



Inspection Report on

Glynllifon FE College

**Glynllifon College
Ffordd Clynog
Caernarfon
Gwynedd
LL54 5DU**

Date of Publication

2 July 2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Coleg Meirion Dwyfor Glynllifon is a land based college specialising in agricultural subjects, equine and small animal studies. The college is part of Grwp Llandrillo Menai. The college provides on site, residential accommodation for up to 70 students, between the age of 16 and 18 years. At the time of the inspection there were 38 students using the residential facility (hereafter referred to as the hostel).

The college is located within the walls of the Glynllifon estate, approximately four miles from the town of Caernarfon. The assistant principal, Debbie Tebbutt has overall responsibility for the hostel.

Summary of our findings

1. Overall assessment

Students can be confident they will benefit from being cared for in a way that promotes their well-being. Students are consulted about some aspects of the service they receive and have opportunities to influence how the care is delivered. They have access to the college's student support services and there are policies and procedures in place to ensure their well-being and safety is promoted. Students are supported and encouraged to participate in a range of activities of their choosing. Staff are inducted, supported and trained in a way that assists progress for students and improves outcomes. Students live in accommodation, which is safe, clean and secure. Students can be confident they will be able to receive a service through Welsh.

2. Improvements

Staff have introduced a closed Facebook page to keep in contact with students and impart information.

Staff had issued questionnaires to students to gain feedback about food and suggestions for activities.

A new television had been purchased for the communal lounge.

Students and parents have staff members' email addresses so that they can contact them more easily, and a newsletter for students and parents has been introduced.

3. Requirements and recommendations

Recommendations for improvements regarding providing further information in the student handbook and developing a quality assurance system can be found in section 5 of this report.

1. Well-being

Summary

Students can be confident they will benefit from being cared for in a way that promotes their well-being. The college has generally been able to get appropriate information about their needs before they arrive. Students have opportunities to voice their opinions about the quality of the provision. Students staying at the hostel can receive a service through Welsh. Students are supported and encouraged to participate in a range of activities of their choosing.

Our findings

Students have a voice. Student representatives had attended termly college council meetings, and the hostel was found to be a standing agenda item. We spoke with six students and they told us that they had been consulted by the hostel staff regarding their preferences for activities and food. They also said they had been asked whether certain procedures that staff followed were acceptable to them, such as the way staff woke them up in the mornings. They said that staff had altered this so that students could be woken up in a way that best suited them. Staff told us they meet with the students approximately every half term to discuss and plan activities, but records of the meetings had not been made. We did see that hostel staff had issued anonymous feedback forms to gather their views about activities and food. Students told us that some changes had been made as a result, and that the food was generally good but they would like to have more items included on the menus. A staff member said that this was something they would be discussing with the assistant principle and catering staff. Students have a voice and have opportunities to express their opinions, but it would be good practice to record the suggestions made by students at the meetings as part of the quality assurance process.

Students are able to participate in activities of their choosing. Students told us that the choice of activities was good, but they would like to have pre-arranged activities more frequently. Staff have access to a mini bus to take students to the local supermarket, and students confirmed this was available at least weekly. Staff had arranged excursions to the cinema, go-karting, paintballing and seasonal trips such as the Christmas trip and Winter Fair in Builth Wells. Rugby and football training had taken place every other week. Baking sessions had also been held. Staff told us that sometimes activities had been organised at the request of students, but some had changed their minds at the last minute and opted to do something else, which meant that take up was sometimes low. Also, staff explained that the cost of activities had to be considered so that they were accessible to all. Students have opportunities to engage in various activities and do things that matter to them.

Students feel safe. Students told us they felt safe and were aware of who to speak to should they need support, guidance or to share any concerns. There were a range of policies implemented to support the wellbeing of students including: anti-bullying; equality

and diversity; complaints; student discipline and the student code of conduct. Staff had attended safeguarding training and referrals had been made to the appropriate agencies when concerns about students' well-being had been raised. The college implemented an equality and diversity policy to prevent oppressive behaviour. Students can be confident that there are policies, practices and procedures in place to ensure their wellbeing, health and safety is promoted.

Students can receive a service in Welsh. All members of staff working in the hostel could speak Welsh fluently. The handbook provided to students who will be using the residential service was bilingual and all policies were available in Welsh and English. Students get care and support through the Welsh language.

2. Care and Support

Summary

The college has, and follows, a fair and appropriate student disciplinary policy in relation to unacceptable behaviour and breaches of student discipline, which is known to students, staff and parents. There are suitable and effective systems in place to support students' educational, physical and emotional well-being.

Our findings

The use of discipline with students is fair and appropriate. The college had a student Code of Conduct which stated the types of behaviour which would lead to consideration of sanctions and the sanctions which the college may take. We were told by staff and management that student behaviour was generally good, and sanctions were found to be reasonable and proportionate. We were told by students that the rules were fair. Students' are treated with dignity and respect.

Students with medical conditions or disabilities, or requiring special or specific treatment because of health or welfare needs are given suitable support. We found that where students had health or personal support needs sufficient to require awareness and monitoring by members of staff, the college established a personal care plans for them, in consultation with the students, their parents and specialist health professionals. Staff had also attended training specific to any conditions that students may have. Students' individual needs are understood.

Students are supported to have a healthy lifestyle. We saw that staff had arranged swimming sessions, rugby and football sessions and the hostel had a fitness room that students could use. Staff had also arranged for students to attend a local gym if they wished, which was paid for by the service. Students are encouraged to be healthy and active as they can be.

Students have opportunities to talk to staff individually and build trusting relationships. Staff told us and we saw records that evidenced that staff speak with students individually to check on their well-being. Since the last inspection, staff had introduced a closed Facebook page so they could maintain contact with students and share information. Students were very positive about the staff employed at the hostel. Additionally, the student support service was available to provide guidance and support to students, and students told us that their personal tutors were approachable. Students have good relationships with staff.

3. Leadership and Management

Summary

Relevant information is made available for students and their parents, but further details about the service should be included. There is a management and leadership structure within the residential facility with a visible chain of accountability; however, this was not described in the handbook for students. Staff are inducted, supported and trained in a way that assists progress for students and improves outcomes. Consideration should be given to reviewing the quality of care provided and formulating a development plan.

Our findings

Generally, students and their families can be clear about what the service sets out to provide. The student handbook provided relevant information; however, there was no information regarding the leadership and management structure, or detailed information about staffing arrangements. Reference was made to some policies, but it was not clear where these could be accessed. The service had organised taster days for prospective students. Students were able to visit with their parents, which had provided them with the opportunity to meet staff, management and other students. The meeting had also addressed rules and procedures regarding the residential facility. The students were then able to have a meal, go on an activity and stay overnight. Students know and understand the care, support and opportunities that are available to them but additional information should be made available regarding staffing, management and how to access policies and procedures.

Staff have relevant experience and knowledge. The service was staffed from Monday evening until Friday morning. There were two members of staff employed by Grwp Llandrillo Menai and two employed via a domiciliary care agency. The Grwp Llandrillo Menai staff members had been employed in their roles for many years, and as such had the necessary experience to carry out their duties. The agency workers were the night attendants and one was on duty throughout the night. We were told by management that the same two agency staff were always used so that the students had some consistency. This was confirmed by the students we spoke with. The Grwp Llandrillo Menai staff members worked together to supervise the students during the evening shifts on Mondays, Tuesdays and Wednesdays. On Thursday evenings there were less students staying in the hostel and there had been one member of staff on duty. Staff had an office where they were based but interacted with the students during the evening. Students had informed staff if they were going out for the evening and filled in a form with their time of departure and arrival back at the building. Staff had checked that all students had returned to the building at the set time and were aware of the procedure to follow in the event of a missing student. Contingency staffing arrangements were in place to cover sickness or leave. Students benefit from a service where staff know how to carry out their roles and the best use is made of resources.

Staff receive training in specific areas and show a good understanding of the range of needs of students. We inspected the training matrix and found staff had attended relevant training including First Aid; mental health awareness, safeguarding; epilepsy awareness and intensive interaction. Staff had met with their line managers for an annual appraisal, which included discussions regarding performance and training needs. We were informed by management and staff that formal supervision meetings had not been held, but discussions had taken place when required. It would be good practice to record the discussions as part of monitoring processes. Students benefit from a service where the well-being of staff is valued, and staff are well led, supported and trained.

The service does not have a process of regular self-assessment to analyse the quality of the provision. Students confirmed they were aware of the complaints policy and information about this was included in the handbook. Students told us they felt able to raise issues with staff directly if the need arose. Staff had used questionnaires to gain their preferences to influence some aspects of the service, but there was no formal system to gather the students' views of the service as a whole. The assistant principal agreed that issuing anonymous surveys to students, their parents/carers and staff members may elicit more information, which could be used to assess quality and drive improvement. Management should introduce an effective assessment of quality, and ensure stakeholders are able to contribute to the development of the service.

4. Environment

Summary

Students live in accommodation which is safe, suitably equipped, clean and secure.

Our findings

Students and their parents can be confident that, when boarding, they are provided with satisfactory accommodation that is maintained, clean and secure from unauthorised public access. There were appropriate arrangements in place for the separation of male and female students and under and over 18 year olds. The premises can accommodate up to 70 students, mostly in twin rooms but 4 rooms have 3 single beds. The rooms were of a good size and appropriately furnished with en-suite shower rooms. At the time of the inspection, there were 38 students using the hostel. Staff told us that because some rooms were empty, students could have their own bedrooms if they preferred and the students we spoke with confirmed this and made positive comments about the quality of the accommodation. The students were expected to keep their rooms tidy, but cleaners were employed to clean the rooms and en-suites. Students have satisfactory sleeping accommodation that was adequately furnished and age and gender separated to safeguard them.

Students have access to a range of recreational areas. We took a tour of the facilities and saw there was a large games room with pool tables, and another large television room. A new television had recently been purchased. Both rooms were rather stark as they did not have homely touches such as wall art, photographs or soft furnishings. However, the students we spoke with said this did not bother them. Each block of accommodation had kitchens where the students could prepare their own meals and snacks. These kitchens were found to be suitably equipped, clean and tidy. Breakfast and an evening meal was included in the fees for the accommodation and was served in the canteen, which was found to be a comfortable eating and meeting place and had gained a food hygiene rating of 5. The staff had a designated office so students could speak with them privately. The office had a range of board games and DVDs that the students could borrow. There was an on-site fitness room with a range of gym equipment for the students' use. Students were able to do things for themselves, spend time with each other, study privately and had contact with staff.

Students can be confident that the premises are secure and equipment is safe. The students had key fobs to access their own bedrooms and communal areas and the premises were safe from unauthorised entry. We ascertained within records that health and safety practices were completed effectively, such as fire and risk assessment, fire alarm, emergency lighting and electrical checks to ensure that the environment remained safe for students and staff. We saw certificates of annual checks for the heating and portable appliances and fire drills and firefighting equipment certificates. We were told that the

accommodation was painted at the end of every academic year so that it would be fresh for the returning students and new arrivals in September. Students using the service can be confident their health and safety is generally ensured.

5. Improvements required and recommended following this inspection

5.1 Recommendations for improvement

- Develop the quality assurance processes to monitor and evaluate outcomes for students, take into account the views of students, their parents/carers and staff and provide a review and development plan.
- Include details of the management structure and staff working at the service in the handbook for students.
- Sign post where to obtain relevant policies and procedures within the student handbook.

6. How we undertook this inspection

This was a full inspection undertaken in accordance with the CIW inspection framework. We made an unannounced visit to Coleg Glynllifon on 26 March 2019, and further visits on 27 March and 1st April.

The following sources of information were used to inform this report:

- We reviewed information about the service held by CIW.
- Observations of interactions between the staff and the students.
- We spoke with six students.
- We spoke with the assistant principal, two members of staff on duty and the estates manager.
- We looked at the Students' Handbook.
- Examination of records relating to the safety of the premises.
- We viewed the premises including the communal areas.
- We viewed a sample of documentation relating to the admission of students to the service.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

| | |
|---|--|
| Type of care provided | Further Education College |
| Registered Person | Debbie Tebbutt |
| Manager | N/A |
| Registered maximum number of places | 70 |
| Date of previous Care Inspectorate Wales inspection | 23/09/2015 |
| Dates of this Inspection visit(s) | 26/03/2019; 27/03/2019 and 01/03/2019 |
| Operating Language of the service | Welsh and English |
| Does this service provide the Welsh Language active offer? | Yes |
| Additional Information: | |