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**Programme Handbook**

**Driving Assessment and Outdoor Mobility**

**Post Graduate Certificate (PG Cert) : Level 7**

**Post Graduate Diploma (PG Dip): Level 7**

Contents

[1. The Curriculum - what you will study 3](#_Toc87525899)

[2. Learning, Teaching and Assessment 9](#_Toc87525900)

[3 Assessment Regulations 12](#_Toc87525901)

[4. Learning resources 15](#_Toc87525902)

[5. Support and guidance for you during your studies 16](#_Toc87525903)

[6. Having your say 18](#_Toc87525904)

[7. Dealing with issues and problems 19](#_Toc87525905)

### 1. The Curriculum - what you will study

The programme is designed to evidence and assist in gaining further advanced practitioner skills in driving and outdoor mobility while gaining either a PG Cert or PG Dip in this specialist field of practice.

You will have the opportunity to work with leading practitioners from across the mobility sector who have expert knowledge of clinical, technical, and professional matters which impact upon your role as a mobility practitioner. Through a process of expert presentation and group discussion you will be encouraged to draw from your experiential knowledge already gained in the workplace and to critically review your current practices in the light of new information and knowledge gained during module delivery.

**Student Journey Pathway**

**Postgraduate Certificate**

**Postgraduate Diploma**

**Postgraduate Diploma**

(120 credit points)

**Programme learning outcomes**

**Attributes:**

**Academic Literacy**

* Demonstrate a well-developed & critical understanding of the commonly presented medical conditions and the cognitive and visual functioning required for driving.
* Critically discuss the evidence-base for methodologies of on-road assessment of fitness to drive or the range of personal outdoor mobility solutions.
* Critically evaluate the design and application of a range of assistive technologies to overcome physical dysfunction for driving.
* Demonstrate advanced practitioner level knowledge of the cognitive and visual systems required for driving.

**Research Literacy**

* Demonstrate a comprehensive understanding of the contraindications to driving with a medical diagnosis and the complexities that multiple pathologies present.
* Discuss an advanced understanding of the factors that influence risk acceptance in drivers and how clinically altered driving performance can be identified.
* Analyse the design of the on-road assessment process to promote standardisation within the assessment of fitness to drive and show recognition of the factors that influence practitioner decision making during on-road assessment.
* Demonstrate a detailed and deep understanding of the legal, technical and safety implications of assistive technology application in relation to the driving task.
* Critically analyse a range of research methodologies (including practitioner research) and methods commonly used in rehabilitation research.
* Demonstrate a sophisticated analysis of literature to compare and contrast varying opinions through reference to your own professional experience. You will demonstrate a high level of critical reflexivity through which new understandings of professional practice emerge, to promote evidence-based practice for driving and independent community mobility with or without a car.
* Explore and practice different methods of data collection and analysis

**Critical Self-awareness and Personal Literacy**

* Demonstrate the required skills and knowledge to undertake an assessment of physical dysfunction concerning the driving task and develop such assessment processes for future practice.
* Demonstrate advanced practitioner level  knowledge of the impact of cognitive and visual changes on driving ability.

**Digital and Information Literacy**

* Effectively locate sources of information using systematic search techniques and use these to develop coherent arguments.

**Active Citizenship**

* Critically evaluate the cultural, environmental, political, ethical, legal and economic factors that impact on driving and outdoor mobility.
* Create, maintain and promote nondiscriminatory practices that promote driving and outdoor mobility for individuals, families and communities.

#### 3.1 Overall aims of the programme

The aims of the programme are….

1. To provide you with the opportunity to further your knowledge and professional expertise in order to fulfil the needs of driving and outdoor mobility service users.

2. To enable you to challenge your own and others knowledge, values and professional activities in order to be knowledge-generating, evidence-based, reflective and team orientated experts in the field of driving assessment and outdoor mobility.

#### 3.2 Programme structure

**PG Cert Pathway**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Code** | **Module Title** | **Credits** | **Level** | **Status** | **Coursework:Exam ratio** |
| DROM-7XXX | Medical Conditions and Fitness to Drive | 20 | 7 | Compulsory | 100:0 |
| DROM-7XXX | Cognition, Vision and Fitness to Drive | 20 | 7 | Compulsory | 100:0 |
| DROM-7XXX | Assistive Technology and Fitness to Drive | 20 | 7 | Compulsory | 100:0 |

**PG Dip Pathway**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Code** | **Module Title** | **Credits** | **Level** | **Status** | **Coursework:Exam ratio** |
| DROM-7XXX | Medical Conditions and Fitness to Drive | 20 | 7 | Compulsory | 100:0 |
| DROM-7XXX | Cognition, Vision and Fitness to Drive | 20 | 7 | Compulsory | 100:0 |
| DROM-7XXX | Assistive Technology and Fitness to Drive | 20 | 7 | Compulsory | 100:0 |
| DROM-7XXX | Driving Behaviour and Fitness to Drive | 20 | 7 | Compulsory | 100:0 |
| DROM-7XXX | Facilitating Personal Outdoor Mobility | 20 | 7 | Compulsory | 100:0 |
| DROM-7XXX | Driver Rehabilitation Research Design and Methods | 20 | 7 | Compulsory | 100:0 |

**Timing of course delivery**

The full-time PG Cert course normally takes one year from October to September of the following year. The full time PG Dip course takes 2 academic years. Enrolment and induction week is the week before the start date of the course. The course can also be completed part time. The PG Cert can be taken over 2 years and the PG Dip can be taken over a 3-year period.

Taught modules occur in three semesters, Semester 1 from September to end of December, Semester 2 from mid-January to May, with a break for Easter and Semester 3 from May to August.

It is advised that the module are taken in the stated order to ensure your ability to transfer and advance your knowledge from one module to the next,

**Postgraduate Certificate (PG Cert) Driving and Outdoor Mobility**

60 CATs M Level (7)

To be awarded a PG Cert you will have to pass three Level 7 modules. At full-time study, this will take you 12 months. At part-time study this will take you 18 to 24 months.

**Postgraduate diploma (PG Dip) Driving and outdoor mobility**

120 CATs M Level 7

To be awarded a PG Dip you will have to pass six level 7 modules. At full time study, this will take you 1 year. At part time study, this will take you 2 years.

#### 3.3 How modules deliver Programme Learning Outcomes

Modules will be delivered in a blended way. This will consist of 2-3 days in person attendance at either the Regional Driving Assessment Centre Solihull or OBU along with a further period of 12 weeks self-directed study (hours of study which includes your day-to-day work and self-reflection as well as research, preparatory work and writing of your assignments).

|  |  |  |
| --- | --- | --- |
| **Module Number** | **Module Name** | **Semester** |
| DROM-7XXX | Medical Conditions and Fitness to Drive | 1 |
| DROM-7XXX | Cognition, Vision and Fitness to Drive | 2 |
| DROM-7XXX | Assistive Technology and Fitness to Drive | 3 |
| DROM-7XXX**PG dip only.**  | Driving Behaviour and Fitness to Drive  | 1 (year 2) |
| DROM-7XXX**PG dip only** | Facilitating Personal Outdoor Mobility  | 2 (year 2) |
| DROM-7XXX**PG dip only** | Driver Rehabilitation Research Design and Methods | 3 (year 2) |

**3.4 How to register for modules**

Registration to modules is done via the University’s Virtual Learning Environment (Moodle). You will be given separate instructions on how to do this. You must express your interest to study on this programme by contacting the driving mobility study route coordinator Gwen Breen gwen@drivingmobility.org.uk

It is also a requirement of the university that you enrol for each specific module of study. It is advisable that you discuss with and seek advice from your manager on your choice of modules. Enrolment guidance will be provided centrally by Driving Mobility, via the study route coordinator.

As a student of the university, you have your own student information page. Student Information is a suite of web pages through which you can view and maintain your personal and academic programme details. Its use includes the ability to add or delete modules to your programme and monitor your assessment results.

Guidance on using Student Information is available here: [www.brookes.ac.uk/students/your-studies/Student Information/](http://www.brookes.ac.uk/students/your-studies/Student)

As part of your induction you will receive an introduction to the use of the OBU Library and electronic databases and journals where applicable. You will also be shown how to access and use OBU Moodle (a virtual learning environment), and your student email account. Training sessions for further help are available from the Academic Learning Centre or the Library.

### 2. Learning, Teaching and Assessment

The learning, teaching and assessment approaches taken in the course

is guided by the Brookes Assessment Compact, prepared jointly by students and staff of the University.

#### 2.1 The Virtual Learning Environment and email

Virtual Learning Environment(Moodle):OBU provides a virtual learning environment where the students, via their personal account, have immediate and remote access to Moodle which is internally hosted. Via Moodle, students have access to a number of learning resources relevant to their programme and year of studies. There is a variety of information provided for the unit, i.e. term outline, assignments, formative and summative assessments, formative and summative feedback on students’ work, revision quizzes, lecture notes, peer work etc., which is readily accessible at the beginning of each semester and updated regularly according to the learning experience provided by each unit.

All your modules will make use of Moodle to varying degrees. While all Moodle pages for modules will contain the basic module structure (e.g. lecture structure, reading list, assessment dates and instructions), other modules may have an enhanced web presence including online quizzes, discussion forums and other multimedia presentations or web links.

Moodle also holds a great opportunity for creating news forums, and specifically related subject interest groups, which enhance the learning experience across and among years of the programmes delivered. This can create a lively community of students and future professionals within their disciplines. Both students and academic staff are involved in interest groups and create an exchange of ideas, expertise and innovation across units.

Email account (Gmail): OBU offers all its students a personal email account via the Google platform. At the same time, at the beginning of each academic year, the College offers each student access to the Moodle online platform via a personal login code. There, among other things, many of the programme announcements are uploaded.

Therefore, all students should regularly check their emails and the academic staff members should use email as a basic method of communication. Each student assumes responsibility for his/her information.

#### 2.2 Programme and assessment calendars

#### The Programme assessment timetable will be made available on Moodle

#### Please take special note of the assessment periods (including the re-sit periods).

#### 2.3 Ensuring assessment is fair

Modules are assessed by various modes of coursework (e.g. a written assignment, online questions, case study presentation, or viva voce) and full details are given in module guides. University processes ensure that assessment is rigorous, of an appropriate standard and fair, and a key role in this is that of the external examiner, who ensures that the standards used to assess students are comparable with other universities.

* Each assessment is written so that students can show they have achieved the learning outcomes for the module and for the whole programme, and the range, type and timing of assessment have been carefully chosen to enable students to become independent and reflective learners. Tasks and questions are set by the module leader, internally moderated (checked by another member of staff) and sent to the external examiner to ensure that they are appropriate for assessment of the module learning outcomes and that the instructions and marking criteria are clear.
* Student work is marked, then either a sample of all of the marking is internally moderated. A sample from modules is sent to the external examiner so that they can monitor standards and ensure that the marking is consistent.
* Both OBU and DM adopt a policy of anonymous marking where possible. In this programme, you will find some modules, or some parts of assessment are not subject to anonymous marking because the nature of the task creates practical difficulties. For example, in-class presentations cannot be anonymised because of the public nature of the assessment.
* The Examination Committee comprises the Programme Lead, Module Leaders and the External Examiner. It meets after each semester to approve the examination and coursework results. You may already have seen the provisional mark awarded on an individual piece of coursework but it is the role of the Examination Committee to grant final approval of the individual marks on each module and to recommend the awarding of final qualifications.
* At the end of each academic year external examiners submit reports to the university which are published on Moodle for the relevant subject(s).

#### 2.4 What to do if you are ill or want to be absent from class

Attendance at all formal teaching sessions is expected but most students will be absent at some point in the course. If you are absent from a session then it is advised that you contact another student who did attend the session in order to discuss the details of the session. Alternatively, you can contact the module leader during their course hours to pick up any important points. Either way, it is important that students recognise that it is their responsibility to find out what happened during a missed session, including any information that is directly related to assessment tasks. Most academic staff who have to make "on the fly" changes to their module that result in a modification to what was stated in the module handbook will normally update students via the module Moodle page or by e-mail to all enrolled students. Nevertheless, it is strongly advised that students who miss an occasional teaching session make sure to contact other students who attended the session.

If you think you will be absent from formal taught sessions or otherwise unable to continue studying for an extended period of time (i.e. more than one week) then you should get in touch with the programme Lead as soon as possible to discuss possible arrangements. You will need to submit a completed Exceptional Circumstances Claim form, along with supporting evidence, to your programme leader in good time, so that the potential implications can be considered.

In the case of course work, a request for an extension should also be submitted if required, normally before the date the coursework assignment was due (see section 5.3 below).

We recommend you take some time to familiarise yourself with the range of important and essential information available via this link

<https://www.brookes.ac.uk/students/your-studies/exceptional-circumstances/>

Due to personal or health reasons students may wish to take some ‘time out’ from their studies. If you are thinking about this it is essential that you meet first of all with your personal academic tutor or the programme lead who will be able to offer advice. You may take between 1 and 2 semesters of ‘approved time out’ at any one time.

More information on ‘Time out’ may be found via the link

<https://www.brookes.ac.uk/students/your-studies/programme-advice-and-support/time-out/> .

### 3 Assessment Regulations

**Student responsibility**

It is your responsibility to consult the specific module details to understand the assessment requirements, and to clarify information with the module leader if appropriate. This includes information about the assessment, the submission and due date requirements.

**Assessment regulations**

The programme conforms to the university regulations for the assessment of students. Access on-line at : <http://www.brookes.ac.uk/regulations/>. A downloadable copy is also available from this website. This is a detailed website but if required, further advice can be obtained from your module leader, programme team or please go to the [student homepage](https://www.brookes.ac.uk/students/) for links to other professional services teams who can provide advice.

#### 3.1 Assessment criteria

Marking criteria for individual module assessments can be found in the module handbooks or on the relevant Moodle sites.

#### 3.2 How to submit work, and arrangements for getting feedback on assessed work

It is your responsibility to make sure you are aware of assignment requirements, the deadlines and to whom it should be handed in. Deadlines will be made clear to you in the module handbook with respect to each modular assessment.

**Submission of assignments:**

Please ensure you submit your assignment for the set deadline. You are required to submit your coursework electronically, either through Turnitin or on Moodle, in the designated drop boxes. The submission route will be given in the specific module details. Please make sure you have a digital receipt for your work to confirm it has been submitted correctly.

The university offers students a 24-hour grace period for assessments in case you encounter any short-term resolvable problems in the run up to assignment submission. You will need to tell us if you need to use the grace period by submitting the Exceptional Circumstances Application Form (accessed from the [Exceptional Circumstances website](https://www.brookes.ac.uk/students/your-studies/exceptional-circumstances/)) and selecting the 'Grace Period' option. If you use the grace period repeatedly, we are likely to contact you to explore any underlying problems that are stopping you from meeting your deadlines.

**Feedback:**

This is a very broad term and covers not only comments on your individual work but can include discussion in class and information posted on module sites within Moodle.

You can find a schedule of when feedback on your work will be returned in each module handbook. This will normally be within 3-4 weeks of submission.

Please note that all marks are provisional until they have been confirmed by an examination committee.

#### 3.3 Deadlines and exceptional circumstances

There may be occasions during your studies, where you feel circumstances outside of your control have affected or have the potential to affect your studies. The University has policies and processes in place to support you and further detail is given below:

**Introduction to the Regulations for the Consideration of Exceptional Circumstances**

**What are exceptional circumstances?**

Exceptional circumstances are circumstances which were beyond your control **and** which could not be reasonably accommodated by you **and** which seriously impaired your performance in assessment. All three parts of this definition must be met for the University to agree you were affected by exceptional circumstances. For example, these circumstances could be medical or personal. In all cases you will be required to provide satisfactory documentary evidence to support your claim - if you fail to supply satisfactory documentary evidence your request **will** be turned down. The only exception is for very short extensions to an assessment deadline (up to one week), where you may be allowed to self-certify yourself.

**When should I submit my evidence of exceptional circumstances?**

If circumstances outside of your control (for example, medical or personal circumstances) affect your ability to meet an assessment deadline or attend an examination then it is essential that you notify your module leader and submit an Exceptional Circumstances Request form.  You will be required to provide satisfactory documentary evidence to support your claim.

**How should I submit my claim for exceptional circumstances?**

Please see the instructions and form via this link:

<https://www.brookes.ac.uk/students/your-studies/exceptional-circumstances/>

**What if I miss a deadline without exceptional circumstances?**

If you miss an assessment deadline or an exam without approval for valid exceptional circumstances **you will receive zero for that assessment**.

**Where can I find out more?**

For further details of the University’s regulations for the consideration of exceptional circumstances please see: [http://www.brookes.ac.uk/students/your-studies/exceptional-circumstances/](http://www.brookes.ac.uk/students/your-studies/mitigating-circumstances/)

#### 3.4 Good academic practice and the use of Turnitin

**Developing good academic practice**

During your programme you will be asked to use the Turnitin System.

Turnitin is a web-based tool that supports students in the development of good academic practice when preparing written work for assessment. This text-matching tool allows academic staff to check students' work for improper use of sources or potential plagiarism by comparing it against continuously up-dated databases (including webpages and student work). Turnitin produces an 'Originality Report' for each submitted piece of work which indicates all the matches in the student assignment to the web-based sources on its database, and thus can provide academic staff with the opportunity to help students develop proper citation methods as well as to safeguard students' academic integrity.

Turnitin may be used as part of an investigation into an alleged case of plagiarism but its primary use is to support students' academic development and enhance good academic practice.

In addition to the use of Turnitin in some module formative assessments, we encourage you to access resources to support and develop your academic writing skills to help you to avoid plagiarism. You might find it beneficial to sign up for an online tutorial on a Brookes virtual self-registration course that helps you learn how to develop these skills. Instructions on how to access this online tutorial can be found at: <https://www.brookes.ac.uk/library/library-services/information-skills/plagiarism/>

**Cheating**

The University has strict rules to ensure that students' work for assessment is actually the result of their individual effort, skills and knowledge and has not been produced by means that will give an unfair advantage over other students. Full details of the regulations (A3-13 Cheating) together with a definition of “Cheating” are in the following link <https://www.brookes.ac.uk/regulations/current/core/a3/a3-13/>

Students suspected of breaking the university regulations regarding plagiarism and collusion will be referred to a Faculty Academic Conduct Officer who will investigate the case thoroughly before deciding on the most appropriate way to resolve the situation within the university regulations.

As part of an investigation students may be required to submit an electronic copy of their assignment and/or a copy of their draft notes (in the event of a handwritten assignment being submitted). You should therefore keep a copy of the preparatory work you have done for assignments (electronic or hard copy) until an Examination Board has formally released the marks for those assignments.

More information on Student Conduct Regulations and Disciplinary Procedure is available via the following link: <http://www.brookes.ac.uk/regulations/current/appeals-complaints-and-conduct/c1-1/>

### 4. Learning resources

**Library**

The Oxford Brookes University Library operates on three main sites (Gipsy Lane, Wheatley and Harcourt Hill) and houses hundreds of thousands of books. You will have the use of all university library facilities however the largest Headington Library (on the Gipsy Lane campus) is the location for print resources (journals, books, pamphlets, and postgraduate dissertations) in the health and social care subject areas.

If you visit the library home page <http://www.brookes.ac.uk/library/> you will find comprehensive information to help you to make the most effective use of the library resources.

Most books are available for one-week or two-week loan, although there are reference copies of certain key texts. The library is increasingly purchasing eBooks, when available, to combat the demands on certain key texts such as those on module reading lists. The library is also moving towards complete electronic access for all current journals, and currently subscribes to more than 16,000 electronic journals including health and social care titles.

You can find details of all the library books, eBooks and journals and most ejournals on the Library Catalogue on the Web: <http://www.brookes.ac.uk/library/>

A comprehensive list of electronic journals is available via the list here:

<https://www.brookes.ac.uk/library/collections/journals>

The library subscribes to some 140 databases and includes access to a wide range of key health and social care specific bibliographic databases, which allow students to search for journal articles on specific topics. Many of the articles are then available electronically through full-text direct links.

The databases can be accessed from home or work using an Athens username and password and entering this on the Library’s home page <http://www.brookes.ac.uk/library/>

Library staff are always happy to help you with queries about finding information.

Induction tours of the Headington Library are available at the beginning of each semester (Weeks 0-3). The library also offers training sessions for students including finding your way around the Electronic Library, EndNote and EndNote Web (reference management software) and Keeping Up-to-date (see <https://www.brookes.ac.uk/library/subject-help/health-and-social-work/> for details).

**Computer Services**

Students have access to WiFi on all university campuses via Eduroam. Verification requires student ID and password. For further information please visit: <https://www.brookes.ac.uk/it/essentials/wi-fi/>

Students have access to the computer networks in the main university campus, open 24 hours a day. At induction as you familiarise yourself with your local campus, you will be shown the Pooled Computer rooms. For an introduction to the use of the University's IT facilities see the IT Essentials webpages

Introductory courses are available to students who wish to acquire basic computer skills. For further info and how to register, visit: https://www.brookes.ac.uk/it/ You can also negotiate specific instruction, for example in the use of statistical packages (SPSS/Minitab/databases such as population surveys).

**A Guide to Referencing**

Referencing is completed using the Harvard (Author-Date) system

Oxford Brookes University referencing guide

<https://radar.brookes.ac.uk/radar/file/370e1de4-8ea3-18c5-0eb6-676d7efc9533/1/harvard.pdf>

### 5. Support and guidance for you during your studies

DM provides you the support and help you might need during your studies for the smooth operation of the educational procedures. The ultimate goal of the continual student support is the provision of high-quality studies which are according to the modern pedagogical and professional advances as well as your stay in a friendly environment.

Key sources of academic guidance are:

* Your programme team (see the earlier section of this guide which introduces the programme team)
* Self-Review and Reflective Practice Workshop/Induction
* Personal Academic Tutor
* Mentors

**Personal Academic Tutor**

As a student on the course, you will be allocated a personal academic tutor who has extensive experience within the mobility sector and will be ideally equipped to support your knowledge development and academic success. All members of the Driving Mobility Associate Tutor Group have been approved by the Oxford Brookes University and work in partnership with the team to ensure that your modules of study are comparable with the other academic courses offered by the University. You can also benefit from local workplace mentors for your day-to-day queries who will have already undertaken the course.

Personal tutors are responsible for overseeing the students’ academic and personal progress during their programme. Specifically, the aims of the personal tutor system are:

* to provide a first and consistent point of contact for students
* to help students feel welcome and valued by the Programme
* to provide important general information about studying with Driving Mobility
* to provide support, advice and referral at key points in the student's study, in particular:
	+ on arrival and at the resumption of each academic session,
	+ after assessment, especially where problems are evident,
	+ when students are experiencing problems (especially problems likely to adversely affect their study)
* to participate, and, in relevant cases, represent the student in the exceptional circumstances processes
* to provide references as needed by the students to pursue subsequent employment and/or further study
* to challenge students to get the most out of their time on the course.

Students should regard their Personal Tutor as an important source of advice, certainly the first port of call for any general problems or uncertainties that they may have.

**5.1 Induction information**

Students are inducted to the programme at the start of their first semester of studies. During that period, students are informed about the content and aims of the course, teaching and assessment methods and specific programme regulations.

#### 5.2 Where to go for help

The University gateway to services to support you in your studies can be found at <http://www.brookes.ac.uk/students/>

#### 5.3 Links to other sources of information

**Equal Opportunities**

Driving Mobility welcomes diversity amongst its students, staff, applicants and visitors, recognising the particular contributions to the achievement of the institution's mission that can be made by individuals from a wide range of backgrounds and experiences. The institution is committed to ensuring that all of its activities are governed by principles of equality of opportunities.

DM follows the OBU guidance and practice for the programmes that are validated by OBU.

Find out more at:

<https://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion/edi-at-brookes/>

**Data protection**

Both OBU and DM hold and process information about employees, students, and other data subjects for academic, administrative and commercial purposes. When handling such information, the University and all staff or others who process or use any personal information, must comply with the Data Protection Principles which are set out in the Data Protection Act 1998.   OBU and DM are also compliant with the General Data Protection Act 2018.

More information can be found here:

[Policies, Procedures & Legislation - Oxford Brookes University](https://www.brookes.ac.uk/it/information-security/policies-procedures-legislation/)

The full University data protection policy can be found at Section E13:

<http://www.brookes.ac.uk/Documents/Regulations/Current/Other/E13-Data-Protection-Policy/>

**The Student Charter**

Oxford Brookes University is committed to the delivery of an outstanding student experience, the further development of world-class research, making a positive contribution to our wider community and creating sector-leading, high quality services for the future.  The charter sets out the implications of those commitments for the university, the Students' Union and every student working together in a spirit of partnership.

More information can be found at:<http://www.brookes.ac.uk/students/your-studies/student-charter/>

### 6. Having your say

Both OBU and DM are committed to involving you, as a student, in their decision-making and there are many ways to get your views heard:

**Student Representatives**

The programme team encourages students to become involved with their programme via a system of student representation.  Student representatives are elected by a variety of methods and your programme lead will be able to give you further information.

**Programme Committees**

Student representatives are included as members of the programme committee, which meets once or twice each semester to discuss the running of the programme and to evaluate module tuition.  It is through the programme committee that you can influence how the programme is delivered and developed in the future.

**Module Evaluations**

At the end of each module you will be asked to complete and submit an evaluation of the module. The questionnaire will ask you to evaluate the lectures, tutor input and the assessment. We assure you that your feedback has no impact on your marks and encourage you to be honest.  We need constructive feedback to enable us to develop and continuously improve the programme and ask you please to take a few minutes to respond to the questionnaires on completion of each module. The results of the student module evaluations are discussed as part of the programme committee, with student representatives present.

### 7. Dealing with issues and problems

There may be times when you want to complain about an issue relating to your studies or your time at DM. We seek to resolve all issues quickly and directly with our students and suggest that you speak to your tutor or programme leader in the first instance to seek advice, or, if appropriate, to your module leader.

If you are not satisfied with the outcome, then the Oxford Brookes University Complaints Regulation(C2)on Student Complaints <https://www.brookes.ac.uk/students/student-disputes/collaborative-provision/> will be activated via the Oxford Brookes University Liaison Manager.

**Concern about a mark or award**

If you have reasons for thinking that an examination committee has awarded you an incorrect mark for a module, or has made a wrong award, you should use OBU’s process for the review of and appeal against a decision of an examination committee.  Information on this process can also be found on Moodle.

Note that the only grounds for applying for a review are:

1. the assessment was not conducted in accordance with the regulations for the programme; and/or
2. the judgement of an examiner or examiners was improperly affected by personal bias; and/or
3. there was a material administrative error or some other material irregularity in the conduct of the assessment, such that the assessment decision would have been materially different had the error or irregularity not occurred.