



**Healthy FE Certificate  
Outstanding College  
Green Level Descriptors**

If the Award Group judges that the college meets all of the criteria to a 'green' level, it will be considered to be an outstanding example of a Healthy College. The table below shows the criteria, the description of what constitutes 'green' and reference to the Ofsted Handbook for the inspection of further education and skills from September 2012, Ref No. 120061. Updated January 2015.

Criteria	Green Level	Ofsted
<p>1. Has a cross college Health and Well-being (H&amp;WB) task group</p>	<p>To have met this criterion your college will have a H&amp;WB Task Group which has responsibility for:</p> <ol style="list-style-type: none"> <li>1. strategic coordination of H&amp;WB</li> <li>2. identifying key health issues and services required to meet them</li> <li>3. A Communication Strategy to describe and explain the H&amp;WB initiatives undertaken by the college</li> </ol> <p>Participants in the H&amp;WB Task Group should represent the full breadth of the college community (including a senior manager, staff, students and others as appropriate)</p>	<p><b>Achievement gaps are narrowing between different groups of learners (page 44)</b></p> <p>Inspectors should take into account:</p> <ul style="list-style-type: none"> <li>• Data relating to social and economic deprivation, prior attainment, minority groupings and any other identifiable groups (paragraph 158)</li> </ul> <p><b>Groups of learners (page 41/42)</b></p> <p>We must test the provider's response to individual needs by observing how well it helps all learners to make progress and fulfil their potential, especially those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and, in some cases, additional support.</p> <p>Such learners may include:</p> <ul style="list-style-type: none"> <li>• disabled learners, as defined by the Equality Act 2010, and those who have special educational needs</li> <li>• boys/men</li> <li>• girls/women</li> <li>• groups of learners whose prior attainment may be different from that of other groups</li> <li>• those who are academically more or less able</li> <li>• learners for whom English is an additional language</li> <li>• minority ethnic learners</li> <li>• Gypsy, Roma and Traveller learners</li> <li>• learners qualifying for a bursary scheme award</li> <li>• looked after children</li> <li>• lesbian, gay and bisexual learners</li> <li>• transgender learners</li> <li>• young carers</li> <li>• learners from low-income backgrounds</li> <li>• learners of different religions and beliefs</li> <li>• ex-offenders</li> <li>• teenage mothers</li> <li>• other vulnerable groups (paragraph 152)</li> </ul>

<p>2. Has mechanisms in place to ensure that governors are informed and involved in pursuing a vision of excellence for improving the H&amp;WB of the college community</p>	<p>To have met this criterion a college should appoint a governor who oversees H&amp;WB issues. The role of the governor could be:</p> <ol style="list-style-type: none"> <li>1. To be a part of the cross college H&amp;WB group</li> <li>2. to ensure that governors are routinely updated as to the work of the said group</li> <li>3. To ensure that H&amp;WB issues are scrutinised and that strategic arrangements for increasing the quality of H&amp;WB provision is maintained and, where necessary improved</li> </ol>	<p><b>Effectiveness of leadership and management would be considered outstanding when:</b></p> <p>All leaders and managers, including the governing body or supervisory body (where appropriate), have high expectations of learners and the organisation as a whole; they lead by example. Governors hold leaders and managers to account effectively for all aspects of the provider's performance. Actions are based on the provider's self-assessment processes that provide a deep and accurate understanding of data and performance, and of staff and learners' skills and attributes (Page 64)</p>
<p>3. H&amp;WB is well managed in the college</p>	<p>To have met this criterion your college will have a named member of staff responsible for H&amp;WB with sufficient status, training and appropriate senior management support within the college and who is well known to all staff</p> <p>This person will need to ensure that H&amp;WB needs are met as part of the development of students personal and social skills</p>	<p><b>Effectiveness of leadership and management would be considered outstanding when:</b></p> <p>The provider has highly successful strategies for engaging with learners, employers and parents and carers to the very obvious benefit of all learners. The curriculum, learning programmes, and recruitment are planned thoroughly and exceptionally well implemented. Learners' needs are exceptionally well matched to learning programmes and meet the needs of the local and national community. Equality and diversity are promoted actively, resulting in a learning environment where bullying and discrimination are not tolerated. There are likely to be no achievement gaps between different groups of learners. (page 64)</p> <p><b>Safeguarding</b></p> <p>The provider is exceptionally proactive in assessing risks to safety and taking action to prevent them. It has a strong track record of bringing about improvements and listening to and acting upon learners' concerns. Learners feel very safe and know how to raise concerns. The provider has created a safe environment underpinned by outstanding recruitment, safeguarding and safety practices, evidenced by the well-being of learners. These practices extend to those undertaking work-based learning. All relevant staff understand safeguarding, including any recent changes to legislation, and fulfil their responsibilities very well. (Page 64)</p>
<p>4. Involves professionals from appropriate external agencies to support H&amp;WB delivery</p>	<p>To have met this criterion your college will have involved key health professionals such as the College Nurse, the Stop Smoking Service, DPH Award Healthy Eating Lead, CAMHS, Social Services, Counsellors,</p>	<p><b>Learners benefit from high expectations, engagement, care, support and motivation from staff (page 48/49)</b></p> <p>To make this judgement, inspectors will consider:</p> <ul style="list-style-type: none"> <li>• how well learners are cared for and</li> </ul>

	<p>Voluntary Agencies and Physical Activity Providers to support delivery</p>	<p>supported to achieve their learning goals (paragraph 163)</p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>care and support in their broadest forms, both in and between learning sessions (paragraph 164)</li> </ul> <p><b>Appropriate and timely information, advice and guidance supports learning effectively (p52)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>the availability and quality of advice and guidance on learning and personal issues</li> <li>whether staff have the necessary qualifications, experience and skills to give information, advice and guidance. (paragraph 174)</li> </ul>
<p>5. Has all the following procedures or protocols in place</p>	<p>To have met this criterion your college will have the following procedures or protocols in place that are up-to-date (within the last 3 years):</p> <p>H&amp;WB Procedure or Protocol which includes</p> <ul style="list-style-type: none"> <li>Sexual health</li> <li>Illegal drug use</li> <li>Smoking</li> <li>Alcohol misuse</li> <li>Healthy eating</li> <li>Emotional health and well-being</li> <li>Physical activity</li> <li>Deliberate self-harm</li> <li>Active travel</li> </ul> <p>Safeguarding Confidentiality Anti-bullying, including e-safety Code of conduct</p> <p>All the protocols/procedures listed should have been developed through wide consultation and are monitored. They may exist as stand-alone protocols or procedures or appear as sections within wider ranging protocols or procedures</p>	<p><b>Equality and diversity are promoted through teaching and learning (page 52)</b></p> <p>To make this judgement, inspectors will evaluate how well:</p> <ul style="list-style-type: none"> <li>teaching, learning and assessment promote equality, support diversity and tackle discrimination, victimisation, harassment, stereotyping or bullying (paragraph 175)</li> <li>staff use materials and teaching methods that foster good relations and are sensitive to and promote equality of opportunity (paragraph 175)</li> </ul> <p><b>Teaching, learning and assessment are likely to be inadequate where staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions (page 56)</b></p> <p><b>Leaders and managers safeguard all learners (page 61/62)</b></p> <p>To make this judgement, inspectors will evaluate the extent to which:</p> <ul style="list-style-type: none"> <li>safeguarding arrangements are in place and regularly reviewed to keep all learners aged 14–18 safe (paragraph 188)</li> <li>staff, leaders, governors and supervisory bodies (where appropriate) and volunteers receive appropriate training on safeguarding, which is updated regularly (paragraph 188)</li> </ul> <p>Where relevant, inspectors should take into account: whether there is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level and understands their</p>

		<p>responsibilities with respect to the protection of children, young people and vulnerable adults and the safeguarding of all learners (page 63, paragraph 189)</p> <p>whether policies on bullying and discrimination are implemented effectively and appropriate action is taken including help and support to children, young people and vulnerable adults (paragraph 189)</p>
6. Students views on all aspects of H&WB are gathered and are reflected in college plans and activities	<p>To have met this criterion your college will have gathered feedback about all aspects of H&amp;WB from students using such mechanisms as questionnaires, focus groups or college council activities. Particular attention should be given to ensure the views of a wide and representative cross-section of students, including part-time students, are gathered on</p> <p>(a) their own health and (b) college provision</p>	<p><b>Leaders and managers evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement (page 58)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>the effectiveness of arrangements to gather the views of all learners and ensure representation on decision-making groups, regardless of individual circumstances, mode of attendance and geographical spread (page 59, paragraph 183)</li> <li>whether learners are confident about their contribution to the improvement of the provider, and evidence of their views being listened to (paragraph 183)</li> </ul>
7. Ensures that students have a smoke free environment	<p>To have met this criterion the college should ensure that smoking is not allowed on college grounds, apart from in designated smoking areas, and that this is made clear to all staff, students and visitors (including contractors)</p> <p>The college should be working towards becoming smoke free by 2020</p> <p>The college will also:</p> <ol style="list-style-type: none"> <li>Have developed a programme<sup>1</sup> covering <u>tobacco education</u></li> <li>Ensure that smoking enforcement is covered in its H&amp;WB Communication Strategy</li> <li>Provide confidential support for individual students, including signposting to appropriate external services</li> </ol>	<p><b>Learners develop personal, social and employability skills (page 44)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>social and personal development, including employability skills (page 44, paragraph 156)</li> <li>Learners' spiritual, moral, social and cultural development (page 45, paragraph 160)</li> </ul> <p><b>Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community (page 59)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>the extent to which the range and content of learning programmes and services are relevant to local communities and national priorities</li> <li>How effectively curriculum planning needs meet learners' spiritual, moral, social and cultural development needs (page 60, paragraph 185)</li> </ul>

<sup>1</sup> A programme is defined as all activities in a college undertaking to deliver this criterion, such as: awareness raising days; events or campaigns - all of which involve students and staff in delivery where possible; one-to-one support; group support; signposting to external providers and discrete sessions.

<p>8. Staff have access to specialist support for students with specific health issues</p>	<p>To have met this criterion, your staff will have had training on such areas as, where appropriate, the use of epi-pens or recognising symptoms associated with diabetes</p> <p>Staff should conduct risk assessments which include referral routes for learners with specific health issues, thereby safeguarding all learners</p> <p>Staff should know which of their students have specific health needs</p>	
<p>9. Students are able to access confidential support and advice from health and well-being professionals</p>	<p>To have met this criterion, students will have an understanding of the college confidentiality protocol/ processes and access to confidential support and advice on issues such as emotional health, sexual health, support to stop smoking and substance misuse.</p> <p>The college should provide suitable facilities for H&amp;WB support staff such as access to a room for confidential drop-in</p>	<p><b>Learners benefit from high expectations, engagement, care, support and motivation from staff (page 48)</b></p> <p>To make this judgement, inspectors will consider:</p> <ul style="list-style-type: none"> <li>• How well learners are cared for and supported to achieve their learning goals (page 49, paragraph 163)</li> </ul>
<p>10. Promotes sun-safety</p>	<p>To have met this criterion a college will:</p> <ol style="list-style-type: none"> <li>1. Have developed a programme covering <u>sun-safety</u></li> <li>2. Ensure that sun-safety is promoted as part of its H&amp;WB Communication Strategy</li> <li>3. Provide confidential support for individual students, including signposting to appropriate external services</li> </ol>	<p><b>Learners develop personal, social and employability skills (page 44)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>• Learners' spiritual, moral, social and cultural development (page 45, paragraph 160)</li> </ul> <p><b>Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community (page 59)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>• the extent to which the range and content of learning programmes and services are relevant to local communities and national priorities</li> <li>• How effectively curriculum planning needs meet learners' spiritual, moral, social and cultural development needs (page 60, paragraph 185)</li> </ul>

<p>11. Promotes healthy eating across the college</p>	<p>To have met this criterion a college will:</p> <ol style="list-style-type: none"> <li>1. Have developed a programme covering <u>healthy eating</u></li> <li>2. Identified a member of the Management Team to oversee all aspects of food</li> <li>3. Have catering arrangements that encourage healthy eating</li> <li>4. Promote healthy options at food and drink sale points</li> <li>5. Consult students about food and drink choices available around the college</li> </ol>	<p><b>Learners develop personal, social and employability skills (page 44)</b></p> <p>Where relevant, inspectors should take into account: Learners' spiritual, moral, social and cultural development (page 45, paragraph 160)</p> <p><b>Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community (page 59)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>• the extent to which the range and content of learning programmes and services are relevant to local communities and national priorities</li> <li>• How effectively curriculum planning needs meet learners' spiritual, moral, social and cultural development needs (page 60, paragraph 185)</li> </ul>
<p>12. Promotes good sexual health, including contraception</p>	<p>To have met this criterion a college will:</p> <ol style="list-style-type: none"> <li>1. Have developed a programme covering <u>sexual health</u> based on the needs of the college population</li> <li>2. Ensure that sexual health is covered in its H&amp;WB Communication Strategy</li> <li>3. Provide confidential support for individual students, including signposting to appropriate external providers through student support services</li> </ol>	<p><b>Learners develop personal, social and employability skills (page 44)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>• Learners' spiritual, moral, social and cultural development (page 45, paragraph 160)</li> </ul> <p><b>Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community (page 59)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>• the extent to which the range and content of learning programmes and services are relevant to local communities and national priorities</li> <li>• How effectively curriculum planning needs meet learners' spiritual, moral, social and cultural development needs (page 60, paragraph 185)</li> </ul>
<p>13. Promotes action against illegal drug misuse</p>	<p>To have met this criterion a college will:</p> <ol style="list-style-type: none"> <li>1. Have developed a programme covering <u>drug misuse</u></li> <li>2. Ensure that action against drug misuse is covered in its H&amp;WB Communication Strategy</li> <li>3. Provide confidential support</li> </ol>	<p><b>Learners develop personal, social and employability skills (page 44)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>• Learners' spiritual, moral, social and cultural development (page 45, paragraph 160)</li> </ul> <p><b>Leaders and managers successfully plan, establish and manage the curriculum and</b></p>

	<p>for individual students, including signposting to appropriate external services</p>	<p><b>learning programmes to meet the needs and interests of learners, employers and the local and national community (page 59)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>the extent to which the range and content of learning programmes and services are relevant to local communities and national priorities</li> <li>How effectively curriculum planning needs meet learners' spiritual, moral, social and cultural development needs (page 60, paragraph 185)</li> </ul>
<p>14. Promotes action against alcohol misuse</p>	<p>To have met this criterion a college will:</p> <ol style="list-style-type: none"> <li>Have developed a programme covering <u>alcohol misuse</u></li> <li>Ensure that safe alcohol use is covered in its H&amp;WB Communication Strategy</li> <li>Provide confidential support for individual students, including signposting to appropriate external services</li> </ol>	<p><b>Learners develop personal, social and employability skills (page 44)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>Learners' spiritual, moral, social and cultural development (page 45, paragraph 160)</li> </ul> <p><b>Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community (page 59)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>the extent to which the range and content of learning programmes and services are relevant to local communities and national priorities</li> <li>How effectively curriculum planning needs meet learners' spiritual, moral, social and cultural development needs (page 60, paragraph 185)</li> </ul>
<p>15. Promotes good emotional health and well-being</p>	<p>To have met this criterion a college will:</p> <ol style="list-style-type: none"> <li>Have developed a programme covering <u>emotional health and well-being</u></li> <li>Ensure that mental health is covered in its H&amp;WB Communication Strategy</li> <li>Provide confidential support for individual students, including signposting to appropriate external services</li> </ol>	<p><b>Learners develop personal, social and employability skills (page 44)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>Learners' spiritual, moral, social and cultural development (page 45, paragraph 160)</li> </ul> <p><b>Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community (page 59)</b></p> <p>Where relevant, inspectors should take into account:</p> <ul style="list-style-type: none"> <li>the extent to which the range and content of learning programmes and services are relevant to local communities and national priorities</li> <li>How effectively curriculum planning needs meet learners' spiritual, moral,</li> </ul>

		social and cultural development needs (page 60, paragraph 185)
16. Promotes physical activity for all students, including those who have a disability as defined by the Equality Act 2010	To have met this criterion a college will: 1. Have developed a programme covering <u>physical activity</u> 2. Promote physical activity by signposting or providing opportunities for all students 3. Explore with students what physical activities they would prefer to ensure that as many as possible are engaged 4. Identify barriers to participation and seek to remove them	<b>Leaders and managers actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap (page 60)</b>
17. Has access to free supplies of drinking water	To have met this criterion a college will provide free, clean and palatable water, through drinking fountains or other sources	
18. Has access to adequately resourced toilets	To have met this criterion a college will have good toilet facilities, available at all times, which have lockable cubicles, soap, water and the facility to dry hands. Adequate numbers of sanitary bins should be provided in women's toilets	
19. Encourages active travel to and from the college	To have met this criterion a college should promote sustainable modes of transport such as walking, cycling and public transport	<b>Learners develop personal, social and employability skills (page 44)</b>  Where relevant, inspectors should take into account: <ul style="list-style-type: none"> <li>Learners development of skills in, and knowledge and understanding of, sustainable development (page 45, paragraph 160)</li> </ul>
20. Provides opportunities for students to actively participate in H&WB activities in the college	To have met this criterion a college will provide a range of opportunities for students to 1. Contribute to the development of H&WB provision 2. Participate in promotions as part of the H&WB Communication Strategy such as through student councils or specific health awareness raising days, events or campaigns	<b>Leaders and managers evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement (page 58)</b>  Where relevant, inspectors should take into account: <ul style="list-style-type: none"> <li>the effectiveness of arrangements to gather the views of all learners and ensure representation on decision-making groups, regardless of individual circumstances, mode of attendance and geographical spread (page 59, paragraph 183)</li> </ul>



		<ul style="list-style-type: none"> <li>• whether learners are confident about their contribution to the improvement of the provider, and evidence of their views being listened to (paragraph 183).</li> </ul>
<p>21. Promotes equality and diversity, tackles discrimination and ensures that a vigorous anti-bullying policy is followed so that all learners feel safe</p>	<p>To have met this criterion a college will have:</p> <ol style="list-style-type: none"> <li>1. An anti-bullying policy or charter which promotes freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (Equalities Act 2010)</li> <li>2. A programme covering <u>discrimination, bullying (including prejudice-based and cyber bullying) and harassment</u>, and what action to take if they occur</li> </ol>	<p><b>Leaders and managers actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap (page 60)</b></p> <p>To make their judgements, inspectors will evaluate the extent to which:</p> <ul style="list-style-type: none"> <li>• equality and diversity aspects are built into the provider’s strategic plans, the impact of plans is monitored and follow-up action is taken to tackle areas for improvement (paragraph 186)</li> <li>• appropriate policies and procedures are implemented to actively promote equality and diversity among staff, learners, employers and other partners (page 61, paragraph 186)</li> <li>• training in equality and diversity is effective and leaders, managers, governors or supervisory bodies (where appropriate), staff and learners understand their roles and responsibilities in relation to equality and diversity (paragraph 186)</li> <li>• the impact of a provider’s work in relation to equality and diversity is assessed thoroughly and appropriate actions are taken in response (paragraph 186)</li> <li>• learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider (paragraph 186)</li> <li>• incidents and complaints specifically about equality, diversity and bullying are managed and acted upon proactively, including, where appropriate, providing counselling and support (paragraph 186)</li> <li>• arrangements to ensure all learners can participate in learning, including those with learning difficulties and/or disabilities, work well and learners have opportunities to give their views on the provision. (paragraph 186)</li> </ul> <p><i>N.B. ‘bullying’ includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.</i></p>