good faith may lead to disciplinary action against a student.
8. A request for special consideration does not guarantee that the request will be granted.
9. Special consideration must not be granted for:
 - (a) balancing workloads from other courses of study;
 - (b) information and communications technology-related problems, except where they could not have been prevented, avoided or the effects minimised by reasonable diligence by the student; or
 - (c) jury service, military service, national sporting, religious or cultural commitments or other unforeseen events for which special arrangements may be provided in accordance with this policy.
10. Special consideration granted to one or more students should not disadvantage other students. (Coursework Policy 2014 updated 2020 The university of Sydney)

Applying for Special Consideration

1. Information about how to apply for Special consideration is available on the CET Course LMS under the Assessment Tab.
2. Students are also able to send an email to a Course Education Manager or email a course team email or make a request at CET reception.
3. All applications for special consideration should include supporting documents. Students will receive a written outcome within 5 days of their request.

Section 14 Review and Appeal of Grades

CET aims to maintain a quality driven fair and valid approach to assessment and grading of students achievement by:

1. CET aims to apply grades consistently and fairly based on standards prescribed by task assessment rubrics,
2. Tasks are marked in accordance with the published criteria provided to students.
3. Assessment is evaluated solely based on students' achievement against criteria and standards specified to align with learning outcomes.
4. CET implements a standards-based approach to assessing the achievement of students.
5. All students in the same course of study are assessed according to the same standards and using the same comparable assessment instruments
6. When marks from tasks are combined according to their prespecified weighting, the methods used are statistically and educationally defensible.

1. Students can apply for either

1. A Review of Individual Assessment Tasks and/or
2. An Appeal of Final Grades

2. Both a review and an appeal will conduct the following checks

1. Calculation and data entry check
2. Remark of nominated assessment tasks

A) Review of Individual Assessment Tasks

At orientation students are provided with an overview of CET Assessment processes which includes assurance that assessments are marked accurately, fairly and the processes implemented are stringent.

Students are informed that, in the final calculation of their course grades, if their overall course grade falls below their "target" grade needed to be "recommended" to university then all assessments are reviewed and remarked by the "Assessment Working Group" which is the formal CET quality assurance group responsible for assessment standards at CET.

If students are unable to wait until the end of their course when their final grade is calculated to request a review or appeal of individual task scores they can request a review of an individual assessment score at the time of receiving the result.

- a. Students who would like to "check" an assessment score for an individual assessment task after receiving their result are able to do so by emailing the reasons for why they are requesting a recheck to the appropriate Course Education Manager directly or through the team email for large programs after they have received feedback from their teacher.
- b. Students are able to access the process for applying for a review of results on the CANVAS LMS under the "Assessment Tab" and are also able to request a remark through CET reception or directly by emailing the course education manager or by using the relevant course team email. eg decteam@sydney.edu.au.
- c. A Teaching and Learning co-ordinator (TLC) or Education Manager will acknowledge the request for a review of assessment task indicating that the student will receive a written outcome in 10 working days.

- d. The review of an individual assessment result takes the form of
 1. A clerical check including data entry.
 2. A remark of the assessment task.
- e. The TLC or Education Manager emails the outcome of the review to the student with reasons for the outcome.
- f. The student is also informed that a review of all individual assessment task scores for borderline pass/fail students happens as part of the processing and validating of final grades.
- g. If the student wishes to seek a further review of the individual assessment task score, the second request is raised with the Deputy Director Teaching and Learning who seeks an additional independent clerical check and remark through the CET Assessment Working Group. This result is final.
- h. the outcome of the second review is emailed to the student within 10 days.
- i. If the student does not accept the second re-mark they are able to access the University of Sydney Complaints process for a final resolution:
<https://sydney.edu.au/students/complaints.html>
- j. If the student still does not accept the outcome of the complaints and Grievance process students are able to access external appeal mechanism such as NSW Ombudsman.
- k. If the outcome of the external complaints process is in favour of the student CET will implement the outcome of the complaints process.
- l. Students are able to bring a support person to all meetings with CET staff.

8. Review of Final Student Grade:

- a. Students who “Appeal” their final course grade after receiving their final grades can do so by either emailing their academic appeal and any relevant documentation appropriate to the appeal to the Course Education Manager directly or by emailing the team email for large programs or by lodging an appeal through CET Reception.
- b. All requests for Academic Appeals of final grades will be forwarded to the Deputy Director Teaching and Learning who will email the student acknowledging the appeal, organising a date for an Academic Appeal Hearing , and communicating the Appeal Process.
- c. The Deputy Director Teaching and Learning will request all progress documentation, including assessment task scores, intervention attendance, course attendance, previous requests and outcomes of mark reviews of individual assessment tasks and any other relevant documentation to be collated for the Appeal Hearing.
- d. The Education Manager in consultation with the Deputy Director Teaching and Learning will organise for the CET Assessment Working group to conduct the following checks
 1. Data Entry
 2. Calculation of final results check
 3. Re-mark all assessment tasks comprising the final grade for the student.

The assessment working group shall produce a statement and supporting documentation (eg assessment rubrics) which explains the reasons for their grades based on their professional academic judgement. This statement shall be submitted to the Academic Appeal Panel for consideration.

- e. If any “special arrangements or special consideration” have been granted for any individual assessment events this will be noted by the Academic Appeal Panel and included in the deciding the outcome of the Appeal.

- f. If the student, in their appeal communicates circumstances that constitute “compassionate and compelling circumstances” and supports these with evidence then the panel will take those circumstances into account when assessing the appeal outcome.
- g. The Deputy Director (Teaching & Learning) convenes the Academic Appeal Panel which comprises of
 1. Deputy Director Teaching & Learning
 2. 1 Education Manager
 3. 1 CET Counsellor
- h. The Appeal Panel analyses and listens to all evidence presented objectively and makes an “Academic decision” based on the following:
 1. Has due process been followed in the delivery and marking of each assessment task.
 2. Is the AWG result higher or lower than the students original final grades and what is the AWG’s reasons for their grades.
 3. If appropriate, are the circumstances conveyed by the student constitute compassionate and compelling circumstances
 4. Has the student has maintained satisfactory attendance.
 5. Has the student agreed to and attended a support program.

The outcome of the Appeal will be either:

Not upheld for the following reasons

1. The student’s grades are reinstated as the re-mark of all assessments confirm the original grades as valid and there are no compassionate and compelling circumstances to take into consideration.
2. The student’s grades are reinstated as the re-mark of all assessments confirm the original grades as valid and there are circumstances communicated however in the panels view the circumstances are not compassionate and compelling.
3. The student’s grades are assessed as lower than the original grades and there are no compassionate and compelling circumstances
4. The student’s grades are assessed as lower than the original assessments, and there are circumstances communicated however in the panels view they are not compassionate and compelling.

Upheld for the following reasons

- a. The student’s grades are reinstated as higher than the original grades and there are no compassionate and compelling circumstances to take into consideration.
- b. The student grades are reinstated, and the panel agrees that the circumstances together with the supporting documentation constitute compassionate and compelling circumstances.
- c. The student’s grades are reinstated as higher than the original grades, and the panel agrees that the circumstances together with the supporting documentation constitute compassionate and compelling circumstances

In the case where the panel agrees that circumstances constitute “**compassionate and compelling circumstances**”, and the students final grade is lower than the Academic English entry score required by the university for the student’s nominated university course, and the panel therefore reaches consensus

that the student's performance has been impacted, the student is offered replacement final assessment tasks.

1. The Deputy Director Teaching and Learning communicates the outcome of the Appeal to the student within 10days.
2. If the student is unable to accept the outcome of the appeal they can lodge a formal complaint <https://sydney.edu.au/students/complaints.html> which in this case will be assessed by the CET Director.
3. If the student is unable to accept the outcome of the complaint they are able to lodge a complaint with the NSW Ombudsman <https://www.ombo.nsw.gov.au/>
4. If the outcome of either the formal complaint process or the complaint to the NSW Ombudsman finds in favour of the student, the CET will implement the recommendations.

Related Policies, Procedures, and Legislation

CET A-Z Policies: Course Progress

<http://sydney.edu.au/cet/current-students/a2z.html>

Coursework Policy 2014, updated 2020 University of Sydney

<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2014/378&RendNum=0>

Education Services for Overseas Students Act 2018

<https://www.legislation.gov.au/Details/F2017L01182>

CET Student Discipline Provisions 2017

<http://sydney.edu.au/cet/docs/CET-Student-Discipline-Provisions-August-2017.pdf>

University of Sydney Student Discipline Rule (2016)

<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2017/441&RendNum=0>

Resolution of Complaints Policy (2015)

<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2015/407&RendNum=0s>

Student Complaints Procedure 2015

<https://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2015/408&RendNum=0>

Policy Owner	Ward Lee, CET Deputy Director
Authorised by	Katherine Olston CET Director
Amended	9 th September 2019; 12 th January 2020
Amended	6 th February 2023
Review Date	6 th February 2024

Summary of Appeals Process for Unsatisfactory Course Progress



