

Derwen
College

Pathways and Programmes





Vocational pathways: overview

All students enrolled on one of our four vocational pathways at our Gobowen campus will have access to:

Linked pathway options



Linked pathways are popular for many of our students.

Having two pathways – one main and one link – enables students to gain a broader, and diverse yet complementary set of skills that can be transferred to everyday life and the workplace.

Independence

This may include:

- Travel training
- Skills in the home, such as preparing and cooking food, laundry, hoovering
- Skills in the community, such as shopping, budgeting, personal safety

Sport, leisure and wellbeing

There is an extensive range of wellbeing activities at evenings and weekends for residential students. These include swimming, gym, football, Boccia, arts, karaoke, cinema, theatre and shopping trips.

Lots of special occasions are celebrated including prize-giving, prom, religious festivals, and events, which all students are invited to take part in.

Learner Voice and Student Union Board

Derwen College Student Union (SU) is affiliated to the National Union of Students. Each October, students vote for who they want to represent them on the SU Board.

There is one representative and one deputy representative from each pathway. Students learn how to communicate their likes, dislikes, and thoughts, and how to represent the thoughts of other students to make Derwen College a special place for all of them.

Functional Skills

Functional Skills comprises of English, maths and ICT and is delivered through small discrete groups and embedded into every aspect of the pathway. It is linked to vocational activities and everyday life.



Personal, social and health education (PSHE)

Learners take part in all of the following PSHE modules:

- Online safety – modules 1, 2 and 3
- Managing relationships
- Rights and cultures
- Drugs and alcohol awareness
- Moving on
- Relationships and sex education, including bespoke support for anyone who needs it.

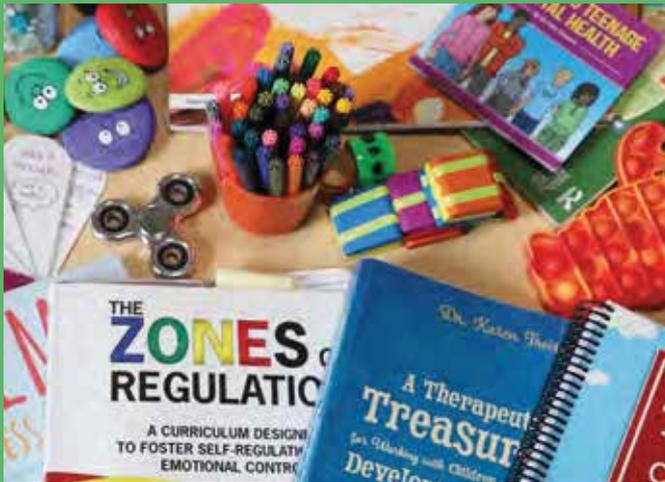
Careers Education, Information, Advice and Guidance (CEIAG)

CEIAG is an integral part of the programme. Students on a vocational pathway take part in small group employability sessions. External guests, including Industry Champions, local business owners and ex-students, are also invited to talk to students about their experiences outside of College. Impartial CEIAG is also provided by an external Careers Lead.

Care and therapies within the vocational pathways:

Universal therapy provision

All students benefit from access to therapy services enabling a universal approach to developing independence in preparation for adulthood and transition post-College.



Specialist therapy provision

Specialist therapy need should be identified in the EHCP or IDP, but the therapy team may recommend additions/alterations to outcomes and further therapy provision.

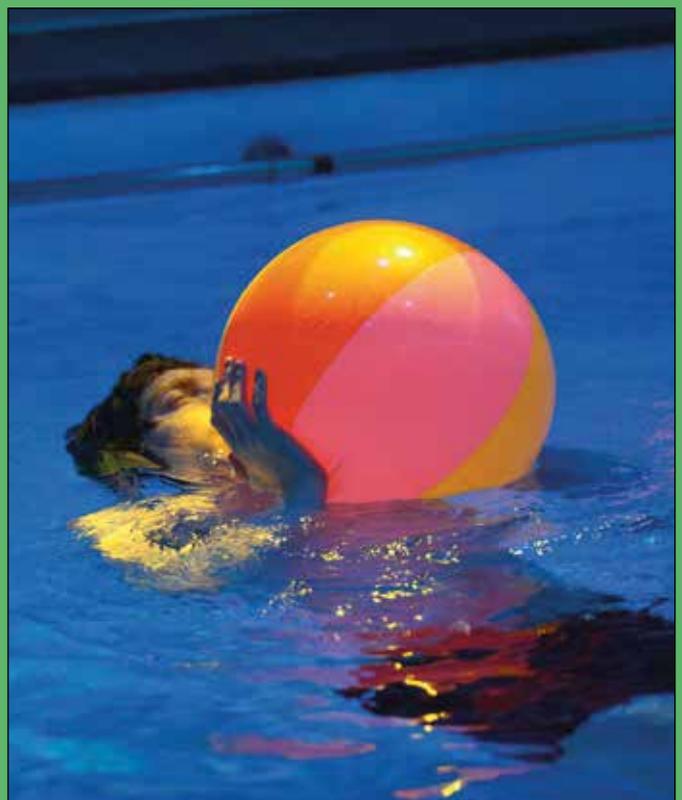
A student's specialist provision will be reviewed regularly, to ensure it meets their needs in the College environment. Therapy will be delivered in the most appropriate way to enable students to achieve their individual goals and outcomes. The students also have time to spend with the College therapy dog.



Targeted therapy provision

Targeted therapy provision is available following referral to the integrated therapy team.

Following assessment, any specific needs will be identified and recommendations made. This may take the form of guidance and advice to the student and their key staff, provision of equipment, visual resources, group work or 1:1 for a short period of therapeutic intervention.



Performing Arts

Vocational Pathway



Performing Arts students have the opportunity to explore a range of core skills, such as dance and movement, script work, theatre in education, prop and scenery making and much more. Whatever your interest, there will be a role for you to take part and have fun with. Twice a year, students perform a show to members of the public and members of the College, which showcases their talents whether it be in front of, or behind, the stage.

Our students develop and enhance a range of skills such as: creative interests, imagination, problem solving, open mindedness, confidence and communication skills.

Work experience

As a Performing Arts student, you will enjoy many work experience opportunities:

- **Derwen On Tour** – or DOT as we call it – a sign, song and dance group who perform, using Makaton. They perform at College and public events such as the Llangollen Eisteddfod.
- **DC NarraTours** are our storytelling and puppetry group who perform on tour to local schools and nurseries.
- **Theatre and Backstage Production** allows students to develop professional experience of the work that goes on before, during and after a performance.
- **DC Theatre** is our Theatre in Education performance group who create educational pieces of theatre to portray a particular message or raise awareness around a particular topic. Past themes have included bullying, recycling and kindness.
- **Derwen Dance Crew** (also known as DDC) is a street dance group, learning set street dance choreography to compete in a range of competitions both internally and externally.



Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need

Typical outcomes

- Vocational Qualification up to Level 1
- Functional Skills Qualification up to Level 2
- Subject-specific qualifications; such as BTEC in Vocational Study Entry Level 3 / Level 1
- Experience in:
 - > internal and external workplaces
 - > local and national dance competitions
 - > community and national performance events



Possible next steps after College

- Paid work
- Voluntary work
- Local college or training programme
- Supported living

Horticulture

Vocational Pathway



Ideal for those who like being hands-on, outside in the fresh air, and doing physical work, students learn through a mix of theory and hands-on practical tasks.

Based in the Derwen College Garden Centre area, you will learn how to identify different plants and what they need to survive and grow. You will learn about the different types of soil and their uses, along with how to weed and maintain garden beds, pot plants and create attractive displays. You will need to be comfortable wearing protective clothing including steel toe-capped boots, and you will be taught how to safely use a variety of gardening tools.

Work experience

As well as the Garden Centre, there are a variety of greenhouses and a Walled Garden where you will be able to learn and develop your skills. Our students get involved in a range of seasonal projects, whether it's growing seeds and plants and hanging baskets ready for summer, pruning trees and bushes in the autumn, or creating wreaths for Christmas.

There are many external projects to get involved with too. For example, the local park in Oswestry engaged our Horticulture students to provide and plant the flower beds ready for the Jubilee celebrations.

Our students also work in the Garden Centre shop, where they serve customers, organise and replenish Garden Centre stock.

Possible next steps after College

- Paid work
- Voluntary work
- Local college or training programme
- Supported living



Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need

Typical outcomes

- Vocational Qualification up to Level 1
- Functional Skills Qualification up to Level 2
- Subject-specific qualifications; such as Agored Cymru Entry Level Award in Exploring Horticulture
- Experience in/of:
 - > internal and external workplaces
 - > local and national competitions
 - > community and national events



Retail and Enterprise

Vocational Pathway

Our Retail and Enterprise Pathway will teach you all about money handling, stock control, visual merchandising and, of course, customer service. You will also develop your communication and presentation skills whilst gaining work experience in our retail outlets.

Some of the skills you will learn include: customer service, checking till floats and cashing up after trading. Students learn to use different office equipment and tills, as well as stock control and rotation, and will learn marketing skills such as visual merchandising as well as on-site outlets.

We have an online shop and an eBay shop where you can be involved with setting up listings and managing online sales.

Work experience

We have a number of public-facing outlets where our students gain valuable work skills and experience. These include a Garden Centre and Gift Shop where we sell gifts for the home, greeting cards, items made by local artists, food items, and, of course, plants. We pride ourselves on seasonal displays and, at Christmas time, we sell hampers with our Derwen-made jams and chutneys for people to buy as gifts.

The popular Vintage Advantage Charity Shop also provides work experience for students who sort and steam donated items, put displays together in the shop and online, and process sales and help customers.

As students become more confident on site, we have a good network of local businesses that provide students with weekly external work placements, for example local charity shops, Spar and Co-op. Students also sell Derwen produce at the weekly Oswestry Market.



Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need

Typical outcomes

- Vocational Qualification up to Level 1
- Functional Skills Qualification up to Level 2
- Subject-specific qualifications; such as BTEC in Vocational Study Entry Level 3 / Level 1
- Experience in:
 - > internal and external workplaces
 - > local and national competitions
 - > community and national events



Possible next steps after College

- Paid work
- Voluntary work
- Local college or training programme
- Supported living

Hospitality and Food

Vocational Pathway



The Hospitality and Food Pathway includes the whole range of hospitality opportunities, including: meeting, greeting and serving customers and guests; housekeeping; preparing and making food; and cleaning down in the kitchens – all to industry standards.

Students are taught skills which enable them to work in internal and external work placements to develop and practise in real work settings. Students in these areas are proud to wear a uniform of black and whites.

Work experience

We have our own on-site work experience placements – The Orangery Restaurant, Walled Garden Café and Hotel 751 (a training hotel that looks just like a Premier Inn), all of which are open to external customers. We also run a small café in the local train station. Work in Hotel 751 is supported by use of an award-winning app, developed by Derwen College. Students can use the app to help them meet the required industry standards.

We also sell our produce, including jams, chutneys, bread and cakes at local markets.

We have strong links with lots of external placements including local pubs, cafes and restaurants and national chains such as Premier Inn and McDonalds.



Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need

Typical outcomes

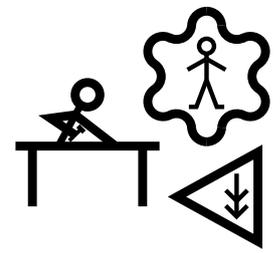
- Vocational Qualification up to Level 1
- Functional Skills Qualification up to Level 2
- Subject-specific qualifications; such as Food Hygiene Awareness Level 1
- Experience in:
 - > internal and external workplaces
 - > local and national competitions
 - > community and national events

Possible next steps after College

- Paid work
- Voluntary work
- Local college or training programme
- Supported living

Learning for Life

Programme



Learning for Life is a fun programme tailored to meet the needs of individual learners who require that little bit of extra support. This could be additional support with communication, personal development, interaction, teamwork, problem solving or self-regulation skills.

Learning for Life has been specially designed for young people who may not be ready for a full-time vocational pathway. Once completed, our learners may choose to progress to a vocational pathway.

Work experience

Some learners will progress to a vocational pathway and be part of DC Workforce, which is our Learning for Life work experience placement. They will access work experience linked to their vocational pathway.

Functional Skills

Functional Skills comprises of English, maths and ICT and is delivered through small discrete groups and embedded into every aspect of the pathway. It is linked to vocational activities and everyday life.

Sport, leisure and wellbeing

There is an extensive range of wellbeing activities at evenings and weekends for residential students. These include swimming, gym, football, Boccia, arts, karaoke, cinema, theatre and shopping trips.

For some students, bespoke early morning exercise sessions have helped with focus for the rest of the day.

Lots of special occasions are celebrated including prize-giving, religious festivals, and events, which all students are invited to take part in.



Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need

Personal, social and health education (PSHE)

Learners take part in PSHE sessions covering topics including online safety, rights and cultures, relationships, drugs and alcohol awareness and moving on, appropriate to their individual needs.

Learner Voice and Student Union Board

Derwen College Student Union (SU) (SU) is affiliated to the National Union of Students. Each October, students vote for who they want to represent them on the SU Board. There is one representative and one deputy representative from each pathway. Students learn how to communicate their likes, dislikes, and thoughts, and how to represent the thoughts of other students to make Derwen College a special place for all of them.

Care and therapies within Learning for Life

Careers Education, Information, Advice and Guidance (CEIAG)

CEIAG is embedded into the learners' programme.



Typical outcomes

- Core development of softer skills to support lifelong learning, including communication, interaction and positive choices.
- Possible progress towards a vocational pathway.
- Vocational Qualification up to Entry Level 2 (if appropriate).

Possible next steps after College

- Voluntary work
- Local college or training programme
- Supported living



Universal therapy provision

All students benefit from access to therapy services enabling a universal approach to developing independence in preparation for adulthood and transition post-College.

Targeted therapy provision

Targeted therapy provision is available following referral to the integrated therapy team.

Following assessment, any specific needs will be identified and recommendations made. This may take the form of guidance and advice to the student and their key staff, provision of equipment, visual resources, group work or 1:1 for a short period of therapeutic intervention.

Specialist therapy provision

Specialist therapy need should be identified in the EHCP or IDP, but the therapy team may recommend additions/alterations to outcomes and further therapy provision.

A student's specialist provision will be reviewed regularly, to ensure it meets their needs in the College environment. Therapy will be delivered in the most appropriate way to enable students to achieve their individual goals and outcomes. The students also have time to spend with the College therapy dog.



Nurture

Programme



The Nurture programme is a bespoke two-year course aimed at supporting young people with Profound and Multiple Learning Disability (PMLD) to transition from school to adult life. The programme is personalised to the student to bridge the gap between their individual starting point and their chosen destination.

The curriculum is broken down into four core areas to support this development. These areas are developed in line with the Preparing for Adulthood themes (independent living, friends, relationships and community, employment, and good health) to enhance the students' quality of life (communication, independence, wellbeing, future).

Independence

Students on the Nurture programme will develop skills to be able to interact with the world with less support.

Students develop skills to be more actively involved in activities at home and in the community, and make progress towards being able to self-occupy and engage in activities related to the world of work.

- **Social interaction and wellbeing** – to be a part of things and engage more actively with peers, staff and unfamiliar people. Promoting quality of life through emotional and physical wellbeing, supported by necessary therapies.
- **Communication** – developing the ability to understand and express information. Increasing opportunities for choice-making and self-determination. Increasing understanding of communication resources to maximise the potential of these skills.
- **Cognition and learning** – increasing awareness and understanding of the world and develop the skills to interact with and explore it. Increasing sensory development.

Timetabled sessions

Timetables are flexible and responsive to meet individual needs, they are also themed around cultural and real-world situations. Sessions can include: communication and interaction, gardening, sensory exploration, PSHE, community engagement, games and exercise, cooking and kitchen skills, sensory art, music and movement and experiencing the world of work.



Learner Voice and Student Union Board

The majority of Nurture students are working at a communication level in the 'here and now' or in immediate anticipation of things they can see. Staff will help to support the Learner Voice by observing and recording the student's response to the things they encounter or engage with in order to repeat enjoyable experiences in the future.

Choice making is offered using actual objects, objects of reference, pictures and symbols, depending on the student's personal communication preferences.

Students from the Nurture programme attend the College Student Union Board and present their views, which may include presenting the responses the students have given to activities and events, as recorded by staff.

Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need

The Nurture programme is focused on students working at an early level of communication and cognition. Nurture students are working within the definition of 'PMLD' as set out in the Core and Essential Standards, Department for Education definition of PMLD, or early stages of Elklan complex needs ladder.

Typical outcomes and possible next steps

Through the Nurture programme, Students will gain the knowledge and understanding they need to succeed in their chosen destination beyond College. This may include:

- **Supported living** – young people being more independent in their own home; having choice and control over their own living environment; being able to tolerate a share with housemates who may also have high needs; contribute to a shared living environment.
- **Coping with new environments** – learning to be confident in a much wider range of community facilities and with a wider range of people.
- **Increased spontaneity** – coping with increased change as activities may no longer take place in a single environment (i.e. school or college) but at different activity bases each day.
- **Experience of work and increased engagement in the community** – engaging in activities that can provide stimulating occupation, contribution to the community and potentially, valuable income.

Therapies within Nurture

Physiotherapy, Occupational Therapy and Speech and Language Therapy are integrated throughout the timetable to ensure good health.

Specialist therapy staff work in the classroom alongside education staff to provide therapies within the teaching and learning activities, and support education staff to develop the skills to continue therapy practices at across the timetable.



Students may access a 1:1 session if this is also beneficial. All students have access to the hydrotherapy pool on a weekly basis.

Speech and language therapists support educational staff in the use of widely recognised communication strategies including Makaton, objects of reference, TaSSeLs, Intensive Interaction or symbol/picture support, where these strategies are suitable for the individual student.

The students also have time to spend with the College therapy dog.



Springboard

Programme

Springboard is a flexible programme, funded through social care, offering students a bit of extra support where needed. Instead of formal learning, the young person has access to work experience opportunities and are supported to improve their independence skills.

They learn home and independence skills such as shopping, laundry, nutrition and travel training, and learn work skills at internal and external work placements.

Just like all Derwen College students, the young person is welcome to participate in student trips and to enjoy everything the student union has to offer.

Springboard students may access the gym, health and wellbeing activities and Duke of Edinburgh's Awards.

Work experience

Those on the Springboard programme enjoy weekly internal and external work placements linked to their employment aspirations.



Pre-entry requirements

- Students aged 16–25 who have completed a Vocational Pathway
- Derwen College able to meet need

Independence

This may include:

- Travel training
- Skills in the home, such as preparing and cooking food, laundry, hoovering
- Skills in the community, such as shopping, budgeting, personal safety

Possible next steps after College

- Paid work
- Voluntary work
- Local college or training programme
- Supported living



Sport, leisure and wellbeing

There is an extensive range of wellbeing activities at the end of the working day and at evenings and weekends for our residential Springboarders. These include swimming, gym, football, Boccia, arts, karaoke, cinema, theatre and shopping trips.

Universal therapy provision

All students benefit from access to therapy services enabling a universal approach to develop independence in preparation for adulthood and transition post-College. The students also have time to spend with the College therapy dog.

Careers Education, Information, Advice and Guidance (CEIAG)

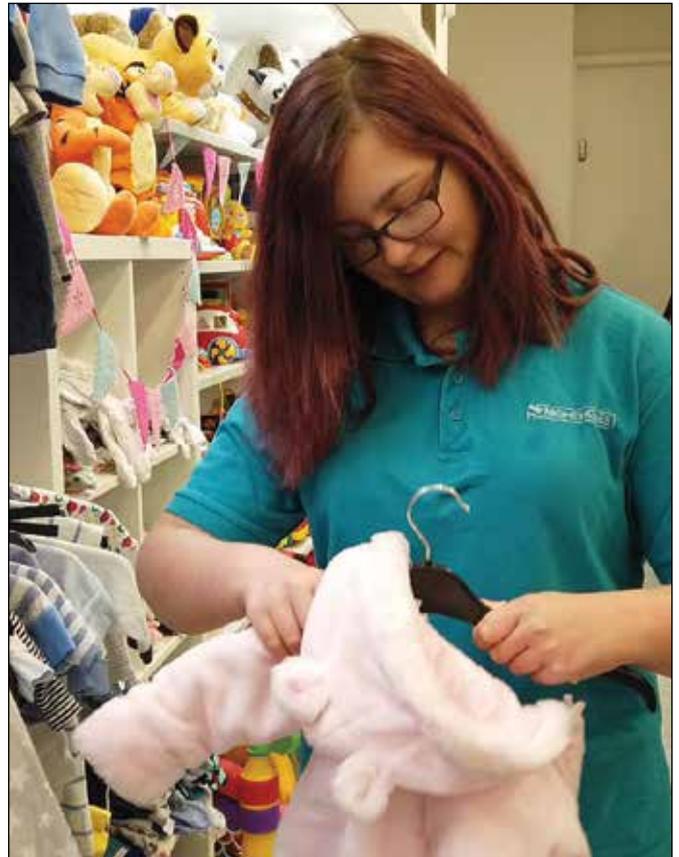
CEIAG is an integral part of the programme. Students take part in small group employability sessions. External guests, including Industry Champions, local business owners and ex-students, are invited to talk to students about their experiences outside of College. Impartial CEIAG is also provided by an external Careers Lead.



Supported Internship

The core aim of a Supported Internship study programme is to undertake substantial work placements facilitated by the support of an expert job coach and to prepare young people with learning difficulties into paid work. The Internship is up to one academic year. Interns are supported by a dedicated job coach, whose support will taper off as the intern becomes more familiar within their role.

The intern must be 'work ready' and have a willingness to work.



Work placement

The work placement makes up 70% of the programme. This will be external, however, if meaningful work opportunities are not found by the start of the programme, then other suitable opportunities will be available within our College campus in the interim.

College days

The intern will spend 30% of their time at College, working towards a qualification in their chosen vocation, core functional and employability skills and will collate their portfolio of work.

Pre-entry requirements

- Education, Health and Care Plan (EHCP) (England) or Individual Development Plan (IDP) (Wales)
- Students aged 16–25
- Derwen College able to meet need



Typical outcomes

The aim of the Supported Internship is to support our interns into paid or voluntary employment after College.

Positive progression

The measure of success of a Supported Internship is transition into sustained and paid employment. If this is not achieved then the intern is offered guidance about agencies that can support further. Some interns go on to voluntary work and this too is seen as a positive outcome.

Careers Education, Information, Advice and Guidance (CEIAG)

CEIAG is an integral part of the programme. External guests, including Industry Champions, local business owners and ex-students, are invited to talk to students about their experiences outside of College. Impartial CEIAG is also provided by an external Careers Lead.





Contact us

We have an amazing team here at Derwen College, and they're all waiting to support you through this next stage of your education. We can help you decide which pathway or programme will be the right one for you.

For further information on any of our pathways or programmes, contact our friendly admissions team on:

admissions@derwen.ac.uk
01691 661234 Ext 401

Visit our website for information on open days and other events. Did you know we also have a virtual tour? Drop in and have a look around!

www.derwen.ac.uk





Which pathway or programme will be right for you?

We are definitely not one-size-fits-all! At Derwen College, we tailor our pathways and programmes to fit individual student needs. We are flexible and adaptive in our approach, making sure we meet the learning needs and requirements of all our students.

We work with our young people to support them to achieve what they want to and challenge them to do more.



**Derwen College
Gobowen
Nr Oswestry
Shropshire
SY11 3JA**

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