

Teaching, Learning, Assessment and Quality Policy

Review

Formal Review Cycle	Biennially		
Latest Formal Review (date)	15/12/2020	Next Formal Review Due (date)	01/10/22
Policy Owner	Associate Principal Teaching, Learning and Quality		
Policy Author	Associate Principal Teaching, Learning and Quality		

Approvals

Board of Corp Y/N	Y	Committee		Date Board approved	15/12/2020
SLT Y/N	Y	SLT date approved	01/10/20	Additional committee	

Publication

Website Y/N	N	Intranet Y/N	Y	Student VLE Y/N	N	Other	
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Change History

Version	Date Reviewed/ Revised	Description of Change	Reviewed by	Approved by
1	01/10/20	New policy	SLT	SLT

Teaching, Learning, Assessment and Quality Policy

1. Policy Statement

This is a policy of the City of Sunderland College, trading as Education Partnership North East (which includes Sunderland College, Hartlepool Sixth Form College and Northumberland College). These colleges will be referred to as “the College” throughout this document.

- 1.1. Through a culture of authentic self-assessment leading to continuous development and improvement, we aim to provide an aspirational learning experience within a supportive environment for all of our students.
- 1.2. The College recognises that a culture where all forms of feedback are encouraged, critical, accepted and acted upon creates a cycle of improvement, ensuring that our students’ experience through teaching, learning, support and assessment delivers achievement and leads to success in life.
- 1.3. Through a robust process for review, reflection and improvement, we develop our teaching and learning practices and processes to engage our students in innovative, relevant and challenging curricula. Key to this is partnering with stakeholders nationally, regionally and locally, to understand their current and future needs along with engaging with students to understand their needs and opinions around their experience.
- 1.4. We develop, support and encourage our Professional Practitioners to create excellent learning experiences and a student support culture that ensures students are challenged and able to progress to further study or employment.

2. Scope

- 2.1. This policy applies across all campuses and functions of the College which effect and influence the student experience and encompasses all teaching, learning and assessment opportunities within further and higher education.
- 2.2. The policy applies to subcontractors and subcontracting teaching, learning and assessment.
- 2.3. The Approach to Self-Assessment and Self-Evaluation is applicable to all curriculum and business functions of the College.
- 2.4. The Approach to Teaching, Learning and Assessment is applicable to all Professional Practitioners. This includes but is not limited to teachers, lecturers, learning support, trainers/assessors, skills coaches, tutorial mentors and personal development tutors.
- 2.5. The Approach to Quality Enhancement is applicable to all curriculum and business functions of the College
- 2.6. The Approach to Quality Assurance is applicable to all curriculum areas and all business functions.

3. Aims of the Policy/Underpinning Principles:

- 3.1. Through alignment with the College’s four values of being authentic, respectful, innovative and ambitious this policy intends to establish and maintain the approaches and underpinning processes which allow for rigorous evaluation of our strengths and areas of development as well as ensuring continual improvement.

3.2. The policy and its associated approaches are designed to support the creation of outstanding learning opportunities through the development of a college culture of excellence at the heart of everything.

3.3. The College's Strategic Plan sets our 5 strategic Goals. Goal 2 is about creating outstanding learning opportunities and is informed by a high-level plan which sets out 5 key aims

3.3.1. These 5 key aims ensure our students have the knowledge and skills that best meet their needs.

Further details surrounding the key aims can be found within the Strategic Goal 2 - Outstanding Learning Opportunities Plan.

3.3.2. The Key Aims are:

- a) Technology Enhanced
- b) Professionally engaged
- c) Student Centred
- d) Future Focused
- e) Quality informed

3.4. This policy, underpins the college's strategic plan and goals, through 3 key approaches. They seek to support the success of the Outstanding Learning Opportunities Plan.

3.4.1. The Key approaches in the Policy

- a) Approach to Self-Assessment and Self-Evaluation
- b) Approach to Teaching, Learning and Assessment
- c) Approach to Quality Enhancement and Assurance

3.5. Approach to Self-Assessment and Self-Evaluation

3.5.1. The College recognises that Self-Assessment (for further education) and Self-Evaluation (for higher education) is an integral part of a robust and effective performance improvement framework.

3.5.2. Self-assessment and Self-Evaluation will be used systematically for improvement planning, to drive up standards, target underperformance and manage risk.

3.5.3. Self-Assessment and Self-Evaluation will:

- Evaluate progress against organisation goals and external standards
- Incorporate the views of stakeholders
- Facilitate openness regarding identified strengths and weaknesses
- Target underperformance, manage performance risk and support the college to exceed standards
- Inform sharing of best practice across teams
- Support continuous improvement through appropriate plans.

3.6. Approach to Teaching, Learning and Assessment

3.6.1. The approach to Teaching, Learning and Assessment encompasses the College's process for evaluating Teaching, Learning and Assessment through lesson visits.

3.6.2. The approach to Teaching, Learning and Assessment aims to drive continual improvement through feedback, which is both encouraging and constructive, is accepted positively and acted upon thus ensuring an excellent student experience.

3.6.3. The College understands that "one size does not fit all" and therefore this approach allows for differentiation in its application to Professional Practitioners.

3.6.4. The College recognises great pedagogy is:

- a) Enabled by those who change or adapt their pedagogic approach to create a continual and embedded cycle of improvement.

- b) Created by those who go beyond, thinking about what they are going to teach and how, and consulting with students about their experiences as learners.
- c) Facilitated through the conditions necessary to develop staff and students through collaborative, student-centred, evidence-informed professional learning.
- d) Fostered through a culture open to new learning and challenge as a means to build capacity for growth

3.6.5. The knowledge and skills development which best meet the needs of the College's students is the responsibility of all Professional Practitioners within the College.

3.6.6. The College identifies professional development as a way of planning development that links learning directly to practice. It is an approach that enables staff to identify goals and undertake activities to build the knowledge, skills and behaviours to grow and excel in their current role, and work towards future career goals. The Professional Development Policy underpins this approach by creating the opportunities for continuous improvement.

3.6.7. The approach embraces mentoring and coaching as fundamental personal development in supporting teachers to think critically and differently about their practice, and nurture expert talent.

3.6.8. The approach recognises the essential development of critical thinking, resourcefulness, resilience, invention and the capacity for personal development in our staff as college ambassadors. These College ambassadors will be able to support others to continually improve.

3.6.9. This approach is underpinned by the [Education Training Foundation Professional standards Framework](#) (2014)

3.6.10. This approach is guided by the [Education Inspection Framework \(2019\)](#) and the underlying research.

3.6.11. This approach is guided by the UK [Quality Code for Higher Education](#) (2018)

3.7. Approach to Quality Enhancement Assurance

3.7.1. Quality Enhancement focuses on activities that will enhance the quality of provision and the student experience.

- a) The underpinning principle of Quality Enhancement is to take a pro-active approach to analysis followed by swift intervention to drive fast paced, evidence-based quality improvement across the College
- b) The Approach is suitably flexible to ensure that early identification leads to early intervention or support and ensures transparency of under-performance
- c) The Approach also allows for excellent practice to be recognised and shared

3.8. Approach to Quality Assurance

3.8.1. Quality Assurance is inclusive of all the processes linked to the maintenance of quality and standards, primarily focussed on awarding organisation requirements and guidance to assure standards and mitigate risk.

3.8.2. The approach recognises a fundamental requirement for quality enhancement and assurance is accurate, clear, authentic, available and timely management information which is used to effectively challenge, motivate and improve.

3.8.3. The College is committed in seeking out and acting upon the views of internal and external stakeholders to focus quality improvement actions.

3.9. The College values diversity and inclusion and is committed to promoting equal opportunities and eliminating discrimination. Therefore, everyone will apply and administer this policy fairly and consistently to ensure that there is no discrimination on the grounds of age, disability, gender reassignment, marital and civil partnership status, pregnancy and maternity, race, religion or belief, sex,

sexual orientation, persons in care and care leavers, carers and care givers, young parents, youth offenders, and those receiving free school meals.

4. Responsibilities

4.1. Governors

The Governors will approve the policy for Quality, Teaching, Learning and Assessment and review the outcomes of the approaches described within, including actions taken to improve performance.

Governors hold the College to account for the performance and quality of education of the College, including the performance of staff.

4.2. College Principals

College Principals at each site will ensure they know on a monthly basis where areas of concern exist within their respective colleges with regards to specific practitioners. They will seek and proactively test assurance that the college is implementing its policies and procedures in a timely way and ensure no student is experience a detriment to their learning and progress. College Principals will be able to demonstrate that they are keeping in touch with what is happening within their classrooms and learning environments.

4.3. Senior Leadership Team

Senior Leadership Team will implement and improve areas of accountability and responsibility through the approaches within this policy. They will review reports on Quality, Teaching, Learning and Assessment, celebrating high level of quality and making changes to address consistent poor performance.

4.4. Associate Principal for Teaching, Learning and Quality

The Associate Principal for Quality has overarching responsibility for the policy and approaches. They will act as the lead on Teaching, Learning and Quality functions for the group. They will collate, review and analyse information for the group.

4.5. Leadership Team

The Leadership team will implement the policy and improve areas of accountability and responsibility through the approaches within in the policy. They will ensure timely action for areas of improvement and ensure areas of high quality maintain performance.

4.6. Quality Department

The Quality Department will ensure that the policy and approaches are followed, act as a central point of information. Provide mentoring and coaching alongside other areas of the College to ensure continuous improvement. They will also represent the College alongside the Head of Centre with Awarding organisations.

4.7. Quality, Teaching, Learning and Assessment managers

The will lead on the policy specifically with in faculties or campuses. They will work closely with the leadership team to ensure timely action for areas of improvement and ensure areas of high quality maintain performance. They will act as representatives for the College alongside the Head of Centre with awarding organisations.

4.8. People and Development Department

Responsible for the Group's Professional Development Policy and approaches, working collaboratively with the Teaching, Learning and Quality Department to provide professional development opportunities to enable continuous improvement.

4.9. Professional Practitioner

All Professional Practitioners of the College will implement and follow the approaches within this policy. They will utilise the range of support alongside their own passion to continue to improve and excel.

They will pro-actively support a climate where feedback is encouraging and critical, accepting this feedback and acting upon it.

5. Implementation

5.1. Approach to Self-Assessment and Self-Evaluation

- 5.1.1 Self-Assessment and Self-Evaluation will be carried out annually
- 5.1.2 All areas of the College, Curriculum and Business, will engage in self-assessment and produce quality improvement plans.
- 5.1.3 In addition all curriculum areas where Higher Education is a provision type will engage in Self-Evaluation.
- 5.1.4 Self-Assessment and quality improvement plans (and where appropriate Self-Evaluations) are produced at course, curriculum area, business support area, faculty and Group level.
- 5.1.5 Overall Education Partnership North East Self-Assessment, Self-Evaluation and Quality Improvement Plan will be created to ensure the Strategic Goals of the organisation are met and any areas of underperformance are identified and actioned.
- 5.1.6 Annual training for self-assessment and quality improvement plans will take place to ensure high quality, succinct, judgement rich self-assessment reports lead to sustained improvement.
- 5.1.7 Timeline for Self-Assessment and Self-Evaluation is from May to December and meets external deadlines. The specific dates within the timeline will be reviewed annually to ensure it meets the needs of the organisation and is inclusive of the validation process.
- 5.1.8 Self-Assessment for Curriculum is guided by the Further Education and Skills Inspection handbook evidenced by internal and external sources of information
- 5.1.9 Self-Assessment for Business is guided by the College's values and expectations alongside external organisation benchmarks.
- 5.1.10 Self-Evaluation for Higher Education is guided by the UK Quality Code.
- 5.1.11 Timely, reliable and robust data will be provided to authors of the Self-Assessment, Self-Evaluations and quality improvement plans to ensure accuracy, clarity and transparency.
- 5.1.12 Quality Improvement Plans will identify five key areas of improvement to ensure focus and achievement.

5.2. Approach to Teaching, Learning and Assessment

5.2.1 Key terms

a) Students

Includes all learners, students, apprentices and residential students.

b) Professional Practitioners

All staff of the organisation who have a responsibility for the development of knowledge, skills and behaviours of our students are considered professional practitioners. This includes Teachers, Lecturers, Learning Support, Trainers/Assessors, Skills coaches, Personal development tutors and tutorial mentors.

c) Learning walks

Learning walks are purposeful "walk-throughs" of areas used by students these can include teaching spaces, social areas and refectories. Typically learning walks are around 20 minutes, however, depending on the activity this can be shorter.

d) Lesson visits

Lesson visits occur with Professional Practitioners and involve the individual assessment and feedback of their practice.

e) Pro-observe

Pro-observe is the tool used to capture session visits and report on trends and outcomes. All Professional Practitioners will have access to their own profile on the tool and will be able to track actions following session visits.

f) Self-reflection

A process by which Professional Practitioners think about their practice, develop their skills and review their effectiveness. This process is carried out following the Professional Development Framework.

g) Post Visit action plans

Following a lesson visit Professional Practitioners will create a series of actions to improve their practice, these action plans will link to the Professional Development Centre.

5.2.2 Scope

- The Approach to Teaching, Learning and Assessment is inclusive of all provision types including Education and Training, Apprenticeships, Partnerships, Subcontracting and Higher Education.

5.2.3 Learning walks

- can be carried out during any time
- will be carried out by any trained manager
- may follow a theme from Self-Assessment
- will identify areas of strength or areas of improvement.
- No individual feedback will be given
- information will be used by the managers to further improve the quality within the area or celebrate successful improvements.

5.2.4 Differentiated approach to lesson visits.

a) Key Principles

- Lesson visits process will be differentiated
- Professional Practitioners guided through the Professional Development Framework will carry out self-reflection against a series of skills and behaviours. Alongside their line manager and supported they will create a shared view of their teaching practice against the skills and behaviours thus resulting in an overall stage of practice.
- Professional Practitioners will move between the stages of practice throughout their professional development, however, the first instance of self-reflection will be used for the Approach to Teaching, Learning and Assessment.
- Stages of practice do not directly relate to experience or qualifications and depending on circumstances Excelling Professional Practitioners may become emerging due to the needs of the business.
- Directors/ Associate Principals will make the final decision on any Professional Practitioners where a shared view cannot be reached with their line manager on the stage of practice.

b) Professional Practitioner stages

Emerging – to be supportively observed as well as formally observed via lesson visit approach as well as undertaking a peer review with an excellent Professional Practitioner. Those who are Emerging are likely to be staff new to practice, newly qualified or those whose practice is in a new area that is outside their subject specialism or at a new level e.g. Higher Education.

Enhancing – to be formally observed via lesson visit. Those who are Enhancing will be staff who have not achieved consistent excellent practice or those who are delivering on underperforming programmes where key metrics, linked to the support to improve process will have been identified.

Excelling – to be formally recognised for their continued and consistent good practice by having no formal lesson visit. Instead these staff will have informal learning walks, as well as be expected to deliver at least one CPD session via the Professional Development Centre on an element of practice and pedagogy to support those who are Emerging or Enhancing in their practice. Those who are Excelling will facilitate a peer review with Emerging Professional Practitioners.

c) Lesson Visit Process

- A window of lesson visits will be agreed at the beginning of each academic year. This window will be a total of two half terms, these half terms are not required to follow on from each other.
- Professional Practitioners will receive no further notice of a lesson visit except the window referred to above.
- Trained observers will follow a code of conduct from their License to Observe training.
- Joint lesson visits will be carried out at part of the License to Observe and Quality assurance of Lesson visits. A proportion of joint lesson visits will also form part of the lesson visit process to support standardisation.
- Professional Practitioners will receive verbal feedback on lesson visits within 72 hours of the visits.
- Professional Practitioners will receive written feedback through Pro-observe within 7 days of the lesson visit.
- Trained observers will judge lesson against a series of criteria.
- Professional Practitioners, where less than 80% of the criteria are met, will receive Coaching and Mentoring to improve.

d) Coaching and Mentoring to improve

- Following a lesson visit where less than 80% of the criteria were met Professional Practitioners will receive a Post Visit Action plan through pro-observe and will be assigned a Coach/Mentor.
- Coaches/Mentors will not be the observer who carried out the lesson visit.
- Professional Practitioners will have 4 weeks to work with the Coach/Mentor and engage with the Professional Development Centre before another Lesson Visit takes place.
- Coaching and Mentoring can occur before the written report is received and can be based on verbal feedback.

- In the 5th week post the original lesson visit another lesson visit will occur. Should the 2nd lesson visit continue to not meet at least 80% of the criteria a further cycle of coaching and mentoring will be applied.
- Following the 2nd cycle of coaching and mentoring a 3rd lesson visit will be carried out. Should this 3rd lesson visit not meet at least 80% of the criteria, the line manager may choose to begin performance management and implementation of the Capabilities procedure.
- This timeline can be adjusted due to exceptional circumstances which must be agreed by an Associate Principal and will be decided on an individual basis.

e) Lesson visit criteria

The Lesson visit criteria are aimed to directly link to Professional Practitioners self-reflections against skills and behaviours and will support a cycle of continual improvement.

- Relationships with learners fosters a positive learning atmosphere.
- Learning is innovatively and creatively planned using technology to enhance where appropriate, but is adapted where required to support learning for all students, promoting confidence and fluency with the learning material.
- Learning is responsive to student needs and feedback, ensuring students are Inspired, motivated and engaged in their learning.
- Students are encouraged and supported to manage their own behaviour positively.
- Teacher's knowledge of their subject is both good and current.
- Skills for employment and future work as well as maths and English are clear and effectively embedded.
- Clarity of presentation and quality of delivery ensures clear subject matter which promotes deeper learning and appropriate discussion.
- The use of appropriate assessment to motivate, inspire and challenge students is seen with students having responsibility in the setting of their own learning goals.
- Learning is sequenced and appropriate methods of assessment and teaching strategies are seen to enable students to remember more and for longer.
- Learning is inclusive and promotes where applicable Equality, Diversity and Inclusivity, protected characteristics, Fundamental British Values and PREVENT.

f) Appeals to the Lesson visit

Appeals can only be made on the process of the Approach to Teaching, Learning and Assessment. Where a member of staff feels that the Code of Conduct has been breached and wishes to make an appeal, this can be done in writing directly to the Associate Principal of Teaching, Learning and Quality. Appeals to the process should be within two weeks of the lesson visit.

5.2.5 License to Observe

- All managers within a Curriculum function will undergo License to Observe training
- License to Observe training will include the following:
 - Overall Ethos of the approach and underpinning principles
 - Observer Code of Conduct
 - Review of judgements against Education Inspection Framework or UK Quality Code expectations
 - Use of Pro-observe Software
 - Joint Observation with a trained observer
- License to Observe will be refreshed at the beginning of each academic year or sooner should it be required by Quality assurance

5.2.6 Quality assurance of Approach to Teaching, Learning and Assessment

- Three Standardisation meetings will be held each year to ensure the quality of the approach
- All Learning walks are subject to a 10% sample per manager
- All lesson visits are subject to a 10% sample per manager
- All action plans following lesson visits are subject to a 10% sample per manager
- Standardisation activities will include all trained observers and those who are due to be trained
- Actions from the standardisation activities will be held by Teaching, Learning and Quality Department and will be reflected in Quality Improvement Plans.

5.3. Approach to Quality Enhancement

5.3.1 Quality Enhancement will take the form of the following:

Curriculum Performance Reviews (CPR)

Will review the curriculum against key metrics and will be delivered and owned by the responsible manager. Curriculum Performance reviews will occur regularly to ensure timely improvements.

Notice to Improve

Formal notification and process of improvement for a programme/course/ framework or standard that it is underperforming against key metrics

Support and Intervention

Formal notification and process of improvement for a curriculum area which is underperforming against key metrics

Support to Outstanding

The formal notification and process of improvement for a curriculum area which had been validated through Self-Assessment at a grade 2 to improve performance to Outstanding. The Curriculum Manager will be responsible for implementation

Surveys

One of the process by which student voice is captured, surveys will take place online or face to face dependent on the theme. At least 3 whole Group surveys will take place each Academic year.

Reviews

Where appropriate and alongside other methods of Quality Enhancement specific reviews of curriculum and business support areas will take place. These reviews can include, but are not limited to, enrolment, induction and quality of work.

Audit

A desktop process whereby curriculum and business areas of the College are checked against key performance requirements such as pro-monitor completion, register compliance analysis, student timetables to identify areas of excellent practice and highlight areas for further development.

Customer Assessor

A process which will determine the quality of customer service and store environments. The process will apply to all stakeholder facing functions of business support.

Deep Dives

A process whereby a full review is carried out into all the aspects of a student's experience and quality of experience. Usually small groups of students determined in advance through either CPRs, Support, Intervention or Audit.

Learner Conversations

A process by which students provide rich dialogue regarding their experience and highlight excellent practice and practice which requires development. Learner conversations can happen informally or formally and can be part of a larger deep dive or review.

Position statements

A process which evidences a timely position of curriculum areas and over-arching themes. Position statements summarise the current scope and quality.

5.4. Approach to Quality Assurance**5.4.1 Quality Assurance will take the form of the following:****Complaints, Suggestions and Compliments process and monitoring**

See How are We Performing Policy and Procedure

Malpractice and Maladministration process and guidance

The process by which malpractice and maladministration are investigated and resolved. See FE and HE Handbook

Plagiarism process and guidance

The definition and process by which plagiarism is investigated and resolved. See FE and HE Handbook

Awarding body approval, validation and Quality

The application and monitoring of qualification approvals/ validation supporting curriculum areas to ensure they meet the requirements of the awarding organisation including Quality expectations.

Standardisation and IQA/EQA processes across all funding types

The process and guide to ensure College expectations and Awarding organisations expectations are adhered to. The support and monitoring of IQA and EQA to ensure whole College qualification meet standards.

Unknown outcomes management across all funding types

The ongoing support and monitoring of unknown and passed planned end date outcomes for the College

HE Quality processes as detailed in the HE handbook including but not limited to:
NSS surveys,

6. Associated Documents

(Hyperlinks to be added upon approval)

- Outstanding Learning Opportunities Plan
- [Education Inspection Framework \(2019\)](#)
- [Education Training Foundation Professional standards Framework](#) (2014)
- [Quality Code for Higher Education](#) (2018)
- Professional Development Frameworks
- How are We Performing? Complaints, Compliments and Suggestions Policy and Procedure
- Approach to Self-Assessment
- Approach to Teaching, Learning and Assessment
- Approach to Quality Enhancement and Assurance
- Capabilities Policy and Procedure
- Assessor FE handbook
- Internal Quality Assurance FE handbook
- HE handbook

7. Policy Monitoring and Review

7.1 Termly Monitoring

The Associate Principal for Teaching, Learning and Quality alongside the Interim Group Director for Teaching, Learning and Quality will report termly on all approaches within the Policy, identifying emerging themes, present outcomes and the efficacy of the approaches taken. This report will be provided to Governors and the Quality Improvement Committee.

7.2 Annual Monitoring

The Associate Principal for Quality will produce an annual report of the Approach to Teaching, Learning and Assessment, the Approach to Quality Enhancement and Quality Assurance.

7.3 Review of the policy

This policy will be reviewed biennially by the Regional Board of the Corporation

8. Equality Impact Assessment

(Consider whether the policy or procedures may disproportionately impact any group.)

Have you sought consultation on this policy? Details:	Consultation on this policy was sought through QTLA Manager focus groups and feedback at various points from senior leaders. It will be presented to the Unions for comment. No equality issues have been raised through the consultation.
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Could a particular group be affected (negatively or positively)?	Impact Y/N	Description of Impact	Evidence	Mitigation/ Justification
Protected characteristics under the Equality Act 2010				
Age	Y	The policy and subsequent approaches will make judgements regarding the quality of experience for students. The policy supports actions which seek to continue and foster an inclusive welcoming College where everyone is treated fairly.	Process is designed to make sure Equality, diversity and inclusivity issues are investigated.	
Disability	Y			
Gender Reassignment	Y			
Marriage and Civil Partnership	N			
Pregnancy and maternity	N			
Race	Y	The policy and subsequent approaches will make judgements regarding the quality of experience for students. The policy supports actions which seek to continue and foster an inclusive welcoming College where everyone is treated fairly.	Process is designed to make sure Equality, diversity and inclusivity issues are investigated.	
Religion or belief	Y			
Sex	Y			
Sexual Orientation	N			
Additional characteristics to consider				
Young Persons in Care & Care Leavers	Y	The policy and subsequent approaches will make judgements regarding the quality of experience for students. The policy supports actions which seek to continue and foster an inclusive welcoming College where everyone is treated fairly.	Process is designed to make sure Equality, diversity and inclusivity issues are investigated.	
Young Carers & Care Givers	Y			
Young Parents	Y			
Youth Offenders	Y			
Those Receiving Free School Meals	Y			
If there is no impact, please explain:	The policy and subsequent approaches will make judgements regarding the quality of experience for students. The policy supports actions which seek to continue and foster an inclusive welcoming College where everyone is treated fairly.			