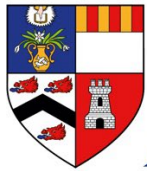


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UNIVERSITY OF
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1495 – 2020

Mapping Against the UK Quality Code

SECTION 5: ENABLING STUDENT ACHIEVEMENT

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SECTION 5: ENABLING STUDENT ACHIEVEMENT

INTRODUCTION

The Quality Code is split into 12 themes, available online on the QAA website at <https://www.qaa.ac.uk/quality-code>. As part of this, *Enabling Student Achievement* is an important component in ensuring students are supported through their studies. Students will be able to succeed should the appropriate measures be in place to support them. The quality code describes this theme as:

Success in higher education is instrumental for the academic, professional and personal development of students. This success can be measured in part by benchmarking against set outcomes. However, it can also be measured through the approach taken to continuously developing the student experience.

An effective approach to student support should encompass curriculum design and learning and teaching, working across all areas of provision. This approach includes active engagement with students and staff from across a provider to ensure the continual evaluation and development of the student experience. Effective student support will recognise the diverse needs of the student body and mitigate the potential adverse effects associated with challenging aspects of the student experience such as complaints, retention or progression.

This theme focuses on the development of students through their educational opportunities, as well as the diverse array of support required for a diverse and growing student population. There are a range of support services across a range of teams at the University, which provide academic, professional and personal support to students who may require it.

In defining key terms that will be used frequently in this section, the Quality Code notes the following:

Transferable skills: Core skills and attributes developed from a range of experiences including education, the workplace, leisure activities, and personal and social situations, which can be applied to different settings.

Graduate attributes: Skills and qualities which higher education providers have identified that their graduates will have developed during their studies and through participation in student life.

Mental health and well-being: Mental health is a state of well-being where an individual realises their own abilities, has the resilience to cope with the common stresses of life, work productively and can contribute to their community.

Safeguarding: Safeguarding refers to higher education providers implementing and adhering to robust procedures, which ensure that their students are able to study and participate in student life in a safe and supportive environment.

Students: In relation to this Code, the term 'student' refers to all individuals studying a higher education course regardless of demographic, mode or level of study, subject area or geographic location.

SECTION 5: ENABLING STUDENT ACHIEVEMENT

The Quality Code has three different sections: the expectations for standards; the expectations for quality; and the guiding principles. The relevant expectations for standards and quality are detailed below. The Guiding Principles are mapped to the University’s own policies, procedures and quality mechanisms. There are two separate sections for the University’s practices, detailing what the University does and has in place to support that expectation/principle, as well as the supporting documentation, which includes reference to supporting policy, procedure, website or other document.

EXPECTATIONS FOR QUALITY & CORE/COMMON PRACTICES
From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
The provider supports all students to achieve successful academic and professional outcomes.
The provider designs and/or delivers high-quality courses.
The provider actively engages students, individually and collectively, in the quality of their education experience.
The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

QUALITY CODE PRINCIPLES	UNIVERSITY PRACTICES	SUPPORTING DOCUMENTATION
GUIDING PRINCIPLES		
<p>1. Strategic and operational plans for supporting students and enabling achievement to align to the student journey.</p> <p>The provider’s commitment to student development and achievement is explicitly</p>	<p>The University has recently embarked upon a new strategic plan with a longer-term strategic vision for Education and Research. <i>Aberdeen 2040</i> is comprised of four related, but distinct themes: inclusive, interdisciplinary, international and sustainable. Within the inclusive strand, there is a large emphasis on the wellbeing of our students and staff; as well as a focus on their development both personally and professionally. Alongside this, an</p>	<p>Aberdeen 2040 Strategy (Webpage) Wellbeing Strategy (2021-2025) (Document) Student Wellbeing (Webpage) Student Support Committee (Webpage) Strategic Planning (Webpage) SFC Outcome Agreement (Webpage) Student Partnership Agreement (Document)</p>

<p>expressed and integrated into strategies that inform operational approaches and ensure collective understanding for students and staff.</p>	<p>Implementation Plan has been developed for the first 5 years, which outlines key actions associated with the strategic goal.</p> <p>Progress toward the achievement of the strategic plan is closely monitored by means of Key Performance Indicators, both linked to the Strategy and SFC Outcome Agreement.</p> <p>In line with the University’s strategic commitment to inclusivity, the University has recently launched a Wellbeing Strategy for both staff and students. Linked to this, the University’s Employee Wellbeing web pages provide further resources for staff and likewise a similar web resource is provided for students.</p> <p>The Student Support Committee, a sub-committee of the University Education Committee, has responsibility for “the development and implementation of strategy and policies to enhance students’ probability of success in all aspects of their student experience and address gaps which appear more likely for specific groups of students”. The Committee has representation from every School, which allows for strategic, collaborative and cross-disciplinary discussions to be held.</p> <p>In terms of student-related strategic matters, current policy reviews are led by members of the University Management Group, such as the Pastoral Support Review and the Monitoring and Absence Review, for example. Other such strategic reviews are set up with a particular focus whenever they are required.</p> <p>The University works in close partnership with the Aberdeen University Students’ Association (AUSA). Agreed annual shared priorities for focus are documented in the Student Partnership Agreement. These are informed by and support both University and AUSA strategies with the overarching goal of enhancing the student experience.</p>	
<p>2. Clear, accessible and inclusive policies and procedures to enable</p>	<p>All Education policies are available to view on the University Webpages, as part of the Academic Quality Handbook. This comprehensive set of webpages covers all aspects of teaching and learning provision, from</p>	<p>Academic Quality Handbook (Webpage) Students – Academic Life (Webpage) Support for Study Policy (Policy) Support and Wellbeing (Webpage)</p>

students and staff to identify when support mechanisms may be required for academic and personal progression.

Policies are consistent, accessible, easy to understand, student-centred and up-to-date. Each policy is clearly linked to appropriate procedures to facilitate seamless identification of, and access to, any academic or other student support needs. The impact of current and proposed policies and procedures on students with protected characteristics is consistently assessed to identify and mitigate barriers to student development and achievement. Effective student support will recognise the diverse needs of the student body and mitigate the potential adverse effects associated with challenging aspects of the student experience such as complaints, retention or progression.

registration to graduation. Physical copies can be requested where necessary from the Academic Services team.

In line with all university policies, those associated with student support are subject to assessment under Equality Impact legislation to ensure specific groups of individuals are not obstructed from accessing support within the University and that policies are fair and inclusive.

The University operates a Support for Study Policy, which outlines the University's approach to supporting students who may be struggling with their studies due to health and wellbeing issues.

The University has developed an Inclusivity and Accessibility in Education Framework which aims to enable inclusion and accessibility to be fully integrated into all aspects of the design and delivery of learning, teaching and assessment. The Framework draws together relevant guidance, policies, resources, support and specialist training relating to accessibility and inclusivity.

The Personal Tutor scheme provides general pastoral support to undergraduate students in matters such as achievement of the Graduate Attributes, Employability, Co-curricular opportunities and feedback as well as a pastoral support role. Postgraduate Taught students receive pastoral support from their programme coordinator. A Task and Finish Group is currently undertaking a review of Pastoral Support.

The Students4Students (S4S) Scheme offers students the opportunity to be mentored by another student in their transition to university life. The S4S Scheme helps students settle into university life with advice and support from fellow students, who understand the complexities and pressures of life as a student.

In addition, the Student Learning Service in the Centre for Academic Development has a range of options for students who may need academic skills development and support.

[Equality Impact Assessments \(Webpage\)](#)
[Inclusion and Accessibility \(Webpage\)](#)
[Student Learning Service \(Webpage\)](#)
[Personal Tutoring \(Webpage\)](#)
[Students4Students Scheme \(Webpage\)](#)

	<p>Staff from Registry provide an in-person support service for academic related matters, including registration, progression, appeals and complaints through the student Infohub. This service is provided alongside support from other specialist areas including student finance, accommodation and assistance with the Personal Tutor system. In addition to the in-person services, support functions operate both general and topic specific online chat services with resource supporting these services allocated as appropriate throughout the academic year.</p>	
<p>3. Training and resources are allocated to student support services to enable effective delivery, ensure comprehensive evaluation and subsequent development.</p> <p>Support services encompass all areas of the student experience outside the formal curriculum. These areas include, but are not limited to, academic, financial, housing, welfare, employability and personal development. The effective management, delivery and success of these services is crucial to the student experience and can directly impact on progression and achievement rates. A strategic approach to resourcing that incorporates full evaluation of these services and considers feedback from students and staff can ensure successful delivery of student support services.</p>	<p>The University has invested in its support services, including additional resource to support students. This has increased the staffing in the Student Support team and the availability of staff to be able to assist with student needs. The provision of ongoing training and development for all support staff has been vital to ensuring that staff are well-equipped in supporting students.</p> <p>Within Human Resources, the Staff and Organisational Development team supports the personal and professional development of staff. This includes a dedicated training budget which is allocated to various training projects and initiatives to further develop University staff. Recent sessions have included race literacy training for student-focused staff, as well as the ongoing programme of training sessions.</p> <p>The Centre for Academic Development are central in supporting the academic and educational development needs of all staff. The dedicated Educational Development team provide training and advice to staff in regard to academic support. They have a range of courses and professional development opportunities which can be accessed via their website.</p> <p>Our University Counselling Service provide proactive and reactive support to staff undertaking any role with us, introducing a new “debrief” service in 2021 which encourages staff to have a half hour chat with a member of the service to discuss a difficult case or seek support following a challenging encounter. Additional funding was provided to the University as part of the response to Covid-19 which has allowed us to which has allowed us to support students with hardship linked to the pandemic.</p>	<p>Staff Development (Webpage) Training and Professional Development (Webpage) Centre for Academic Development (Webpage) Counselling Service (Webpage)</p>

	<p>Further we have supported any student entering the UK to study for the first time with payment of their managed quarantine, if needed. This is in addition to funds made available to the University from SAAS.</p> <p>Through the ongoing schedule of policy review, policies and procedures related to student support activities are actively considered and updated reflecting current circumstances.</p>	
<p>4. Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.</p> <p>Clear, consistent and accessible communications, from pre- entry through to graduation and beyond, will ensure students are fully informed of the opportunities and support available to them. This communication should be concise, timely and structured throughout the period of study and designed to facilitate student retention, progression and achievement. Effective communication with students will recognise different modes of study, individual learning styles and preferences.</p>	<p>The University ensures clear and effective communication to prospective, current and former students. The recent implementation and review of the Student Communications Policy ensures that communications are clear, consistent and accessible to all students. The Student Experience team manage almost all student communications and ensure consistency in tone and messaging. Where communications to students are provided from the University Senior Management Team, the Communications Team develops those messages in line with the messaging from the Student Experience Team.</p> <p>For prospective students, communications are managed via the Engagement and Conversion team within External Relations. This helps to ensure consistency of key messaging to all new and prospective students.</p> <p>Social media channels are also managed via the Engagement and Conversion team, with separate accounts for dedicated widening access projects.</p> <p>The University has dedicated social media channels which communicate directly with the student population with relevant information for their studies, including academic and personal support options.</p> <p>The University makes use of its webpages to ensure messaging is available to students regarding support opportunities. These can be found on the study webpages, as well as the Students’ pages for current and returning students. Widening Access students, and students articulating into the University from FE College, also have their own dedicated web pages with relevant information, advice and guidance. The University aims to target information to the most relevant cohorts of</p>	<p>Student Communication Policy (Policy) Communicating With You (Webpage) Study (Webpage) New Students (Webpage) Student Life (Webpage) Graduate Attributes and Achieve (Webpage) Enhanced Study Options (Webpage) Co-Curricular Activities (Webpage) Student Essential Information & Support Guide (Document) Widening Access (Webpage) Advanced Entry Students from College (Webpage)</p>

	<p>students, including new, prospective and returning, different campuses and online students.</p> <p>A Student Essential Information and Support Guide has been produced for the purpose of detailing all available support options to students in one place.</p> <p>For University graduates and alumni, the Alumni Engagement team manage communications to ensure that graduates receive up-to-date news, information, events and support that may be available to them. Information is provided on our Careers and Employability Service which is available to all current and former students.</p>	
<p>5. Equality of opportunity for all students to develop academic and professional skills.</p> <p>Ensuring equality of opportunity requires collaboration across academic, professional and specialist services. A broad and ongoing range of academic and pastoral support will be available, regardless of location or mode of study. Providers will need to consider both the needs of the individual student and the wider student body, including anticipating their varied requirements (such as protected characteristics).</p>	<p>As part of the University Aberdeen 2040 Strategy, inclusivity is a key strand and incorporates equality of opportunity and accessibility for all students. The University’s vision for Equality & Diversity is “To strive to create an inclusive culture which celebrates the diversity of the University’s staff and students. In recognising that this diversity brings new and engaging perspectives and enriches the experience of all who work, study and visit the University, we will take a proactive approach to embedding and mainstreaming the principles of Equality and Diversity.” The EDI policy supports this work.</p> <p>The University operates Equality Impact Assessments to ensure that no group is unduly discriminated against and to ensure activities are carried out in a fair and transparent way. All new policies should be reviewed by means of Equality Impact Assessments to ensure they are fit for purpose in an inclusive environment.</p> <p>The University has developed a Framework for Accessibility and Inclusion in Education (see 2 above). This encompasses all aspects of equality, diversity and inclusion in the student experience, ensuring all students are supported to study.</p> <p>The Student Learning Service (SLS) within the Centre for Academic Development offers one-to-one advice and academic development for all students. Specialist one-to-one support is available for students</p>	<p>Aberdeen 2040 Strategy (Webpage) Equality, Diversity and Inclusion Policy (Webpage) Student Feedback (Webpage) Inclusivity and Accessibility in Education Framework (Webpage) Student Learning Service (Webpage) Dyslexia and other Specific Learning Differences (Webpage) Toolkit (Webpage) Graduate Attributes and Achieve (Webpage)</p>

	<p>diagnosed with Specific Learning Differences (SpLDs) such as dyslexia, ADHD/ADD, autistic spectrum disorder. Online skills resources for all students linked to the Aberdeen Graduate Attributes are available through the University's Achieve and Achieve + (for Taught Postgraduates) sites in MyAberdeen and through the Toolkit webpages.</p> <p>Student feedback plays an important role in the University's approach to enhancing the student experience and ensuring students are equally supported. Feedback is also gathered through discussion at Staff-Student Liaison Committees, through the University's Course Feedback Forms or more informally through focus groups, mid-term student feedback or other means.</p> <p>Additionally, the University places strong emphasis on the involvement of students on committees and in decision making. Each School has an Aberdeen University Students' Association elected School Convener who is the lead student representative for each School. They work closely with the elected class representatives to feed any concerns about courses and programmes to the School. The School Convener (or other student representative) attends School-level committees (e.g. School Education Committee) where they are able to contribute to discussions around academic matters and those relating to the wider student experience. At a University level, AUSA representatives are also full members of all Education committees including the University Education Committee and the Student Support Committee along with Senate which is the University's main academic decision-making body.</p>	
<p>6. Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.</p>	<p>Our Aberdeen 2040 Strategy places inclusivity at its heart and various groups and individuals are represented on the University's Equality, Diversity and Inclusion Committee to champion and review our approaches to different areas including Gender Based Violence and Race. These formal meetings are supplemented by network groups for staff on various topics including disability, carers and parents and those from the LGBTQ+ community. Similar groups and liberation fora exist within AUSA for students.</p>	<p>Equality, Diversity & Inclusion Committee (Webpage) Action Against Gender Based Violence (Webpage) Race Equality Strategy Group (Webpage) Equality Network Groups (Webpage) Disability Service (Webpage) Academic Development for Students with SpLDs (Webpage)</p>

<p>Providing students with a sense of belonging and supportive community aids retention and creates an open environment, where students can confidently seek help. Without this, students may not feel comfortable to engage with support services. An effective community can also enable students to assist each other, not only to provide support, but further develop and embed their own graduate attributes and outcomes.</p>	<p>Students are encouraged to be open and share details of their support needs before arriving with us (especially those with disabilities) so that our team can implement a suitable range of adjustments to maximise their opportunities to thrive. We have staff dedicated to supporting learning for students with specific learning differences; facilitating access to assistive technology; and in the routine mentoring of those with long term mental health conditions.</p> <p>The Centre for Academic Development (CAD), working with the Disabled Students Forum and the Dean for Student Support has facilitated discussion panel sessions to encourage the sharing of views and practice involving staff and students. Discussion Panels, aimed at a staff audience, have also included student representation.</p> <p>CAD provides a range of workshops and accredited programmes which include and reflect inclusive practice in the course design process. Workshops which support accessibility (including captioning) are regularly available. Online resources which provide staff with guidance on inclusivity and accessibility when designing and delivering courses are available.</p> <p>In achieving our inclusive goals, the Aberdeen University Students' Association (AUSA) has significant input into the work of the University, and students sit on most formal Senate and Court Committees as well as informal review/working groups. This student representation and engagement ensures transparency, while engaging students on the matters that concern them most. The University is therefore able to work collaboratively with students to review and improve services and processes.</p> <p>As part of this close partnership working, agreed annual shared priorities between the University and AUSA are documented in the Student Partnership Agreement. These priorities are informed by and support both University and AUSA strategies with the overarching goal of enhancing the student experience.</p>	<p>Inclusivity and Accessibility in Education Framework (Webpage)</p> <p>Inclusivity and Accessibility Events (Webpage)</p> <p>Tools and Resources to Support Accessibility (Webpage)</p> <p>Student Partnership Agreement (Document)</p>
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<p>7. Enable students to take responsibility for their own learning and become resilient individuals, equipped for a rewarding career.</p> <p>Students are supported while participating in experiences relating to professional development, without barriers resulting from location of study, protected characteristics, financial or time constraints (for example, those who are at work or carers). Inclusive course design contains embedded and contextualised learning outcomes relating to academic and professional skills development. However, some groups of students are likely to require additional targeted or specialist support interventions.</p>	<p>The University provides a wide range of opportunities to enable students to develop skills to support their academic, personal and professional progression. These include:</p> <ul style="list-style-type: none"> • Prescribed Online Professional Skills course for all incoming Undergraduate and Taught Postgraduate students • Aberdeen Graduate Attributes and ACHIEVE • The Careers and Employability Service; for example (i) co-curricular opportunities (including the STAR award, volunteering opportunities, career mentoring, study abroad and enterprise & entrepreneurship); (ii) degree subject specialist careers provision (delivered one-to-one and in curriculum); (iii) employer engagement opportunities to inspire and inform career choices (including internships, fairs, workshops and presentations) • Student Advice & Support Office (including Disability Provision) • The Student Learning Service, which provides academic skills support and support to students with Specific Learning Differences • Scholarships and Student Funding • The Aberdeen University Students' Association, including opportunities for students to 'get involved' • Small projects are funded through the University's Learning & Teaching Enhancement Programme, part of the QAA Scotland Enhancement Themes. Projects include the development of courses and resources to encourage student resilience. <p>As part of a Resilient Learning Communities project, a Resilience Employability Toolkit for students has been developed. The toolkit, comprising videos and interactive mini courses, builds awareness of the importance of resilience for employability and provides opportunities to develop resilience and confidence in articulating resilience to employers.</p>	<p>Graduate Attributes and ACHIEVE (Webpage) Careers & Employability Service (Webpage) Your Employability (Webpage) Student Advice & Support Office (Webpage) Disability Services (Webpage) Student Learning Service (Webpage) Scholarships and Student Funding (Webpage) AUSA (Webpage) Resilient Learning Communities Enhancement Theme (Webpage) Learning & Teaching Enhancement Projects 2020/21 (Webpage) Learning & Teaching Enhancement Projects 2021/22 (Webpage)</p>
<p>8. Clearly communicate course outcomes and graduate attributes to all current and prospective students, staff and associated organisations.</p>	<p>The University communicates the Graduate Attributes, including Achieve and Achieve Plus, to students through a variety of mechanisms. These mechanisms include via the Virtual Learning Environment, MyAberdeen, on the University website, and through various social media channels. The prescribed Online Professional Skills course for all incoming Undergraduate and Taught Postgraduate students includes interactive and engaging activities to develop students' understanding of the</p>	<p>Graduate Attributes and ACHIEVE (Webpage) Careers & Employability Service (Webpage) Your Employability (Webpage) Course Catalogue (Webpage)</p>

<p>Course outcomes are tailored to disciplines through the process of development (see also Course Design and Development and Learning and Teaching Themes). Staff and students across a provider need to understand how these outcomes are identified, assessed and reviewed to enable them to achieve their desired and required outcomes. Graduate attributes should be clear and specific, and communicated to students, staff and the public. The communication of attributes should enable students to understand how they can achieve and articulate them in a wider context. The attainment of specified attributes should not be dependent on the location, mode or level of study, or the presence or absence of any specific student characteristic.</p>	<p>Aberdeen Graduate Attributes, how they relate to their University experience and how they can plan and action their own development of attributes throughout their studies. The Graduate Attributes are currently being reviewed by our Aberdeen 2040 Graduate Attributes and Skills Task & Finish Group to ensure they remain fit for purpose and take account of the University's commitments to sustainability, interdisciplinarity, inclusivity and international as set out in Aberdeen 2040. The review will also include a focus on anti-racism.</p> <p>The Careers & Employability Service actively promotes the Graduate Attributes to students. The Aberdeen Graduate Attributes inform the learning outcome design underpinning all co-curricular programmes and initiatives. Co-curricular programme assessments include space for students to reflect on their graduate attribute development.</p> <p>Learning outcomes and relevant graduate attributes are associated with every assessment to ensure that learning is focused and relevant to the course. These are detailed to students in course handbooks or the course area in the Virtual Learning Environment.</p>	
<p>9. Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.</p> <p>Feedback from students and staff informs the continuous improvement of the effectiveness of arrangements to promote student achievement. Collective and individual student feedback may be gathered in a variety of ways, depending on the context of the individual provider (see also</p>	<p>Students are actively engaged with many routes for providing feedback to ensure continuous improvement within the academic and learning environments. As part of the course review process, students complete Course Feedback Forms for each individual course in their studies, as well as engaging in fora such as the Staff-Student Liaison Committees. In engagement with quality processes, each programme elects a class representative who engages with the School, mainly via the Student-Staff Liaison Committees, to ensure the best possible student and academic experience. The role of the elected Aberdeen University Students' Association (AUSA) School Convenors are also important in achieving this. Support and training for student representatives is provided by Students Partnership in Quality Scotland (sparqs), working in conjunction with AUSA.</p>	<p>Course Evaluations (Webpage) Class Representatives (Webpage) Feedback Webpages (Webpage) Internal Teaching Review (Webpage) Appeals and Complaints (Webpage) (Students) Aberdeen Student Experience Survey (Webpage) NSS (Webpage) Sparqs (Webpage)</p>

<p>Student Engagement Theme). Providers are encouraged to use a range of informal and formal methods. Academic and support staff play a key role in enabling student achievement and providers are encouraged to involve them in the continuous review of support arrangements to enhance the learning environment.</p>	<p>Students are included as full members on all Education committees, including the University Senate ensuring that student input and consultation in all Education-related decision making. Student feedback is pivotal to the success of education provision.</p> <p>The University runs an Aberdeen Student Experience Survey to seek feedback to help inform enhancement and improvement of services across the University, including education provision. Additionally, the <i>You Shape UoA</i> Initiative gives students the opportunity to raise any concerns or provide feedback that is not necessarily related to the academic environment.</p> <p>The National Student Survey (NSS) Steering Group, reporting to the Student Support Committee, ensures institutional oversight and action on the NSS survey results. The creation of a University Action Plan and School Action Plans are central to this work to ensure that student feedback is taken on board and actioned.</p> <p>Through our Internal Teaching Review, students are able to engage actively in the review of the provision in their School and provide meaningful contributions to the pedagogic action plan for the following few years. Student feedback is valued in these fora as they often give a different and interesting perspectives.</p> <p>Student appeals and complaints are often a way of expressing feedback on a particular issue that has arisen over the course of their studies. This could be academic or non-academic related. The University takes these very seriously and uses them as an enhancement measure to ensure services are continually improving. Reports on student complaints are considered by bi-annually by the Senior Management Team while the University Education Committee are responsible for monitoring academic appeals.</p> <p>The Centre for Academic Development (CAD) regularly employs student interns to gather student feedback which informs further enhancements</p>	
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	to the virtual learning environment. CAD also meets regularly with the School Directors of Education and the MyAberdeen User Group to discuss and inform changes to the virtual learning environment.	
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