



University Pathways International

Student Handbook

2020 /2021

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The purpose of this Handbook is to provide you with information about your chosen program of study and to direct you to other general information about studying with University Pathways International (UPI).

This Handbook should be read in conjunction with other guidelines available on UPI's website - www.upiglobale.com including all referenced Annexes to this document and other supporting documentation.

The material in this Handbook is as accurate as possible at the time of production (January 20, 2020).

Please forward comments or suggestions relating to the content of this Handbook to international@upiglobale.com

1 Introduction

1.1 **About University Pathways International**

University Pathways International (UPI) is a leading provider of online study programs, giving students a direct pathway to study at universities in many of the world's top study destinations. Delivering university level learning outcomes, UPI offers fast-tracked, cost-effective programs that deliver the benefit of choice in study destinations, universities and degrees.

Our online study programs include government accredited and globally recognised qualifications that can be used for entry to universities in Australia, New Zealand, United States, Canada and United Kingdom.

With representatives all over the world, we provide students with an academic experience that will best prepare them to progress to university and successfully adapt to the academic system of their chosen study destination.

1.2 Our objectives

The objectives of UPI are the following:

- To ensure that UPI graduates gain the skills, knowledge and attributes required to succeed in realising their academic and professional goals.
- To assist students in meeting the academic requirements to progress to universities abroad.
- To be inclusive, open and responsive to the diverse needs of all international students.
- Promote the quality United Kingdom's qualifications, examinations and assessments framework regulated by Ofqual.
- To promote social, civil, ethical and environmental responsibility to all UPI students and staff.

2 About our Programs

2.1 Program Structure

The modules have been designed to offer a broad range of skills and knowledge for direct application in the workplace, based on contemporary practices in real world settings. In addition, they are based on sound pedagogical structures to ensure that the learning is engaging, enjoyable and fun to study.

2.2 Qualifications

UPI is an approved centre of Awards for Training & Higher Education (ATHE).

This means that UPI, through ATHE, is approved by Ofqual to provide government accredited and globally recognised qualifications.

Understanding the qualification structure is important in terms of how UPI qualifications fit within the United Kingdom's Qualification Credit Framework (QCF).

QCF is the national credit transfer system for education qualifications in England, Northern Ireland and Wales. The QCF is recognised worldwide and provides a process by which qualifications can be given a value, where one Credit represents 10 hours of learning time and is prescribed by a level of difficulty from Entry Level to Level 8.

2.3 University Pathways

QCF qualifications are recognised by universities around the world.

UPI graduates can progress to a number of universities in Australia, United States, Canada, United Kingdom and New Zealand that:

- Recognise UPI graduates as meeting the requirements to progress into a related degree program.
- Have an existing credit transfer arrangement with UPI or its qualification awarding body, ATHE.

The list of university progression opportunities can be seen on UPI's website at www.upiglobale.com

2.4 Completing a degree online

UPI recognises that students may choose to complete a related bachelor or master's degree online, in their own country. This is possible as many of our university progression partners offer online degree programs.

3 Entry requirement

3.1 Undergraduate Multi-Pathway Program

Students must meet UPI's general, academic and English requirements to be eligible to enrol in any of UPI's Undergraduate Multi-Pathway Programs.

General entry requirements

- Students must be at least 17 years of age and have successfully completed high school

English requirements

- Overall IELTS score of 5.0 OR...
- Students who do not satisfy the English requirements can still study with UPI by combining UPI's undergraduate program with UPI's English language course (ESOL) at no extra charge.

3.2 Postgraduate Multi-Pathway Program

Students must meet UPI's general, academic and English requirements to be eligible to enrol in UPI's Postgraduate Multi-Pathway Program.

General entry requirements

- Students must be at least 21 years of age and have successfully completed a bachelor degree OR
- Non-university graduate over 23 years old, with a minimum of five years' management experience.

English requirements

- Overall IELTS score of 5.5 OR
- Students who do not satisfy the English requirements can still study with UPI by combining UPI's postgraduate program with UPI's English language course (ESOL) at no extra charge.

Note:

Students who wish to progress to university abroad must meet the English requirements of their chosen university and any other student visa requirements.

3.3 Application

Applications for enrolling with UPI should be made by downloading an enrolment form from UPI's website or in consultation with a UPI approved agent or partner. In certain countries, students will be required to apply to study with UPI through a UPI approved agent or partner.

Students must fill out the enrolment form in full and provide declarations and signature wherever required. Students must provide photo identification and any academic records at the secondary and tertiary level including English language test results (if applicable).

4 Learning / teaching strategy**4.1 Teaching methodology**

Delivery of learning is through online learning pedagogies with underpinning learner support.

4.2 Online Pedagogy

Students will be provided with key concepts and theories, which are underpinned by a series of guided interactive and engaging activities. These have been designed using an online pedagogic approach which facilitates synthesis of knowledge, reflection, and practical application to the work-place. In doing so, real-world examples and case studies are used to expose students to contemporary issues and settings. This approach also develops the analytical skills of students, their ability to problem solve and to develop coherent and structured arguments. Students are also provided with reference to web links, articles and recommended texts to further develop their understanding through self-study.

4.3 Webinars

The webinars are designed to expand on the core content and provide students with the opportunity to discuss topics, ideas and theories in a collaborative learning environment facilitated by a Subject Matter Expert. This allows for the sharing of ideas and the stimulation of thought to provide a complementary depth of learning experience.

4.4 Discussion forums

In addition, students are actively encouraged to use discussion forums and bulletin boards to interact and share information relating to study courses. This is an effective way to develop an appreciation and understanding of differing perspectives, particularly as students will be from a variety of different cultures around the world.

4.5 Recommended reading

The module format is such that if you utilise all the content and interactive activities, you will have enough knowledge to undertake the assessments and meet the learning outcomes for each module. However, each module descriptor also contains a list of recommended texts. These are included to enable you to broaden your knowledge of the subject areas.

Students who intend to progress to complete a related bachelor or master's degree are encouraged to read as widely as possible to demonstrate research skills from a variety of different perspectives.

4.6 Support centres

UPI may engage in cooperative arrangements with local partners to facilitate UPI approved support centres (study centres).

A support centre is not a campus and does not offer classroom teaching. Instead, it is a facility where students can complete their UPI program in a supportive group environment and access computers, internet, learning materials and other locally offered support services.

4.7 Other support services

- One-on-one coaching upon request (by telephone / video conference)
- Recorded webcasts / recorded lectures
- Daily email and telephone support services

4.8 Learners with particular requirements

Each student identified is assessed according to his/her needs in line with UPI's Equal Opportunities and Diversity Policy to ensure that the assessment is fair and ensuring that where practicable all necessary support will be provided.

Building student confidence is an essential aspect when undertaking study by distance/flexible learning, particularly when candidates may be studying in remote locations and/or have not been in education for some considerable time.

5 Assessment strategy

Students will be assessed in 2 ways:

Formative assessment

Typically, these will be facilitated via UPI's online learning modules and the associated activities, therein, including self-tests and assessments. They are designed to check and reinforce learning and students will be required to successfully complete each module before progressing to formal assessment.

Summative assessment

This is used to evaluate student learning and is undertaken after the student has completed the required course modules. This includes activities which have been mapped against the corresponding learning outcomes for each module and the completion of assignments, which covers the required awarding body assessment criteria derived from the learning outcomes. All summative assessments will be subjected to the internal verification procedures of UPI and the external verification procedures of the Awarding Body.

Finally, students can go on to complete the ATHE set assignments designed to apply the knowledge and skills acquired by students to a practical work-based setting and to achieve the required credits for each given qualification.

5.1 Submission of assignments

Students will be required to submit assignments electronically to UPI. To safeguard against academic malpractice, learners will be required to submit their assignments with a Top Sheet that contains a signed declaration that it is the student's own work. This will be counter-signed by an approved Mentor, who is known to the student and meets a number of pre-determined criteria.

All received assignments will be dated upon receipt and will be subject to checks for plagiarism. Any breaches of academic malpractice will be subject to the conditions and procedures relating to UPI's Malpractice Policy. UPI also reserves the right to conduct oral and video activities directly with the student to check that it is the student's own work.

5.2 Marking of assignments

Assignments will be marked with feedback and grades recorded. They will then be internally verified in line with internal policies and procedures. Final assessment decision will then be ratified with external verification to be undertaken by ATHE in accordance with their Policies and Procedures.

5.3 Submission formats

Students must submit all essays in "Microsoft Word" format if possible and must include the student's name, ID number and page number clearly shown.

Assessment guidelines:

- a) Read the assignment questions thoroughly and identify key words and points of issue;
- b) Ensure you have good paragraphs of introduction and conclusion with a bibliography reflecting research sources;
- c) Produce a contents list at the commencement of the assignment;
- d) The assignment must be in English and preferably typed with each page numbered. Appendices may be included to feature tabulations and other specified relevant data;
- e) The sequence of points discussed in the assignment should be logical;
- f) The text should be a rational and analytical commentary. Logical and well-reasoned arguments will receive high grades. Avoid checklists and any slang language. Summary lists should be fully explained in the text. Ideally use shorter sentences rather than longer sentences. Overall the assignments should have a strategic focus. It should be professionally presented and, where appropriate, be illustrated by examples drawn from your own experiences;
- g) All research data used should be referenced in the text and the bibliography;
- h) The assignment must represent all your own work and not extracts without acknowledgement from research sources or colleagues/students. Assignments, which copy material from the module or textbooks without acknowledgement, will be given a Fail grade. Do NOT copy any material from a fellow students' assignment. BOTH assignments will be given a Fail grade so don't give your assignment to another student;
- i) Keep to the terms of the assignment and do not introduce irrelevant information. Answer the question set not the one you wish had been set;
- j) Ensure the assignment is completed by the date specified and has the required number of words. Diagrams are not considered as part of the word count.

5.4 Referred Assessments

Referred assessments may be resubmitted within 21 days of receipt of the Student Assessment Feedback. The first re-assessment is covered in the fees paid. Any subsequent resubmission will be charged at the rate of USD \$100 each, payable on application for the re-assessment.

5.5 Resubmission of Assignments

Referrals will be given in the event of insufficient content or misinterpretation of assignment tasks, where all assignment questions have been answered or attempted to be answered by the student. In these instances, students will be provided with an opportunity to add content to meet the requirements of the assessment criteria following feedback with their Tutor as long as this is not deemed to be substantial or requires excessive coaching. In this instance the student will use the same assignments as the basis for amendment.

Fail - A failed piece of work will be awarded in the following instances:

- Where a piece of work is not deemed to be entirely the students own work. Refer to Annex - Malpractice Policy
- Where no attempt has been made to answer assignment questions
- Where an assignment has not been submitted in time (unless there are pre-agreed or extenuating circumstances. Refer to Annex - Reasonable Adjustments and Special Considerations Policy)

In the instance of a Fail being recorded, students will be required to undertake a new assignment and will have the opportunity to re-submit their assignment on a maximum of 3 separate occasions.

6 Payment of course fees

6.1 Payment methods

International students typically pay by direct bank transfer.

Students will receive an invoice for the course fees will all relevant banking details once UPI has deemed the student's enrolment application to be successful.

If payment cannot be made by direct deposit, please call or email us at: international@upiglobale.com to arrange an acceptable alternative method of payment such as credit card or Paypal.

6.2 Program Cancellation

UPI may cancel a student enrolment in the following circumstances:

- Serious student misbehaviour inclusive of academic misconduct
- On non-commencement of the course
- On breach of enrolment conditions
- On non-payment of outstanding fees
- On failure to meet the requirements of the Course Progress policy
- If UPI is no longer able to deliver a course
- If a student refuses to enrol in an appropriate study load

In cases where suspension or cancellation of the student's enrolment is initiated by UPI, students must be notified in writing and be given 20 working days to access UPI's Complaints and Appeals policy.

Students wishing to cancel their enrolments must request and complete a Cancellation form with all supporting documentation attached. Students will receive notification in writing of the result of the request. Please be aware that UPI's refund policy will be applied to all enrolment cancellations and that monies owed or refunded will depend on the time of notification of cessation of studies.

6.3 Tuition fee protection

UPI's Tuition Protection Policy is to have appropriate safeguards to protect students who have paid tuition fees in advance to access UPI's learning program. This policy functions in compliance with ATHE, the qualification awarding body and Ofqual, the UK government authorized regulatory body. The TPP is designed to ensure that students are able to complete their studies with another institution without delay, disruption or additional cost if UPI is unable to fully deliver courses which the student has paid for.

6.4 Refunds

- If a course is cancelled by UPI in which a student is enrolled, alternative arrangements will be made to the best of UPI's ability to minimise the adverse consequences for those students and to ensure that no student is prevented from completing the course. If UPI is unable to find alternative arrangements, it will refund the student for the portion of the course not yet completed.
- Should you cancel or withdraw within 7 days, any fee paid minus administration costs will be refundable.
- Enrolled students on a payment plan who fail to pay the balance of their tuition fees are not entitled to receive a refund.
- UPI will not refund any fees and charges paid by or for you if you wish to cancel your enrolment after 7 days from commencement of your course which begins from the day you receive your welcome letter including your login and password to your e-learning account.
- Students who are expelled from a course by UPI or its delivery providers for violation of any obligation as explained in the Student Handbook, will not be entitled to a refund.
- No refund is available to participants who remain enrolled and do not progress. Should you decide not to continue with your course you need to notify us of your intention to withdraw or defer. Enrolments are current for 2 years unless an extension or deferment is applied for.
- Students who fail to receive a student visa after completing a UPI Multi-Pathway Program, for any reason, will not be entitled to a refund.

UPI's refund policy does not apply to the refund policies, terms and conditions of any other education provider other than UPI. Rules and policies, including the refund policy, are subject to change and it is the student's responsibility to ensure they review these rules and policies during their period of study as the most current rules are applied and these may differ from time to time from the time of enrolment. These rules and policy documents are freely available to students at any time through UPI's website or upon request.

7 Student Code of conduct

UPI's Code of Conduct sets out standards of acceptable behaviour required of all students. This code of conduct is intended to safeguard the reputation and integrity of UPI while also creating a safe and productive study environment for students. The code of conduct covers both academic standards of conduct and general standards of conduct required at UPI.

7.1 Integrity of academic work

UPI students are expected to:

- Conduct themselves in compliance with UPI's published policies.
- Submit academic work that is free of plagiarism or collusion.
- Actively participate in the learning process.
- Be familiar with resources available to assist them in conducting their studies including resources to help students avoid plagiarism.
- Comply with the proper use of copyright materials.
- Attend scheduled course activities and submit assessment tasks on time (if required), unless unforeseen or exceptional circumstances arise.

7.2 Equity and Respect

UPI students are expected to:

- Treat all staff and other students with courtesy, tolerance and respect.
- Respect the rights of others to be treated equitably, free of all forms of unlawful discrimination and harassment, including sexual harassment.
- Respect the rights of others to express views and opinions and not engage in behaviour that may be considered offensive to others.
- Avoid engaging in behaviour that is unlawful, discriminatory or offensive.
- Avoid engaging in behaviour that is perceived to be threatening or intimidating or causes any person to fear for their personal well-being.

7.3 Conduct in a support centre (study centre)

Although UPI offers its courses online (distance learning), we may, from time to time, engage in the facilitation blended learning which may include webinars and video conferencing discussions which are facilitated in a group environment.

In the event this occurs, students are expected to:

- Demonstrate respect for staff and students while in a UPI support centre.
- Turn off mobile phones during class times and assessments.
- Speak in English at all times.
- Refrain from eating and drinking in classrooms.
- Undertake all required preparation for classes, such as readings.
- Not participate in any learning activity, such as tutorials or laboratory classes, while under the influence of alcohol or other drugs.

7.4 Investigation of Misconduct

Any breaches of the guidelines outlined in the code of conduct may be considered misconduct. Where there are reasonable grounds to believe that academic or general misconduct has occurred, UPI will investigate the alleged misconduct and determine the level of seriousness of any reported breach. UPI reserves the right to cancel a student's enrolment if it is satisfied that a serious breach has been committed.

8 Other student obligations

8.1 Guide to referencing

When you write your assignment, you will refer to statements and ideas of authors you have read. As such, you need to show the marker whose ideas they are. There are a number of reasons why you need to reference:

- To acknowledge and give credit to other people's work, word and ideas
- To allow the reader/marker to be able to locate references easily
- To avoid plagiarism
- To show evidence of the breadth and depth of your reading, research and evaluative skills
- To avoid losing marks
- To be as consistent as possible in your referencing

The most commonly used referencing system is the Harvard system.

Referencing is a two-stage process:

- Reference in the text of the report or assignment
- Reference at the end in a reference list.

Please visit the websites below to help you with referencing.

<http://www.citethisforme.com/harvard-referencing>

<http://www.harvardgenerator.com/>

9 Study guidelines

To attain the optimum result and reward from time devoted to study, the following sections may prove a worthwhile aid to planning.

9.1 Managing your study time

We strongly advise you to manage your study time carefully. You should clarify your aims, identify your strengths and weaknesses, consider the context in which you will be studying and generate a broad strategy for successfully covering the material and completing this course.

You should take a broad overview of the requirements of any particular module and unit, consider your situation, workload and home responsibilities in the relevant study-period, then develop a realistic plan for active study and writing.

You should bear in mind the overall aims that we suggest for each module, but you may also find it useful to formulate more personal and specific objectives for yourself. These will help you to focus your study, assess material and apply ideas.

For example, you might want to set yourself targets for:

- The amount of time within which you will seek to complete a task
- The quantity of work you aim to do in a particular week
- Progress through the modules and units, bearing in mind your other responsibilities and tasks
- Progress on assignments

You should plan and monitor what you do and, where necessary, act to improve the process, quantity and quality of your work. You should make decisions about the importance you will attach to tasks, the time you choose to allocate to them, and the sequence in which you will do them.

People prefer to learn in different ways. We do not expect that all students will approach the business of study in the same way, or in a way we prescribe. We advise and expect you to manage your study and to be disciplined about how you do it.

9.2 Preparing to read and study

When you are faced with any study-task or reading, it is helpful to spend a couple of minutes making notes on what you currently know about the topic, or think about the question. This will bring your own ideas and experience into focus. It could remind you of previous relevant information from the course. It will prepare you to respond critically to what you read and to integrate whatever you learn into your current knowledge and practice.

Brainstorming is sometimes a useful way to start such notes and to ensure that you generate a comprehensive range of points. By this we mean the rapid gathering of ideas, which seem relevant to a particular topic or problem, within a brief time limit and without judgement. You can then reflect on each idea, develop and analyse the material as a whole, and make connections. Brainstorming is a technique you can use on your own, as well as in groups.

9.3 Effective reading

There are various styles of reading, which are appropriate for different purposes. For studying in depth, learning and remembering, you should not necessarily start at the beginning and finish at the end of something you plan to read.

First, look briefly at the whole item to see what is there. Look at headings and tables. Read any introduction or introductory paragraphs, any summary, and any concluding section. You will already be developing an understanding of what is said, without any detailed reading. Skim read each section to amplify your understanding. Finally, read the text in detail. Using these styles of reading, you gradually build up your understanding.

9.4 Evaluating Ideas, Action and Learning

People generally seem to find it easier to focus on weaknesses and negative points when they are evaluating propositions, people and projects. However, evaluation should cover positive points and strengths, too. To counteract this tendency, and to explore a range of factors relevant to analysis, it is useful at the beginning of a period of evaluative thought to brainstorm (e.g. for a minute each) first the positives and then the negatives, then the interesting things about the matter in question. This approach will bring key ideas to the surface before you consider them in more depth. Of course, the same idea may fall under more than one category. At this stage, that does not matter; you are simply examining ideas. This process is a tool and a technique to help a certain type of thinking, which you will find helpful throughout this course.

Note: There is further guidance on Study Skills and additional resources available as part of the Online Induction Module

9.5 Consolidate your learning

It is important to consolidate periods of reading and study, in order to derive maximum benefit from them. At stages along the way, summarise key things you have learned, both about the topic under discussion, and the process of thinking and learning. It is easy to forget new ideas. New tools, methods and skills require practice. To aid your memory, you should review your notes regularly to help develop your skills.

10 Complaints Policy

UPI is committed to providing a learning and working environment in which complaints are responded to promptly and with minimum distress and maximum protection to all parties.

As part of its commitment to creating a supportive and open organisational culture, UPI is committed to ethical and responsible management, transparency in its decision-making processes, and a visible, accessible and fair complaints process.

UPI views student complaints as providing an opportunity to review and improve its policies and practices, and also to gain insight into student's levels of satisfaction.

10.1 Responsibility of managers, staff and students

Managers and other designated staff at UPI are responsible for responding appropriately to complaints. A designated manager is responsible for coordinating the resolution process in keeping with the UPI complaint handling principles, relevant policies and procedures.

The designated manager is also responsible for ensuring that staff and complainants involved in the complaint resolution process understand their rights and responsibilities in relation to this policy.

All students and staff have a responsibility to contribute to the achievement of a productive, safe and equitable study and work environment at UPI.

In particular, students and staff have a responsibility to:

- Participate in the complaint resolution process in good faith
- Co-operate fully in any investigation process
- Aim to reach satisfactory resolution wherever possible
- Avoid complaining about the same matter to several different units or individuals at the same time
- Avoid making complaints with a mischievous or malicious intent
- Students may make a complaint about any matter, which relates to their program of study at UPI.

11.2 Accountability for Complaints

A key principle in the UPI complaint resolution process is that complaints are resolved wherever possible at the lowest appropriate level of management. Students are encouraged to raise their complaint in the first instance directly with the person concerned. This is appropriate in matters where the student feels comfortable with making a direct approach, or where the complaint does not relate to allegations of unlawful behaviour (e.g. assault, illegal discrimination or harassment, corruption).

Where it is not appropriate for the student to raise the issue directly with the other person/s, they can make a complaint to any other person of authority. The Manager of UPI is responsible for receiving and investigating complaints from students. All students have the option of making a formal written complaint to the Manager. The Manager will gather information and seek advice before responding.

11.3 Assistance for students in making a complaint

Students may wish to seek advice and assistance in lodging a complaint from one of the instructors at UPI. A complaint to a person of authority can be made in writing on the Complaints Form which can be found in Annexure A of this document, and due to the requirements of procedural fairness the complainant will have to be identified unless the facts of the matter are not in dispute.

Often the complainant may not wish to complete a customer complaint form and so makes the complaint verbally to a member of staff. It is the duty of the member of staff to document this complaint.

If the complaint is about a staff member:

The complaint should be made to the Manager.

If the complaint is about another student:

The complaint should be made to the Instructor and/or the Manager, and the complaint will then be reviewed and resolved.

If the complaint relates to someone external to UPI:

The complaint should be made to the Manager who will then follow the policy and take appropriate action.

11.4 [Principles for handling a complaint](#)

UPI's procedures for handling student complaints are based on confidentiality, impartiality, procedural fairness and prompt resolution.

- Where appropriate, complaints will be resolved at the lowest possible level of management or in accordance with the hierarchy above. However, all complaints will be recorded in UPI's complaints register so that all levels of management are aware of complaints made. The Manager will monitor progress, engage all relevant levels of management and ensure that action is taken in each case.
- Procedural fairness will be observed in all aspects of handling a complaint. In practice, this means that all parties to a complaint will be informed of the complaint, the specific allegations being made, and all parties will be given the opportunity to respond to any allegations made. Procedural fairness usually requires that the complainant must be willing to be identified, unless the facts of the matter are not in dispute, or where the matter involves allegations of corruption, misadministration or serious waste.
- Management will ensure that they have no conflict of interest or bias in relation to any party to the complaint, and that there is no perception by the parties that they have a conflict of interest or bias. If the person in authority does not believe they can handle the complaint in an impartial way, they will exclude themselves from the process, and refer the matter to their supervisor. In the case of a conflict of interest or an inability to resolve the complaint, the complaint should be referred to the relevant governing/regulatory body for mediation.
- Confidentiality will be respected wherever possible within the constraints of the need to fully investigate the complaint, and matters pertaining to the complaint will not be discussed beyond the parties to the complaint and staff involved in resolving the complaint. In some cases resolution of the complaint may also involve appropriate bodies external to UPI, e.g. trade unions or statutory bodies.
- Resolution of the complaint will usually take into account the preferred process of resolution of the person who made the complaint. However, there may be instances where a complaint is of such a serious nature that formal action is required that is beyond the wishes of the complainant.
- Management have a responsibility to respond to complaints within a reasonable timeframe. Complaints will be responded to as quickly as possible in the circumstances, and complainants will be advised of the proposed timeframe for resolution. Unless a complaint is unusually complex or involves allegations of misconduct, UPI will aim to achieve a resolution of a complaint within 4 weeks of the complaint being lodged with the appropriate person of authority. If it is not possible to achieve resolution within this time frame, the complainant will be advised of this, and will be kept informed of

the progress of the matter. Students should be aware that if the matter has been lodged at an inappropriate level of authority, it might take longer to respond to the complaint.

- Where UPI considers more than 60 calendar days are required to process and finalise the complaint, UPI will inform the complainant in writing, including reasons why more than 60 calendar days are required, and will provide regular updates to the complainant on the progress of the matter.

11.5 Outcomes of the complaint resolution process

Complainants will receive a written statement documenting the outcome of their complaint unless resolved at the time the complaint is raised and further correspondence would serve no purpose. The outcome will be in keeping with the seriousness of the incident, which was the basis of the complaint, and outcomes will be applied consistently across UPI.

Some of the possible outcomes of a student complaint include:

- Through the resolution process, the student gains a better understanding of the situation so that his/her concerns are addressed;
- A mutually agreed resolution is reached through conciliation or mediation;
- The complainant receives an apology, and/or the issue or behaviour that was the basis of their complaint is modified;
- In some cases, the complaint cannot be substantiated and no further action will result;
- In more serious cases, a formal disciplinary processes will be invoked.

All documentation relating to complaints will be kept strictly confidential and will not be accessible to anyone who is not directly involved in handling the complaint. Any material about the outcome of the complaint will be placed on the appropriate student and/or personnel file in accordance with the requirements of the Policy on Employee Records and the Policy on the Privacy of Student Records, and will only be accessible to authorised officers of UPI and the individual concerned.

Summary points

- Student Feedback Forms are available at the conclusion of all courses to be completed and forwarded to the proprietors.
- If you have a complaint about UPI or any of their staff please raise your concerns with one of our managers this can be done either verbally or electronically.
- Lodgment of complaints must be in writing to the Manager of UPI within 5 working days of course completion.
- All concerns will be acknowledged by management within 7 days. Any substantiated complaint will be acted upon, with the initiator being advised of the outcome in a timely manner.
- Any student wishing to appeal an outcome of complaint may approach the Director of UPI to discuss possible solutions or lodge a written appeal within 5 working days of the decision.
- Any such appeals will be kept on file for future reference. Any unresolved appeals will be referred to the appropriate authority.

11 Issuance of Qualifications

On successful completion of any of UPI's Multi-Pathway Programs students will receive:

- Certificate of completion from UPI
- Official government accredited QCF Diploma certificate from ATHE
- Academic transcript

If students do not complete all required subjects at competent level they will not be eligible to receive a qualification. They will, however, be eligible to receive a Statement of Attainment for the units completed within the course.

12 Student Contact Details

It is extremely important for students to supply UPI with up-to-date and accurate contact details. All contact with students is made using their last given contact details and lack of accurate records may lead to students missing out on vital information. Students are able to change their personal details at any time on "Profile" section of their e-learning account.