

# PENGWERN COLLEGE

## Outcomes 2025

### City and Guilds

3 x Certification in Skills for Working Life - Entry Level 3

7 x Certification in Personal Progress - Pass

2 x Diploma in Personal Progress - Pass

### WJEC

1 x Essential Skills - Entry Level 2

2 x Essential Skills - Entry Level 1

### Duke of Edinburgh Awards

2 x Silver

13 x Bronze

### Suite of Agored Units

3 x Pre Entry

### Work Experience

**We are really proud of our students who completed a variety of work experience placements this year:**

- Four students took on roles in the college shop, helping to serve staff and fellow students while gaining practical retail experience
- Four of our students worked in the resources department, creating materials to be used across the site.
- Two of our students developed practical skills in both the college café and an off-site café, serving customers and preparing food. Another two students focused on making paninis for staff and students in the college café.
- Two of our students gained experience in the college pot wash, preparing the trolley for tea breaks and handling washing-up duties.
- Seven students gained hands-on experience in the college and local gardens, growing vegetables and developing valuable gardening skills.
- Two of our students worked on maintaining and building bikes, preparing them for use during break times.
- Two students worked on waste and recycling, collecting and managing materials both on-site and off-site.
- One student worked on flower arranging, creating a beautiful arrangement for the college.
- Three students worked with TAPE a local studio, producing media projects such as short films and animations.
- Three of our students worked at the college farm park, caring for the animals and learning practical animal-handling skills.
- One student worked alongside the IT officer to maintain the college IT equipment.
- Two of our students worked at NCAR Animal Rescue gaining hands-on experience.

### The Wow Board

**Our Wow board celebrates our student's incidental learning, which are achievements that may not usually be recognised. We like to call these "magic moments."**

- In his first few weeks in college, Lewis had struggled to integrate with his peers. However, over the last few days, he has really made the effort and has been friendly and kind to his peers. Well done Lewis.
- In the previous year Harry had really struggled to attend his sessions. This term he has attended many sessions and really joined in!
- Molly had previously been unsure about her D of E sessions and was reluctant to join in. In the last few weeks, she has really made the effort to join in and has even encouraged her peers to be brave and join in too! Well done.
- So far Huw hasn't really initiated any conversation with his peers. However, when his pottery session had finished, he thought another student was about to walk down to the main hall. Huw said- 'wait you can walk down with me', this is great to see, well done.
- Halle had been struggling to attend her sessions last year. But this term she's been attending regularly joining in with activities and tasks. Brilliant progress well done.
- In tutorials J had said that he wasn't going to go to his work experience in the tuck shop. He was brave and tried the session and really enjoyed it. Well done for trying something new.
- Although he was attending sessions, Alex had struggled to join in and stay in his sessions. Recently in a pottery session he was asked to identify three different colours. Using a real object of reference, he was able to verbally do so. Alex also attempted to copy the signing too.
- Jayden has had some great engagement recently. He has joined in some sessions really well and even completed part of his accreditation workbooks. He had really struggled to positively engage in sessions but has really worked hard on this with his staff and has made some great progress. Well done!
- Rachel, feeling hungry and being an independent young lady, signed toast to her staff and made her way to the kitchen. She made toast in a safe and independent manner, with just some verbal prompts. Great engagement and independence Rachel, good work.
- Sam has struggled to initiate and hold conversation with his peers, usually directing conversation and questions to his staff. However, recently in a pottery session, Sam and another learner worked on creating a personalised cup poster. The two friends got on with their work independently. They worked together for over an hour without any staff prompts or instructions, chatting and sharing ideas, helping each other to produce a great piece of joint work. Sam said "I like working with Josh because he is good fun, he helped me and has good ideas". Well done guys great team work and independence.
- Josh worked really well on a shared project with another learner who needed encouragement to talk to less familiar people. He put him at ease by being friendly and encouraged him to work independently. Together they completed a great poster. Great team work and independence guys!
- Arthur had always worked on his own in the café, but recently, with the help of his support, he was motivated to join in with another student to dry the pots as part of a team. Great team work Arthur!
- Alex visited the college tuck shop for the first time recently. He had not had the confidence to visit the shop before. He engaged with his peers who were completing their work experience at the time. Well done Alex and great work from the work experience group for being so welcoming.
- Jake had always worked on his own, but recently, he joined a being active activity and shared some time on the swing with another student. They had a great time and were laughing and engaging together for over 5 minutes. Amazing progress Jake!
- Jayden has had some great engagement recently, he has joined in some sessions really well and even completed part of his accreditation workbooks. He had really struggled to positively engage in sessions but has really worked hard on this with his staff and made some great progress. Well done!

### Looking to the Future

- ADav gained the independence and social skills to be able to access a placement at “Kit out the kids” a clothing recycling project in her local community.
- ADar gained the skills to be able to attend a local community hub called “Sense” where he is able to socialise and take part in activities with others.
- LDod has gained the accreditation and skills to be able to continue to work 2 days voluntary at NCAR, a local animal rescue centre.
- SPar gained the skills to be more tolerant of others, this will support him to be able to access a timetable of activities at his residential placement.
- OPar gained skills to be able to socialise and interact with others without grabbing. This has enabled him to be able to gain voluntary work at Cunliffe and ErLas, garden projects; and transition into supported living.
- RCav gained skills to be able to socialise and interact with others without becoming frustrated and her voice becoming loud. This has enabled her to gain a placement at a day service and will be moving into assisted living.
- VKum improved her engagement, interaction with others and gardening skills to enable her to gain voluntary work at Cunliffe Centre and ErLas garden projects.
- AMcB gained the skills to be more tolerant of others and take part in activities for longer periods of time, this will support him to be able to access a timetable of activities at his residential placement.

