

ПРАКТИК-КЛАСС "Использование языкового Портфолио для разных возрастных групп"

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Цель: создать условия для профессионального самосовершенствования учителя при котором

- приобретается опыт подготовки к проектированию адаптивной образовательной среды учащегося;
- формируется индивидуальный стиль творческой педагогической деятельности в процессе работы с технологией «Языковой портфель».



Портфолио является формой аутентичного оценивания образовательных результатов по продукту, созданному учащимся в ходе учебной, творческой, социальной и других видов деятельности.



Наиболее традиционной можно считать типологизацию портфолио по характеру и структуре представленных в нем материалов. В этом случае выделяют следующие типы портфолио:

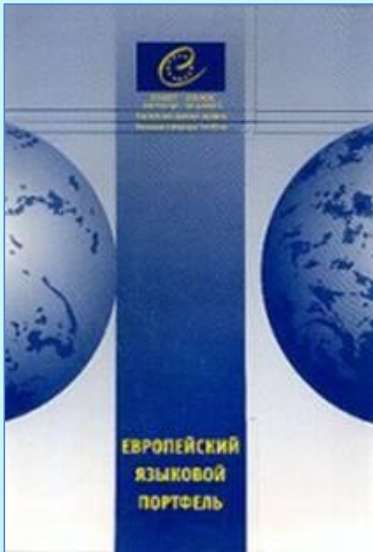
- Портфолио документов, или «рабочий» портфолио
- Портфолио процесса
- Показательный портфолио
- Портфолио развития
- Портфолио для учебного планирования
- Портфолио подготовленности (proficiency)
- Показательный портфолио
- Портфолио трудоустройства
- Портфолио для поступления в вуз



Европейский языковой портфель был задуман и реализуется, прежде всего, как инструмент самооценки учащегося на всех описанных и стандартизированных уровнях, основанных на коммуникативном подходе. Разработка проекта велась с 1993 по 1996 год под эгидой швейцарского национального института.

С недавних пор существует и языковой портфель на русском языке, прошедший аккредитацию в Совете Европы в Страсбурге. Есть версии его как для детей (русский язык общего владения: начальная школа, средняя школа), так и для взрослых (модули: для филологов с профессиями преподавателя РЯ и переводчика). Перевод был осуществлен Московским государственным лингвистическим университетом; апробация прошла в апреле 1998 – декабре 2001 года.





Функции языкового портфеля:

- **социальная** (он не заменяет аттестат зрелости или диплом, а расширяет их; способствует внедрению в реальную жизнь решений Болонского процесса: мобильности учащихся и учения без возрастных границ (Lebenslanges Lernen), делает содержание образования по языкам более прозрачным и дает возможность соотнести результаты обучения в различных странах);
- **педагогическая** (процесс изучения иностранного языка более прозрачен для учащегося, что способствует мотивации даже самых слабых студентов, развивает самооценку и творческое отношение к обучению, дает ощущение автономности и ответственности за результат процесса обучения; делается акцент не на отдельных ошибках, а на состоявшемся процессе коммуникации в целом);
- **политическая** (решение 4-х задач: сохранение языкового и культурного многообразия; формирование языковой и культурной толерантности по отношению к представителям иных культур; развитие многоязычности; воспитание граждан демократического общества).

Языковой портфель состоит из трех основных компонентов:

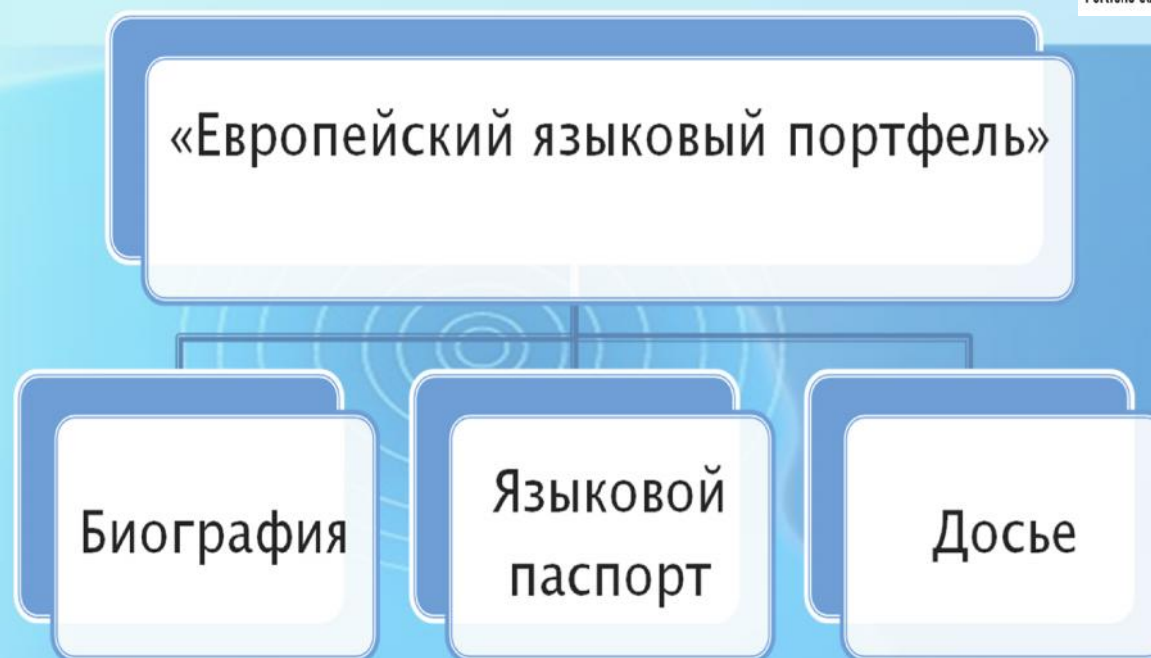
**Языкового паспорта,
Языковой биографии и
Языкового досье.**

Кроме того, есть два дополнительных компонента:

**Приложение к трудовой биографии
и**

Приложение к диплому.

Он прикладывается к Заявлениям о приеме на работу или иным документам в качестве подтверждения владения иностранными языками.



"Языковой паспорт" (Europass – Language Passport)

содержит личные данные (имя, фамилию, дату и место рождения, национальность), языки обучения и общения в семье, информацию о пребывании за границей и об участии в проектах, свидетельства, дипломы, сертификаты и таблицу самооценки.

"Языковой паспорт" представлен в ЕЯП отдельным документом. Он признаётся Советом Европы в качестве документа, отражающего достижения в изучении ИЯ и может использоваться при продолжении учёбы или поиске работы в европейских странах.

Common European Framework of Reference for Languages - Self-assessment grid

	A1 Basic User	A2 Basic User	B1 Independent User	B2 Independent User	C1 Proficient User	C2 Proficient User	
Understanding	Listening I can understand familiar audio and very basic of mass communication and I can identify and understand common words and phrases when spoken slowly and clearly.	I can understand general audio and the highest frequency vocabulary related to areas of immediate personal relevance (e.g. my own personal and basic information, shopping, local area, employment). I can catch the main points of short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar subjects, spoken at a normal speed. I can understand the main points of short radio or TV programmes on familiar affairs or topics of personal or professional interest when the speaking is relatively slow and clear.	I can understand extended speech and be able to follow even complex lines of argument provided the topic is reasonably familiar. I can understand most of the news and current affairs programmes. I can understand the main points of extended speech on familiar subjects when the speaker is not native.	I can understand extended speech and be able to follow even complex lines of argument provided the topic is reasonably familiar. I can understand most of the news and current affairs programmes. I can understand the main points of extended speech on familiar subjects when the speaker is not native.	I can understand extended speech and be able to follow even complex lines of argument provided the topic is reasonably familiar. I can understand most of the news and current affairs programmes. I can understand the main points of extended speech on familiar subjects when the speaker is not native.	I can understand extended speech and be able to follow even complex lines of argument provided the topic is reasonably familiar. I can understand most of the news and current affairs programmes. I can understand the main points of extended speech on familiar subjects when the speaker is not native.
Reading	I can understand familiar written texts and very simple brochures, forms and notices and notices in public places.	I can understand familiar written texts and very simple brochures, forms and notices and notices in public places.	I can understand the main points of clear standard written texts on familiar subjects. I can understand the main points of short radio or TV programmes on familiar affairs or topics of personal or professional interest when the speaking is relatively slow and clear.	I can understand extended speech and be able to follow even complex lines of argument provided the topic is reasonably familiar. I can understand most of the news and current affairs programmes. I can understand the main points of extended speech on familiar subjects when the speaker is not native.	I can understand extended speech and be able to follow even complex lines of argument provided the topic is reasonably familiar. I can understand most of the news and current affairs programmes. I can understand the main points of extended speech on familiar subjects when the speaker is not native.	I can understand extended speech and be able to follow even complex lines of argument provided the topic is reasonably familiar. I can understand most of the news and current affairs programmes. I can understand the main points of extended speech on familiar subjects when the speaker is not native.	I can understand extended speech and be able to follow even complex lines of argument provided the topic is reasonably familiar. I can understand most of the news and current affairs programmes. I can understand the main points of extended speech on familiar subjects when the speaker is not native.
Speaking	Oral Interaction I can interact in a simple way provided the other person is prepared to assist or to repeat things and I have a good use of simple phrases for familiar situations. I can manage very simple conversations, when I have to ask for clarification or to repeat things.	I can interact in a simple way provided the other person is prepared to assist or to repeat things and I have a good use of simple phrases for familiar situations. I can manage very simple conversations, when I have to ask for clarification or to repeat things.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible, provided the situation is familiar. I can handle most situations likely to arise while travelling in an area where the language is spoken. I can take part in discussions on familiar topics and can give reasons and explanations according to the circumstances.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible, provided the situation is familiar. I can handle most situations likely to arise while travelling in an area where the language is spoken. I can take part in discussions on familiar topics and can give reasons and explanations according to the circumstances.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible, provided the situation is familiar. I can handle most situations likely to arise while travelling in an area where the language is spoken. I can take part in discussions on familiar topics and can give reasons and explanations according to the circumstances.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible, provided the situation is familiar. I can handle most situations likely to arise while travelling in an area where the language is spoken. I can take part in discussions on familiar topics and can give reasons and explanations according to the circumstances.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible, provided the situation is familiar. I can handle most situations likely to arise while travelling in an area where the language is spoken. I can take part in discussions on familiar topics and can give reasons and explanations according to the circumstances.
Speaking	Spoken Production I can use simple phrases and sentences to describe where I live and simple topics.	I can use a range of phrases and sentences to describe where I live and simple topics.	I can present simple, clear descriptions of one or more topics related to my field of interest. I can explain a situation on a familiar topic and give reasons and explanations for actions and ideas. I can describe a hobby or hobby. The last of a book, film and describe my reactions.	I can present clear, detailed descriptions of one or more topics related to my field of interest. I can explain a situation on a familiar topic and give reasons and explanations for actions and ideas. I can describe a hobby or hobby. The last of a book, film and describe my reactions.	I can present clear, detailed descriptions of one or more topics related to my field of interest. I can explain a situation on a familiar topic and give reasons and explanations for actions and ideas. I can describe a hobby or hobby. The last of a book, film and describe my reactions.	I can present clear, detailed descriptions of one or more topics related to my field of interest. I can explain a situation on a familiar topic and give reasons and explanations for actions and ideas. I can describe a hobby or hobby. The last of a book, film and describe my reactions.	I can present clear, detailed descriptions of one or more topics related to my field of interest. I can explain a situation on a familiar topic and give reasons and explanations for actions and ideas. I can describe a hobby or hobby. The last of a book, film and describe my reactions.
Writing	Writing I can write a short message, provided the recipient is familiar with the situation. I can fill in forms with personal details, for example, when applying for a job or when registering for a course.	I can write short, simple messages, provided the recipient is familiar with the situation. I can fill in forms with personal details, for example, when applying for a job or when registering for a course.	I can write simple connected text on familiar topics and can describe my reactions. I can describe my reactions and experiences.	I can write simple connected text on familiar topics and can describe my reactions. I can describe my reactions and experiences.	I can write simple connected text on familiar topics and can describe my reactions. I can describe my reactions and experiences.	I can write simple connected text on familiar topics and can describe my reactions. I can describe my reactions and experiences.	I can write simple connected text on familiar topics and can describe my reactions. I can describe my reactions and experiences.

Common European Framework of Reference for Languages (CEFR) © Council of Europe


Language Passport

Mother tongue(s)
Other language(s)

Self-assessment of language skills

Understanding		Speaking		Writing

Certificates and diplomas

Title	Awarding body	Date	Level*

Linguistic and intercultural experience

Description	Duration
Using languages for study or training / Using languages at work / Using languages while living or travelling abroad / Mediating between languages (delete non-relevant types of experience or replace with your own text):	

* indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.

The European Language Passport is part of the European Language Portfolio developed by the Council of Europe (www.coe.int/ELP/Portfolio).

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"Языковая биография" (Language Biography) помогает ставить задачи и анализировать то, какими умениями удалось овладеть за последнее время, каким образом и насколько успешно этого достигли, используя контрольные листы самооценки. Контрольные листы помогают определить уровень владения языком (A1, A2, B1, B2, C1, C2) по аудированию, чтению, монологу, диалогу и письму.



Instructions for filling in the Europass CV

All CV heading fields are optional. However only fields left empty.

PERSONAL INFORMATION

Replace with final name(s) (Surname(s)). If you have more than one first name, start with the one you usually use. Example: John Smith

Replace with full name of your school or university. Example: 32 Reading Rd, Birmingham B26 3DA, United Kingdom

Replace with telephone number. Example: +44 7971 200 1234

Replace with mobile number. Example: +44 7971 200 1234

Separate groups of digits in accordance to national convention, to ensure your telephone number is easy to read. Example: +CountryCode+AreaCode+LocalNumber

Specify an email address. Example: john.smith@school.com


Specify an email address. Example: john.smith@university.com

Be sure it is relevant to the position and it does not hinder your application. Example: www.linkedin.com

Replace with postal (if service). Replace with messaging account(s). Be sure it is relevant to the position and it does not hinder your application. Example: @42

Specify an internet site (e.g. LinkedIn, Facebook, Twitter, etc.)

Specify a CV heading field (optional). Example: Date of birth (DD/MM/YYYY) Nationally Spanish



Instructions for filling in the Europass CV

WORK EXPERIENCE

Hold on to the work experience that gives added weight to your application. Add separate entries for each experience. Start with the most recent.

If your work experience is limited:

- create your education and training file;
- mention volunteering or (paid/unpaid) work placements which provide evidence of work experience.

If you are applying for a position you have no prior experience of, underline skills gained from previous jobs relevant for the position. For example if you apply for a management position, it is more relevant as manager, or employee that your previous position involved day to day responsibility and decision making, duties (delegation, coordination, training staff, etc.)

Replace with date from 1st February 2007 to present

Replace with occupation or position held

Examples: Maintenance technician / Receptionist / The Hookley Volunteer Coach

Replace with employer's name and locality (if relevant, full address and website)

Example: Anderson and Dobbs Ltd., 12 Highland Road, Edinburgh EH4 4AB, United Kingdom

Useable telephone for contact is relevant unless only telephone fax and e-mail are available

Replace with main activities and responsibilities

Examples:

- maintenance of computers
- relations with suppliers
- coached a junior football team (10 hours/week)
- if necessary, quantify your responsibilities (percentage of working time, length of time spent on each occasion, etc.)

Business or sector: Replace with type of business or sector. Use only if required. Example: Business or sector: Transport and logistics / Aviation / Manufacturing of motor vehicle parts

EDUCATION/ TRAINING

Replace with date from 1st February 2007 to present

Example: September 2004 - June 2007

Replace with qualification awarded

Example: National Vocational Qualification (NVQ) Level 2: Bakery Service

Provide any accreditation or other award (e.g. NVQ)

Replace with name and locality of educational institution (if relevant, country)


Example: St. John's Technical College, Cardiff

Replace with list of principal subjects covered or skills acquired

Examples:

- General
- English, Maths, Mathematics, Spanish
- physical education
- Occupational
- occupational hygiene (working of chemical fumes, safety issues, risk assessment)
- science applied to food and equipment (microbiology, observational hygiene)
- occupational technology (basic principles, hygiene and safety)
- knowledge of business and its economic, legal and social context

Replace with the type and subject of social languages if you were equipped



Instructions for filling in the Europass CV

PERSONAL SKILLS

Replace with final name(s) (Surname(s))

Example: English

Underline to indicate your level, which may be checked if you are interviewed

Language	LISTENING		READING		WRITING
	Listening	Reading	Reading (involving)	Reading (practical)	
Example: C1	Example: C1	Example: B2	Example: B2	Example: B1	

Replace with name of language, certificate, or level (if known)

Example: Certificate of Proficiency in Language Use

Replace with name of language, certificate, or level (if known)

Example: Diplôme d'études en langue française (DELF) D1

Use only if relevant. Example: Certificate of Proficiency in Language Use

When describing your personal skills:

- Use simple words and clear, unambiguous language.
- Avoid jargon and clichés (e.g. I am a team player) without context-based evidence of skills.
- Be specific, take time to understand what skills are being asked for (e.g. you are applying to be a teacher, you are applying to be a manager, etc.)
- Specify in what context they were acquired (through learning, work, seminars, voluntary or leisure activities, etc.)

Communication skills

Replace with your communication skills. Specify in what context they were acquired.

Examples:

- good communication skills gained through my experience as sales manager
- excellent contact skills with children gained through my experience as ice hockey volunteer coach

Organisational / managerial skills

Replace with your organisational / managerial skills. Specify in what context they were acquired.

Examples:


- leadership (currently responsible for a team of 10 people)
- good organisational skills gained as secretary of the History Society, responsible for booking speakers and promoting events
- good team-leading skills gained as ice hockey volunteer coach

Personal skills

Replace with any self-related skills notified elsewhere. Specify in what context they were acquired

Examples:

- good command of 7 self-control processes (usually separable for daily use)
- mentoring skills (as senior nurse, I am responsible for the training and induction of new nursing staff)



Instructions for filling in the Europass CV

Digital skills

Innovative networking	Communication	SELF-ASSESSMENT			Digital ethics
		Content creation	Safety	Problem solving	
Example: Basic user	Example: Independent user	Example: Independent user	Example: Proficient user	Example: Proficient user	

Levels: Basic user - Intermediate user - Proficient user

Replace with name of ICT certificate

Example: Certificate of office skills - Independent user

Replace with your other digital skills. Specify in what context they were acquired

Examples:

- good command of office suite (word processor, spreadsheet, presentation software)
- good command of photo editing software gained as an amateur photographer

Other skills

Replace with other relevant skills. Use any of these if you added value to your application or were a skill already mentioned. Specify in what context they were acquired

Examples:

- first aid: certified in providing first aid, as part of my school diving training and through my personal interests such as reading, walking, cycling, etc. does not bring any added value. Certificate of my diving training, as before we had suggested an existing certificate individual who likes to help others. Examples:
- reading passionate reader, help younger pupils with reading difficulties twice a week
- mountaineering: experienced climber, active member of the local hiking and climbing club

Diving licence

Replace with diving licence category/level

Example: B

ADDITIONAL INFORMATION

Replace with relevant publications, presentations, projects, conferences, seminars, honours and awards, memberships, references and citations.

Examples:

- Publications: *History of the City of London*
- Honours: *Member of the Order of the British Empire*
- Publications: *How to write a successful CV, New Associate Publishers, London, 2002*
- Honours and awards: *Member of the Order of the British Empire*
- Memberships: *Member of the University's Film-Making Society*
- Publications: *Member of the University's Film-Making Society*

Unless it is relevant, specify in what context they were acquired

REFERENCES

Replace with list of references as a second page of a CV (optional if you are not a graduate or a professional in employment or work placement, publications or research)

Examples:

- copy of degree in engineering
- European Language Portfolio
- industrial employment (Anderson and Dobbs)

Attach only documents relevant to the position. Do not attach long documents such as publications (unless they are under 'Additional information') with a hyperlink if relevant.

Уровни владения языком по аудированию, чтению, монологу, диалогу и письму.



Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency every day or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

"Досье" (Language Dossier) ЕЯП фиксирует любые практические примеры достижений в изучении неродных языков. Такими примерами могут быть самостоятельные работы, выполненные переводы художественных текстов, материалы учебных проектов. В «Досье» также могут быть включены справки и дипломы об окончании языковых курсов и др.



Приложение к диплому (Diploma Supplement).

Документ, описывающий знания и навыки, приобретенные обладателями высших учебных заведений. Он предоставляет дополнительную информацию, которая включена в официальные дипломы. Приложение к диплому Eurpass выдается высшим учебным заведением, присуждающим оригинальный диплом

199/1111 ANNE OTHER BSAIX Produced on 18 December 2008

Bournemouth University Diploma Supplement

The Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, content, context and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which the supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family Name(s) / Surname(s):
OTHER

1.2 Given Name(s) / First Names (s):
ANNE

1.3 Date of Birth (day/month/year):
31/01/1980

1.4 Student identification number or code (if available):
199/1111

2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and (if applicable) title conferred:
Bachelor of Science

2.2 Main field(s) of study for the qualification:
Mathematics

2.3 Name and status of awarding institution (in original language):
Bournemouth University

2.4 Name and status of institution (if different from 2.3) administering studies (in original language):
as section 2.3

2.5 Language of instruction/examination:
English

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of qualification:
Level 6 of the National Qualifications Framework

3.2 Official length of programme:
4 Years

3.3 Access requirement(s):
Undergraduate - The minimum requirement for entry is evidence of achievement to Level 3 of the National Qualifications Framework

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study:
Full-Time with a year in industry

4.2 Programme requirements:
The specific programme requirements are detailed in the relevant Programme Specification. The Programme Specification will provide information on the length of the programme, credit structure, required units of study, intermediate awards, progression requirements, admission regulations and assessment regulations. Programme specifications are available via the University website www.bournemouth.ac.uk/students

4.3 Please see next page for programme details:

4.4 Grading scheme and, if available, grade distribution guidance:
The grading scheme used by the University is based on percentages. Units are given a mark between 0-100% with a minimum pass mark of 40% for undergraduate programmes and 50% for Postgraduate programmes. The overall classification of the qualification is based upon the final credit-weighted aggregate mark. Bachelors degrees are classified as "First Class" for 70% or more, Second Class, Upper Division" for 60-69%, Second Class, Lower Division" for 50-59 and "Third Class" for 40-49%. All other qualifications (except Doctorates) are classified as "Merit" for 60-69% and "Distinction" for 70% or more.

4.5 Overall classification of the qualification (in original language):
Bachelors Degree with Second Class Honours (Lower Division)

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:
The qualification may lead to study at Level 7 of the National Qualifications Framework

5.2 Professional status (if applicable):
The programme does not confer any right to practice or professional status

6 ADDITIONAL INFORMATION

6.1 Additional information:
Year in industry carried out at:
SEAR STEERING

6.2 Further information sources:
For further information please refer to the University website: www.bournemouth.ac.uk/students

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4.3 Programme details (i.e. modules or units studied), and the individual grades/marks/credits obtained:

*Marks out of 100% or C - competent, NT - Not Taken or OO - Opt Out

UNIT REF	UNIT NAME	STAGE	MARKS*	CREDIT	ECTS CREDIT
A1	PURE MATHS	C	84.00	20	10.0
A2	STATISTICS	C	62.00	20	10.0
A3	QUEUEING THEORY	C	72.50	20	10.0
A4	DATABASE SYSTEMS	C	69.00	20	10.0
A5	APPLIED MATHS	C	59.00	20	10.0
A6	ACTUARIAL MATHEMATICS	C	71.25	20	10.0
BSAIX Version 1.2 - Level 4 of the National Qualifications Framework Complete 120 Credits Gained - 89.03 %					
B1	STATISTICAL ANALYSIS	I	57.40	20	10.0
B2	ADVANCED PURE MATHEMATICS	I	56.00	20	10.0
B3	ADVANCED STATISTICS	I	60.00	10	5.0
B4	INDUSTRIAL MATHEMATICS	I	50.10	20	10.0
B5	BUSINESS MATHS	I	58.40	20	10.0
B6	DISCRETE MATHEMATICS	I	47.00	10	5.0
B7	MATHEMATICS AND EDUCATION STUDIES	I	57.30	20	10.0
BSAIX1 Version 1.2 - Level 5 of the National Qualifications Framework Complete 60 Credits Gained - 55.55 %					
PRY16	INDUSTRIAL PLACEMENT (BSBIT)	P	PASS	30	15.0
BSBAXP Version 1.2 - Placement Year Complete					
C1	RESEARCH METHODS	H	70.00	40	20.0
C2	KNOTS	H	59.30	20	10.0
C3	SECONDARY MATHEMATICS	H	43.90	20	10.0
C4	PHILOSOPHY OF MATHS	H	43.60	20	10.0
C5	MATHEMATICAL SCIENCE	H	58.50	20	10.0
BSBAHXH Version 1.2 - Level 6 of the National Qualifications Framework Complete 120 Credits Gained - 57.56 %					

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Section 2 Further information

The national qualifications are publicly recognised and have certain degrees, including the Bachelor of Science, which are recognised under the European Credit Transfer and Recognition System (ECTS) for the purposes of Article 1 of the London Convention. Qualification part 7 is a Science and Qualification Framework for Maths (BSM).

The student with the following qualifications, who is not an ECTS credit transfer candidate, will not apply for the Qualification and Credit Framework (QCF) Transfer Accreditation unless the National Qualifications Framework (NQF) is available.

ECTS is an equivalent component to a prior learning

Qualification	FdL Time (Months/years)	FdL Time (Semi/Trimester/years)	Part Time (Months/years)	Part Time (Semi/Trimester/years)	ECTS
Bachelor Degree	3	NA	NA	NA	120
Postgraduate Diploma	2	NA	NA	NA	60
Graduate Diploma	2	NA	NA	NA	60
Graduate Certificate	1	NA	NA	NA	30
Bachelor Degree	5	NA	NA	NA	120
Bachelor Degree (Top-Up)	2	NA	NA	NA	60



Qualification	FdL Time (Months/years)	FdL Time (Semi/Trimester/years)	Part Time (Months/years)	Part Time (Semi/Trimester/years)	ECTS
Advanced Diploma	3	NA	NA	NA	60
Diploma of Higher Education	3	NA	NA	NA	60
Higher National Certificate	2	NA	NA	NA	30
Foundation Certificate	2	NA	NA	NA	30
Higher National Diploma	4	NA	NA	NA	120
Higher National Certificate	3	NA	NA	NA	90

Formal UK Qualification	LVAI	BEA	ECTS	Typical UK Qualification	Typical ECTS Credit
Diploma (Degree or PhD, NQF, ECU)	6	1st	120	1st	120
Master Degree	7	2nd	60	2nd	60
Higher National Diploma	4	3rd	120	3rd	120
Postgraduate Certificate of Education	1	4th	30	4th	30
Bachelor Degree	5	5th	120	5th	120
Research Certificate	1	6th	30	6th	30
Postgraduate Certificate in Education	1	7th	60	7th	60
Graduate Certificate	1	8th	30	8th	30
Graduate Diploma	1	9th	60	9th	60

Level 2, 1, 10, 11, 12

Евровкладыш ("certificate supplement") -

документ, описывающий знания и навыки, приобретенные обладателями сертификатов профессиональной подготовки. Он предоставляет дополнительную информацию, которая уже включена в официальный сертификат. Большинство стран создали Национальные кадастры сертификационных дополнений.

 Europass certificate supplement ⁽¹⁾  <small>Kingdom</small>	
1. Title of the certificate ⁽²⁾⁽³⁾ City & Guilds Level 2 Progression Award in Early Years Care and Education <small>⁽¹⁾ In the original language</small>	
2. Translated title of the certificate ⁽²⁾⁽⁴⁾ City & Guilds Ebene 2 Progression Zeugnis in Erziehung <small>⁽¹⁾ If applicable: The translation has no legal status</small>	
3. Profile of skills and competences Core Units: Understand the role of the childcare worker Apply the principles of good practice and equal opportunities Investigate the principles of working with children 1-2 years, to promote physical care and development Investigate the principles of working with children 1-2 years, to promote social and emotional development Investigate the principles of working with children 1-2 years, to promote sensory and intellectual development Investigate the principles of working with children 1-2 years, to promote language development Recognise a safe learning environment for children Prepare to contribute to the protection of children Prepare for working with parents Optional Units (one from): Work effectively with babies 0-12 months Observe children Prepare to work with colleagues in a childcare setting Apply the principles of good practice with regard to communication in the childcare setting Prepare for professional development as a childcare worker	
4. Range of occupations accessible to the holder of the certificate ⁽¹⁾ Nursery Assistant Pre-School Assistant <small>⁽¹⁾ If applicable</small>	
<small>⁽¹⁾ Explanatory note This document is designed to provide additional information about the specified certificate and does not have any legal status in itself. The format of the description is based on the following texts: Council Resolution 90/C 496/1 of 1 December 1992 on the transparency of qualifications, Council Resolution 96/C 24/24 of 18 July 1996 on the transparency of vocational training certificates, and Recommendation 2001/18/EC of the European Parliament and of the Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers More information available at: http://europass.cedefop.eu.int © European Communities 2002</small>	

5. Official basis of the certificate		
Name and status of the body awarding the certificate City & Guilds Affinity 1 Giltspur Street London EC1A 3DD United Kingdom Telephone: +44 (0)20 7294 2800 Facsimile: +44 (0)20 7294 2400 Website: http://www.city-and-guilds.co.uk E-mail: enquiry@city-and-guilds.co.uk (City & Guilds is a recognised Awarding Body in the United Kingdom.)	Name and status of the national/regional authority providing accreditation/recognition of the certificate Qualifications and Curriculum Authority 93 Piccadilly London W1J 5QA United Kingdom Telephone: +44 (0)20 7509 5555 Facsimile: +44 (0)20 7509 6666 Website: http://www.qca.org.uk E-mail: info@qca.org.uk (QCA maintains and develops the national curriculum and associated assessments, tests and examinations; and accredits and monitors qualifications in colleges and at work.)	
Level of the certificate (national or international) Level 2 in the National Qualifications Framework	Grading scale / Pass requirements Written Assessments: Distinction Credit Pass Examinations: Pass / Fail	
Access to next level of education/training Provides access to Level 3 Progression Award or other Level 3 qualifications in the NQF, also acts as initial training before students take the work-based NVQ level 2 qualifications in the same occupational field.	International agreements N/A	
Legal basis N/A		
6. Officially recognised ways of acquiring the certificate		
Description of vocational education and training received	Percentage of total programme (%)	Duration (hours/weeks/months/years)
School-training centre-based	100%	300 hours of guided learning
Workplace-based		
Accredited prior learning		
Total duration of the education/ training leading to the certificate		300 hours
Outcomes and have appropriate communication and numeracy skills to achieve this.		
Additional information It is recommended that 150 hours should be allocated for completion of the 10 required units together with an additional 120 hours of practical experience.		
More information (including a description of the national qualifications system) available at: http://www.uknec.org.uk		
National reference point http://www.uknec.org.uk		

Mobility Action Plan, или MobilPass.

Его цель — повышение мобильности студентов и рабочей силы, в нем регистрируются все подготовительные курсы, а также разъяснение диплома о высшем образовании, которое заполняет выдавший его вуз.

europass Europass Mobility


Holder of the document

1 SURNAME(S) * Read	3 FIRST NAME(S) * Stephen	5 ADDRESS 22 Flooded Road Birmingham B1 2ND UNITED KINGDOM
4 DATE OF BIRTH 09 04 1989 dd mm yyyy	6 NATIONALITY British	


Issuing organisation

8 NAME OF THE ORGANISATION * Vocational College of Greenfield	7 DOCUMENT NUMBER * EM UK-123546	9 ISSUING DATE * 09 09 2015 dd mm yyyy
--	-------------------------------------	--

Sending partner

10 NAME AND ADDRESS * Vocational College of Greenfield Dept of Biomechanics 213 Bell Street 123546 Sheffield UNITED KINGDOM	12 STAMP AND/OR SIGNATURE 
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14 TITLE/POSITION Senior teacher	15 EMAIL j.owd@vcs.uk

Host partner

16 NAME AND ADDRESS * Paternu Multimedia Ltd 213 Via Giovanni 123546 Palermo ITALIA	18 STAMP AND/OR SIGNATURE 
17 SURNAME(S) AND FIRST NAME(S) OF REFERENCE PERSONNOR * Giuliano Marco	19 TELEPHONE 39 (0)12 34 56
20 TITLE/POSITION Head of technical development	21 EMAIL mouliano@paternu.it

* Headings marked with an asterisk are mandatory.

Europass Mobility is a standard European document which records details of the experience and the needs - in terms of skills and competences or of academic achievements - of a person at a given age, educational level and occupational stage that apply in another European country (EU/EEA/ETA) and suitable countries for learning purposes.

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Description of the Mobility experience

22 OBJECTIVE OF THE MOBILITY EXPERIENCE *
To acquire a work experience in an international environment

23 EDUCATION OR TRAINING INITIATIVE IN THE COURSE OF WHICH THE MOBILITY EXPERIENCE WAS COMPLETED
Upper secondary vocational qualification - Electrician (mandatory placement)

24 COMMUNITY OR MOBILITY PROGRAMME INVOLVED
Exchange programme with the Chamber of commerce of Palermo

DURATION OF THE MOBILITY EXPERIENCE

25 FROM * 01 | 09 | 10 | 5
dd | mm | yyyy

26 TO * 30 | 03 | 2016
dd | mm | yyyy

Skills acquired during the Mobility experience

27A ACTIVITIES/TASKS UNDERTAKEN *
- Install and test switch gear and distribution boards
- Locate and rectify faults in wiring systems and in electrical equipment (install, test, commission and maintain light fittings and controls)

27B JOB-RELATED SKILLS
At the end of placement, the trainee was able to:
- Interpret schematic diagrams and flow charts
- Install and test wiring systems for lighting and power distribution
- Complete job-related documentation

28A LANGUAGE SKILLS
- At the end of placement, excellent level of communication; processing of orders from Italian-speaking customers

28B COMPUTER SKILLS
- Using Office suite tools to record and manage electronic documents


28C ORGANISATIONAL / MANAGERIAL SKILLS
- Capable of organising the tasks undertaken during the placement

28D COMMUNICATION SKILLS
- Excellent communication skills exhibited in daily contact with customers
- Good knowledge of workplace practices for dealing with customers' requests
- Fits in well with members of the team

28E OTHER SKILLS
Basic first aid training (15 hours) organised by the Red Cross - Certificate obtained at the end of the training

30A DATE * 09 | 04 | 2016
dd | mm | yyyy

30B SIGNATURE OF THE REFERENCE PERSONNOR *



30C SIGNATURE OF THE HOLDER


* Headings marked with an asterisk are mandatory.

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«...Творческие письменные задания, предусмотренные в учебниках, выполняются на отдельных листах или в отдельной тетради и входят в раздел «Досье» ученического языкового Портфолио, **ведение которого является обязательным**: ошибки подчеркиваются, но не исправляются; обучающиеся проводят работу над ошибками. Отметка в журнал за этот вид работы выставляется после проведения работы над ошибками (письмо, заметка, статья, эссе, рассказ) как текущая, проекты и мини-проекты (анкеты, опросы, интервью, сценарии), предусмотренные в учебнике, оцениваются с выставлением отметки только после их проведения (защиты) в классе как текущая отметка за урок...»

Инструктивно-методическое письмо «Об организации образовательного процесса в общеобразовательных организациях Донецкой Народной Республики в 2017-2018 учебном году»

 МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ ДОНЕЦКОЙ НАРОДНОЙ РЕСПУБЛИКИ ул. Артема, 125 А, г. Донецк, 83003, тел. 071-321-44-43 e-mail: minobraz@dnr.gov.ua, minobraz@dnr.gov.ua	
16.08.2017г. № 4013/21-21 на № _____ от _____	Начальнику управления (отдел) образования администрации городов/районов Донецкой Народной Республики Директору организации общего среднего образования, подведомственной Министерству образования и науки Донецкой Народной Республики
Инструктивно-методическое письмо	
Об организации образовательного процесса в общеобразовательных организациях Донецкой Народной Республики в 2017-2018 учебном году	
Общие положения: организации образовательного процесса в общеобразовательных организациях Донецкой Народной Республики в 2017-2018 учебном году	
В 2017-2018 учебном году в общеобразовательных организациях Донецкой Народной Республики реализуются:	
<ul style="list-style-type: none"> - Государственные образовательные стандарты начального общего, основного общего, среднего общего образования на 2015-2017 годы (Приказы Министерства образования и науки Донецкой Народной Республики от 17.07.2015 МНН 326, 325, 327); 	
«Полож о организации и осуществлении образовательной деятельности в общеобразовательных организациях Донецкой Народной Республики по соответствующим образовательным программам начального общего, основного общего и среднего общего образования в 2017-2018 учебном году (приказ Министерства образования и науки от 15.06.2017 № 323);	
«Полож о организации и осуществлении образовательной деятельности в специальных общеобразовательных организациях (школах) Донецкой Народной Республики по адаптированным основным образовательным программам на 2017-2018 учебный год (приказ Министерства образования и науки от 10.07.2017 № 72);	
«Полож о организации и осуществлении образовательной деятельности по образовательным программам дополнительного образования детей (приказ Министерства образования и науки от 26.07.2016 № 733);	
Приказ Министерства образования и науки Донецкой Народной Республики от 11.06.2017 № 821 «Об утверждении перечня основных общеобразовательных организаций Донецкой Народной Республики в 2017-2018 учебном году» (Приложение 1);	
Приказ Министерства образования и науки Донецкой Народной Республики от 14.06.2017 № 825 «Об утверждении перечня основных образовательных программ дошкольного, начального общего, основного общего, среднего общего образования, рекомендуемых для реализации в 2017-2018 учебном году» (Приложение 2);	
Приказ Министерства образования и науки Донецкой Народной Республики от 14.08.2017 № 928 «О утверждении перечня учебных, учебно-методических и методических пособий, основных образовательных программ для дошкольных образовательных учреждений и общеобразовательных организаций в 2017-2018 учебном году» (Приложение 3);	
Приказ Министерства образования и науки Донецкой Народной Республики от 17.03.2016 № 224 (с изменениями и дополнениями) «Об утверждении Порядка организации образовательной работы в общеобразовательных учреждениях Донецкой Народной Республики» (Приложение 4);	
Приказ Министерства образования и науки Донецкой Народной Республики от 29.12.2016 № 1323 «О создании единой сети республиканских площадок, осуществляющих организационную деятельность по актуальным проблемам образования и воспитания на период деятельности 2017-2019 годы» (Приложение 5);	
Структура 2017-2018 учебного года	

РЕФЛЕКСИЯ

- я узнал(а), что ...
- новым для меня было...
- я понял(а), что...
- меня удивило...
- я попробую...
- мне захотелось...
- теперь я могу...

ПЕРСПЕКТИВЫ

- выбор общей определённой модели «языкового портфеля» для разных возрастных групп учащихся
- разработка новых разделов внутри портфеля
- разработка новых шаблонов и дескрипторов внутри разделов
- создание электронного варианта языкового портфеля



СПАСИБО ЗА ВНИМАНИЕ!